

UNIVERSITY OF KERALA



Name of the Programme:

M.A. PHILOSOPHY

SCHEME AND SYLLABUS - OBE MODE

Affiliated Colleges

From 2023 Admission onwards

**PROGRAMME SPECIFIC OUTCOMES(PSO) FOR M.A. PHILOSOPHY
PROGRAMME**

- 1) **Knowledge Enhancement:** One of the major outcomes of the Programme is to facilitate students to gain an in depth and updated knowledge in the core and applied areas of Philosophy
- 2) **Fostering Reasoning and Analytical Skills:** Each course is designed to foster reasoning abilities and analytical skills in the students, to analyze contexts, assess and provide insights in addressing them.
- 3) **Self- Reflexivity and Critical Thinking :** One of the major outcomes of the programme is to develop discursive and critical thinking in students by exposing them through various philosophical traditions, methods and argumentations.
- 4) **Research Aptitudes, Interpretative Skills and Self-learning Abilities:** Since the students are exposed to a wide range of topics, they are equipped to advance their learning and identify their research aptitudes in a better way. Reading original texts provide opportunities to develop interpretative skills and develop research aptitudes.
- 5) **Social Accountability and Value Inculcation:** Inculcation of values including moral, ethical social, political, aesthetic and environmental in the learners is a major outcome of the programme. A significant outcome of the programme is to develop social accountability in the learners so as to live as responsible citizens in the society.

M.A.PHILOSOPHY COURSE STRUCTURE AND MARK DISTRIBUTION

(From 2023 Admission Onwards)

Semester	Paper Code	Title of the paper	Distribution Hrs. per Semester	Instructional Hrs/Week	Duration ESA Hrs	Maximum Marks		
						CA	ESA	Total
I	PY 511	Indian Philosophy	115	7	3	25	75	100
	PY 512	Kant, Hegel and Marx	110	6	3	25	75	100
	PY 513	Logic	115	6	3	25	75	100
	PY 514	Ethics	110	6	3	25	75	100
		Total For Ist Semester	450	25	-	100	300	400
II	PY 521	Phenomenology and Existentialism	115	7	3	25	75	100
	PY 522	Philosophy of Film	110	6	3	25	75	100
	PY 523	Contemporary Continental Philosophy	115	6	3	25	75	100
	PY 524	Environmental Philosophy	110	6	3	25	75	100
		Total For IInd Semester	450	25	-	100	300	400

III	PY 531	Contemporary Indian Philosophy	115	6	3	25	75	100
	PY 532	Philosophy of Science	115	6	3	25	75	100
	PY 533	Philosophy of Gender	110	7	3	25	75	100
	PY 534	Analytic Philosophy	110	6	3	25	75	100
		Total For IIIrd Semester	450	25	-	100	300	400
IV	PY 541	Gandhian Philosophy and Peace Studies	115	7	3	25	75	100
	PY 542	Philosophical Counselling	110	6	3	25	75	100
	PY 543	Philosophy of Mind	110	6	3	25	75	100
	PY 544	Cultural Studies and Philosophy	115	6	3	25	75	100
	PY 501	Dissertation	-	-	-	-		100
	PY 502	Comprehensive Viva- Voce						100
		Total for IV Semester	-	25	-	100		600
Grand Total						400	1400	1800

CA : Continuous Assessment ; ESA : End Semester Assessment

MA PHILOSOPHY (Semester System)

Scheme of Examination

Total Marks: 75

Time: 3hrs

Group A

Answer any Five questions out of Eight questions

Each question carries Six marks

Answer should not be less than 400 words

(5x6 = 30 marks)

Group B

Answer any Three questions out of Five questions

Each question carries Fifteen marks

Answer should not be less than 1000 words

(3x15 = 45 marks)

NAME OF THE COURSE : INDIAN PHILOSOPHY

OBJECTIVES:

To formulate an in-depth knowledge and descriptive overview of Indian Philosophy.
To have a comparative and critical view of the epistemological and metaphysical concepts .
To expose the linguistic turn in Indian Philosophy

COURSE OUTCOMES:

- CO1: Understand the traditions of Indian philosophy**
- CO2: Comprehend the general characteristics of Indian Philosophy**
- CO3: Illustrate the basic metaphysical concepts and theories in ancient Indian Philosophical Schools**
- CO4: Understand and analyse Sruthi , Smrthi and Sutra Prasthanas**
- CO5: Develop analytical skills through reading and interpreting texts**

MODULE I: INTRODUCTION

Introduction to Indian Philosophical tradition _sruthi ,smrti and Sutra Prasthanas - A brief introduction to the origin and development of Indian Philosophy

MODULE OUTCOME:

- M01:1. Understand the Indian philosophical tradition .
- M01:2. Comprehend the general characteristics of Indian Philosophy
- M01:3. Grasp an overview of Sruthi , Smrthi and Sutra prasthanas
- M01:4. Trace the origin and development of Indian philosophy

MODULE II: THEORIES OF KNOWLEDGE

Prama _prameya _ pramata _ pramana _ pramanyavada _khyativada _ (Nyaya , Vaisesika, Samkhya, Yoga , PurvaMimamsa, UttaraMimamsa, Buddhism ,Jainism, Carvaka

MODULE OUTCOME:

- M02:1. Integrate different processes involved in the occurrence of knowledge.
- M02:2. Apprehend the means for attaining knowledge
- M02:3. Compare the epistemic methods of materialist thinkers and spiritualist thinkers .
- M02:4. Assess the merits and demerits of the epistemic theories of different schools .

MODULE III: THEORIES OF REALITY

Realistic pluralism (Nyaya ,PurvaMimamsa)-Atomism (Vaisesika , Jainism) -Dualism (Samkhya Yoga ,Madhava)- Subjective Idealism (Yogacara)-Nihilism (Madhyamika) - Non Dualism (AdvaitaVisistadvaita)

MODULE OUTCOME:

- M03:1. Formulate a conceptual analysis of different theories of reality .
- M03:2. Assess different theories so as to have an in-depth knowledge of the metaphysical position of each system .
- M03:3. Compare the standpoints of materialism with that of spiritualism.
- M03:4. Assess and evaluate how each theory becomes conducive to their corresponding theories of knowledge.

MODULE IV: THEORIES OF LIBERATION

Apavarga –Kaivalya-Moksha -Jivanmukti -Videhamukti

MODULE OUTCOME:

- M04:1 Understand the optimistic outlook of Indian philosophy as it aims liberation as the highest ideal .
- M04:2 Establish the significance given by Indian thought to ethics
- M04:3 Speculate the conflict resolution ideology of Indian systems
- M04:4 Know how each school connects its highest ideal with its metaphysics and epistemology.

MODULE V: READING AND WRITING

***The Bhagavad Gita* :Chapter 2 verses 48-64.**

B K.Matilal :*The Word and the World* pp.77 – 133.

MODULE OUTCOME

- M05:1 Understand the linguistic turn in Indian philosophy
- M05:2 Formulate an independent and unbiased method to interpret a text .

REFERENCES:

1. Banerjee, N.V .*The Spirit of Indian Philosophy*, Oxford print craft India pvt. Ltd. 1974.
2. Dasgupta,SN, *History of Indian Philosophy*Vol 1 to V, Narendraprakas Jain,.1922.
3. Dr. Radhakrishnan, S .*Indian Philosophy* Vol. 1 to V, Oxford University Press,1923..
4. Raju, P.T .*Structural Depths of Indian Thought*, South Asian Publishers, 1985.
5. PurushottamaBilimoria(ed .), *History of Indian Philosophy*, Routledge : Peter Adamson and Jonardon Ganeri , 2020 .
6. Mohanty , J.N *Classical Indian Philosophy* Rowman& Littlefield Publishers,2000.
7. MatilalB.K ,*Epistemology , Logic, and Grammar in Indian Philosophical Analysis* (ed .) JonardonGaneri , Oxford University Press , ,2005 .

8. Madhava Acharya *Sarva – Darshana Sangraha* , trans. E. B Cowell and A . E. Gough Motilal Banarsidass , 1878.
9. Potter Karl. H , *The Encyclopaedia of Indian Philosophy*, Motilal Banarsidass , Delhi . Vol 1 and 2 .1963.

NAME OF THE COURSE: KANT, HEGEL AND MARX

OBJECTIVES:

The course aims to investigate the major ideas developed by the German tradition and to instill in students a deep understanding of this paper. It aims to encourage students to examine critically the theories expounded by various philosophers in the German tradition.

COURSE OUTCOMES:

CO1: Evaluate the various philosophical positions in German Tradition

CO2: Critically examine Kant's contribution to Metaphysics and Epistemology

CO3: Apply the method of Dialectics as a mode of philosophical enquiry for a comprehensive understanding of the world

CO4: Articulate the various interconnections in the philosophies of Marx and Hegel

CO5: Explore the plausibility of reading and interpreting a text

MODULE I: KANT - AN INTRODUCTION

Key concepts: Critique-Transcendental-Apriori and Aposteriori-Synthetic apriori-Reason-Intuition-Phenomena and Noumena.

MODULE OUTCOME:

MO1:1 Understand the basic doctrines of Immanuel Kant

MO1:2 Apply Kant's critique as a method of solving philosophical problems.

MODULE II: CRITIQUE OF PURE REASON

Transcendental Aesthetic:Space and Time-Synthetic apriori judgement

Transcendental Analytic:Deduction of Categories-Synthetic unity of Apperception

Transcendental Dialectic: Paralogism and Antinomies

MODULE OUTCOME:

MO2:1 Create a systematic understanding regarding the key issues in Kant's philosophy.

MO2:2 Assess the philosophical strength of different interpretations in Kant's doctrines

MODULE III: HEGEL

Dialectics-Geist-Concrete Universal(concept of Absolute)-Master-slave metaphor

Hegel's Philosophy of Right:Concept of Ethics, Family and State.

MODULE OUTCOME:

MO3:1. Identify and compare the key concepts and methods distinctive in Hegel's thought.

MO3:2. Develop the ability to think critically Hegel's concept of self with contemporary theories.

MO3: 3. Explore the moral and political problems embedded in Hegel's philosophy

MODULE IV: KARL MARX

Dialectics-Notion of man-Alienation-Labour-Religion-Marx on Indian society

MODULE OUTCOME:

MO4:1. Develop a sense of Social consciousness based on Marxian principle

MO4:2. Evaluate Marx's concept of Alienation and its reflection in a contemporary capitalist society.

MODULE V: ESSENTIAL READINGS

"The Communist Manifesto" pg.viii to xvi

***Phenomenology of Spirit*, Translated by A.V Miller Pg111 to 119**

***Critique of Pure Reason*, Translated by Werner S Pluhar Pg.25 to 32**

MODULE OUTCOME:

MO5:1 Understand the legacy of these philosophers and their continued relevance in the present context and explore its alternatives.

REFERENCES

1. Baliber. Etinae. *The Philosophy of Marx*, Verso Publication, 1995.
2. Ewing A C. *A Short Commentary on Kant's Critique of Pure Reason*,. University of Chicago press, 1938.
3. Guyer, Paul and Allen Wood. *Immanuel Kant's Critique of Pure Reason*, Cambridge University Press. 1998.
4. Kappen, Sebastian, *Marxian Atheism and Related Essays, Introduction*, 2020.
5. Miller, A V. *Hegel's Phenomenology of Spirit*, Oxford University Press. 1977.
6. Peter Singer. *Marxism A Very Short Introduction*. University Press, .1918.
7. Peter Singer. *Hegel: A Very Short Introduction*. OUP Publication, ,2002.
8. Smith, NK., *Immanuel Kant's Critique of Pure Reason*. The Macmillan Press Ltd.,. 1971.
9. Smidth J. *An Answer to the Question: What is Enlightenment?* University Press, 1996.

NAME OF THE COURSE: LOGIC

OBJECTIVES:

The course will help the students to analyse deductive and inductive reasoning both in the Indian as well as Western traditions. A major objective of the course includes training the students in reasoning exercises with the basic rules of quantification.

COURSE OUTCOMES:

- CO1: Understand the nature and scope of Logic and the inferential process with the help of syllogistic reasoning.**
- CO2: Analyze inductive reasoning and the theory of causation which is the main pillar of scientific progress.**
- CO3: Explore the importance of symbolic logic with its historical evidence.**
- CO4: Develop analytical skills with the help of reasoning exercises and Quantification.**
- CO5: Understand logic as discussed in the Indian tradition.**

MODULE I

**Definition and Nature of Logic –Propositions – Distribution of Terms-
Deductive and Inductive Reasoning – Immediate Inference: Opposition and Education –
Mediate Inference: Categorical Syllogism, Rules and Fallacies – Figure and Mood**

MODULE OUTCOME:

- MO1.1 Define Logic
- MO1.2 Explain the two types of reasoning methods
- MO1.3 Develop an outlook to solve syllogistic arguments

MODULE II

**Inductive Reasoning – Problem of Induction, Postulates of Induction – Scientific
Induction and Analogy – Causation – Mill's Methods**

MODULE OUTCOME:

- MO2.1 Understand inductive reasoning
- MO2.2 Analyze the problem and postulates of induction
- MO2.3 Classify Mill's methods of Causation

MODULE III

**History of Symbolic Logic – Simple and Compound Statements – Truth Functional
Connectives and Modifiers – Truth Table Technique for Proving Validity and Invalidity**

MODULE OUTCOME:

MO3.1 Understand the historical development of symbolic logic

MO3.2 Analyze statements and truth functional connectives

MO3.3 Examine the truth table techniques for proving validity and invalidity of arguments

MODULE IV:

Formal Proof of Validity – Rules of Inference and Rules of Replacement – Conditional Proof – Indirect Proof – Quantification – Singular and General Propositions – Rules of Quantification

MODULE OUTCOME:

MO4.1 Analyse the rules of inference and rules of replacement

MO4.2 Construct conditional proof and indirect proof to check the validity of arguments

MO4.3 Understand Quantification and its rules

MODULE V:

Indian Logic : Confluence of Material and Formal Logic – Hetu, Sadhya, Paksha – Vyapti – Panchavayavi Vakhyas – Hethvabhasa

MODULE OUTCOME:

MO5.1 Understand Indian Logic

MO5.2 Explain material and formal logic

MO5.3 Identify hetu, sadhya and paksha

MO5.4 Critically examine hethvabhasa

REFERENCES

1. I M Copi and Cohen. *Introduction to Logic*. Macmillan, 1990.
2. TMP Mahadevan. *Fundamentals of Logic*. Central Arts Press, 1943.
3. Creighton and Smart. *An Introductory Logic*. Macmillan, 1947.
4. Patrick Hurley. *A Concise Introduction to Logic*. Thomson and Wordsworth, 2014..
5. I.M. Copi. *Symbolic Logic*. Prentice Hall, 1998.
6. P Balasubramanian. *Symbolic Logic and its Decision Procedures*. Madras University, 1980.
7. W.V.O. Quine. *Methods of Logic*. Harvard University, 1982.
8. Basson O'Connor. *An Introduction to Symbolic Logic*. Surjeet Publications, 1962.
9. Singh, B N. *Indian Logic*. Asha Prakashen. 1988.
10. Sharma, Chandradhar. *A Critical Survey of Indian Philosophy*. Motilal Banarssidass Publishers. 1964.

Semester 1

Course Code: PY 514

NAME OF THE COURSE: ETHICS

OBJECTIVES:

This course provides a broad, historical, and thematic overview of ethics. The course will introduce students to basic questions of ethics, prominent ethical theories, some core areas of Applied ethics and a synoptic view of Meta ethics. This course in Ethics will also include a close reading and analysis of philosophical texts

COURSE OUTCOMES:

- CO1: Understand the nature of ethics, its different approaches and its scope in the factual world**
- CO2: Analyse the significance of ethical theories in developing ethical perspectives**
- CO3: Explore application of normative ethical theories to practical moral problems**
- CO4: Analyse and critically evaluate moral issues and dilemmas.**
- CO5: Develop moral sensitivity to clarify and enhance moral judgment and reasoning, and to justify moral decisions.**

MODULE I:

General Introduction to Ethics: Definition – The different approaches to Ethics: Normative and Non-Normative approaches

MODULE OUTCOME:

- M01.1 Define Ethics
- M01.2 Explain the different approaches to ethics
- M01.3 Develop an outlook to critically evaluate actions/choices/decisions

MODULE II:

Ethical Theories: Virtue Theory - Plato's theory of Virtue — Alasdair McIntyre — Modern theory of Virtue - Consequentialism -- J S Mill – Utilitarianism – Henry Sidgwick -- Arguments for Utilitarianism

MODULE OUTCOME:

- M0 2.1 Understand Ethical theories as indicators to perspectives on morality
- M0 2.2 Analyse the nature of Virtue Ethics.
- M0 2.3 Differentiate between the ethical concepts of virtue and consequence
- M0 2.4 Analyse and interpret the arguments for Utilitarianism

MODULE III:

Theory of De-ontology - Duty based ethics– Immanuel Kant – Moral Maxims – Good Will - Duty - Categorical Imperative -Onora O’Neill – Criticism of Utilitarianism – A simplified account of Kant’s Ethics

MODULE OUTCOME:

M03.1 Understand the nature of ethics in the context of Deontology

M03.2 Analyse the implications of Moral maxims

M03.3 Differentiate between the Kantian and Utilitarian approaches and assess their strengths and weaknesses.

M03.4 Evaluate the philosophical as well as practical importance of Deontology

MODULE IV:

Applied Ethics – Ethical Principles – Autonomy – Beneficence – Non – maleficence – Justice – Bio ethics – Medical ethics – Ethical dilemmas in ART - Ethics of Media – Ethical issues related to Mass Media – Objectivity – truthfulness – Plagiarism – Right to Privacy – Judith Jarvis Thomson’s argument - Ethics of Gender – Feminine approach to Ethics – NelNoddings – Notion of Ethical Caring – Four Key Components of Care - Ethics of Food – Food as Culture

MODULE OUTCOME:

M0 4.1 Understand the general nature of Applied Ethics

M0 4.2 Develop an overall perspective of Principlism

M0 4.3 Examine the ethical dilemmas in ART

M0 4.4 Explore the ethical issues related to Mass Media

M0 4.5 Understand the feminine approach to ethics

M0 4.6 Explore and assess the moral consequences of Food Choices

MODULE V:

Metaethical Theories: Ethical cognitivism and Non-Cognitivism – Ethical Naturalism and Non -Naturalism – Intuitionism – Open Question Argument - G E Moore – (Text Reading- Moore,G.E.*Principia Ethica*. Cambridge University Press, rpt.1976. pp.37-45) – Emotivism – Stevenson – A J Ayer – Prescriptivism – R M Hare

MODULE OUTCOME:

M0 5.1 Assess the general nature of Meta ethics

M0 5.2 Examine the open question argument against Naturalism

M0 5.3 Evaluate the concept of Emotivism

M0 5.4 Comprehend Hare’s analysis of Prescriptivism

M0 5.5 Critically evaluate major meta ethical theories.

REFERENCES

1. Bradley, FH ,*Ethical Studies*, Oxford University Press, 1876.
2. Dave, Robinson & Chris, Garratt, *Introducing Ethics*, Icon Books, 1997.

3. Laurie, Simon S, *The Philosophy of Ethics*, Cosmo Publications, 2008.
4. Sinha, J N .*A Manual of Ethics*, Jadunath Sinha Foundation, 1979.
5. William Lillie. *An Introduction to Ethics*, Allied Publishers, 1967..
6. Hudson, W.D. *Modern Moral Philosophy*, Macmillan, 1970. .
7. Singer, Peter. *Animal Liberation*. Review of Books, 1975.
8. Talbot, Marianne. *Bioethics - An Introduction*, Cambridge University Press, 2012.
9. Cohen, Andrew L and Heath Wellman Christopher. *Contemporary Debates in Applied Ethics*, Wiley Blackwell, 2014.
10. Degrazia, David. *Human Identity and Bioethics*, Cambridge University Press, 2005.
11. D Kaplan, *The Philosophy of Food*, University of California Press, 2012.
12. Anne Barnhill, Mark Budolfson, and Tyler Doggett, *Food, Ethics and Society, An Introductory text with readings*, Oxford University Press, 2018.
13. Paul B Thompson. *From Field to Fork: Food Ethics for Everyone*, Oxford University Press, 2015.

NAME OF THE COURSE: PHENOMENOLOGY AND EXISTENTIALISM

OBJECTIVES:

This course is intended to pursue the major philosophical trends in Phenomenology and Existentialism. The course will expound the basic concepts and methods in Phenomenology. This course focuses on exploring existentialistic thinkers and their philosophical theories. This course examines the specific methods and approaches employed in these philosophical theories. This course will also include a close reading and analysis of Philosophical texts of Phenomenology and Existentialism.

COURSE OUTCOMES:

CO1 : Analyze the significance of Intentionality in the backdrop of Phenomenology.

CO2: Understand the basis and concept of Phenomenology and the method of phenomenological enquiry

CO3: Evaluate the significance and influence of the Existential movement in Philosophy.

CO4: Articulate the key philosophical points of view in the field of Existentialism.

CO5: Comprehend the major themes and concepts of existentialistic thinkers.

MODULE I

Phenomenology: Brentano - Intentionality, Husserl: Phenomenological Method:

Phenomenological Reduction (epoche, bracketing), Eidetic Reduction, Transcendental Reduction

MerleauPonty - Phenomenology of Perception

MODULE OUTCOME:

M01.1. Define Phenomenology

M01.2. Explain the different approaches to Phenomenology

M01.3. Apply Phenomenological methods for acquiring genuine knowledge

M01.4 Evaluate phenomenological method as a philosophical method

MODULE II

Soren Kierkegaard: Kierkegaard's notion of existence, The spheres of existence (Stages of Existence)

MODULE OUTCOME:

M02.1: Understand the concept of Kierkegaard's notion of existence

M02.2: Analyze three stages of existence explained by Kierkegaard.

M02.3: Critically examine Kierkegaard's notion of existence.

M02.4: Develop interpretations of existence based on Existentialism

MODULE III

Karl Jaspers: *Existenz* and Transcendence.

Gabriel Marcel: Problem and Mystery - Pursuit of Being- Faith, Hope, Love, Charity

MODULE OUTCOME:

M03.1: Understand the concept of Gabriel Marcel's Problem and Mystery

M03.2: Analyze Karl Jaspers' notion of *Existenz* and Transcendence

M03.3: Critically examine Gabriel Marcel's concept of Pursuit of Being.

M03.4: Critically examine Karl Jaspers and Gabriel Marcel's Existentialism

MODULE IV

Martin Heidegger: Concept of Dasein

Nietzsche: Nihilism

MODULE OUTCOME:

M04.1: Understand Martin Heidegger's concept of existentialism

M04.2: Analyse the concept of Dasein

M04.3: Critically examine Nietzsche's concept of Nihilism

MODULE V

Jean Paul Sartre: Modes of Being (en-soi and pour-soi) - Concept of Freedom

READING

Sartre, Jean-Paul, *Existentialism is Humanism*, trans. Philip Mairet (London: Methuen, 2011), 23-68.

REFERENCES

1. M.K. Bhadra, *A Critical Survey of Existentialism and Phenomenology*: Indian Council of Philosophical Research, 2004.
2. H.J. Blackham, *Six Existentialist Thinkers*: Routledge, 1965
3. R. SundaraRajan, *Studies in Phenomenology, Hermeneutics, and Deconstruction*, Allie Publishers, 1991.
4. Edmund Husserl, *Ideas*. Routledge, 2012.
5. Jean Paul Sartre, *Being and Nothingness : An Essay in Phenomenological Ontology*, Sarah Richmond (Tr), Routledge, 2018.
6. Robert Olsen, *An Introduction to Existentialism*, Robert Olsen, Dover Publications Inc, 2017.
7. William Barrett, *Irrational Man: A Study in Existential Philosophy*, Doubleday, 1958.
8. Herbert Spiegelberg, *The Phenomenological Movement: A Historical Introduction*, Springer, 1971.
9. Paul Ricoeur, *Husserl: An Analysis of His Phenomenology (Studies in Phenomenology and Existential Philosophy)*, Edward G. Ballard (Tr), Northwestern University Press, 2007

10. Merleau-Ponty, Maurice. *Phenomenology of Perception*, trans. D. Landes. Routledge, 2012.
11. Nietzsche: *On the Genealogy of Morals*, D. Smith (trans.), Oxford University Press. 1996.
12. Kaufmann, Walter (Ed) *The Portable Nietzsche*, Penguin Classics, 1994.

NAME OF THE COURSE: PHILOSOPHY OF FILM

OBJECTIVES:

The course intends to bring an awareness to the students of the interrelatedness between film and philosophy. It also aims to give a general outlook on the philosophical issues raised in film narration and the various theories that have been developed in this regard.

COURSE OUTCOME:

CO1: Articulate the concept, philosophy of film

CO2: Understand and analyse film narration, image and representation

CO3: Analyse and evaluate the various theories on film

CO4: Critically analyse philosophical issues in the context of film

CO5: Develop critical and reflective skills to review and evaluate films

MODULE I

THE CONCEPT OF PHILOSOPHY OF FILM

Nature of film – Film as Philosophy- Film as art- - Film as and social criticism

MODULE OUTCOME:

Mo1.1: Understand the nature of film

Mo1.2 :Articulate film as philosophy

Mo1.3 :Evaluate and assess film as a tool for social criticism

MODULE II

IMAGE AND REPRESENTATION-

Film Narration - Film genre- Philosophical issues in film narration

Concept of Moving Image – Concept of Gaze -

“ Movement-image” and “the time-image” - Bergman- Movement of time –Deleuze

MODULE OUTCOME:

Mo2.1 :Understand the notion, film narration

Mo2.2 :Articulate and analyse movement image and time image

Mo2.3: Analyse the Deleuzian concept of movement of time

MODULE III

FILM THEORIES

Film theory – Form and function- Film analysis -

Apparatus theory - Auteur theory- Cognitive film theory- Feminist theory- Genre studies.

Linguistic film theory- Marxist film theory.-Psychoanalytic film theory

MODULE OUTCOME:

Mo3.1: Understand the different ways of film analysis

Mo3.2 : Examine and compare the diverse views of film analysis through various theories

MODULE IV

PHILOSOPHICAL ISSUES AND FILM

Film and experience - The Philosophical Limits of Film- Film Criticism - Motion Pictures as a Philosophical Resource

MODULE OUTCOME:

Mo4.1 :Narrate film as a unique experience

Mo4.2 :Understand the activity of film criticism

Mo4.3: Examine motion pictures as a philosophical resource

MODULE V

FILM REVIEW

The Sacrifice- Andre Tharkovisky

Children of Heaven - Majid Majidi

Matrix -Lana and Lilly Wachowski

Persona - Ingmar Bergman

PatherPanchali – Satyajit Ray

Esthappan – G Aravindan

Elipathayam- AdoorGopalakrishnan

ThaneerThaneer- K. Balachander

MODULE OUTCOME:

Mo5.1: Critically evaluate and critique films from a philosophical perspective

REFERENCES

1. Noël Carroll & Jinhee Choi (eds.), *Philosophy of Film and Motion Pictures: An Anthology*. Wiley-Blackwell 2009.
2. Jarvie, Ian. *Philosophy of the Film Epistemology, Ontology, Aesthetics*. Routledge 2015.
3. Thomas E. Wartenberg & Angela Curran (eds) *The Philosophy of Film: Introductory Text and Readings* Wiley-Blackwell 2005.
4. Richard Allen and Murray Smith (eds.) *Film Theory and Philosophy* Oxford University Press, 1997.
5. Amy Villarejo, *Film Studies The Basics*, Routledge, 2021.
6. Carroll, Noël, *Philosophical Problems of Classical Film Theory* (Princeton, NJ: Princeton UP, 1988.
7. Deleuze, Gilles, 'Recapitulation of Images and Signs', Section 3, and 'Thought and Cinema', in *Cinema 2: The Time-Image*, trans. Hugh Tomlinson. University of Minnesota Press, 1989, pp. 34-43, 156-188.

8. Deleuze, Gilles, 'Philosophy of Film as the Creation of Concepts', in *The Philosophy of Film*, ed. Wartenberg and Curran, pp. 33–37.
9. Bogue, Ronald, *Deleuze on Cinema*. Routledge, 2003.
10. Deleuze, Gilles, *Cinema 1: The Movement-Image*, trans. Hugh Tomlinson . University of Minnesota Press, 1986, esp. pp. 12-28: Frame and shot, framing and cutting'.
11. Flaxman, Gregory (ed.), *The Brain is the Screen: Deleuze and the Philosophy of Cinema* University of Minnesota Press, 2000.
12. Martin-Jones, David, *Deleuze and World Cinemas*. Continuum, 2011.
13. Pisters, Patricia, *The Matrix of Visual Culture: Working with Deleuze in Film Theory*. Stanford University Press, 2003.
14. Rodowick, D.N., *Gilles Deleuze's Time Machine*. Duke University Press, 1997.

NAME OF THE COURSE: CONTEMPORARY CONTINENTAL PHILOSOPHY

OBJECTIVES:

This course intends to achieve the objective of exposing candidates to concepts in recent developments in continental philosophy such as structuralism, post-structuralism, hermeneutics, critical theory and postmodernism. It describes the trends and thinking patterns prevalent in the methodologies applied in the philosophising and conceptualising activities of the contemporary period.

COURSE OUTCOMES:

CO1: Understand language as a structural system.

CO2: Analyse the deconstructive turn in philosophy and apply deconstruction as a philosophical method.

CO3: Evaluate how postmodern thinkers apply the notion of multiplicity in philosophising the prevalent theories of reality

CO4: Analyse and debate on Habermas' and Lyotard's perspectives on the project of modernity and their conceptualizations of the idea of critical thinking

CO5: *Evaluate the theories of psychoanalysis and hermeneutics in continental philosophy and find out their significance in the human understanding of the world.*

MODULE I

Structuralism

Language as a Structural System Saussure: Language as a Science of Signs. The Nature of Signs- Langue and Parole

MODULE OUTCOME:

M01.1: Remember the facts about language as structure

M01.2: Understand the concepts of sign, signifier and signified

M01.3: Analyse concepts of langue and parole

M01.4: Evaluate the structure of the concept of family relations

MODULE II

Post Structuralism

Derrida: Deconstruction- Critique of Logocentrism- Metaphysics of Presence- Differance.

Levinas-alterity-Face to face- substitution

Jacques Lacan-Mirror stage, Kristeva- semiotic symbolic- Chora, Foucault- Genealogy- Archeology as the method of knowledge.

MODULE OUTCOME:

- M02.1: Understand the concepts of deconstruction and metaphysics of presence
- M02.2: Understand the concepts of alterity, mirror stage, semiotic-symbolic
- M02.3: Analyse the notions of difference and chora as non-concepts
- M02.4: Evaluate archeology as a method of knowledge
- M02.5: Create a comment about a Malayalam film by applying deconstruction as a critical method

MODULE III**Hermeneutics**

Dilthey- explanation and understanding, Heidegger- Dasein as hermeneutic, Gadamer- Philosophical hermeneutics, theory of understanding, fusion of horizons

MODULE OUTCOME:

- M03.1: Understand the concepts of explanation and understanding
- M03.2: analyse the concept of Dasein
- M03.3: Analyse the concept Fusion of horizons

MODULE IV**Postmodernism****Project of Modernity**

Lyotard: Critique of Metanarrative Tradition, Baudrillard: simulacra

MODULE OUTCOME:

- M04.1: Understand the notion of metanarratives
- M04.2: analyse the concepts in modernity
- M04.3: Evaluate the notion of simulacra

MODULE V**Critical Theory**

Theodor Adorno: The theory of negative dialectics

JurgenHabermas: The theory of communicative action

MODULE OUTCOME:

- M05.1: Understand the concept of communicative action
- M05.2: Understand and analyse identity thinking.
- M05.3: Apply Habermas's method of communicative action to address socio-political problems.

REFERENCES:

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2. Richard Keany Mara Rainwater, *The Continental Philosophy Reader*. Routledge, 1996

3. William R Schroder .*Continental Philosophy: A Critical Approach*. Wiley Blackwell, 2004
4. Simon Critchley*A Companion to Continental Philosophy*.Blackwell, 1998
5. Terence Hawkes. *Semiotics and Structuralism*.Routledge, 2004
6. Lawrence E. Cahoone, *From Modernism to Postmodernism: An Anthology*, Wiley. 2003
7. Robert C Solomon& David Sherman *The Blackwell Guide to Continental Philosophy*, Blackwell, 2003
8. H G Gadamer, Tr. Joel Weinsheimer and Donald G. Marshall.*Truth and Method*, Bloomsbury, 2013
9. Simon Critchley*Continental Philosophy: A Very Short Introduction* , OUP, 2009
10. Sean Hand, ed.*The Levinas Reader* , Blackwell, 1989
11. Jens Zimmermann.*Hermeneutics: A Very Short Introduction* , Oxford, 2015
12. James Gordon Finlayson *Habermas: A Very Short Introduction* , Oxford, 2005
13. Jim Powell. *Postmodernism, for Beginners*, , Orient Blackswan, 1998
14. Catherine Belsey*Post structuralism: A Very Short Introduction*, Oxford, 2002
15. Sean Homer.*Jacques Lacan*, , Routledge, 2015
16. Diana Taylor ,ed. *Michel Foucault, Key Concepts*. Acumen Publishing Ltd. 2012

NAME OF THE COURSE: ENVIRONMENTAL PHILOSOPHY

OBJECTIVES:

This course makes the students explore various ethical concerns and the ways of addressing them in relation to environmental issues. It invites the students for an in-depth and critical discussion on the major issues related to the environment.

COURSE OUTCOMES:

CO 1: Analyse the interconnections between the human and environment.

CO 2: Evaluate the philosophical interventions in environmental issues.

CO 3: Understand the approaches in Environmental philosophy

CO 4: Integrate philosophy in solving environmental problems

CO 5: Assess the ethical dimensions of environmental sustainability and foster social accountability

MODULE I

Nature and scope of Environmental Philosophy- Ecological Conservation- Ecological Justice- Sustainable development

MODULE OUTCOME:

Mo 1.1 Understand the nature and scope of Environmental Philosophy

Mo 1.2 Assess the significance of practising ecological justice

Mo 1.3 Evaluate the ethical dimensions of sustainable development

MODULE II

Approaches in Environmental Philosophy- Anthropocentrism- Arguments against anthropocentrism- Non anthropocentrism- Biocentrism- Paul Taylor, Albert Schweitzer- Eco centrism- Concept of Nature in Indian tradition

MODULE OUTCOME:

Mo 2.1 Develop awareness on approaches to Environmental Philosophy

Mo 2.2 Critical evaluation of the concept of anthropocentrism

Mo 2.2 Analyse the thoughts of Paul Taylor and Albert Schweitzer

Mo 2.3 Integrate the ecological principles in the concept of Nature in Indian tradition

MODULE III

Holistic approaches- Land ethic, Deep ecology- Arne Naess and George Sessions' platform principles- Self-realisation- Warwick Fox's Transpersonal Ecology- Eco feminism

MODULE OUTCOME:

- Mo 3.1 Understand the holistic approaches in Environmental philosophy
- Mo 3.2 Analyse the unique features of Land Ethics
- Mo 3.3 Understand the relevance of the concept of Deep Ecology
- Mo 3.4 Evaluate the platform principles of Deep Ecology
- Mo 3.5 Evaluate Transpersonal ecology of Warwick Fox
- Mo 3.6 Understand the concept of Ecofeminism

MODULE IV

Ecological Movements- Chipko Movement-The Green Belt Movement- Silent Valley Movement- Narmada BachaoAndolan

MODULE OUTCOME:

- Mo 4.1 Empower ideas regarding major ecological movements across the world
- Mo 4.2 Evaluate Chipko Movement, The Green Belt Movement, Silent Valley Movement and Narmada BachaoAndolan.

MODULE V

Readings: *The Silent Spring* by Rachel Carson

***Practical Ethics* by Peter Singer .Chapter 10, The Environment, pp.238-255.**

MODULE OUTCOME:

- Mo 5.1 Evaluate the relevance of The Silent Spring
- Mo 5.2 Understand the thoughts in Practical Ethics

REFERENCES

- 1.Aldo Leopold. *A Sand County Almanac*Newyork: Oxford University Press, 2001.
- 2.John Benson. *Environmental Ethics: An Introduction with Readings*, Routledge, 2001.
- 3.MariaMies and Vandana Shiva. *Ecofeminism*, Zed Books Ltd., London,1993.
- 4.Peter Singer. *Practical Ethics*. Cambridge University Press, 2000.
- 5.Warwick Fox. *Towards a Transpersonal Ecology*, State University of New York Press,1995.

NAME OF THE COURSE : CONTEMPORARY INDIAN PHILOSOPHY

OBJECTIVES:

The course shall acquaint the students to the salient features and trends in Indian philosophy consequent to the Indian renaissance and provide them insights into the recent trends in Indian philosophy.

COURSE OUTCOMES

- CO 1: Understand the features of contemporary Indian philosophy and learn to compare and contrast the features of classical Indian philosophy and contemporary Indian philosophy.**
- CO 2: Analyse the historical turn of events and thought processes that constituted Kerala renaissance and the contributions of Sri Nārāyana Guru and Chattambi Swamikal towards it.**
- CO 3: Analyze and evaluate the philosophical framework and important contributions of S Radhakrishnan, K C Bhattacharya, Muhammad Iqbal, M N Roy and B R Ambedkar.**
- CO 4: Assess the contributions of the recent thinkers Daya Krishna, B K Matilal and R Balasubramanian.**
- CO 5: Develop critical spirits to delve deep into some important works of contemporary Indian philosophy through selected readings of important thinkers of contemporary Indian philosophy.**

MODULE I :

Comparison of classical Indian philosophy and contemporary Indian philosophy – salient features of contemporary Indian philosophy

MODULE OUTCOMES:

- MO1. 1: Compare and contrast the features of classical Indian philosophy and contemporary Indian philosophy.**
- MO1. 2: Understand the salient features of contemporary Indian philosophy.**
- MO1. 3: Analyse the emergence and evolution of contemporary Indian philosophy from Indian renaissance.**

MODULE II:

Important figures, movements and features of Kerala renaissance (brief description) – Sri Nārāyana Guru: critique of caste – Sri Chattambi Swamikal: Vedādikāram

MODULE OUTCOMES:

MO2.1: Understand and evaluate the important thinkers, movements and features of Kerala renaissance.

MO2.2: Analyze the significance and value of Sri Nārāyana Guru's critique of caste.

MO2.3: Articulate *vedādikāram* as conceived by Sri Chattampi Swamikal.

MODULE III:

S Radhakrishnan: Sense experience, intellectual cognition and intuitive apprehension-

K C Bhattacharya: Subject as freedom

Muhammad Iqbal: Concept of ego-M N Roy: Radical humanism

B R Ambedkar: Analysis of caste

MODULE OUTCOMES:

MO3. 1: Analyze and evaluate the epistemology of S Radhakrishnan and the nature of subject as conceived by K C Bhattacharya.

MO3. 2: Critically assess the nuances of the concept of ego as envisioned by Muhammad Iqbal.

MO3. 3: Analyze the features of the radical humanism of M N Roy and assess and evaluate B R Ambedkar's analysis of caste.

MODULE IV:

Daya Krishna: Towards a Field Theory of Indian Philosophy

B K Matilal: The Word and the World

R Balasubramanian: The problem of enworlded subjectivity

MODULE OUTCOMES:

MO4.1: Understand Daya Krishna's articulation of a field theory of Indian philosophy.

MO4.2: Assess the framework of B K Matilal's 'The Word and the World'.

MO4.3: Analyze the problem of enworlded subjectivity as conceived by R Balasubramanian

MODULE V:

Readings of Philosophical Classics of Contemporary Indian Philosophy:

***Jātilakṣaṇam* of Sri Nārāyana Guru**

***Annihilation of Caste* by B R Ambedkar**

"Advaita Vedānta on the Problem of Enworlded Subjectivity" (Essay in *Phenomenology and Indian Philosophy*) by R Balasubramanian

MODULE OUTCOMES:

MO5. 1: Understand and critique the concept of caste based on the ideas put forward by the Jāti Lakṣaṇam of Sri Nārāyana Guru.

MO5. 2: Analyze and evaluate the origin and impact of the caste system on the human mind as portrayed in the 'Annihilation of Caste' by B R Ambedkar.

MO5. 3: Conceptualize the problem of enworlded subjectivity in the philosophy of Advaita Vedānta, as envisioned by R Balasubramanian.

REFERENCES

1. Lal, Basant Kumar. *Contemporary Indian Philosophy*. MLBD publishers, , 1978.
2. Srivastava, R.L. *Contemporary Indian Philosophy*. MLBD publishers, , 1983.
3. Mahadevan, T.M.P. and Saroja, G.V. *Contemporary Indian Philosophy*. Sterling publishers. 1981.
4. Naravane, V. S. *Modern Indian Thought*. Asia Publishing House, 1964.
5. Rishabhchand. *The Integral Yoga of Sri Aurobindo*. Sri Aurobindo Ashram Press, 1953.
6. Tagore, Rabindranath. *The Religion of Man*. The Macmillan Company, 1931.
7. Iqbal, Mohammad. *Reconstruction of Religious Thought in Islam*. Stanford University Press, , 1989.
8. Radhakrishnan, S. *An Idealist View of Life*. Read Books. 2008.
9. Radhakrishnan, S. *Religion in a Changing World*. Allen and Unwin. 1967.
10. Krishnamurti, J. *Freedom From The Known*. Rider Publishers, 2010.
11. Vivekananda, Swami. *Complete Works*. LBA, 2018.
12. Rodrigues, Valerian. *The Essential Writings of B R Ambedkar*. OUP. 2004.
13. Ambedkar, B.R. *Annihilation of Caste*. KDP Print, 2019.
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16. Matilal B K. *The Word and the World, (Chapter 1 PP 1-25)*. Oxford University Press, 2001.
17. Balasubrahmanian R. *Enworlded Subjectivity in Phenomenology and Indian Philosophy*. Edited by D P Chattopadhyaya, (Chapter 4, pp77-93), ICPR, 2004.
18. Ambedkar, B.R. *Annihilation of Caste*. Blumoon Books, 2000.

NAME OF THE COURSE : PHILOSOPHY OF SCIENCE

OBJECTIVES:

The course intends to introduce candidates to philosophy of science. The course is designed with the objectives of making students familiar with the debates on scientific explanation, methods of science, scientific progress etc.

COURSE OUTCOMES

CO1: Analyze the relationship between philosophy and science

CO2: Examine the role of philosophy in the application of scientific methods and explanations.

CO3: Evaluate the methods, changes and progress that is happening in the field of science.

CO4 : Analyze the philosophical problems in natural science.

CO5: Create philosophical contexts for evaluating the happenings in science

MODULE I

INTRODUCTION:

The nature of philosophy of science- Historical development of science The views of Copernicus, Kepler, Galileo, Newton, and Einstein (a very brief account) –Relation between Philosophy and Science– Realism vs Anti-realism

Module Outcome:

Mo1.1. Define philosophy of science

Mo1.2 Examine the nature and history of philosophy of science.

Mo1.3. Discuss the views of Copernicus, Kepler, Galileo, Newton, and Einstein.

Mo1.4. Understand the relationship between philosophy and science.

Mo1.5. Examine the problem of realism and anti-realism.

MODULE II

Explanations in Science: Hempel's Deductive- Nomological model of scientific Explanation – Explanation and Causality

Module Outcome:

Mo 2.1. Articulate explanations in science

Mo2.2. Examine Hempel's Nomological model of explanation

Mo2.3. Examine explanation and causality

MODULE III

Methods in Science:

Inductivism: The Baconian Model-Goodman's new paradox of induction- Logical Positivist Method of Science-Verificationism- Hypothetico- deductivism-Karl Popper : Theory of falsification-Verisimilitude

Module Outcome:

Mo3.1. Understand Baconian Model and Goodman's paradox of induction

Mo3.2: Analyze the distinction between verification and falsification

Mo3.3. Explain the difference between science and non-science.

Mo3.4. Examine hypothetico deductive method and evaluate verisimilitude as a criterion of truth.

MODULE IV

Historical and Sociological Perspectives on Scientific Progress: Thomas Kuhn:Paradigm, Paradigm Shifts and Scientific Revolutions- Incommensurability-progress of science-Liberalism of Scientific Methods: Paul Feyerabend View of Scientific theories-Epistemological Anarchy- Sociology of Scientific Knowledge- David Bloor

Module Outcome:

MO4. 1. Explain the historical and sociological perspectives on scientific processes

MO 4. 2. Analyze the notion of paradigm shift in scientific progress and explore its contexts in history of science

MO4. 3. Examine the concept of scientific revolution and incommensurability

MO4. 4. Analyze the significance of liberalism of scientific methods

MO4. 5 Examine the role of sociology in scientific knowledge

MODULE V

Essential Readings: *The Structure of Scientific Revolutions*, 2nd edn. by Thomas Kuhn pages 1-22, 174- 210.

Module Outcome:

Mo 5.1 Develop critical spirits through reading and reflecting over the philosophical notions embedded in classical works.

REFERENCES

1. Alex Rosenberg. *Philosophy of Science*. Routledge, 2000.
- 2 Samir Okasha *Philosophy of Science: A Very Short Introduction*, Oxford, 2016.
3. Karl Popper. *The Logic of Scientific Discovery*. Routledge, 2002.
4. Karl Popper. *Conjectures and Refutations*. Routledge, 1963.
5. F. Chalmers. *What is This Thing Called Science*. Hackett Publishing, 1976.

6. Paul Feyerabend. *Against Method: Outline of an Anarchistic Theory of Knowledge*. Verso, 1975.
7. Thomas Kuhn *The Structure of Scientific Revolutions*. University of Chicago, 1962.
8. Geoffrey Gorham. *Philosophy of Science*. Oxford, 2011

NAME OF THE COURSE: PHILOSOPHY OF GENDER

OBJECTIVES

The Objective of the Course is to highlight gender dimensions in multifarious avenues of knowledge practices with specific reference to Epistemology, Metaphysics and Ethics.

COURSE OUTCOME

CO 1: Understand the notion of Gender and gender roles

CO 2 :Analyze the epistemic intricacies of Gender as a social construct

CO 3: Evaluate the notion of Subjectivity

CO 4 :Examine the notion of body as a political tool

CO 5: Explore ethical dimensions of Gender

MODULE 1

Gender: Definition-Patriarchy-Sexuality-Masculinity-Femininity-Queer-Androcentrism-Biological Essentialism - Social Constructivism.

MODULE OUTCOME

M01.1: Define the notion of Gender

M01.2: Describe the concept of Patriarchy

M01.3: Explain Androcentrism

M01.4: Differentiate the notions of sexuality, masculinity and femininity.

MODULE 2

Themes &Notions of Gender: Woman as the Other (Existential perspective of Simone de Beauvoir)-Body as a political tool (Performativity Theory of Judith Butler)-Subjectivity (Kristeva's Semiotics)-Gender as *difference* (Irigaray) - Concept of Subaltern (Spivak's notion of subaltern as Subjectivity)

MODULE OUTCOME

M02.1: Identify themes and notions of Gender

M02.2: Understand the concept of woman as the other

M02.3: Examine the notion of body as a political tool

M02.4: Evaluate the concept of Subjectivity

M02.5: Analyze the concept of Subaltern

MODULE 3

Queer and Identity- Intersectionality - *Cyborg* Manifesto of Donna Haraway

MODULE OUTCOME

M03.1: Understand the notion of Queer and how it locates itself in questions on Identity.

M03.2: Analyse the concept Intersectionality

M03.3: Explore the concept of Cyborg

MODULE 4

Gender dimensions of Ethics: Ethics of Care-Ethics of Notions of Agency, Connectedness and Assemblage

MODULE OUTCOME

M04.1: Understand the Gender dimensions of Ethics.

M04.2: Analyse feminist ethics of Care

M04.3: Evaluate the notion of Agency

M0 4.4: Examine the gender dimension of ethical principles of Connectedness and Assemblage

MODULE 5

Readings:

***The Second Sex* by Simone de Beauvoir. Volume 1, Part one and Part two, pg.no:1-159**

***Gender Trouble* by Judith Butler-Chapter 1, pg.no:1-46, Chapter 3, pg.no:107-203**

***Undoing Gender* - by Judith Butler -Chapter 9-pg.no:174-231**

MODULE OUTCOME

M05.1: Understand the concept of the ‘other’ from the point of view of Historic Materialism.

M05.2: Examine Language, power and the strategies of displacement which problematize the very notion of Gender.

M0 5.3 Explore the proposal of undoing gender.

REFERENCES

1. Kemp, Sandra, and Squires, Judith, eds, *Feminisms*. Oxford UP, 1997.
2. Donna J. Haraway, “A Cyborg Manifesto: Science, technology, and Socialist-Feminism in the Late Twentieth Century,” in *Simians, Cyborgs, and Women: The Reinvention of Nature* . Routledge, 1991, 149-181.
3. Gayatri ChakravortySpivak: *Can the Subaltern Speak?*, in: Cary Nelson/Lawrence Grossberg (Hg.): *Marxism and the Interpretation of Culture*, University of Illinois Press, 1988, 271–313
4. Carol C. Gould. *Gender: Key concepts in Critical Theory*. Humanities Press International. Inc, 1997.
5. Judith Butler, *Gender Trouble*. Routledge, 1990.
6. *Judith Butler, Undoing Gender*. Routledge, 2004
7. Simone de Beavoir. *The Second sex*. Vintage, 1997.
8. Sara Salih. *Judith Butler*. Routledge, 2002

COURSE NAME: ANALYTIC PHILOSOPHY

OBJECTIVES:

The course mainly focuses on the role of language in Philosophy. The main objective is to examine the ideal language and ordinary language traditions and the various syntactic, semantic and pragmatic theories associated with them.

COURSE OUTCOMES:

CO1: Create an awareness about the historical development of analytic philosophy

CO2: Examine the relation between language and logic

CO3: Understand ideal and ordinary language philosophy

CO4: Analyse Performative speech acts

CO:5 Understand and articulate the linguistic philosophies of Chomsky, Quine, Davidson and Dummett

MODULE I

Historical Roots of the analytic tradition- the linguistic turn- nature and characteristics of analytic philosophy

MODULE OUTCOME:

MO 1.1 Analyse the historical roots of analytic philosophy

MO 1.2 Understand the linguistic turn in philosophy

MO 1.3 Create an awareness about the significance of linguistic philosophy

MODULE II

Logic and Language: Frege: sense and reference- Bertrand Russell: theory of descriptions criticisms by P.F. Strawson- logical atomism- The Rise and Fall of Logical Positivism: Verification theory of meaning-criticisms

MODULE OUTCOME:

MO 2.1 Understand the relation between logic, language, and philosophy

MO 2.2 Analyse verification theory of meaning

MO 2.3 Examine the rise and fall of Vienna circle

MODULE III

Origins of Linguistic Philosophy: Ludwig Wittgenstein: the early philosophy –*Tractatus Logico Philosophicus* (the seven theses, T1 to T7- a brief survey) language – reality relationship-picture theory of meaning- the later philosophy in *Philosophical Investigations*-language games-use theory of meaning –function of philosophy

MODULE OUTCOME:

MO 3.1 Understand ideal language philosophy

MO 3.2 Differentiate between ideal and ordinary language approach

MO 3.3 Examine function of linguistic philosophy

MODULE IV

Gilbert Ryle: category mistake and mental concepts (anti-Cartesianism)- J.L. Austin: speech act theory

MODULE OUTCOME:

MO 4.1 Examine category mistakes in speech

MO 4.2 understand Austin's performative speech act

MODULE V

**Noam Chomsky: theory of innatism in language-concept of universal grammar
W.V.O.Quine: rejection of the two dogma's of empiricism – rejection of analytic – synthetic distinction-rejection of verifiability theory- Donald Davidson: theory of meaning-Michael Dummett- intuitionist semantics**

MODULE OUTCOME:

MO 5.1 Understand Chomsky's theory of innatism

MO 5.2 Evaluate Quine's concept of holism in meaning

MO 5.3 Examine Davidson's theory of meaning

MO 4.3 Critically examine Dummet's intuitionism

REFERENCES

1. Barry R. Gross.*Analytic philosophy*.Oxford,1970.
2. A.J. Ayer. *Language,Truth and Logic*. Penguin Books, 1936.
3. Wittgenstein, Ludwig. *Tractatus Logico Philosophicus*, Jackson Books,1921.
4. Wittgenstein, Ludwig. *Philosophical Investigations* Chatto and Windus,1953.
5. G. Ryle.*The Concept of Mind*. Lulu Press, 1949.
6. W.V.O.Quine.*Word and Objects*. MITPress, 2013.
7. Alexander Miller. *Philosophy of Language*. Routledge, 1998.
8. Noam Chomsky.*Syntactic Structures*. Mouton&Co. 1957.
8. R. C. Pradhan. *Recent Developments in Analytic Philosophy*. ICPR,2001.

NAME OF THE COURSE: GANDHIAN PHILOSOPHY AND PEACE STUDIES

OBJECTIVES

This course is to make the students estimate the profound nature of the fundamental characteristics of Gandhian Philosophy as the ideal source for Peace studies. It helps the students test the progress of Gandhian philosophy essentially based on the Indian ideals of Sathya and Ahimsa, through its course to adapt during every period

COURSE OUTCOMES:

y CO 1: Analyze the profound importance of Gandhian Philosophy in Peace Studies

CO 2: Evaluate the Peaceful Ideals of Indian scriptures that shaped Gandhian thought

CO 3: Appraise the development of peaceful methods of resistance believing in goodness

CO 4: Estimate the ways in which equality is achievable peacefully in Gandhian thought

CO 5: Analyse the way peaceful governance can be established through Gandhian way

MODULE I:

Introduction of Gandhian Studies as a source for Peace Studies- Significance of Ideals of Yoga (especially Yama and Niyama with special reference to Sathya and Ahimsa) in Gandhian Peace-movement, Gandhian interpretation of Sathya and Ahimsa in the religions of Jainism, Buddhism, Christianity and Islam

MODULE OUTCOME:

MO 1.1 Evaluate the significance of Gandhian philosophy in peace-movement

MO 1.2 Analyze the importance of Sathya and Ahimsa in Gandhian philosophy

MO 1.3 Review the way Gandhi imbibes Sathya and Ahimsa in Heterodox religions

MO 1.4 Justify the way Gandhi incorporates Sathya and Ahimsa in Semitic religions

MODULE II:

Gandhian Peaceful method of Resistance- the ideals of Sathya and Ahimsa as Sathyagraha- Pre-requisites to become a Sathyagrahi- Civil-disobedience, Boycott- Fasting- Ends and Means

MODULE OUTCOME:

MO 2.1 Elucidate how Sathya and Ahimsa occupy the main role in peaceful resistance

MO 2.2 Enunciate the pre-requisites to become a Sathyagrahi

MO 2.3 Distinguish the different means of peaceful resistance used by Sathyagrahi

MO 2.4 Focus on the mental attitude towards the wrong-doer by the Sathyagrahi

MO 2.5 Measure Sathya and Ahimsa as principles of righteousness of Ends and Means

MODULE III:

Gandhian Peaceful method of Equality-Sarvodaya

Bread-Labour-Trusteeship- Cottage-Industry- Gender Equality- Education

MODULE OUTCOME:

- MO3.1 Evaluate the way equality is achievable in Gandhian philosophy
- MO3.2 Debate whether physical labour essentially brings dignity of labour
- MO3.3 Argue whether Gandhian mode of Trusteeship of wealth is practical
- MO3.4 Weigh the possibility of gender equality through Gandhian ideals
- MO3.5 Generalize the mode through which education brings the element of equality

MODULE IV:

Gandhian Peaceful method of Governance-Swaraj, Spiritualization of Politics, Decentralization, Village-Republic, State and Individual, Nationalism, Internationalism

MODULE OUTCOME:

- MO4.1 Analyze peaceful method of governance laid out by Gandhi.
- MO4.2 Justify the necessity of decentralization of power in Gandhian philosophy
- MO4.3 Anticipate the profound role the state and individual plays in village-republic
- MO4.4 Structure the development from nationalism to internationalism in Gandhi

MODULE V:

Global influence of Gandhian Peaceful methods- influence on Nelson Mandela, Martin Luther King Jr., Other approaches on Peace studies, Role of organizations, UN peace movement, Non-Alignment movement, Nuclear Disarmament's Campaign

MODULE OUTCOME:

- MO5.1 Evaluate global influence of Gandhian philosophy as an embodiment of peace
- MO5.2 Understand the nature Gandhian peace ideals served as guidance for Mandela
- MO5.3 Estimate the way peace methods of Gandhi were successfully used by King Jr.
- MO5.4 Anticipate the necessities of peace studies and their relevance.
- MO5.5 Generalize the role of organizations for the establishment of peace in the world

REFERENCES

1. Swami Vivekananda. *Complete Works of Swami Vivekananda*, Vol:I, p 3-5. Advaita Ashrama, 1963.
2. S.N. Dasgupta. *History of Indian Philosophy*, Vol: I, chapter 1. Cambridge, 1951.
3. Dhananjay Keer, *Mahatma Jyothiba Phule: Father of Indian Social Revolution*, p8-11. Popular Prakashan, 1997.
4. M.K. Gandhi. *An Autobiography: The Story of My Experiments with Truth*, , chapter 1.
5. *Autobiography of Nelson Mandela*, chapter 1. Jaico Publishing, 2008.
6. *Martin Luther King's Jr. Autobiography*, chapter 1. Warner Books, 1998.
7. Datta, D.M. *The Philosophy of Mahatma Gandhi*. Wisconsin Press, 1953.

8. Dhawan, G.R. *The Political Philosophy of Mahatma Gandhi*. Bhatkal, 1946.
9. Richard B. Gregg. *The Power of Non-Violence*. Cambridge University, 1944.
10. Kripalini. J.B. *The Gandhian Way*. Vora publishers, 1945.
11. Mahadevan, T.K. *Truth and Non-Violence*. Indraprastha publishers, 1970
12. Prasad Mahadeva. *Social Philosophy of Mahatma Gandhi*. Viswavidyalaya Prakashan, 1958.
13. Ashu Pasricha. *Peace Studies: Discipline and Dimensions*. Abhijeet Publications, 2003.
14. Thomas Weber. *Conflict Resolution and Gandhian Ethics*. Gandhi Peace Foundation, 1991.
15. Eriksson, Mikael. *Targeting Peace*. Taylor and Francis, 2011.
16. Kaur, Balvinder *Peace Education*. Deep and Deep Publications, 2006.

NAME OF THE COURSE: PHILOSOPHICAL COUNSELLING

OBJECTIVES

The objective of the course is to impart an awareness among students on philosophical counselling and the various tools used in its practice. It seeks to help students in decision making, resolve conflicts in life and understand freedom and responsibility.

COURSE OUTCOME

CO1: Understand the comprehensive nature of Philosophical Counselling

CO2: Examine the indispensable role of Philosophical attitudes in the practise of Philosophical Counselling

CO3: Evaluate the tools of Philosophical counselling

CO4: Analyze the basic ethical principles of Philosophical counselling

CO5: Explore the conflict resolution means incorporated in the Bhagavad Gita

MODULE 1

Philosophical Counselling –Definition, Nature and Scope - Distinction between Psychological Counselling and Philosophical Counselling

MODULE OUTCOME

M01.1: Define Philosophical counselling

M01.2: Describe the nature and scope of Philosophical counselling

M01.3: Distinguish between Psychological Counselling and Philosophical Counselling .

MODULE 2

Philosophical Attitudes: Courageous- Open-Assertive-Caring and Grateful;Philosophical Mehods: Socratic Method (Dialectical)-Cartesian Method (Initial Skepticism)

MODULE OUTCOME

M02.1:Understand essential Philosophical attitudes and basic philosophical methods

M02.2: Explains Courage as a Philosophical attitude

M02.3: Examine how openness is treated as a Philosophical attitude

M02.4: Evaluate the significance of assertiveness and gratefulness in Philosophical counselling

M02.5: Analyze how dialectic method and Cartesian method of doubt caters to effective Philosophical counselling.

MODULE 3

Tools of Philosophical counseling:

Logo therapy - Existential therapy (existential givenness, freedom, responsibility, alienation, inevitability of death) – Case Study.

MODULE OUTCOME

M03.1: Identify basic tools of Philosophical counselling

M03.2: Analyse the technique of Logo therapy

M03.3: Explore Existential therapy as a tool of Philosophical Counselling

MODULE 4

Ethical principles of Philosophical Counselling –Autonomy , Beneficence , Justice ,Empathy

MODULE OUTCOME

M04.1: Understand the ethical principles of Philosophical Counselling

M04.2: Analyse the ethical principle of Autonomy

M04.3: Evaluate Beneficence as an ethical principle

M04.4: Examine Justice and Empathy as ethical principles indispensable for Philosophical Counselling.

MODULE 5

Reading and Writing

1. Viktor E Frankl. *Man's Search for Meaning*.

2. *Bhagavad Gita : Chapter 1 ArjunaVishadaYoga*
*Bhagavad Gitatrans.*Dr. Radhakrishnan

MODULE OUTCOME

M05.1: Analyze Viktor E Frankl's classic work as attribute to hope from the holocaust .

M05.2: Explore *Bhagavad Gita* as a tool of Philosophical Counselling from Indian Perspective.

M05.3: Examines how conflict resolution is possible through Philosophical Counselling.
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REFERENCES

1. Schuster, S. *Philosophical Practice.- An Alternative to Counselling and Psychology*. Praeger Publishing, 1999.
2. Raabe, Peter. *Philosophical Counselling*. Praeger Publishing, 2001
3. Hadot, Pierre. *Philosophy as a Way of Life*. Blackwell, 1995
4. Richard Creel. *Thinking Philosophically*. Wiley- Blackwell, 2016.
5. Nelson Jones, Richard. *Theory and Practice of Counselling and Psychotherapy*. Sage, 2014.
6. Bottom, Alain De. *The Consolations of Philosophy*. Penguin, 2001.
7. Victor Frankl. *Man's Search for Meaning*. Ebury Publishing, 2008.
8. Singer, Peter. *Practical Ethics*. 2nd edn. Cambridge University Press, 1993.
9. Jungers, Christin, M and Jocelyn Gregoire, ed. *Counseling Ethics: Philosophical and Professional Foundations*. Springer, 2013.

NAME OF THE COURSE: PHILOSOPHY OF MIND

OBJECTIVES:

The course on Philosophy of Mind is intended to acquaint the students to philosophizing on mind in the analytic tradition of western philosophy and the Indian philosophical tradition. The course shall introduce the students to the evolution of philosophy of mind as an academic discipline, its major problems, concerns and theories.

COURSE OUTCOMES

- CO 1: Understand the nature, scope and evolution of philosophy of mind and the perspectives on the mind-body relationship that have surfaced in philosophy of mind.**
- CO 2: Analyze and articulate the physicalist theories in philosophy of mind and the challenges posed to physicalism.**
- CO 3: Critically evaluate the various thought experiments in philosophy of mind, both from the physicalist and dualist schools.**
- CO 4: Analyse the various formulations on consciousness and some important theories articulated on consciousness in the tradition of philosophy of mind.**
- CO 5: Understand and analyze a few formulations of consciousness in the Indian philosophical tradition.**

MODULE I:

Philosophy of Mind- an introduction-the Mind-body Problem -Dualism: Cartesian dualism-Property dualism: Fundamental property dualism, emergent property dualism, neutral monist property dualism and panpsychism
Perspectives of mind-body relationship in Gilbert Ryle, Epiphenomenalism and Emergentism

MODULE OUTCOMES:

- MO1.1: Understand the nature and scope of philosophy of mind**
- MO1.2: Analyze and evaluate the perspectives on the mind-body relationship in the western philosophical tradition and in contemporary philosophy of mind.**
- MO1.3: Articulate the various forms of dualism, monism and pluralism in the tradition of philosophy of mind.**

MODULE II:

Physicalist Theories in Philosophy of Mind and Challenges to Physicalism
Physicalist Theories: The Mind-Brain identity theories: Type-type identity theory of Herbert Feigl, U T Place and J J C Smart – Token identity theory (anomalous monism) of Donald Davidson

Eliminative materialism of Paul and Patricia Churchland

Challenges to Physicalism

Multiple realizability argument of Hillary Putnam -Functionalism – Form of Functionalism: Machine-State Functionalism, Analytical Functionalism, Psycho Functionalism -Computational Theory of Mind -AI: Strong and Weak AI

MODULE OUTCOMES:

MO2.1: Analyze and articulate the mind-brain identity theories and compare and contrast their nuances.

MO2.2: Critically evaluate the versions of eliminative materialism formulated by Paula and Patricia Churchland

MO2.3: Analyze and evaluate the theories that challenge physicalism including the multiple realizability argument, functionalism, computational theory of mind and AI.

MODULE III :

Thought Experiments in Philosophy of Mind

The Turing Test (Alan M Turing) – The Chinese Room Argument (John Searle) – Knowledge Argument (Frank Jackson) – Zombie Argument (David Chalmers) – Bat Argument (Thomas Nagel) – RoboMary (Daniel Dennett) – Intuitive Pumps (Daniel Dennett)

Readings: Nagel, Thomas. ‘What is it Like to be a Bat’. Philosophical Review, Duke University Press. pp.435-450.

MODULE OUTCOMES:

MO3.1: Understand a thought experiment and the get acquainted to the tradition of thought experiments in philosophy.

MO3.2: Analyze the Turing test and its counter in the Chinese room experiment

MO3.3: Understand some important thought experiments in philosophy of mind formulated in support of dualism and reductive physicalism.

MO3.4: Critically analyze and evaluate the essay ‘What is it Like to be a Bat’ of Thomas Nagel

MODULE IV :

Consciousness-Creature and State Consciousness – Descriptive, Explanatory and Functional Approaches to Consciousness – Higher Order Theories of Consciousness: HOT and HOP – Multiple Drafts Model of Consciousness (Daniel Dennett) – Global Workspace Theory of Consciousness (Bernard Baars)

MODULE OUTCOMES:

MO4.1: Compare and contrast the formulations of creature and state consciousness.

MO4.2: Understand and analyze the descriptive, explanatory and functional approaches to consciousness.

MO4.3: Analyze and evaluate the higher order theories of consciousness, multiple drafts model of consciousness and the global workspace theory of consciousness.

MODULE V

Consciousness in the Indian Tradition: Consciousness in *Nāsadīyasūkta* of Ṛg Veda – Consciousness in the MahāvākyaPrajñānam Brahma of the *AitareyaUpaniṣad* and Avastatraya in the *MāṇḍūkyaUpaniṣad* – Consciousness in the concept of *ĀlayaVijñāna* in Yogācāra Buddhism

MODULE OUTCOMES:

MO5.1: Understand the formulation of consciousness in *Nāsadīyasūkta* of Ṛg Veda.

MO5.2: Analyze and evaluate the formulations of consciousness in the MahāvākyaPrajñānam Brahma of the *AitareyaUpaniṣad* and Avastatraya in the *MāṇḍūkyaUpaniṣad*.

MO5.3: Critically evaluate the concept of *ĀlayaVijñāna* in Yogācāra Buddhism.

REFERENCES

1. Kim, Jaegwon. *Philosophy of Mind- An Introduction*. Third Edition, Westview Press, 1996.
2. Ravenscroft, Ian. *Philosophy of Mind: A Beginner's Guide*. Oxford University Press, 2005.
3. Lowe, E. J. *An Introduction to Philosophy of Mind*. Cambridge University press, 2000.
4. Feser, Edward. *Philosophy of Mind: A Short Introduction*. One World Publications, 2005.
5. Heil, John. *Philosophy of Mind: A Contemporary Introduction*. Routledge, 2004.
6. Cooney, Brian. *The Place of Mind*. Cengage Learning, 1999.
7. Nagel, Thomas. *What Is It Like to Be a Bat?* *Philosophical Review*, Vol.83, No.4, Duke University Press, 1974.
8. Dennett, Daniel. C. *Consciousness Explained*. Penguin Books, 1993.
9. Chalmers, David. J. *The Conscious Mind: In Search of a Fundamental Theory*. Oxford University Press, 1997.
10. Saksena, S K. *Nature of Consciousness in Hindu Philosophy*. Nand Kishore and Bros, Benares, 1944.

NAME OF THE COURSE: CULTURAL STUDIES AND PHILOSOPHY

OBJECTIVES :

The course is designed with the objective of introducing culture studies to the students of philosophy. It mainly intends to bring an awareness among the students how culture is rooted in philosophy and vice versa. It also highlights the contemporary relevance of cultural studies across disciplines.

MODULE OUTCOMES:

CO1: Understand culture and the origin of cultural studies in the Western tradition

CO2: Analyse and expose the different methods and theories in cultural studies

CO3: Articulate the interconnections between cultural studies and critical theory

CO4: Evaluate the impact of culture on media and popular culture

CO5: Critically read and analyse the philosophical insights of Walter Benjamin

MODULE I

Cultural Studies- an introduction- Definition of Culture The origin of Cultural Studies- the Birmingham school - Raymond Williams –Stuart Hall- the growing significance of cultural studies

MODULE OUTCOME:

Mo1.1: Understand what is culture

Mo1.2: Examine the origins of cultural studies

Mo1.3: Articulate the significance of cultural studies

MODULE II

Theory and Method in Cultural Studies - From Work to Text- Roland Barthes- Power and Knowledge- Foucault - Public Sphere- Habermas--immanence and transcendence - Simon de Beauvoir- “ Can the Subaltern Speak”- Gayatri Spivak - Imagined Communities: Nationalism’s Cultural Roots- Benedict Anderson

MODULE OUTCOME:

Mo2.1: Understand the different methods and philosophical theories underlying cultural studies

Mo2.2: Examine and evaluate the impact of culture on the social and political lives

MODULE III

Critical Theory and Cultural Studies- Marxist theory- Critique of Ideology – Cultural Forms and Political Economy- Louis Althusser - Cultural Hegemony- Antonio Gramsci

MODULE OUTCOME:

Mo3.1: Analyse critical theory and its implications on cultural studies

Mo3.2: Examine the notions, critique of ideology and cultural hegemony

Mo3.3: Assess the contributions of Althusser and Gramsci to cultural studies

MODULE IV

Cultural Studies and Media : Globalisation/Glocalisation, Consumption, Market and Media - The Production and Consumption of Culture- Culture and Mass Media- Popular Culture- Subculture

MODULE OUTCOME:

Mo4.1: Understand the growing relevance of culture studies in consumption, market and media

Mo4.2: Evaluate the premise, production and consumption of culture

Mo4.3: Analyse popular culture and subculture philosophically

MODULE V

Readings: *The Work of Art in the Age of Mechanical Reproduction* by Walter Benjamin. Massachusetts Institute of Technology. Preface 1-26.

MODULE OUTCOME:

Mo5.1: Critically articulate the philosophical insights of Walter Benjamin

REFERENCES

1. Chris Barker. *Cultural Studies: Theory and Practice*. Sage Publications, 2005
2. Raymond Williams. *Culture*. Oxford, 1983.
3. Simon During. *Cultural Studies Reader*. Routledge, 1993.
4. Meenakshi G Durham and Douglas M Kellner. Ed. *Media and Cultural Studies*. Blackwell, 2006.
5. Theodor Adorno and Max Horkheimer. *The Culture Industry :Selected Essays on Mass Culture*. Routledge, 2001.
6. Ania Loomba. 'Can the Subaltern Speak' in *Colonialism/Postcolonialism*. Routledge, 2007.
7. Benedict Anderson. *Imagined Communities*. Verso, 1991.
8. Simone de Beauvoir. *Second Sex*. Oxford, 1971.
9. Arjun Appadurai. *Modernity at Large. Cultural Dimensions of Globalization*. Oxford, 1997.
10. Michel Foucault. *Power/Knowledge: Selected Interviews and Other Writings*. Ed. Collin Gordon. Pantheon, 1980.
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12. Prantik Baerjee. *Cultural Studies; Texts and Contexts*. Dattsons, 2021.
13. David Lodge. *Modern Criticism and Theory*. Longman Publishers, 1972.

NAME OF THE COURSE: DISSERTATION

OBJECTIVES:

The objective of the course is to ignite the spirit of research in students and familiarise them with the methodology followed in research in the domain of philosophy.

COURSE OUTCOME:

To equip the students in writing a report on the research work done

General Guidelines

Each student is to choose a dissertation topic with the help of the supervising teacher allocated.

The dissertation submitted shall be an original work undertaken by the candidate and it must clearly state the objectives, research problem, methodology followed, a summary of the review of literature and a summary of the findings of the study. A preface of the work may be included and the bibliography shall be satisfactory.

Citations and references shall be given following MLA 9th edn.

The Dissertation Shall be Written in a Common Format as Follows.

- a. The dissertation should consist of 50-60 pages.
- b. Font Size is 12, Times New Roman, Double space
- c. 4 chapters inclusive of introduction and conclusion

Evaluation

The maximum marks allotted for the course is 100. 80 marks for the dissertation submitted and 20 marks for the viv-voce on the work submitted.

Semester 4

Course Code: PY 502

NAME OF THE COURSE: COMPREHENSIVE VIVA- VOCE

COURSE OUTCOME:

Articulate one's knowledge in the subject of Philosophy in a lucid, logical and comprehensive style.

Analyse and assess one's ability to think critically and develop a philosophical perspective of one's own.

The maximum marks for comprehensive viva voce is 100.