

**John Wilson Education Society's**  
**Wilson College (Autonomous)**

Chowpatty, Mumbai-400007  
RE-ACCREDITED 'A' grade by NAAC

*Affiliated to the*  
**UNIVERSITY OF MUMBAI**



**Syllabus for T.Y.**

**Program: BA**

**Program Code: WAPHI (Philosophy)**

**Choice Based Credit System (CBCS) with effect from  
Academic year 2024-2025**

## PROGRAM OUTLINE 2023-2024

YEAR	SEM	COURSE CODE	COURSE TITLE	CREDITS	
TYBA	V	WUAPHI504	CLASSICAL INDIAN PHILOSOPHY	4	
		WUAPHI505	PHILOSOPHY OF RELIGION	4	
		WUAPHI506	LIVING ETHICAL ISSUES	3	
		WUAPHI507	PLATO'S REPUBLIC	4	
		WUAPHI508	LOGIC	4	
		WUAPHI509	FILM & PHILOSOPHY	3	
	VI	WUAPHI604	WESTERN METAPHYSICS AND EPISTEMOLOGY	4	
		WUAPHI605	PHILOSOPHY OF RELIGION	4	
		WUAPHI606	LIVING ETHICAL ISSUES	3	
			WUAPHI607	PLATO'S REPUBLIC	4
			WUAPHI608	LOGIC	4
			WUAPHI609	FILM & PHILOSOPHY	3

## PROGRAMME SPECIFIC OUTCOME (PSOs)

Learners will be able to:

**PSO 1:** Analyse diverse philosophical perspectives towards different ideologies that leads to acceptance of self and other traditions.

**PSO 2:** Use the principles of logic and critical thinking skills for competitive exams.

**PSO 3:** Apply moral and spiritual principles for conflict resolution and social emancipation in an objective manner.

**PSO 4:** Exhibit aesthetic sensibilities through moral, political, epistemological and ontological engagement with cinematic texts and critical evaluation of philosophical writings on the same.

**PSO 5:** Develop code of ethics for personal and professional conduct.

**PSO 6:** Summarize and interpret complex philosophical ideas through writing essays and research papers.

## PREAMBLE:



This introductory philosophy course focuses on concepts and issues, such as the nature of value, duty, right and wrong actions, freedom, responsibility and autonomy. It also engages with interdisciplinary notions of human rights, social justice, and its applications to challenges of personal and public morality. Topics range from nature and basic concepts of moral philosophy to include specific areas of individual and society, liberty, punishment and normative ethics and its critics. The intercultural perspectives aim to provide a healthy approach to understanding diverse perspectives with the aim to build greater acceptance of the self and its other. The syllabus is structured according to the Choice Based Credit System (CBCS).

<b>PROGRAM(s): T.Y.B.A</b>			<b>SEMESTER: V</b>		
<b>Course: Classical Indian Philosophy</b>			<b>Course Code: WUAPHI504</b>		
<b>Teaching Scheme</b>			<b>Evaluation Scheme</b>		
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks-40)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>3.2</b>	<b>Nil</b>	<b>Nil</b>	<b>4</b>	<b>40</b>	<b>60</b>
<p style="text-align: center;"><b>Wilson College</b></p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Students will be introduced to the nature of philosophical questions and thinking present in classical Indian thought</li> <li>2. To lay the foundation systematic and rational interpretation of philosophical issues addressed in classical Indian thought</li> <li>3. To develop philosophical ideas in different schools so as to evaluate their contribution to philosophical knowledge</li> </ol>					
<p><b>Course Outcomes:</b></p> <p>Learners will be able to-</p> <ol style="list-style-type: none"> <li>1. To summarize with clarity some of the ideas, problems and questions central to classical Indian philosophy.</li> <li>2. To critique and construct arguments in philosophical schools of thought.</li> <li>3. To identify metaphysical and epistemological trends in classical Indian thought</li> <li>4. To classify philosophical ideas in Indian philosophy.</li> </ol>					

## DETAILED SYLLABUS

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures 4/48
<b>I</b>		<b>Nyaya &amp; Vaisesika</b>	<b>1 credit</b>
	<b>1.1</b>	Sources of knowledge: perception, inference, comparison and verbal testimony,	<b>4 lecs</b>
	<b>1.2</b>	Concept of god and liberation in Nyaya.	<b>4 lecs</b>
	<b>1.3</b>	Vaisesika –seven categories of reality	<b>4 lecs</b>
	<b>1.4</b>	Vaisesika theory of atomism	<b>Self-Study</b>
<b>II</b>		<b>Samkhya and Yoga</b>	<b>1 credit</b>
	<b>2.1</b>	Purusha and prakriti: characteristics and proofs of existence	<b>4 lecs</b>
	<b>2.2</b>	Satkaryavada (theory of causation)	<b>4 lecs</b>
	<b>2.3</b>	Prakritiparinamvada (theory of creation)	<b>4 lecs</b>
	<b>2.4</b>	Eight fold path of Yoga (to achieve kaivalya)	<b>Self-Study</b>
<b>III</b>		<b>Purva &amp; Uttara Mimamsa</b>	<b>1 credit</b>
	<b>3.1</b>	Mimamsa: Six Pramanas, svatah-pramanyavada (theory of truth)	<b>4 lecs</b>
	<b>3.2</b>	Seven principles of interpreting text	<b>Self-Study</b>
	<b>3.3</b>	Shankara: Advaita Vedanta concept of Brahman	<b>4 lecs</b>
	<b>3.4</b>	Mayavada, vivartavada (theory of causation) Ramanuja – Visistadvaita concept of Brahman, critique of maya	<b>4 lecs</b>
<b>IV</b>		<b>Schools of Vedanta</b>	<b>1 credit</b>
	<b>4.1</b>	<ul style="list-style-type: none"> <li>• The concepts of Brahman, jagat (world) and jiva (self) according to Vedantic schools of:</li> </ul>	<b>4 lecs</b>
		<ul style="list-style-type: none"> <li>• Madhva (Dvaitavada),</li> </ul>	<b>4 lecs</b>
		<ul style="list-style-type: none"> <li>• Nimbarka (Dvaitadvaitavada) and</li> </ul>	<b>4 lecs</b>
		<ul style="list-style-type: none"> <li>• Vallabha (Suddhadvaitavada)</li> </ul>	<b>Self-Study</b>

**References:**

*Indian Philosophy, Vol – II* S Radhakrishnan (London: George Allen and Unwin Ltd., New York City: Humanities Press Inc.1923)

*A History of Indian Philosophy, Vol- I and II*, JadunathSinha (JatindranathSen, Central Book Agency, Calcutta, 1952)

*A History of Indian Philosophy, Vol –I and II* Surendranath Dasgupta (Motilal Banarsidass Indological Publishers and Booksellers, Delhi, 1975)

*Outlines of Indian Philosophy*, M. Hiriyanna, (Motilal Banarsidass Publishers, Delhi, 1993)

*Contemporary Indian Philosophy*, Basant Kumar Lal (Motilal Banarsidass Publishers, Delhi, 1973)

*Contemporary Indian Philosophy*, T.M.P Mahadevan and G. V Saroja (Sterling Publishers Pvt. Ltd, Delhi, 1981)

*Seven systems of Indian Philosophy*, Pandit Rajmani Tigunait(The Himalaya International Institute of yoga Science and Philosophy, Honesdale, Pennsylvania)



## Modality of Assessment

### Theory Examination Pattern:

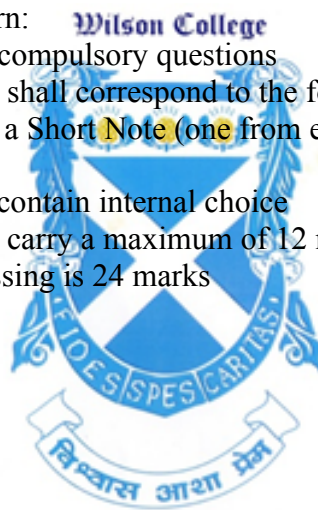
#### A. Internal Assessment- 40%- 40 Marks per paper

Sr. No.	Evaluation Type	Marks
1	Written Objective Examination	20
2	Assignment/ Case study/ field visit report/ presentation/ project	20
	<b>Total</b>	<b>40</b>

#### B. External Examination- 60%- 60 Marks per paper

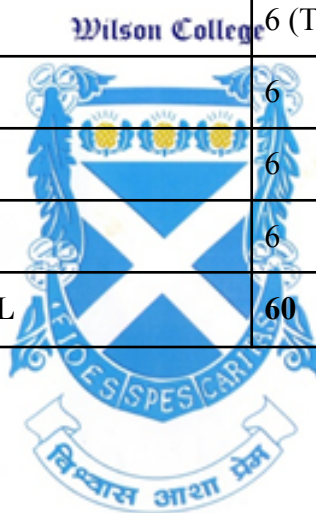
##### Semester End Theory Examination:

1. Duration - These examinations shall be of **two hours** duration.
2. Theory question paper pattern:
  - a. There shall be five compulsory questions
  - b. First four questions shall correspond to the four units
  - c. Question 5 shall be a Short Note (one from each unit and learners can attempt any 2 of 4)
  - d. All questions shall contain internal choice
  - e. Each question shall carry a maximum of 12 marks
  - f. The standard of passing is 24 marks



**Paper Pattern:**

Question	Options	Marks	Questions Based on
1	a.	12	Unit I
	b.	12	
2.	a.	12	Unit II
	b.	12	
3.	a.	12	Unit III
	b.	12	
4.	a.	12	Unit IV
	b.	12	
5.	a.	6 (Total=12)	Unit I- Unit IV
	b.		
	c.		
	d.		
	<b>TOTAL</b>	<b>60</b>	





<b>PROGRAM(s): T.Y.B.A</b>			<b>SEMESTER: VI</b>		
<b>Course: Western Metaphysics and Epistemology</b>			<b>Course Code: WUAPHI604</b>		
<b>Teaching Scheme</b>			<b>Evaluation Scheme</b>		
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>3.2</b>	<b>Nil</b>	<b>Nil</b>	<b>4</b>	<b>40</b>	<b>60</b>
<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Students will possess a familiarity with important philosophers from the modern period of philosophy in the west</li> <li>2. To lay the foundation for understanding contemporary trends in philosophy.</li> <li>3. To develop a contextual narrative of the development of western philosophical thought.</li> </ol>					
<p><b>Course Outcomes:</b></p> <p>Learners will be able to-</p> <ol style="list-style-type: none"> <li>1. To summarize with clarity some of the arguments, problems and questions central to metaphysics and epistemology in modern philosophy.</li> <li>2. To classify important philosophers and relevant theories in appropriate schools of philosophical thought.</li> <li>3. To contrast everyday beliefs with skeptical challenge.</li> <li>4. To identify logical consistency in philosophical theories.</li> </ol>					

## DETAILED SYLLABUS

Course Code/Unit	Unit	Course/ Unit Title	Credits/ Lectures 4/48
<b>I</b>		<b>Rationalist Metaphysics</b>	<b>1 credit</b>
	<b>1.1</b>	Rene Descartes: (i) Method of doubt (ii) nature of 'self' and not-self in terms of substance (substance dualism),	4 Lectures
	<b>1.2</b>	Mind & Body problem.	<b>Self-Study</b>
	<b>1.3</b>	Baruch Spinoza: (i) concept of substance monism.	4 Lectures
	<b>1.4</b>	G.W. Leibniz: (i) basic constituent of reality (monads)	4 Lectures
<b>II</b>		<b>Empiricist Epistemology</b>	
	<b>2.1</b>	John Locke: (i) Rejection of innate ideas (ii) Classification of Ideas (iii) representative theory of perception.	4 Lectures
	<b>2.2</b>	George Berkeley: (i) critique of Locke's representative theory (ii) esse est percipi (to be is to perceive)	4 Lectures
	<b>2.3</b>	David Hume: (i) Theory of knowledge (ii) theory of causation.	4 Lectures
	<b>2.4</b>	rejection of self as substance	<b>Self Study</b>
<b>III</b>		<b>Critical Philosophy: Immanuel Kant</b>	
	<b>3.1</b>	(i) Copernican revolution	4 Lectures
	<b>3.2</b>	(ii) distinctions (a) Analytic-Synthetic propositions (b) apriori-aposteriori propositions	4 Lectures
	<b>3.3</b>	reconciliation of rationalism and empiricism	Self Study
	<b>3.4</b>	(a) role of the faculty of sensibility and (b) role of the faculty of understanding.	4 Lectures
<b>IV</b>		<b>Later Philosophical Disciplines</b>	
	<b>4.1</b>	(a) F. H. Bradley: Absolute Idealism: the theory of Internal Relations.	4 Lectures
	<b>4.2</b>	(b)Pragmatism: C. S. Peirce: (i) four methods of establishing beliefs	4 Lectures
	<b>4.3</b>	Meaning of 'pragmatism' as involving 'practical consequences'.	Self Study

	4.4	(c) Logical positivism: (i) A. J. Ayer- verification principle (ii) Rudolf Carnap- elimination of metaphysics through linguistic analysis (iii) critical appraisal.	4 Lectures
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**References:**

General: On the history of Western Philosophy

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

Unit wise reading/reference list:

Unit I: Rationalist Metaphysics

Rene Descartes

- Kurt Brandhorst, Descartes’ Meditations on First Philosophy
- Gary Hatfield, The Routledge Guidebook to Descartes’ Meditations, chapters 3-5

Benedict Spinoza

- Charles Jarrett, Spinoza: A Guide for the Perplexed, chapter 4 and 5
- Beth Lord, Spinoza’s Ethics, pp.15-48

G.W. Leibniz

- Nicholas Jolley, Leibniz chapters 2 and 3
- Franklin Perkins, Leibniz – A Guide for the Perplexed, chapters 2 and 3

Unit II: Empiricist Epistemology

John Locke

- D J O’Connor, John Locke, chapters 1 and 2

George Berkeley

- G.J. Warnock, Berkeley, chapter 5
- T. M. Bettcher, Berkeley: A Guide for the Perplexed, pp.3-28

David Hume

- Harold Noonan, Routledge Guidebook to Hume on Knowledge

Unit III: Critical Philosophy: Immanuel Kant

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

Unit IV: 20th Century Philosophy

F. H. Bradley: Absolute Idealism

- D. M. Datta, Current Trends in Contemporary Philosophy
- W. J. Mander, British Idealism: A History
- James Allard, The Logical Foundations of Bradley’s Metaphysics

Pragmatism

- Richard Gale, The Philosophy of William James, chapter 2 & 3
- Michael Bacon, Pragmatism: An Introduction, chapter 1
- Robert Talisse & Scott Aikin, Pragmatism: A Guide for the Perplexed, chapter 2 & 3
- Sami Pihlstrom (ed.) The Continuum Companion to Pragmatism, chapter 5

Logical Positivism

- A.J. Ayer, Language, Truth and Logic, chapter 1
- A.J. Ayer (ed.) Logical Positivism
- Milton Munitz, Contemporary Analytic Philosophy

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## Modality of Assessment

### Theory Examination Pattern:

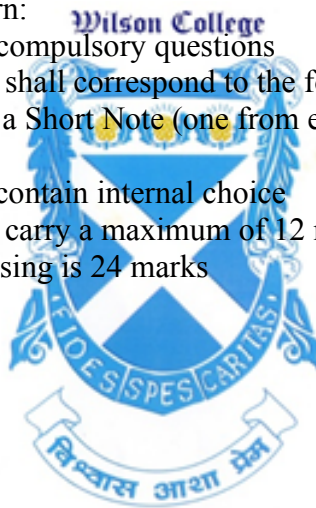
#### A. Internal Assessment- 40%- 40 Marks per paper

Sr. No.	Evaluation Type	Marks
1	Written Objective Examination	20
2	Assignment/ Case study/ field visit report/ presentation/ project	20
	<b>Total</b>	<b>40</b>

#### B. External Examination- 60%- 60 Marks per paper

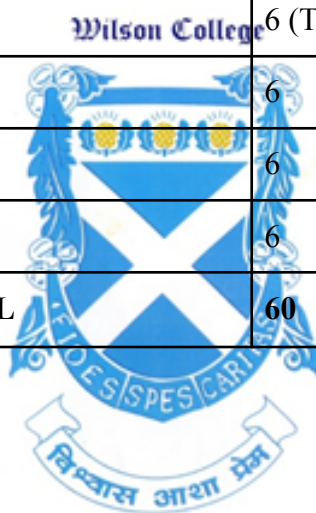
##### Semester End Theory Examination:

1. Duration - These examinations shall be of **two hours** duration.
2. Theory question paper pattern:
  - g. There shall be five compulsory questions
  - h. First four questions shall correspond to the four units
  - i. Question 5 shall be a Short Note (one from each unit and learners can attempt any 2 of 4)
  - j. All questions shall contain internal choice
  - k. Each question shall carry a maximum of 12 marks
  - l. The standard of passing is 24 marks



**Paper Pattern:**

<b>Question</b>	<b>Options</b>	<b>Marks</b>	<b>Questions Based on</b>
1	a.	12	Unit I
	b.	12	
2.	a.	12	Unit II
	b.	12	
3.	a.	12	Unit III
	b.	12	
4.	a.	12	Unit IV
	b.	12	
5.	a.	6 (Total=12)	Unit I- Unit IV
	b.		
	c.		
	d.		
	<b>TOTAL</b>	<b>60</b>	



<b>PROGRAM(s): T.Y.B.A</b>		<b>SEMESTER: VI</b>			
<b>Course: Philosophy of Religion</b>		<b>Course Code: WUAPHI605</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>3.2</b>	<b>Nil</b>	<b>Nil</b>	<b>4</b>	<b>40</b>	<b>60</b>
<b>Learning Objectives:</b>					
<p style="text-align: center;"><i>Wilson College</i></p> <ol style="list-style-type: none"> <li>1. To introduce students to alternative approaches to religion.</li> <li>2. To encourage a spirit of inclusivity for supposedly unconventional traditions in religion.</li> <li>3. To develop an appreciation for diversity of religious views.</li> <li>4. To promote a philosophical and academic engagement with religion.</li> </ol>					
<b>Course Outcomes:</b>					
<p>Learners will be able to-</p> <ol style="list-style-type: none"> <li>1. To critically associate language and religion, thereby highlighting problems arising from it.</li> <li>2. To contrast experiences of unorganized religion with that of organized religion.</li> <li>3. To evaluate important challenges to belief in God.</li> <li>4. To logically analyze arguments for soul, liberation and afterlife.</li> </ol>					

## DETAILED SYLLABUS

	Unit	Course/ Unit Title	4 Credits/ 48 Lectures
<b>I</b>		<b>Religious Language</b>	
	<b>1.1</b>	Analogical function of religious language (Thomas Aquinas' view).	4 Lectures
	<b>1.2</b>	Symbolic function of religious language (Paul Tillich's view), J. R. Randall (Jr.) – Religious language as functional (cultural, artistic, social and religious) and symbolic	4 Lectures
	<b>1.3</b>	Religious Language as Non Cognitive	Self Study
	<b>1.4</b>	R. B. Braithwaite – Religious language from Linguistic perspective (emotive, ethical and prescriptive)	4 Lectures
<b>II</b>		<b>Mysticism</b>	
	<b>2.1</b>	Characteristics of mystical experiences in (i) Buddhism,	4 Lectures
	<b>2.2</b>	(ii) Bhakti tradition	Self Study
	<b>2.3</b>	(iii) Sufism	4 Lectures
	<b>2.4</b>	William James' analysis of mystical experiences.	4 Lectures
<b>III</b>		<b>The Existence of Evil</b>	
	<b>3.1</b>	The problem of evil defined: Epicurus and David Hume;	4 Lectures
	<b>3.2</b>	Augustine's response: evil is not real;	Self Study
	<b>3.3</b>	Leibniz's response: best of all possible worlds,	4 Lectures
	<b>3.4</b>	Alvin Plantinga's response: evil is a result of freewill.	4 Lectures
<b>IV</b>		<b>Death and Afterlife</b>	
	<b>4.1</b>	Varieties of immortality (i) disembodied existence - Platonic conception of immortality in Phaedo;	4 Lectures
	<b>4.2</b>	(ii) the problem of transmigration of souls	4 Lectures
	<b>4.3</b>	(iii) the problem of resurrection of the dead	Self Study
	<b>4.4</b>	Kant: immortality as a postulate of morality	4 Lectures



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**References:**

Unit I: Religious language

- Brian Davies, An Introduction to Philosophy of Religion, chapter 2
- David Stewart, Exploring the Philosophy of Religion, chapter 4
- Ronald Santoni (ed) Religious Language and the Problem of Religious knowledge
- Michael Scott, Religious Language (Part I)
- John Hick, Introduction to Philosophy of Religion
- Arvind Sharma, The Philosophy of Religion: A Buddhist Perspective.

Unit II: Mysticism

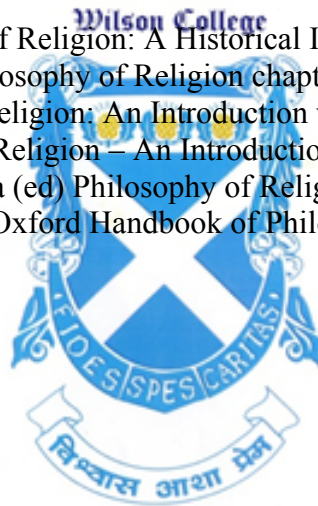
- Paul Oliver, Mysticism: A Guide to the Perplexed
- T.C. Roy, Heritage and Harmony: Mystics and the Bhakti Saints of Hinduism
- Karel Werner, Love Divine: Studies in Bhakti and Devotional Mysticism
- Geoffrey Parrinder, Mysticism in World's Religions
- G. William Barnard, Exploring Unseen Worlds: William James and the Philosophy of Mysticism

Unit III: The Existence of Evil

- Michael Peterson, God and Evil- An Introduction, chapter 6 (Augustine and Leibniz)
- Linda Zagzebski, Philosophy of Religion: A Historical Introduction chapter 7
- Chad Meister, Introducing Philosophy of Religion chapter 7 (Augustine, Leibniz and Plantinga)
- Richard Creel, Philosophy of Religion: The Basics chapter 12

Unit IV: Death and Afterlife

- Linda Zagzebski, Philosophy of Religion: A Historical Introduction chapter 8
- Chad Meister, Introducing Philosophy of Religion chapter 10
- Stuart Brown, Philosophy of Religion: An Introduction with readings chapter 1 (Plato's Phaedo)
- William Rowe, Philosophy of Religion – An Introduction chapter 9
- Louis Pojman and Michael Rea (ed) Philosophy of Religion: An Anthology
- William Wainwright (ed) The Oxford Handbook of Philosophy of Religion chapter 15 (Resurrection)



## Modality of Assessment

### Theory Examination Pattern:

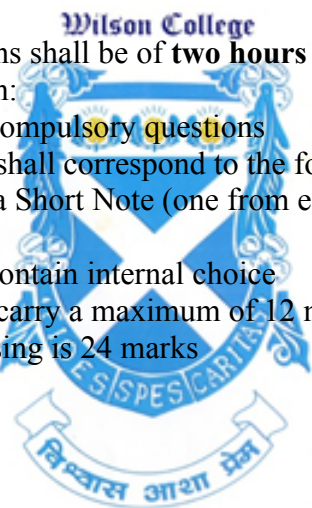
#### A. Internal Assessment- 40%- 40 Marks per paper

Sr. No.	Evaluation Type	Marks
1	Written Objective Examination	20
2	Assignment/ Case study/ field visit report/ presentation/ project	20
	<b>Total</b>	<b>40</b>

#### B. External Examination- 60%- 60 Marks per paper

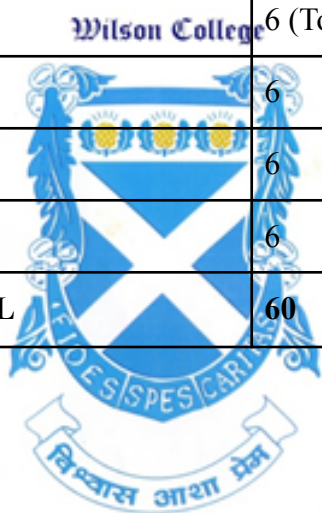
##### Semester End Theory Examination:

1. Duration - These examinations shall be of **two hours** duration.
2. Theory question paper pattern:
  - a. There shall be five compulsory questions
  - b. First four questions shall correspond to the four units
  - c. Question 5 shall be a Short Note (one from each unit and learners can attempt any 2 of 4)
  - d. All questions shall contain internal choice
  - e. Each question shall carry a maximum of 12 marks
  - f. The standard of passing is 24 marks



**Paper Pattern:**

Question	Options	Marks	Questions Based on
1	a.	12	Unit I
	b.	12	
2.	a.	12	Unit II
	b.	12	
3.	a.	12	Unit III
	b.	12	
4.	a.	12	Unit IV
	b.	12	
5.	a.	6 (Total=12)	Unit I- Unit IV
	b.		
	c.		
	d.		
	<b>TOTAL</b>	<b>60</b>	



<b>PROGRAM(s): T.Y.B.A</b>		<b>SEMESTER: VI</b>			
<b>Course: Living Ethical Issues</b>		<b>Course Code: WUAPHI606</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>3.2</b>	<b>Nil</b>	<b>Nil</b>	<b>3</b>	<b>40</b>	<b>60</b>
<p><b>Learning Objectives:</b></p> <p style="text-align: center;"><i>Wilson College</i></p> <ol style="list-style-type: none"> <li>1. Create awareness to become an enlightened citizen with commitment to deliver one's responsibilities and values to the society.</li> <li>2. Larger awareness of public issues and empathy with marginalized issues in society.</li> </ol>					
<p><b>Course Outcomes:</b></p> <p>Learners will be able to-</p> <ol style="list-style-type: none"> <li>1. Inculcate a sense of ethical responsibility and a vision to challenge the existing norms in need of change.</li> <li>2. Evaluate personal and social responsibilities of living in a diverse world in terms of the ethical issues raised in course material.</li> <li>3. Students will be able to examine and assess various ethical theories and apply those theories to ethical issues in business.</li> <li>4. Students will be able to demonstrate understanding of ethical comprehension, analysis, and decision-making within the context of select theological and religious traditions.</li> </ol>					

**DETAILED SYLLABUS**

	<b>Unit</b>	<b>Course/ Unit Title</b>	<b>3 Credits/ 45 Lectures</b>
<b>I</b>		<b>Environmental ethics</b>	
	<b>1.1</b>	Land ethics with special reference to Aldo Leopold.	
	<b>1.2</b>	Shallow and deep ecology models of sustainable development: Arne Naess.	
	<b>1.3</b>	The claims of ecofeminism: is it an environmental ethic?	
<b>II</b>		<b>Religious attitudes towards the environment</b>	
	<b>2.1</b>	Vedic-Hindu perspective on the environment: reverence and sanctity of nature?	
	<b>2.2</b>	Judeo-Christian attitude towards the environment: dominion or stewardship?	
	<b>2.3</b>	Buddhist view on environmental ethics.	
<b>III</b>		<b>Corporate ethics</b>	
	<b>3.1</b>	Business ethics: can there be ethics in business? Models of business ethics.	
	<b>3.2</b>	Do business corporate houses have social responsibility: arguments for and against CSR.	
	<b>3.3</b>	Affirmative action: arguments for and against affirmative action	
<b>IV</b>		<b>Contemporary Debates - 2</b>	
	<b>4.1</b>	Hunger and poverty: Peter Singer.	
	<b>4.2</b>	The case against assisting the poor: Garrett Hardin.	
	<b>4.3</b>	Do we have obligations to future (human and non-human) generations?	

**References:**

- R.G. Frey and C.H. Wellman (ed.) A Companion to Applied Ethics.
- Tom Beauchamp and James Childress. Principles of Biomedical Ethics.
- Dale Jamieson (ed.) A Companion to Environmental Philosophy
- Michael Zimmerman (ed.) Environmental Philosophy
- Peter Singer, Practical Ethics
- O.P. Dwivedi (ed.) World Religions and the Environment
- Christopher K. Chappell and Mary E. Tucker (ed.) Hinduism and Ecology
- Christopher Framarin “Hinduism and Environmental Ethics: An Analysis and Defense of Basic Assumption” in Asian Philosophy Vol. 22 No. 1 (2012)
- Louis Pojman (ed.) Environmental Ethics: Readings in Theory and Application.
- R.F. Smith. Ethics in Journalism 6th edn. (Blackwell, 2008)
- Nicholas Bunnin (ed.) The Blackwell Companion to Philosophy, see “Business Ethics”
- Vincent Barry (ed.) Applying Ethics 2nd edn.
- Hugh LaFollette (ed.) Ethics in Practice: An Anthology.
- Louis Pojman, Philosophy: The Quest for Truth (see section ‘Philosophy in Action’)
- Andrew Cohen and C H Wellman, Contemporary Debates in Applied Ethics
- Jon Nuttall, Moral Questions: An Introduction to Ethics
- Manuel Velasquez and Cynthia Rostankowski (ed.) Ethics: Theory and Practice
- Andrew Kernohan, Environmental Ethics: An Interactive Introduction



## Modality of Assessment

### Theory Examination Pattern:

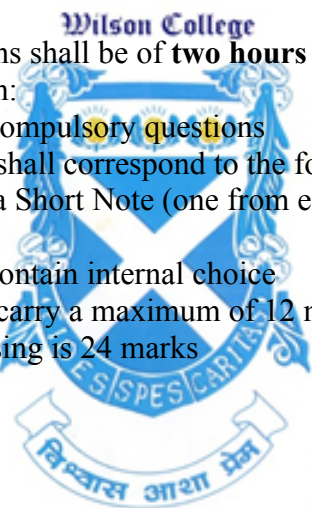
#### A. Internal Assessment- 40%- 40 Marks per paper

Sr. No.	Evaluation Type	Marks
1	Written Objective Examination	20
2	Assignment/ Case study/ field visit report/ presentation/ project	20
	<b>Total</b>	<b>40</b>

#### B. External Examination- 60%- 60 Marks per paper

##### Semester End Theory Examination:

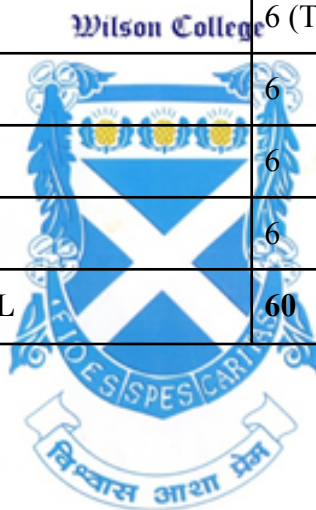
1. Duration - These examinations shall be of **two hours** duration.
2. Theory question paper pattern:
  - a. There shall be five compulsory questions
  - b. First four questions shall correspond to the four units
  - c. Question 5 shall be a Short Note (one from each unit and learners can attempt any 2 of 4)
  - d. All questions shall contain internal choice
  - e. Each question shall carry a maximum of 12 marks
  - f. The standard of passing is 24 marks





**Paper Pattern:**

Question	Options	Marks	Questions Based on
1	a.	12	Unit I
	b.	12	
2.	a.	12	Unit II
	b.	12	
3.	a.	12	Unit III
	b.	12	
4.	a.	12	Unit IV
	b.	12	
5.	a.	6 (Total=12)	Unit I- Unit IV
	b.	6	
	c.	6	
	d.	6	
	<b>TOTAL</b>	<b>60</b>	



<b>PROGRAM(s): T.Y.B.A</b>		<b>SEMESTER: VI</b>			
<b>Course: Plato's Republic</b>		<b>Course Code: WUAPHI607</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
	<b>Nil</b>	<b>Nil</b>	<b>4</b>	<b>40</b>	<b>60</b>
<b>Learning Objectives:</b>					
<p>1. To introduce students to a preliminary understanding of the nature of philosophical analysis when applied to the text</p> <p>2. To nurture a spirit of critical engagement with important texts in political philosophy.</p> <p>3. To read the text carefully and critically so as to equip students with the ability to evaluate and construct arguments on themes related to the text.</p>					
<b>Course Outcomes:</b>					
<p>Learners will be able to-</p> <p>1. To identify and analyse key philosophical themes and questions in the text that are relevant to contemporary social and political debate</p> <p>2. To compare and contrast different models of governance.</p> <p>3. To relate discourses around ethics with larger political theory.</p> <p>4. To justify the critique of Plato's thought and trace the philosophical development of platonic ideas.</p>					

## DETAILED SYLLABUS

	Unit	Course/ Unit Title	4 Credits/ 48 Lectures
<b>I</b>		<b>Philosophy and Philosopher Ruler</b>	
	<b>1.1</b>	Philosophy and prejudice against philosophy;	
	<b>1.2</b>	Corruption of the philosophic nature in contemporary society;	
	<b>1.3</b>	The concept of Philosopher King; characteristics required of the Philosopher King; why it's not an impossibility	
<b>II</b>		<b>Metaphysics and Epistemology</b>	
	<b>2.1</b>	Theory of Forms/Ideas; distinction between knowledge and belief;	
	<b>2.2</b>	Distinction between universals and particulars;	
	<b>2.3</b>	The object Good: the allegory of the Cave; Simile of the Divided Line and Simile of Sun.	
<b>III</b>		<b>Imperfect Societies and Imperfect Character</b>	
	<b>3.1</b>	Timarchy and the timarchic character;	
	<b>3.2</b>	Oligarchy and the oligarchic character;	
	<b>3.3</b>	Democracy and the democratic character;	
	<b>3.4</b>	Tyranny and the tyrannical character	
<b>IV</b>		<b>Reception of the Republic</b>	
	<b>4.1</b>	Karl Popper's critique of Plato's philosophy: is it totalitarian?	
	<b>4.2</b>	The Republic and modern politics <ul style="list-style-type: none"> <li>• (i) liberal democracy</li> <li>• (ii) Communism.</li> </ul>	
	<b>4.3</b>	The Republic and contemporary ethics.	

**References:**

Recommended Text: Lee, Desmond (second edn) Plato: The Republic with an Introduction by Melissa Lane

(Penguin Classics: 1974)

Commentaries:

----- Annas, Julia An Introduction to Plato's Republic (Oxford: Clarendon Press, 1981)

----- Cross, R.C. and Woollsey, A.D. Plato's Republic: A Philosophical Commentary (London: Macmillan, 1964)

----- Nettleship Lectures on the Republic of Plato (London: Macmillan, 1958)

----- Pappas, Nickolas Plato and the Republic (Routledge, 2010)

----- Purshouse, Luke. Plato's Republic: A Reader's Guide. (London and New York: Continuum, 2006)

Companions:

----- Ferrari, G R (ed.) The Cambridge Companion to Plato's Republic (Cambridge University Press, 2007)

----- Santas, Gerasimos (ed.) The Blackwell Companion to Plato's Republic (Wiley-Blackwell, 2005)

General:

----- Marshall, John, A Short History of Greek Philosophy (New York: Macmillan and Co, 1891)

----- Nettleship, Richard Lewis, The Theory of Education in Plato's Republic (Chicago: The University of Chicago Press, 1906)

----- Popper, Karl, The Open Society and Its Enemies Volume 1 (Princeton University Press, 1971)

----- Press, Gerald, Plato: A Guide for the Perplexed (London: Bloomsbury Publishing, 2007)

----- Stace, W.T. A Critical History of Greek Philosophy (Sheba Blake Publishing, 2014)



## Modality of Assessment

### Theory Examination Pattern:

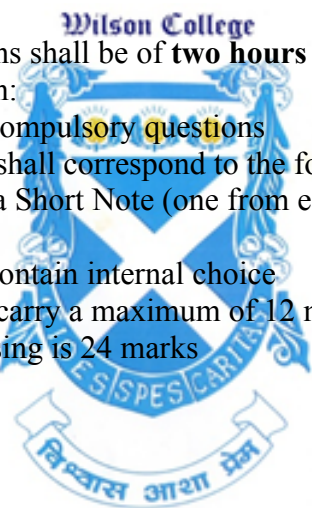
#### A. Internal Assessment- 40%- 40 Marks per paper

Sr. No.	Evaluation Type	Marks
1	Written Objective Examination	20
2	Assignment/ Case study/ field visit report/ presentation/ project	20
	<b>Total</b>	<b>40</b>

#### B. External Examination- 60%- 60 Marks per paper

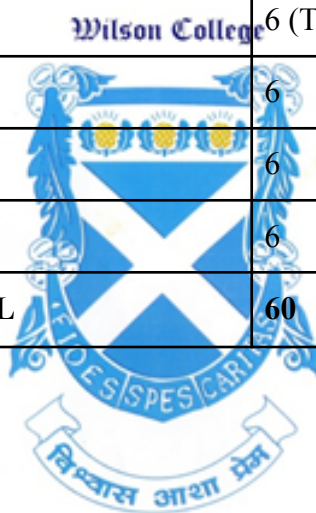
##### Semester End Theory Examination:

1. Duration - These examinations shall be of **two hours** duration.
2. Theory question paper pattern:
  - a. There shall be five compulsory questions
  - b. First four questions shall correspond to the four units
  - c. Question 5 shall be a Short Note (one from each unit and learners can attempt any 2 of 4)
  - d. All questions shall contain internal choice
  - e. Each question shall carry a maximum of 12 marks
  - f. The standard of passing is 24 marks



**Paper Pattern:**

Question	Options	Marks	Questions Based on
1	a.	12	Unit I
	b.	12	
2.	a.	12	Unit II
	b.	12	
3.	a.	12	Unit III
	b.	12	
4.	a.	12	Unit IV
	b.	12	
5.	a.	6 (Total=12)	Unit I- Unit IV
	b.		
	c.		
	d.		
	<b>TOTAL</b>	<b>60</b>	



<b>PROGRAM(s): T.Y.B.A</b>		<b>SEMESTER: VI</b>			
<b>Course: Logic</b>		<b>Course Code: WUAPHI608</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks-40)</b>	<b>Semester End Examination (Marks-60)</b>
	<b>Nil</b>	<b>Nil</b>	<b>4</b>	<b>40</b>	<b>60</b>
<b>Learning Objectives:</b>					
<ol style="list-style-type: none"> <li>1. To enable students to identify flaws and fallacies in arguments.</li> <li>2. To enable students to apply their reasoning skills to analyze reasoning in newspaper articles, books and speeches.</li> </ol>					
<b>Course Outcomes:</b>					
Learners will be able to-					
<ol style="list-style-type: none"> <li>1. Identify how modern logic contrasts from traditional logic.</li> <li>2. Demonstrate the rules of inference and replacement understood in methods of deduction.</li> <li>3. Analyze propositions and arguments by applying the methods of predicate logic.</li> <li>4. Identify errors in reasoning and critically evaluate the fallacies of different arguments</li> </ol>					



## DETAILED SYLLABUS

	Unit	Course/ Unit Title	4 Credits/ 48 Lectures
<b>I</b>		<b>Propositional (Modern) Logic</b>	
	<b>1.1</b>	Simple and compound (formed through logical operators);	
	<b>1.2</b>	truth functional compound propositions (truth conditions);	
	<b>1.3</b>	testing validity of propositions and arguments by shorter truth table method	
<b>II</b>		<b>Methods of Deduction (Formal Proof of Validity)</b>	
	<b>2.1</b>	Justification and construction of formal proofs as per both rules of inference and rules of replacement;	
	<b>2.2</b>	Method of Conditional Proof (CP)	
	<b>2.3</b>	Method of Indirect Proof (IP)	
<b>III</b>		<b>Predicate Logic (Quantification theory)</b>	
	<b>3.1</b>	Basic Concepts in predicate logic: individual constant, individual variable, free variable, bound variable, propositional function, existential quantifier, universal quantifier, instantiation, generalization.	
	<b>3.2</b>	Symbolising/quantification of propositions (singular and general).	
	<b>3.3</b>	Quantification rules of UG, EG, UI and EI (theory and exercise proving validity)	
<b>IV</b>		<b>Informal Fallacies</b>	
	<b>4.1</b>	What is a fallacy? Classification of fallacies: (A) Fallacies of relevance: (i) argumentum ad baculum, (ii) argumentum ad populum, (iii) argumentum ad hominem (abusive and circumstantial), (iv) argumentum ad misericordiam, (v) red herring, (vi) the strawman fallacy.	
	<b>4.2</b>	(B) Fallacies of defective Induction: (i) argumentum ad ignoratium, (ii) argumentum ad verucundiam, (iii) false cause, (iv) hasty generalization.	
	<b>4.3</b>	(C) Fallacies of presumption: (i) Accident (ii) Complex question and (iii) begging the question (petition	



		principii) (D) Fallacies of ambiguity: (i) Equivocation (ii) amphiboly (iii) composition (iv) division (v) accent.	
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**References:**

Basantani, K.T., Elementary Logic in LL.B. Sheth Publishers, Mumbai Publishing Co., Inc., New York).  
 Irving Copi and Others. 14th edition, Introduction to Logic.  
 Geoffrey Hunter, Metalogic: An Introduction to the Metathery of Standard First order Logic. (Macmillan & Co., London and Basingatoke).  
 Robert Lata and Alexander Macbeath, The Elements of Logic. (Macmillan & Co. Ltd.)  
 Jetli P & Prabhakar, M. Logic (Pearson: Delhi, Chennai and Chandigarh 2012)

**Modality of Assessment**

**Theory Examination Pattern:**

**A. Internal Assessment- 40%- 40 Marks per paper**

Sr. No.	Evaluation Type	Marks
1	<b>Written Objective Examination</b>	20
2	<b>Assignment/ Case study/ field visit report/ presentation/ project</b>	20
	<b>Total</b>	<b>40</b>

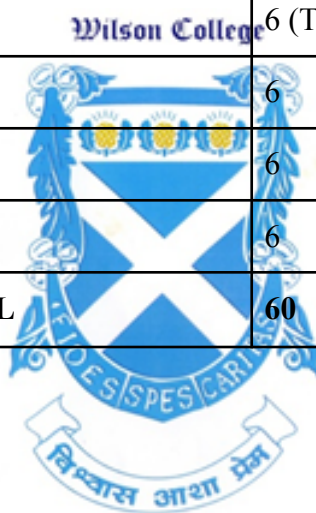
**B. External Examination- 60%- 60 Marks per paper**

**Semester End Theory Examination:**

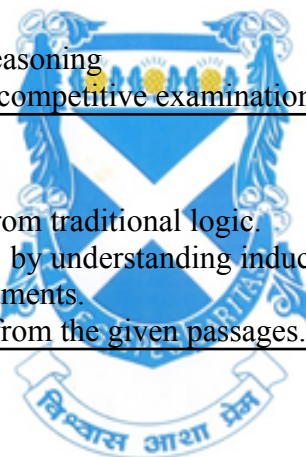
1. Duration - These examinations shall be of **two hours** duration.
2. Theory question paper pattern:
  - a. There shall be five compulsory questions
  - b. First four questions shall correspond to the four units
  - c. Question 5 shall be a Short Note (one from each unit and learners can attempt any 2 of 4)
  - d. All questions shall contain internal choice
  - e. Each question shall carry a maximum of 12 marks
  - f. The standard of passing is 24 marks

**Paper Pattern:**

<b>Question</b>	<b>Options</b>	<b>Marks</b>	<b>Questions Based on</b>
1	a.	12	Unit I
	b.	12	
2.	a.	12	Unit II
	b.	12	
3.	a.	12	Unit III
	b.	12	
4.	a.	12	Unit IV
	b.	12	
5.	a.	6 (Total=12)	Unit I- Unit IV
	b.		
	c.		
	d.		
	<b>TOTAL</b>	<b>60</b>	



<b>PROGRAM(s): T.Y.B.A</b>		<b>SEMESTER: VI</b>			
<b>Course: Logic (For Visually Impaired Students)</b>		<b>Course Code: WUAPHI068</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
	<b>Nil</b>	<b>Nil</b>	<b>4</b>	<b>40</b>	<b>60</b>
<b>Learning Objectives:</b>					
<ol style="list-style-type: none"> <li>1. To equip the student with science of reasoning</li> <li>2. To assist the learner to appear for any competitive examination involving logic.</li> </ol>					
<b>Course Outcomes:</b>					
Learners will be able to-					
<ol style="list-style-type: none"> <li>1. Identify how modern logic contrasts from traditional logic.</li> <li>2. Evaluate their reasoning of arguments by understanding inductive logic.</li> <li>3. Estimate the validity of relational arguments.</li> <li>4. Identify different types of definitions from the given passages.</li> </ol>					



## DETAILED SYLLABUS

	Unit	Course/ Unit Title	4 Credits/ 48 Lectures
<b>I</b>		<b>Modern Logic</b>	
	<b>1.1</b>	Drawbacks of traditional logic and advantages of modern logic	
	<b>1.2</b>	Modern classification of propositions: simple and compound;	
	<b>1.3</b>	Recognizing simple and compound (exercise)	
<b>II</b>		<b>Inductive Logic</b>	
	<b>2.1</b>	Analogical Reasoning,	
	<b>2.2</b>	Moral reasoning, Legal reasoning,	
	<b>2.3</b>	Hypothetical/Scientific Reasoning	
<b>III</b>		<b>Relational Logic</b>	
	<b>3.1</b>	Theory: Types of Relation (Transitive, Intransitive, Non-Transitive; Symmetry, A- Symmetry, Non-Symmetry; Reflexive, Irreflexive, Non-reflexive).	
	<b>3.2</b>	Testing the validity of Relational Arguments.	
<b>IV</b>		<b>Definitions</b>	
	<b>4.1</b>	Definitions: types: stipulative, lexical, précising, theoretical and persuasive;	
	<b>4.2</b>	Identifying definitions from passages	

### References:

Basantani, K.T., Elementary Logic in LL.B. Sheth Publishers, Mumbai Publishing Co., Inc., New York).

Irving Copi and Others. 14th edition, Introduction to Logic.

Geoffrey Hunter, Metalogic: An Introduction to the Metathery of Standard First order Logic. (Macmillan & Co., London and Basingatoke).

Robert Lata and Alexander Macbeath, The Elements of Logic. (Macmillan & Co. Ltd.)

Jetli P & Prabhakar, M. Logic (Pearson: Delhi, Chennai and Chandigarh 2012)

## Modality of Assessment

**Theory Examination Pattern:**

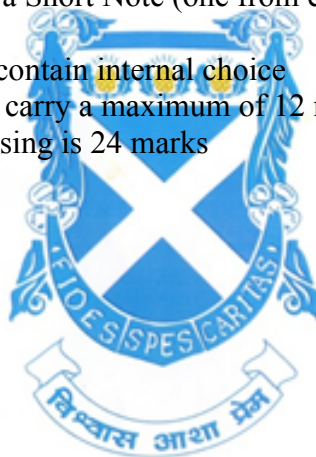
**A. Internal Assessment- 40%- 40 Marks per paper**

Sr. No.	Evaluation Type	Marks
1	Written Objective Examination	20
2	Assignment/ Case study/ field visit report/ presentation/ project	20
	<b>Total</b>	<b>40</b>

**B. External Examination- 60%- 60 Marks per paper**

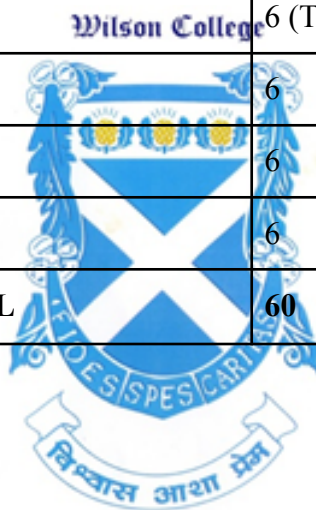
**Semester End Theory Examination:**

1. Duration - These examinations shall be of **two hours** duration.
2. Theory question paper pattern:
  - g. There shall be five compulsory questions
  - h. First four questions shall correspond to the four units
  - i. Question 5 shall be a Short Note (one from each unit and learners can attempt any 2 of 4)
  - j. All questions shall contain **internal choice**
  - k. Each question shall carry a **maximum of 12 marks**
  - l. The standard of passing is **24 marks**



**Paper Pattern:**

Question	Options	Marks	Questions Based on
1	a.	12	Unit I
	b.	12	
2.	a.	12	Unit II
	b.	12	
3.	a.	12	Unit III
	b.	12	
4.	a.	12	Unit IV
	b.	12	
5.	a.	6 (Total=12)	Unit I- Unit IV
	b.		
	c.		
	d.		
	<b>TOTAL</b>	<b>60</b>	



<b>PROGRAM(s): T.Y.B.A</b>		<b>SEMESTER: VI</b>			
<b>Course: Philosophy and Film</b>		<b>Course Code: WUAPHI609</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
	<b>Nil</b>	<b>Nil</b>	<b>3</b>	<b>40</b>	<b>60</b>

**Learning Objectives:**

1. To introduce philosophical inquiry through films
2. View and discuss films in conjunction with important philosophical texts.
3. To understand films as philosophical statements
4. To acquaint students with content and form of significant philosophical texts through important films.

**Course Outcomes:**

Learners will be able to-

1. Compare and analyze key philosophical concepts of
  - determinism, free will, fatalism, moral theory, personal identity, technological determinism, and existentialism.
2. Formulate critical and analytical skills associated with identifying and understanding philosophical concepts in multiple media.
3. Inspect and infer philosophical issues in popular culture.
4. Evaluate philosophical concepts/ issues conveyed in film.

## DETAILED SYLLABUS

	Unit	Course/ Unit Title	3 Credits/ 45 Lectures
<b>I</b>		<b>Knowledge and Scepticism</b>	
		<p>Readings John Pollock's "Brain in a Vat" and David Chalmers "The Matrix as Metaphysics" in <i>Science Fiction and Philosophy: From Time Travel to Superintelligence</i> edited by Susan Schneider. 2009. Wiley- Blackwell.</p> <p>Film Text <i>The Matrix</i> (Lana Wachowski, Lilly Wachowski 1999, 2hr 30 min) <span style="color: blue;">Wilson College</span></p>	
<b>II</b>		<b>Identity, Artificial Intelligence, and Super Intelligence</b>	
	2.1	<p>(A) Personal Identity Reading: John Perry's "A Dialogue on Personal Identity and Immortality" in <i>Introducing Philosophy Through Film: Key Texts, Discussion, and Film Selections</i> edited by Richard Fumerton, Diane Jeske. 2010. Wiley- Blackwell.</p> <p>Film Text <i>Bourne Identity</i> (Doug Liman, 2002 1 hour 59 mins)</p>	
	2.2	<p>(B) Artificial Intelligence Reading Daniel Dennett, "Consciousness in Human and Robot Minds" in <i>Science Fiction and Philosophy: From Time Travel to Superintelligence</i> edited by Susan Schneider. 2009. Wiley- Blackwell.</p> <p>Film Text <i>Her</i> (Spike Jonze 2014 2hour 6 min)</p>	
	2.3	<p>(C) Super Intelligence Reading John Searle, "Minds, Brains, and Programs" in <i>Introducing Philosophy Through Film: Key Texts, Discussion, and Film Selections</i> edited by Richard Fumerton, Diane Jeske. 2010. Wiley- Blackwell.</p> <p>Film Text <i>Inception</i> (Christopher Nolan 2010, 2 hour 20 mins)</p>	
<b>III</b>		<b>Morality and Ethics</b>	



		<p>(A) Absurdity Freedom and Bad Faith Reading J.P Sartre’s <i>Being and Nothingness</i> 1948 tr. Hazel E. Barnes, New York: Philosophical Library Film Text <i>Dead Man</i> (Jim Jarmusch 1995 2 hours 1 minute)</p>	
		<p>(B) Nationalism and Morality Reading Rabindranath Tagore “Nationalism” in <i>Rabindranath Tagore Omnibus III</i>, New Delhi: Rupa Publications India Private Limited. 2011 Film Text <i>Chaar Adhyaya</i> (Kumar Shahani 1997 1 hour 50 mins)</p>	
		<p>(C ) Ethics of Care and Disability Reading Eva Feder Kittay, “Ethics of Care, Dependence and Disability” in <i>An International Journal of Jurisprudence and Philosophy of Law Ratio Juris</i>. 24 (1) March 2011 (49–58) Film Text <i>Margarita with a Straw</i> (Shonali Bose 2015, 2hours 20 minutes)</p>	
<b>IV</b>		<b>Destiny, Free will and Determinism</b>	
		<p>(A) God, Destiny, Free Will Reading Friedrich Nietzsche <i>Beyond Good and Evil</i> Film text <i>Apocalypse Now</i> ( Francis Ford Coppolla 1979, 2 hour 33 minutes)</p>	
		<p>(B) Free will and Production of Self Reading Michel Foucault (1980) <i>Power/Knowledge: Selected interviews and other writings</i>, (Gordon, G. Ed.) New York: Pantheon. Film Text <i>Clockwork Orange</i> (Stanley Kubrick 1971 2 hour 17min)</p>	
		<p>(C) Determinism and Rebirth Reading B. R Ambedkar. 2011 “How the Boddhisatta became a Buddha” in <i>Buddha and His Dhamma: A Critical Edition</i>. Rathore, Aakash Singh; Verma, Ajay (eds). Oxford University Press. Film text <i>Kundun</i> (Martin Scorsese 1997, 2hour 15 min)</p>	

**References:**

Mary. M. Litch. *Philosophy Through Film*, 2002, New York : Routledge.

Paisley Livingstone and Carl Plantinga (ed) *The Routledge Companion of Film and Philosophy*. 2009  
New York: Routledge

Toby Miller and Robert Stam (ed) *A Companion of Film Theory*. 1999. Blackwell Publishing

Nóel Carroll and Jinhee Choi (ed.). *Philosophy of Film and Motion Pictures – An Anthology*.  
Blackwell Publishing, 2006.

Ian Buchanan *A Dictionary of Critical Theory*. Oxford University Press, 2010.

Conrad, Mark T. *The Philosophy of Film Noir*. American University Press (The University Press of  
Kentucky) 2007.

Shohini Chaudhuri *Feminist Film Theorists: Laura Mulvey, Kaja Silverman, Teresa de Lauretis,*  
*Barbara Creed*. London : Routledge, 2006

Relevant essays from *Encyclopedia Britannica* and *Stanford Encyclopedia of Philosophy* (online).



**John Wilson Education Society's**  
**Wilson College (Autonomous)**

Chowpatty, Mumbai-400007  
RE-ACCREDITED 'A' grade by NAAC

*Affiliated to the*  
**UNIVERSITY OF MUMBAI**



**Syllabus for T.Y.**

**Program: BA**

**Program Code: WAPHI (Philosophy)**

**Choice Based Credit System (CBCS) with effect from  
Academic year 2024-2025**

**PROGRAM OUTLINE 2023-2024**

YEAR	SEM	COURSE CODE	COURSE TITLE	CREDITS
TYBA	V	WUAPHI504	CLASSICAL INDIAN PHILOSOPHY	4
		WUAPHI505	PHILOSOPHY OF RELIGION	4
		WUAPHI506	LIVING ETHICAL ISSUES	3
		WUAPHI507	PLATO'S REPUBLIC	4
		WUAPHI508	LOGIC	4
		WUAPHI509	FILM & PHILOSOPHY	3
	VI	WUAPHI604	WESTERN METAPHYSICS AND EPISTEMOLOGY	4
		WUAPHI605	PHILOSOPHY OF RELIGION	4
		WUAPHI606	LIVING ETHICAL ISSUES	3
		WUAPHI607	PLATO'S REPUBLIC	4
		WUAPHI608	LOGIC	4
		WUAPHI609	FILM & PHILOSOPHY	3

## PROGRAMME SPECIFIC OUTCOME (PSOs)

Learners will be able to:

**PSO 1:** Analyse diverse philosophical perspectives towards different ideologies that leads to acceptance of self and other traditions.

**PSO 2:** Use the principles of logic and critical thinking skills for competitive exams.

**PSO 3:** Apply moral and spiritual principles for conflict resolution and social emancipation in an objective manner.

**PSO 4:** Exhibit aesthetic sensibilities through moral, political, epistemological and ontological engagement with cinematic texts and critical evaluation of philosophical writings on the same.

**PSO 5:** Develop code of ethics for personal and professional conduct.

**PSO 6:** Summarize and interpret complex philosophical ideas through writing essays and research papers.



## PREAMBLE:

This introductory philosophy course focuses on concepts and issues, such as the nature of value, duty, right and wrong actions, freedom, responsibility and autonomy. It also engages with interdisciplinary notions of human rights, social justice, and its applications to challenges of personal and public morality. Topics range from nature and basic concepts of moral philosophy to include specific areas of individual and society, liberty, punishment and normative ethics and its critics. The intercultural perspectives aim to provide a healthy approach to understanding diverse perspectives with the aim to build greater acceptance of the self and its other. The syllabus is structured according to the Choice Based Credit System (CBCS).

<b>PROGRAM(s): T.Y.B.A</b>	<b>SEMESTER: V</b>
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<b>Course:</b> <b>Philosophy of Religion</b>		<b>Course Code: WUAPHI505</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks-40)</b>	<b>Semester End Examination (Marks-60)</b>
<b>3.2 hrs</b>	<b>Nil</b>	<b>Nil</b>	<b>4</b>	<b>40</b>	<b>60</b>

**Learning Objectives:**

1. To introduce students to a reasoned, systematic and critical reflection about religious beliefs
2. To develop in students the capacity for analytical and critical thinking about such matters.
3. To develop an appreciation for diversity of religious views.

**Course Outcomes:**

Learners will be able to-

1. To list out and critique diverse views on the concept and attributes of God.
2. To compare different arguments for and against the existence of God.
3. To assess the importance of religious beliefs.
4. To critique dogmas attached to religious beliefs.



**DETAILED SYLLABUS**

	<b>Unit</b>	<b>Course/ Unit Title</b>	<b>4 Credits/ 48 Lectures</b>
<b>I</b>		<b>Introducing Philosophy of Religion.</b>	
	<b>1.1</b>	What is religion? What is 'Philosophy of religion?'	4 Lectures
	<b>1.2</b>	Notion of God: omnipotence, omniscience, omnipresence, benevolence, personhood.	4 Lectures
	<b>1.3</b>	Puzzles relating to these attributes of God	4 Lectures
	<b>1.4</b>	Does morality require religion?	Self Study
<b>II</b>		<b>'Existence' of God (traditional justifications)</b>	
	<b>2.1</b>	Ontological argument: Anselm's view and criticisms;	4 Lectures
	<b>2.2</b>	Descartes view and criticisms; Kant's criticisms of the ontological argument.	4 Lectures
	<b>2.3</b>	Cosmological argument: Aquinas' argument, Leibniz's argument and Hume's critique. Teleological (Aquinas and William Paley's view	4 Lectures
	<b>2.4</b>	Hume's critique	Self Study
<b>III</b>		<b>'Existence' of God (pragmatic justifications)</b>	
	<b>3.1</b>	Blaise Pascal's Wager argument, criticisms;	4 Lectures
	<b>3.2</b>	William James' Will to Believe' argument, criticisms;	4 Lectures
	<b>3.3</b>	W.K. Clifford's Evidentialist argument against faith	4 Lectures
	<b>3.4</b>	Criticisms to Evidentialist argument countering faith	Self Study
<b>IV</b>		<b>Critique of religion</b>	
	<b>4.1</b>	Frederick Nietzsche's critique: religion as resentment;	4 Lectures
	<b>4.2</b>	Karl Marx's critique: religion the opium of the masses;	4 Lectures
	<b>4.3</b>	Existentialist challenge.	4 Lectures
	<b>4.4</b>	Sigmund Freud's criticism of religion	Self Study

**References:**

Unit I: Introducing Philosophy of Religion

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

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

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

Unit II: 'Existence' of God (traditional justifications)

----- Linda Zagzebski, Philosophy of Religion: A Historical Introduction chapter 2

----- Chad Meister, Introducing Philosophy of Religion chapters 4-6

----- William Rowe, Philosophy of Religion: An Introduction chapters 2-4

Unit III: 'Existence' of God (pragmatic justifications)

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

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

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

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

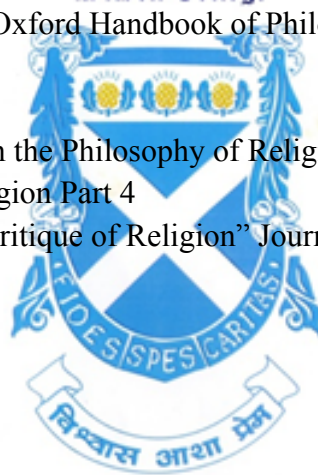
----- William Wainwright (ed) The Oxford Handbook of Philosophy of Religion chapter 7 (Pascal and James)

Unit IV: Critiques of religion

----- Kelly James Clark, Readings in the Philosophy of Religion chapter 14 and 15

----- John Raines (ed) Marx on Religion Part 4

----- Charles Elder "The Freudian Critique of Religion" Journal of Religion Vol. 75 (1995)





## Modality of Assessment

### Theory Examination Pattern:

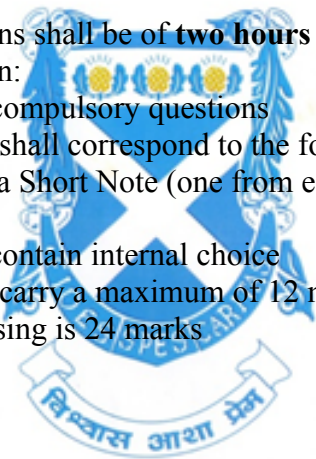
#### A. Internal Assessment- 40%- 40 Marks per paper

Sr. No.	Evaluation Type	Marks
1	<b>Written Objective Examination</b>	<b>20</b>
2	<b>Assignment/ Case study/ field visit report/ presentation/ project</b>	<b>20</b>
	<b>Total</b>	<b>40</b>

#### B. External Examination- 60%- 60 Marks per paper

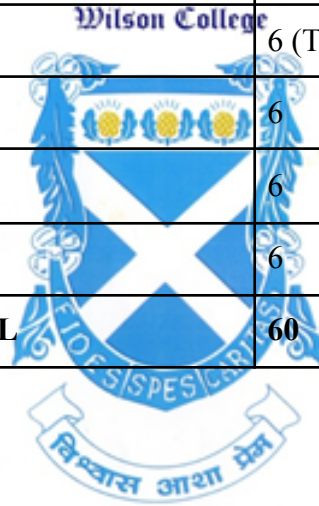
##### Semester End Theory Examination:

1. Duration - These examinations shall be of **two hours** duration.
2. Theory question paper pattern:
  - a. There shall be five compulsory questions
  - b. First four questions shall correspond to the four units
  - c. Question 5 shall be a Short Note (one from each unit and learners can attempt any 2 of 4)
  - d. All questions shall contain internal choice
  - e. Each question shall carry a maximum of 12 marks
  - f. The standard of passing is 24 marks



**Paper Pattern:**

Question	Options	Marks	Questions Based on
1	a.	12	Unit I
	b.	12	
2.	a.	12	Unit II
	b.	12	
3.	a.	12	Unit III
	b.	12	
4.	a.	12	Unit IV
	b.	12	
5.	a.	6 (Total=12)	Unit I- Unit IV
	b.	6	
	c.	6	
	d.	6	
	<b>TOTAL</b>	<b>60</b>	



<b>PROGRAM(s): T.Y.B.A</b>		<b>SEMESTER: VI</b>			
<b>Course: Philosophy of Religion</b>		<b>Course Code: WUAPHI605</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks- 40)</b>	<b>Semester End Examination (Marks 60)</b>
3.2 hrs	Nil	Nil	4	40	60
<b>Learning Objectives:</b>					
<ol style="list-style-type: none"> <li>1. To introduce students to alternative approaches to religion.</li> <li>2. To encourage a spirit of inclusivity for supposedly unconventional traditions in religion.</li> <li>3. To develop an appreciation for diversity of religious views.</li> <li>4. To promote a philosophical and academic engagement with religion.</li> </ol>					
<b>Course Outcomes:</b>					
Learners will be able to-					
<ol style="list-style-type: none"> <li>1. To critically associate language and religion, thereby highlighting problems arising from it.</li> <li>2. To contrast experiences of unorganized religion with that of organized religion.</li> <li>3. To evaluate important challenges to belief in God.</li> <li>4. To logically analyze arguments for soul, liberation and afterlife.</li> </ol>					

## DETAILED SYLLABUS

	Unit	Course/ Unit Title	4 Credits/ 48 Lectures
<b>I</b>		<b>Religious Language</b>	
	<b>1.1</b>	Analogical function of religious language (Thomas Aquinas' view).	4 Lectures
	<b>1.2</b>	Symbolic function of religious language (Paul Tillich's view), J. R. Randall (Jr.) – Religious language as functional (cultural, artistic, social and religious) and symbolic	4 Lectures
	<b>1.3</b>	Religious Language as Non Cognitive	Self Study
	<b>1.4</b>	R. B. Braithwaite – Religious language from Linguistic perspective (emotive, ethical and prescriptive)	4 Lectures
<b>II</b>		<b>Mysticism</b>	
	<b>2.1</b>	Characteristics of mystical experiences in (i) Buddhism,	4 Lectures
	<b>2.2</b>	(ii) Bhakti tradition	Self Study
	<b>2.3</b>	(iii) Sufism	4 Lectures
	<b>2.4</b>	William James' analysis of mystical experiences.	4 Lectures
<b>III</b>		<b>The Existence of Evil</b>	
	<b>3.1</b>	The problem of evil defined: Epicurus and David Hume;	4 Lectures
	<b>3.2</b>	Augustine's response: evil is not real;	Self Study
	<b>3.3</b>	Leibniz's response: best of all possible worlds,	4 Lectures
	<b>3.4</b>	Alvin Plantinga's response: evil is a result of freewill.	4 Lectures
<b>IV</b>		<b>Death and Afterlife</b>	
	<b>4.1</b>	Varieties of immortality (i) disembodied existence - Platonic conception of immortality in Phaedo;	4 Lectures
	<b>4.2</b>	(ii) the problem of transmigration of souls	4 Lectures
	<b>4.3</b>	(iii) the problem of resurrection of the dead	Self Study
	<b>4.4</b>	Kant: immortality as a postulate of morality	4 Lectures

**References:**

Unit I: Religious language

- Brian Davies, An Introduction to Philosophy of Religion, chapter 2
- David Stewart, Exploring the Philosophy of Religion, chapter 4
- Ronald Santoni (ed) Religious Language and the Problem of Religious knowledge
- Michael Scott, Religious Language (Part I)
- John Hick, Introduction to Philosophy of Religion
- Arvind Sharma, The Philosophy of Religion: A Buddhist Perspective.

Unit II: Mysticism

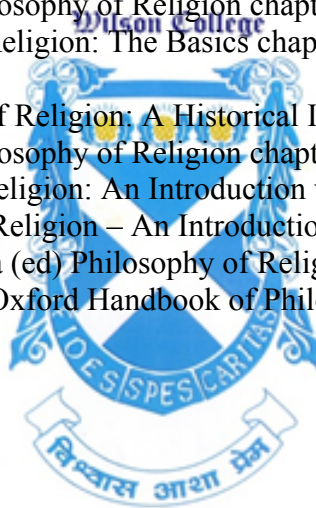
- Paul Oliver, Mysticism: A Guide to the Perplexed
- T.C. Roy, Heritage and Harmony: Mystics and the Bhakti Saints of Hinduism
- Karel Werner, Love Divine: Studies in Bhakti and Devotional Mysticism
- Geoffrey Parrinder, Mysticism in World's Religions
- G. William Barnard, Exploring Unseen Worlds: William James and the Philosophy of Mysticism

Unit III: The Existence of Evil

- Michael Peterson, God and Evil- An Introduction, chapter 6 (Augustine and Leibniz)
- Linda Zagzebski, Philosophy of Religion: A Historical Introduction chapter 7
- Chad Meister, Introducing Philosophy of Religion chapter 7 (Augustine, Leibniz and Plantinga)
- Richard Creel, Philosophy of Religion: The Basics chapter 12

Unit IV: Death and Afterlife

- Linda Zagzebski, Philosophy of Religion: A Historical Introduction chapter 8
- Chad Meister, Introducing Philosophy of Religion chapter 10
- Stuart Brown, Philosophy of Religion: An Introduction with readings chapter 1 (Plato's Phaedo)
- William Rowe, Philosophy of Religion – An Introduction chapter 9
- Louis Pojman and Michael Rea (ed) Philosophy of Religion: An Anthology
- William Wainwright (ed) The Oxford Handbook of Philosophy of Religion chapter 15 (Resurrection)



## Modality of Assessment

### Theory Examination Pattern:

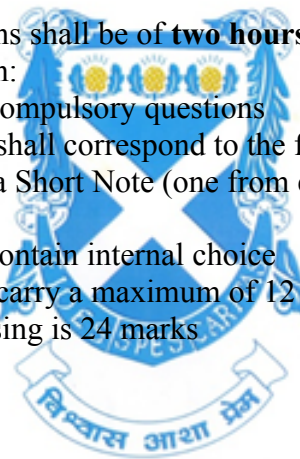
#### A. Internal Assessment- 40%- 40 Marks per paper

Sr. No.	Evaluation Type	Marks
1	<b>Written Objective Examination</b>	<b>20</b>
2	<b>Assignment/ Case study/ field visit report/ presentation/ project</b>	<b>20</b>
	<b>Total</b>	<b>40</b>

#### B. External Examination- 60%- 60 Marks per paper

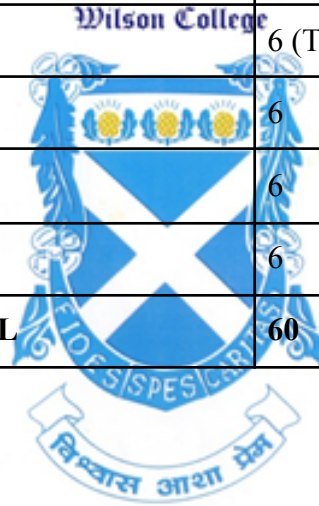
##### Semester End Theory Examination:

1. Duration - These examinations shall be of **two hours** duration.
2. Theory question paper pattern:
  - g. There shall be five compulsory questions
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  - i. Question 5 shall be a Short Note (one from each unit and learners can attempt any 2 of 4)
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**Paper Pattern:**

Question	Options	Marks	Questions Based on
1	a.	12	Unit I
	b.	12	
2.	a.	12	Unit II
	b.	12	
3.	a.	12	Unit III
	b.	12	
4.	a.	12	Unit IV
	b.	12	
5.	a.	6 (Total=12)	Unit I- Unit IV
	b.	6	
	c.	6	
	d.	6	
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**John Wilson Education Society's**  
**Wilson College (Autonomous)**

Chowpatty, Mumbai-400007  
RE-ACCREDITED 'A' grade by NAAC

*Affiliated to the*  
**UNIVERSITY OF MUMBAI**



**Syllabus for T.Y.**

**Program: BA**

**Program Code: WAPHI (Philosophy)**

**Choice Based Credit System (CBCS) with effect from  
Academic year 2024-2025**



**PROGRAM OUTLINE 2023-2024**

YEAR	SEM	COURSE CODE	COURSE TITLE	CREDITS
TYBA	V	WUAPHI504	CLASSICAL INDIAN PHILOSOPHY	4
		WUAPHI505	PHILOSOPHY OF RELIGION	4
		WUAPHI506	LIVING ETHICAL ISSUES	3
		WUAPHI507	PLATO'S REPUBLIC	4
		WUAPHI508	LOGIC	4
		WUAPHI509	FILM & PHILOSOPHY	3
	VI	WUAPHI604	WESTERN METAPHYSICS AND EPISTEMOLOGY	4
		WUAPHI605	PHILOSOPHY OF RELIGION	4
		WUAPHI606	LIVING ETHICAL ISSUES	3
		WUAPHI607	PLATO'S REPUBLIC	4
		WUAPHI608	LOGIC	4
		WUAPHI609	FILM & PHILOSOPHY	3

## PROGRAMME SPECIFIC OUTCOME (PSOs)

Learners will be able to:

**PSO 1:** Analyse diverse philosophical perspectives towards different ideologies that leads to acceptance of self and other traditions.

**PSO 2:** Use the principles of logic and critical thinking skills for competitive exams.

**PSO 3:** Apply moral and spiritual principles for conflict resolution and social emancipation in an objective manner.

**PSO 4:** Exhibit aesthetic sensibilities through moral, political, epistemological and ontological engagement with cinematic texts and critical evaluation of philosophical writings on the same.

**PSO 5:** Develop code of ethics for personal and professional conduct.

**PSO 6:** Summarize and interpret complex philosophical ideas through writing essays and research papers.

## PREAMBLE:



This introductory philosophy course focuses on concepts and issues, such as the nature of value, duty, right and wrong actions, freedom, responsibility and autonomy. It also engages with interdisciplinary notions of human rights, social justice, and its applications to challenges of personal and public morality. Topics range from nature and basic concepts of moral philosophy to include specific areas of individual and society, liberty, punishment and normative ethics and its critics. The intercultural perspectives aim to provide a healthy approach to understanding diverse perspectives with the aim to build greater acceptance of the self and its other. The syllabus is structured according to the Choice Based Credit System (CBCS).

<b>PROGRAM(s): T.Y.B.A</b>		<b>SEMESTER: V</b>			
<b>Course: Living Ethical Issues</b>		<b>Course Code: WUAPHI506</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>2.5 hrs</b>	<b>Nil</b>	<b>Nil</b>	<b>3</b>	<b>40</b>	<b>60</b>
<b>Learning Objectives:</b>					
<p>1. To reflect on real world ethical questions and the issues they raise, and to discuss those issues in an informed way.</p> <p>2. To demonstrate an ability to recognize, articulate, and apply ethical principles in various academic, professional, social, or personal contexts.</p>					
<b>Course Outcomes:</b>					
<p>Learners will be able to-</p> <ol style="list-style-type: none"> <li>1. To analyze the real world ethical issues and to discuss those issues.</li> <li>2. Apply ethical concepts and principles to address moral concerns.</li> <li>3. Demonstrate ethical awareness, the ability to do ethical reflection, and the ability to apply ethical principles in decision-making.</li> <li>4. Students will be able to demonstrate understanding of criteria for choosing between conflicting ethical theories, moral disagreement, the justification of moral judgments, and the application of ethical standards to practical decision-making and ethical questions that arise in everyday life.</li> </ol>					

## DETAILED SYLLABUS

	Unit	Course/ Unit Title	3 Credits/ 36 Lectures
<b>I</b>		<b>Bioethical Issues - I</b>	
	<b>1.1</b>	Abortion: the abortion debate: is the fetus a person? Arguments from pro-choice (abortionists) versus pro-life (anti-abortionists) arguments.	4 lecs
	<b>1.2</b>	Euthanasia: the moral issue: conflict between duty to prolong life versus duty to relieve pain; forms of euthanasia: voluntary/non-voluntary and active/passive; moral and legal justification of euthanasia: pros and cons. <i>Wilson College</i>	4 lecs
	<b>1.3</b>	Surrogate motherhood: empowerment or exploitation; redefining the notion of 'mother' – genetic, biological and social; advantages and critique of surrogate arrangements.	4 lecs
<b>II</b>		<b>Bioethical Issues - II</b>	
	<b>2.1</b>	Ethical issues in experimentation on human subjects: the principles of respect for autonomy of persons, beneficence and justice.	4 lecs
	<b>2.2</b>	Moral status of animals: views of Peter Singer and Tom Reagan.	Self - study
	<b>2.3</b>	Ethics of human cloning: what is human cloning?; issues that make human cloning attractive; ethical dangers involved in human cloning.	4 lecs
<b>III</b>		<b>Professional Ethics</b>	
	<b>3.1</b>	Medical ethics: informed consent and confidentiality.	4 lecs
	<b>3.2</b>	Journalistic ethics: truthfulness and objectivity.	4 lecs
	<b>3.3</b>	Advertising ethics	Self - study
<b>IV</b>		<b>Contemporary Debates - 1</b>	
	<b>4.1</b>	Pornography and censorship: arguments for and against pornography; is censorship of Is pornographic material justified?	4 lecs

	<b>4.2</b>	Homosexuality: arguments for and against homosexuality; is State interference in individuals' sexual preferences justified?	4 lecs
	<b>4.3</b>	Sexual harassment: what counts as sexual harassment?	Self - study



**References:**

- Tom Beauchamp and LeRoy Walters (ed.) Contemporary Issues in Bioethics 5th edn.
- R.G. Frey and C.H. Wellman (ed.) A Companion to Applied Ethics.
- Deborah Bowman, John Spicer, Rehana Iqbal, Informed Consent
- Tom Beauchamp and James Childress. Principles of Biomedical Ethics.
- R.F. Smith. Ethics in Journalism 6th edn. (Blackwell, 2008)
- Margaret Crouch, Thinking About Sexual Harassment: A Guide for the Perplexed
- Vincent Barry (ed.) Applying Ethics 2nd edn.
- Hugh LaFollette (ed.) Ethics in Practice: An Anthology.
- David Linton. “Why is Pornography Offensive?”
- Louis Pojman, Philosophy: The Quest for Truth (see section ‘Philosophy in Action’)
- Tamara Roleff (ed.) Biomedical Ethics
- Andrew Cohen and C H Wellman, Contemporary Debates in Applied Ethics
- Jon Nuttal, Moral Questions: An Introduction to Ethics
- Manuel Velasquez and Cynthia Rostankowski (ed.) Ethics: Theory and Practice
- Nussbaum, M. & Sunstein, C. (ed.) Clones and Clones. Part III.
- Andrea Dworkin, Pornography: Men Possessing Women
- Catherine Mackinnon “Sexuality, Pornography and Method: ‘Pleasure Under Patriarchy’”, Ethics 99: 314–346 (1989)



## Modality of Assessment

### Theory Examination Pattern:

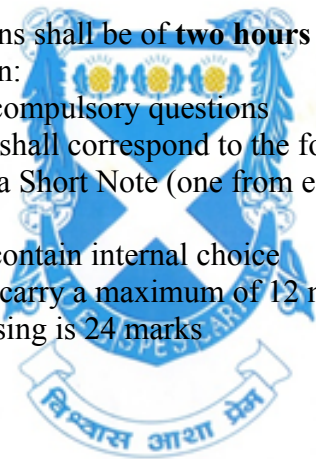
#### A. Internal Assessment- 40%- 40 Marks per paper

Sr. No.	Evaluation Type	Marks
1	<b>Written Objective Examination</b>	<b>20</b>
2	<b>Assignment/ Case study/ field visit report/ presentation/ project</b>	<b>20</b>
	<b>Total</b>	<b>40</b>

#### B. External Examination- 60%- 60 Marks per paper

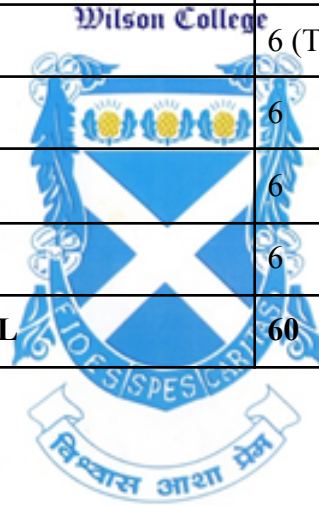
##### Semester End Theory Examination:

1. Duration - These examinations shall be of **two hours** duration.
2. Theory question paper pattern:
  - a. There shall be five compulsory questions
  - b. First four questions shall correspond to the four units
  - c. Question 5 shall be a Short Note (one from each unit and learners can attempt any 2 of 4)
  - d. All questions shall contain internal choice
  - e. Each question shall carry a maximum of 12 marks
  - f. The standard of passing is 24 marks



**Paper Pattern:**

Question	Options	Marks	Questions Based on
1	a.	12	Unit I
	b.	12	
2.	a.	12	Unit II
	b.	12	
3.	a.	12	Unit III
	b.	12	
4.	a.	12	Unit IV
	b.	12	
5.	a.	6 (Total=12)	Unit I- Unit IV
	b.	6	
	c.	6	
	d.	6	
	<b>TOTAL</b>	<b>60</b>	





<b>PROGRAM(s): T.Y.B.A</b>		<b>SEMESTER: VI</b>			
<b>Course: Living Ethical Issues</b>		<b>Course Code: WUAPHI606</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>2.5 hrs</b>	<b>Nil</b>	<b>Nil</b>	<b>3</b>	<b>40</b>	<b>60</b>
<b>Learning Objectives:</b>					
<ol style="list-style-type: none"> <li>1. Create awareness to become an enlightened citizen with commitment to deliver one's responsibilities and values to the society.</li> <li>2. Larger awareness of public issues and empathy with marginalized issues in society.</li> </ol>					
<b>Course Outcomes:</b>					
Learners will be able to-					
<ol style="list-style-type: none"> <li>1. Inculcate a sense of ethical responsibility and a vision to challenge the existing norms in need of change.</li> <li>2. Evaluate personal and social responsibilities of living in a diverse world in terms of the ethical issues raised in course material.</li> <li>3. Students will be able to examine and assess various ethical theories and apply those theories to ethical issues in business.</li> <li>4. Students will be able to demonstrate understanding of ethical comprehension, analysis, and decision-making within the context of select theological and religious traditions.</li> </ol>					

## DETAILED SYLLABUS

	Unit	Course/ Unit Title	3 Credits/ 36 Lectures
<b>I</b>		<b>Environmental ethics</b>	
	<b>1.1</b>	Land ethics with special reference to Aldo Leopold.	4 lecs
	<b>1.2</b>	Shallow and deep ecology models of sustainable development: Arne Naess.	4 lecs
	<b>1.3</b>	The claims of ecofeminism: is it an environmental ethic?	Self-Study
<b>II</b>		<b>Religious attitudes towards the environment</b>	
	<b>2.1</b>	Vedic-Hindu perspective on the environment: reverence and sanctity of nature?	4 lecs
	<b>2.2</b>	Judeo-Christian attitude towards the environment: dominion or stewardship?	4 lecs
	<b>2.3</b>	Buddhist view on environmental ethics.	4 lecs
<b>III</b>		<b>Corporate ethics</b>	
	<b>3.1</b>	Business ethics: can there be ethics in business? Models of business ethics.	4 lecs
	<b>3.2</b>	Do business corporate houses have social responsibility: arguments for and against CSR.	4 lecs
	<b>3.3</b>	Affirmative action: arguments for and against affirmative action	Self-Study
<b>IV</b>		<b>Contemporary Debates - 2</b>	
	<b>4.1</b>	Hunger and poverty: Peter Singer.	4 lecs
	<b>4.2</b>	The case against assisting the poor: Garrett Hardin.	4 lecs
	<b>4.3</b>	Do we have obligations to future (human and non-human) generations?	Self-Study

**References:**

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



## Modality of Assessment

### Theory Examination Pattern:

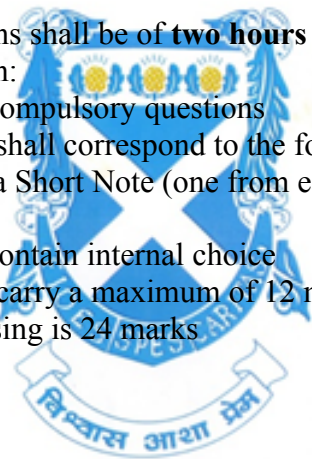
#### A. Internal Assessment- 40%- 40 Marks per paper

Sr. No.	Evaluation Type	Marks
1	<b>Written Objective Examination</b>	<b>20</b>
2	<b>Assignment/ Case study/ field visit report/ presentation/ project</b>	<b>20</b>
	<b>Total</b>	<b>40</b>

#### B. External Examination- 60%- 60 Marks per paper

##### Semester End Theory Examination:

1. Duration - These examinations shall be of **two hours** duration.
2. Theory question paper pattern:
  - g. There shall be five compulsory questions
  - h. First four questions shall correspond to the four units
  - i. Question 5 shall be a Short Note (one from each unit and learners can attempt any 2 of 4)
  - j. All questions shall contain internal choice
  - k. Each question shall carry a maximum of 12 marks
  - l. The standard of passing is 24 marks



**Paper Pattern:**

Question	Options	Marks	Questions Based on
1	a.	12	Unit I
	b.	12	
2.	a.	12	Unit II
	b.	12	
3.	a.	12	Unit III
	b.	12	
4.	a.	12	Unit IV
	b.	12	
5.	a.	6 (Total=12)	Unit I- Unit IV
	b.	6	
	c.	6	
	d.	6	
	<b>TOTAL</b>	<b>60</b>	



**John Wilson Education Society's**  
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Chowpatty, Mumbai-400007  
RE-ACCREDITED 'A' grade by NAAC

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**UNIVERSITY OF MUMBAI**



**Syllabus for T.Y.**

**Program: BA**

**Program Code: WAPHI (Philosophy)**

**Choice Based Credit System (CBCS) with effect from  
Academic year 2024-2025**

**PROGRAM OUTLINE 2023-2024**

YEAR	SEM	COURSE CODE	COURSE TITLE	CREDITS
TYBA	V	WUAPHI504	CLASSICAL INDIAN PHILOSOPHY	4
		WUAPHI505	PHILOSOPHY OF RELIGION	4
		WUAPHI506	LIVING ETHICAL ISSUES	3
		WUAPHI507	PLATO'S REPUBLIC	4
		WUAPHI508	LOGIC	4
		WUAPHI509	FILM & PHILOSOPHY	3
	VI	WUAPHI604	WESTERN METAPHYSICS AND EPISTEMOLOGY	4
		WUAPHI605	PHILOSOPHY OF RELIGION	4
		WUAPHI606	LIVING ETHICAL ISSUES	3
		WUAPHI607	PLATO'S REPUBLIC	4
		WUAPHI608	LOGIC	4
		WUAPHI609	FILM & PHILOSOPHY	3

## PROGRAMME SPECIFIC OUTCOME (PSOs)

Learners will be able to:

**PSO 1:** Analyse diverse philosophical perspectives towards different ideologies that leads to acceptance of self and other traditions.

**PSO 2:** Use the principles of logic and critical thinking skills for competitive exams.

**PSO 3:** Apply moral and spiritual principles for conflict resolution and social emancipation in an objective manner.

**PSO 4:** Exhibit aesthetic sensibilities through moral, political, epistemological and ontological engagement with cinematic texts and critical evaluation of philosophical writings on the same.

**PSO 5:** Develop code of ethics for personal and professional conduct.

**PSO 6:** Summarize and interpret complex philosophical ideas through writing essays and research papers.

## PREAMBLE:



This introductory philosophy course focuses on concepts and issues, such as the nature of value, duty, right and wrong actions, freedom, responsibility and autonomy. It also engages with interdisciplinary notions of human rights, social justice, and its applications to challenges of personal and public morality. Topics range from nature and basic concepts of moral philosophy to include specific areas of individual and society, liberty, punishment and normative ethics and its critics. The intercultural perspectives aim to provide a healthy approach to understanding diverse perspectives with the aim to build greater acceptance of the self and its other. The syllabus is structured according to the Choice Based Credit System (CBCS).



<b>PROGRAM(s): T.Y.B.A</b>		<b>SEMESTER: V</b>			
<b>Course: Plato's Republic</b>		<b>Course Code: WUAPHI507</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks- 40)</b>	<b>Semester End Examination (Marks 60)</b>
<b>3.2 hrs</b>	<b>Nil</b>	<b>Nil</b>	<b>4</b>	<b>40</b>	<b>60</b>
<p><b>Learning Objectives:</b></p> <p>1. To introduce students to a preliminary understanding of the nature of philosophical analysis when applied to text</p> <p>2. To nurture a spirit of critical engagement with important texts in political philosophy.</p> <p>3. To read the text carefully and critically so as to equip students with the ability to evaluate and construct arguments on themes related to the text.</p>					
<p><b>Course Outcomes:</b></p> <p>Learners will be able to-</p> <p>1 To identify and analyse key philosophical themes and questions in the text that are relevant to contemporary social and political debate</p> <p>2. To compare and contrast different models of education.</p> <p>3. To relate discourses around ethics with larger political theory.</p> <p>4. To examine the idea of art and rhetoric.</p>					

**DETAILED SYLLABUS**

	<b>Unit</b>	<b>Course/ Unit Title</b>	<b>4 Credits/ 48 Lectures</b>
<b>I</b>		<b>Debating Justice</b>	
	<b>1.1</b>	The Conventional View of justice: Cephalus and Polemarchus' account of justice	4 Lectures
	<b>1.2</b>	Socrates' critique of the conventional view	Self Study
	<b>1.3</b>	Thrasymachus' View (a) 'might is right' and (b) 'injustice' better than 'justice'; Socrates' refutation (in three steps) of Thrasymachus' account;	4 Lectures
	<b>1.4</b>	The case for injustice restated by Glaucon and Adeimantus; challenge posed to Socrates: why be moral?	4 Lectures
<b>II</b>		<b>Social Philosophy</b>	
	<b>2.1</b>	Social organisation: primitive and luxurious society; emergence and significance of the Guardian class:	4 Lectures
	<b>2.2</b>	Qualities required;, Selection of Rulers	4 Lectures
	<b>2.3</b>	Way of life of Guardians	Self Study
	<b>2.4</b>	Guardian's duties; the Status of Women: equality of the sexes; abolishment of the institution of marriage and family	4 Lectures
<b>III</b>		<b>Education</b>	
	<b>3.1</b>	Censorship of literature on Moral Grounds	4 Lectures
	<b>3.2</b>	Censorship of literature on Theological Grounds	Self Study
	<b>3.3</b>	Censorship of art/poetry (quarrel between philosophy and poetry)	4 Lectures
	<b>3.4</b>	The nature and significance of 'dialectic'	4 Lectures
<b>IV</b>		<b>Justice</b>	
	<b>4.1</b>	Tripartite analysis of the Soul;	4 Lectures
	<b>4.2</b>	Justice in the State and in the individual soul	4 Lectures
	<b>4.3</b>	Comparison of just and unjust lives; rewards of Justice	4 Lectures

	4.4	This life and after life - the Myth of Er.	Self Study
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**References:**

Recommended Text: Lee, Desmond (second edn) Plato: The Republic with an Introduction by Melissa Lane

(Penguin Classics: 1974)

Commentaries:

----- Annas, Julia An Introduction to Plato's Republic (Oxford: Clarendon Press, 1981)

----- Cross, R.C. and Woosley, A.D. Plato's Republic: A Philosophical Commentary (London: Macmillan, 1964)

----- Nettleship Lectures on the Republic of Plato (London: Macmillan, 1958)

----- Pappas, Nickolas Plato and the Republic (Routledge, 2010)

----- Purshouse, Luke. Plato's Republic: A Reader's Guide. (London and New York: Continuum, 2006)

Companions:

----- Ferrari, G R (ed.) The Cambridge Companion to Plato's Republic (Cambridge University Press, 2007)

----- Santas, Gerasimos (ed.) The Blackwell Companion to Plato's Republic (Wiley-Blackwell, 2005)

General:

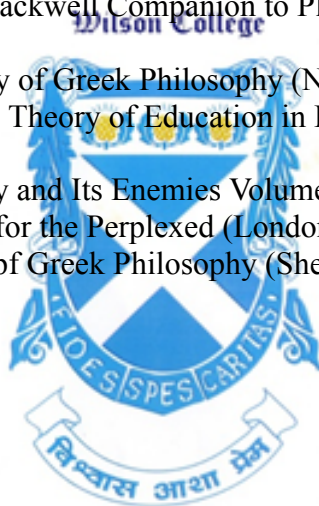
----- Marshall, John, A Short History of Greek Philosophy (New York: Macmillan and Co, 1891)

----- Nettleship, Richard Lewis, The Theory of Education in Plato's Republic (Chicago: The University of Chicago Press, 1906)

----- Popper, Karl, The Open Society and Its Enemies Volume 1 (Princeton University Press, 1971)

----- Press, Gerald, Plato: A Guide for the Perplexed (London: Bloomsbury Publishing, 2007)

----- Stace, W.T. A Critical History of Greek Philosophy (Sheba Blake Publishing, 2014)



## Modality of Assessment

### Theory Examination Pattern:

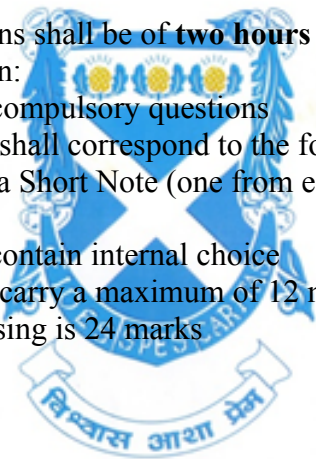
#### A. Internal Assessment- 40%- 40 Marks per paper

Sr. No.	Evaluation Type	Marks
1	<b>Written Objective Examination</b>	<b>20</b>
2	<b>Assignment/ Case study/ field visit report/ presentation/ project</b>	<b>20</b>
	<b>Total</b>	<b>40</b>

#### B. External Examination- 60%- 60 Marks per paper

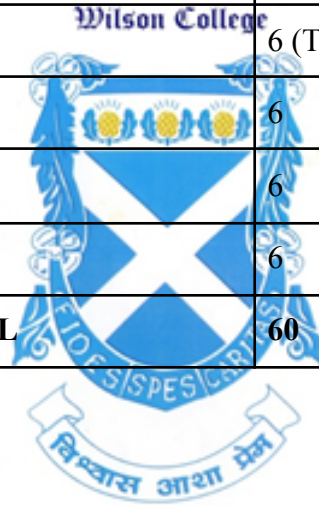
##### Semester End Theory Examination:

1. Duration - These examinations shall be of **two hours** duration.
2. Theory question paper pattern:
  - a. There shall be five compulsory questions
  - b. First four questions shall correspond to the four units
  - c. Question 5 shall be a Short Note (one from each unit and learners can attempt any 2 of 4)
  - d. All questions shall contain internal choice
  - e. Each question shall carry a maximum of 12 marks
  - f. The standard of passing is 24 marks



**Paper Pattern:**

Question	Options	Marks	Questions Based on
1	a.	12	Unit I
	b.	12	
2.	a.	12	Unit II
	b.	12	
3.	a.	12	Unit III
	b.	12	
4.	a.	12	Unit IV
	b.	12	
5.	a.	6 (Total=12)	Unit I- Unit IV
	b.	6	
	c.	6	
	d.	6	
	<b>TOTAL</b>	<b>60</b>	



<b>PROGRAM(s): T.Y.B.A</b>		<b>SEMESTER: VI</b>			
<b>Course: Plato's Republic</b>		<b>Course Code: WUAPHI607</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks- 40)</b>	<b>Semester End Examination (Marks 60)</b>
<b>3.2 hrs</b>	<b>Nil</b>	<b>Nil</b>	<b>4</b>	<b>40</b>	<b>60</b>

**Learning Objectives:**

1. To introduce students to a preliminary understanding of the nature of philosophical analysis when applied to text
2. To nurture a spirit of critical engagement with important texts in political philosophy.
3. To read the text carefully and critically so as to equip students with the ability to evaluate and construct arguments on themes related to the text.

**Course Outcomes:**

Learners will be able to-

1. To identify and analyse key philosophical themes and questions in the text that are relevant to contemporary social and political debate
2. To compare and contrast different models of governance.
3. To relate discourses around ethics with larger political theory.
4. To justify the critique of Plato's thought and trace the philosophical development of platonic ideas.

## DETAILED SYLLABUS

	Unit	Course/ Unit Title	4 Credits/ 48 Lectures
<b>I</b>		<b>Philosophy and Philosopher Ruler</b>	<b>1 credit</b>
	<b>1.1</b>	Philosophy and prejudice against philosophy;	<b>4 lecs</b>
	<b>1.2</b>	Corruption of the philosophic nature in contemporary society;	<b>4 lecs</b>
	<b>1.3</b>	The concept of Philosopher King; characteristics required of the Philosopher King; <i>Wilson College</i>	<b>4 lecs</b>
	<b>1.4</b>	Why it's not an impossibility	<b>Self-Study</b>
<b>II</b>		<b>Metaphysics and Epistemology</b>	<b>1 credit</b>
	<b>2.1</b>	Theory of Forms/Ideas; distinction between knowledge and belief;	<b>4 lecs</b>
	<b>2.2</b>	Distinction between universals and particulars;	<b>4 lecs</b>
	<b>2.3</b>	The object Good: the allegory of the Cave;	<b>4 lecs</b>
	<b>2.4</b>	Simile of the Divided Line and Simile of Sun.	<b>Self-Study</b>
<b>III</b>		<b>Imperfect Societies and Imperfect Character</b>	<b>1 credit</b>
	<b>3.1</b>	Timarchy and the timarchic character;	<b>4 lecs</b>
	<b>3.2</b>	Oligarchy and the oligarchic character;	<b>4 lecs</b>
	<b>3.3</b>	Democracy and the democratic character;	<b>4 lecs</b>
	<b>3.4</b>	Tyranny and the tyrannical character	<b>Self-Study</b>
<b>IV</b>		<b>Reception of the Republic</b>	<b>1 credit</b>
	<b>4.1</b>	Karl Popper's critique of Plato's philosophy: is it totalitarian?	<b>4 lecs</b>
	<b>4.2</b>	The Republic and modern politics	<b>4 lecs</b>
	<b>4.3</b>	<ul style="list-style-type: none"> <li>• (i) liberal democracy</li> </ul>	<b>4 lecs</b>

		• (ii) Communism.	
	4.4	The Republic and contemporary ethics.	Self-Study

**References:**

Recommended Text: Lee, Desmond (second edn) Plato: The Republic with an Introduction by Melissa Lane

(Penguin Classics: 1974)

Commentaries:

----- Annas, Julia An Introduction to Plato’s Republic (Oxford: Clarendon Press, 1981)

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General:

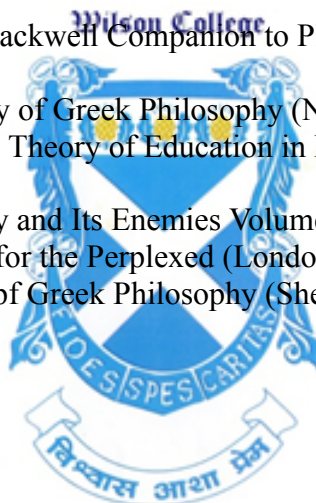
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----- Press, Gerald , Plato: A Guide for the Perplexed (London: Bloomsbury Publishing, 2007)

----- Stace, W.T. A Critical History of Greek Philosophy (Sheba Blake Publishing, 2014)





## Modality of Assessment

### Theory Examination Pattern:

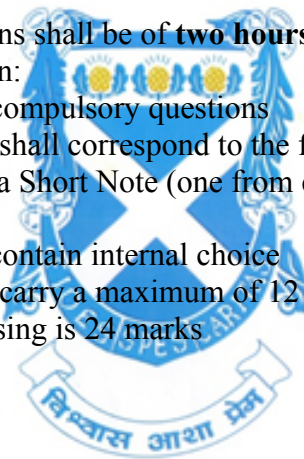
#### A. Internal Assessment- 40%- 40 Marks per paper

Sr. No.	Evaluation Type	Marks
1	<b>Written Objective Examination</b>	<b>20</b>
2	<b>Assignment/ Case study/ field visit report/ presentation/ project</b>	<b>20</b>
	<b>Total</b>	<b>40</b>

#### B. External Examination- 60%- 60 Marks per paper

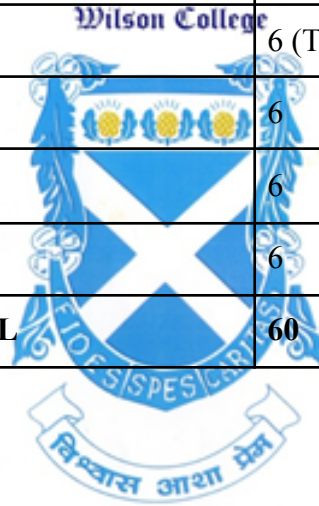
##### Semester End Theory Examination:

1. Duration - These examinations shall be of **two hours** duration.
2. Theory question paper pattern:
  - g. There shall be five compulsory questions
  - h. First four questions shall correspond to the four units
  - i. Question 5 shall be a Short Note (one from each unit and learners can attempt any 2 of 4)
  - j. All questions shall contain internal choice
  - k. Each question shall carry a maximum of 12 marks
  - l. The standard of passing is 24 marks



**Paper Pattern:**

Question	Options	Marks	Questions Based on
1	a.	12	Unit I
	b.	12	
2.	a.	12	Unit II
	b.	12	
3.	a.	12	Unit III
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4.	a.	12	Unit IV
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	<b>TOTAL</b>	<b>60</b>	



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**Syllabus for T.Y.**

**Program: BA**

**Program Code: WAPHI (Philosophy)**

**Choice Based Credit System (CBCS) with effect from  
Academic year 2024-2025**

**PROGRAM OUTLINE 2023-2024**

YEAR	SEM	COURSE CODE	COURSE TITLE	CREDITS
TYBA	V	WUAPHI504	CLASSICAL INDIAN PHILOSOPHY	4
		WUAPHI505	PHILOSOPHY OF RELIGION	4
		WUAPHI506	LIVING ETHICAL ISSUES	3
		WUAPHI507	PLATO'S REPUBLIC	4
		WUAPHI508	LOGIC	4
		WUAPHI509	FILM & PHILOSOPHY	3
	VI	WUAPHI604	WESTERN METAPHYSICS AND EPISTEMOLOGY	4
		WUAPHI605	PHILOSOPHY OF RELIGION	4
		WUAPHI606	LIVING ETHICAL ISSUES	3
		WUAPHI607	PLATO'S REPUBLIC	4
		WUAPHI608	LOGIC	4
		WUAPHI609	FILM & PHILOSOPHY	3

## PROGRAMME SPECIFIC OUTCOME (PSOs)

Learners will be able to:

**PSO 1:** Analyse diverse philosophical perspectives towards different ideologies that leads to acceptance of self and other traditions.

**PSO 2:** Use the principles of logic and critical thinking skills for competitive exams.

**PSO 3:** Apply moral and spiritual principles for conflict resolution and social emancipation in an objective manner.

**PSO 4:** Exhibit aesthetic sensibilities through moral, political, epistemological and ontological engagement with cinematic texts and critical evaluation of philosophical writings on the same.

**PSO 5:** Develop code of ethics for personal and professional conduct.

**PSO 6:** Summarize and interpret complex philosophical ideas through writing essays and research papers.

## PREAMBLE:



This introductory philosophy course focuses on concepts and issues, such as the nature of value, duty, right and wrong actions, freedom, responsibility and autonomy. It also engages with interdisciplinary notions of human rights, social justice, and its applications to challenges of personal and public morality. Topics range from nature and basic concepts of moral philosophy to include specific areas of individual and society, liberty, punishment and normative ethics and its critics. The intercultural perspectives aim to provide a healthy approach to understanding diverse perspectives with the aim to build greater acceptance of the self and its other. The syllabus is structured according to the Choice Based Credit System (CBCS).

<b>PROGRAM(s): T.Y.B.A</b>		<b>SEMESTER: V</b>			
<b>Course: Logic</b>		<b>Course Code: WUAPHI508</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks-40)</b>	<b>Semester End Examination (Marks-60)</b>
<b>3.2 hours</b>	<b>Nil</b>	<b>Nil</b>	<b>4</b>	<b>40</b>	<b>60</b>

**Learning Objectives:**

1. To equip students with the knowledge of the formal techniques of evaluating deductive Arguments.
2. To approach any topic with the ability to reason and think critically.

**Course Outcomes:**

Learners will be able to-

1. Identify the arguments from non-arguments and the relation between truth and validity of the arguments.
2. Distinguish the different functions of language and identify different types of definitions with their uses.
3. Analyze statements by applying the methods of Traditional Logic.
4. Evaluate the validity of the arguments applying Aristotelean syllogistic reasoning.



## DETAILED SYLLABUS

	Unit	Course/ Unit Title	4 Credits/ 48 Lectures
<b>I</b>		<b>Basic Concepts in Logic</b>	<b>1 credit</b>
	<b>1.1</b>	Defining of logic, propositions and sentences, argument: valid argument and sound argument,	4 lecs
	<b>1.2</b>	recognizing arguments (premise indicators and conclusion indicators);	Self-Study
	<b>1.3</b>	Relation between truth and validity of an argument;	4 lecs
	<b>1.4</b>	Inductive versus deductive arguments (theory and exercise).	4 lecs
<b>II</b>		<b>Language and Definitions</b>	<b>1 credit</b>
	<b>2.1</b>	Functions of language: (i) informative (ii) expressive (iii) directive (iv) ceremonial and (v) performative (theory and exercise: identifying language function).	4 lecs
	<b>2.2</b>	Neutral and emotive language.	4 lecs
	<b>2.3</b>	Definitions and their uses: (i) stipulative (ii) lexical (iii) précising (iv) theoretical and (v) persuasive	4 lecs
	<b>2.4</b>	Theory and exercise: identifying definitions from passages	Self-Study
<b>III</b>		<b>Categorical Propositions</b>	<b>1 credit</b>
	<b>3.1</b>	Traditional analysis of categorical propositions based on quality, copula and quantity (four-fold classification);	4 lecs
	<b>3.2</b>	Distribution of terms. Existential Import (Aristotelian and Boolean interpretation).	4 lecs
	<b>3.3</b>	Traditional (Aristotelian) Square of opposition: contradictories, contraries, subcontraries and subaltern (theory and exercises)	4 lecs
	<b>3.4</b>	Modern (Boolean) Square of Opposition (theory)	Self - study

<b>IV</b>		<b>Syllogisms and Venn Diagrams</b>	<b>1 credit</b>
	<b>4.1</b>	Structure of syllogism: major, minor and middle terms; mood and figure: special rules of the four Figures and valid Moods.	4 lecs
	<b>4.2</b>	Testing validity of syllogisms by rules of syllogistic reasoning;	4 lecs
	<b>4.3</b>	Venn diagram technique for testing syllogisms.	4 lecs
	<b>4.4</b>	Exercise - Proving the validity of arguments using Venn Diagram	Self - study

**References:**

- Irving Copi, Symbolic Logic. 5th Edition (Collier Macmillan Publishers, London, Macmillan Publishing Co., Inc., New York).
- Irving Copi, Carl Cohen and Kenneth McMahon, Introduction to Logic 14th edition
- Robert Lata and Alexander Macbeath, The Elements of Logic (Macmillan & Co. Ltd.

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**Modality of Assessment**

**Theory Examination Pattern:**

**A. Internal Assessment- 40%- 40 Marks per paper**

<b>Sr. No.</b>	<b>Evaluation Type</b>	<b>Marks</b>
1	<b>Written Objective Examination</b>	<b>20</b>
2	<b>Assignment/ Case study/ field visit report/ presentation/ project</b>	<b>20</b>
	<b>Total</b>	<b>40</b>

**B. External Examination- 60%- 60 Marks per paper**

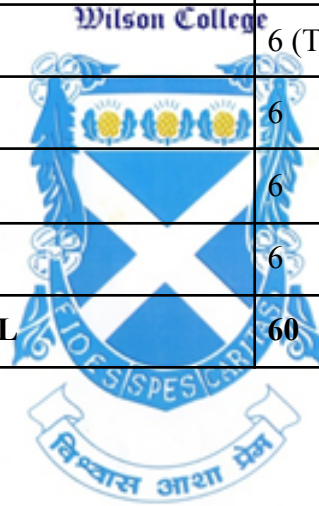
**Semester End Theory Examination:**

1. Duration - These examinations shall be of **two hours** duration.
2. Theory question paper pattern:
  - a. There shall be five compulsory questions
  - b. First four questions shall correspond to the four units
  - c. Question 5 shall be a Short Note (one from each unit and learners can attempt any 2 of 4)
  - d. All questions shall contain internal choice
  - e. Each question shall carry a maximum of 12 marks
  - f. The standard of passing is 24 marks

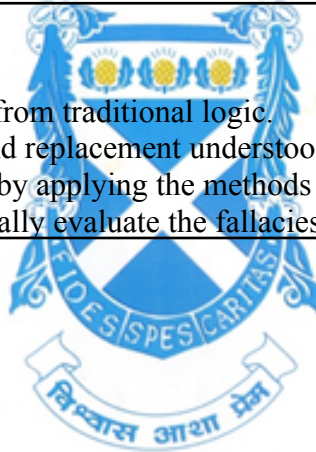


**Paper Pattern:**

Question	Options	Marks	Questions Based on
1	a.	12	Unit I
	b.	12	
2.	a.	12	Unit II
	b.	12	
3.	a.	12	Unit III
	b.	12	
4.	a.	12	Unit IV
	b.	12	
5.	a.	6 (Total=12)	Unit I- Unit IV
	b.	6	
	c.	6	
	d.	6	
	<b>TOTAL</b>	<b>60</b>	



<b>PROGRAM(s): T.Y.B.A</b>		<b>SEMESTER: VI</b>			
<b>Course: Logic</b>		<b>Course Code: WUAPHI608</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks-40)</b>	<b>Semester End Examination (Marks-60)</b>
<b>3.2 hours</b>	<b>Nil</b>	<b>Nil</b>	<b>4</b>	<b>40</b>	<b>60</b>
<b>Learning Objectives:</b>					
<ol style="list-style-type: none"> <li>1. To enable students to identify flaws and fallacies in arguments.</li> <li>2. To enable students to apply their reasoning skills to analyze reasoning in newspaper articles, books and speeches.</li> </ol>					
<b>Course Outcomes:</b>					
Learners will be able to-					
<ol style="list-style-type: none"> <li>1. Identify how modern logic contrasts from traditional logic.</li> <li>2. Demonstrate the rules of inference and replacement understood in methods of deduction.</li> <li>3. Analyze propositions and arguments by applying the methods of predicate logic.</li> <li>4. Identify errors in reasoning and critically evaluate the fallacies of different arguments</li> </ol>					



## DETAILED SYLLABUS

	Unit	Course/ Unit Title	4 Credits/ 48 Lectures
<b>I</b>		<b>Propositional (Modern) Logic</b>	<b>1 credit</b>
	<b>1.1</b>	Simple and compound (formed through logical operators);	4 lecs
	<b>1.2</b>	truth functional compound propositions (truth conditions);	4 lecs
	<b>1.3</b>	testing validity of propositions and arguments by shorter truth table method	4 lecs
	<b>1.4</b>	Exercise - testing validity of propositions and arguments by shorter truth table method	Self - study
<b>II</b>		<b>Methods of Deduction (Formal Proof of Validity)</b>	<b>1 credit</b>
	<b>2.1</b>	Justification and construction of formal proofs as per both rules of inference and rules of replacement;	4 lecs
	<b>2.2</b>	Method of Conditional Proof (CP)	4 lecs
	<b>2.3</b>	Method of Indirect Proof (IP)	4 lecs
	<b>2.4</b>	Solving sums on the basis of methods learned	Self - study
<b>III</b>		<b>Predicate Logic (Quantification theory)</b>	<b>1 credit</b>
	<b>3.1</b>	Basic Concepts in predicate logic: individual constant, individual variable, free variable, bound variable, propositional function, existential quantifier, universal quantifier, instantiation, generalization.	4 lecs
	<b>3.2</b>	Symbolising/quantification of propositions (singular and general).	4 lecs
	<b>3.3</b>	Quantification rules of UG, EG, UI and EI	4 lecs
	<b>3.4</b>	Theory and exercise proving validity	Self - study
<b>IV</b>		<b>Informal Fallacies</b>	<b>1 credit</b>
	<b>4.1</b>	What is a fallacy? Classification of fallacies: (A) Fallacies of relevance: (i) argumentum ad baculum, (ii) argumentum ad populum, (iii) argumentum ad hominem (abusive and circumstantial), (iv)	4 lecs

		argumentum ad misericordiam, (v) red herring, (vi) the strawman fallacy.	
	4.2	(B) Fallacies of defective Induction: (i) argumentum ad ignoratum, (ii) argumentum ad verucundiam, (iii) false cause, (iv) hasty generalization.	4 lecs
	4.3	(C) Fallacies of presumption: (i) Accident (ii) Complex question and (iii) begging the question (petition principii) (D) Fallacies of ambiguity: (i) Equivocation (ii) amphiboly (iii) composition (iv) division (v) accent.	4 lecs
	4.4	Identifying with reason the fallacies	Self - study

**References:**

Basantani, K.T., Elementary Logic in LL.B. Sheth Publishers, Mumbai Publishing Co., Inc., New York).  
 Irving Copi and Others. 14th edition, Introduction to Logic.  
 Geoffrey Hunter, Metalogic: An Introduction to the Metatheroy of Standard First order Logic. (Macmillan & Co., London and Basingatoke).  
 Robert Lata and Alexander Macbeath, The Elements of Logic. (Macmillan & Co. Ltd.)  
 Jetli P & Prabhakar, M. Logic (Pearson: Delhi, Chennai and Chandigarh 2012)

**Modality of Assessment**

**Theory Examination Pattern:**

**A. Internal Assessment- 40%- 40 Marks per paper**

Sr. No.	Evaluation Type	Marks
1	Written Objective Examination	20
2	Assignment/ Case study/ field visit report/ presentation/ project	20
	<b>Total</b>	<b>40</b>

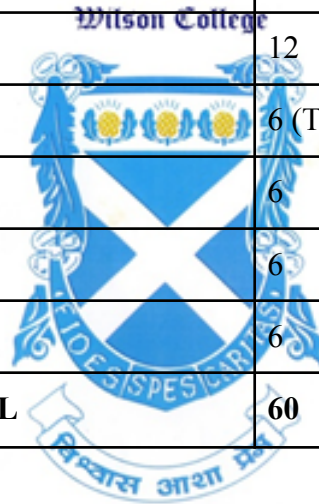
**B. External Examination- 60%- 60 Marks per paper**

**Semester End Theory Examination:**

1. Duration - These examinations shall be of **two hours** duration.
2. Theory question paper pattern:
  - g. There shall be five compulsory questions
  - h. First four questions shall correspond to the four units
  - i. Question 5 shall be a Short Note (one from each unit and learners can attempt any 2 of 4)
  - j. All questions shall contain internal choice
  - k. Each question shall carry a maximum of 12 marks
  - l. The standard of passing is 24 marks

**Paper Pattern:**

Question	Options	Marks	Questions Based on
1	a.	12	Unit I
	b.	12	
2.	a.	12	Unit II
	b.	12	
3.	a.	12	Unit III
	b.	12	
4.	a.	12	Unit IV
	b.	12	
5.	a.	6 (Total=12)	Unit I- Unit IV
	b.	6	
	c.	6	
	d.	6	
	<b>TOTAL</b>	<b>60</b>	



**John Wilson Education Society's**  
**Wilson College (Autonomous)**

Chowpatty, Mumbai-400007  
RE-ACCREDITED 'A' grade by NAAC

*Affiliated to the*  
**UNIVERSITY OF MUMBAI**



**Syllabus for T.Y.**

**Program: BA**

**Program Code: WAPHI (Philosophy)**

**Choice Based Credit System (CBCS) with effect from  
Academic year 2024-2025**

**PROGRAM OUTLINE 2023-2024**

YEAR	SEM	COURSE CODE	COURSE TITLE	CREDITS
TYBA	V	WUAPHI504	CLASSICAL INDIAN PHILOSOPHY	4
		WUAPHI505	PHILOSOPHY OF RELIGION	4
		WUAPHI506	LIVING ETHICAL ISSUES	3
		WUAPHI507	PLATO'S REPUBLIC	4
		WUAPHI508	LOGIC	4
		WUAPHI509	FILM & PHILOSOPHY	3
	VI	WUAPHI604	WESTERN METAPHYSICS AND EPISTEMOLOGY	4
		WUAPHI605	PHILOSOPHY OF RELIGION	4
		WUAPHI606	LIVING ETHICAL ISSUES	3
		WUAPHI607	PLATO'S REPUBLIC	4
		WUAPHI608	LOGIC	4
		WUAPHI609	FILM & PHILOSOPHY	3

## PROGRAMME SPECIFIC OUTCOME (PSOs)

Learners will be able to:

**PSO 1:** Analyse diverse philosophical perspectives towards different ideologies that leads to acceptance of self and other traditions.

**PSO 2:** Use the principles of logic and critical thinking skills for competitive exams.

**PSO 3:** Apply moral and spiritual principles for conflict resolution and social emancipation in an objective manner.

**PSO 4:** Exhibit aesthetic sensibilities through moral, political, epistemological and ontological engagement with cinematic texts and critical evaluation of philosophical writings on the same.

**PSO 5:** Develop code of ethics for personal and professional conduct.

**PSO 6:** Summarize and interpret complex philosophical ideas through writing essays and research papers.

## PREAMBLE:



This introductory philosophy course focuses on concepts and issues, such as the nature of value, duty, right and wrong actions, freedom, responsibility and autonomy. It also engages with interdisciplinary notions of human rights, social justice, and its applications to challenges of personal and public morality. Topics range from nature and basic concepts of moral philosophy to include specific areas of individual and society, liberty, punishment and normative ethics and its critics. The intercultural perspectives aim to provide a healthy approach to understanding diverse perspectives with the aim to build greater acceptance of the self and its other. The syllabus is structured according to the Choice Based Credit System (CBCS).



<b>PROGRAM(s): T.Y.B.A</b>		<b>SEMESTER: V</b>			
<b>Course: Philosophy and Film</b>		<b>Course Code: WUAPHI509</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks-40)</b>	<b>Semester End Examination (Marks-60)</b>
<b>2.5 hrs</b>	<b>Nil</b>	<b>Nil</b>	<b>3</b>	<b>40</b>	<b>60</b>
<b>Learning Objectives:</b>					
<p style="text-align: center;"><i>Wilson College</i></p> <ol style="list-style-type: none"> <li>To acquaint students with a new intriguing area in Philosophy, i.e. Philosophy of Film.</li> <li>To acquaint students with Film as an independent art form.</li> <li>To acquaint students that the most powerful mass media of communication i.e. film has its pragmatic aspect and its own axiology.</li> <li>To acquaint students with different aspects of Film philosophically.</li> </ol>					
<b>Course Outcomes:</b>					
<p>Learners will be able to-</p> <ol style="list-style-type: none"> <li>Compare and analyze key philosophical concepts of <ul style="list-style-type: none"> <li>skepticism, free will, moral theory, personal identity, the mind/body problem, and existentialism.</li> </ul> </li> <li>Formulate critical and analytical skills associated with identifying and understanding philosophical concepts in multiple media.</li> <li>Inspect and infer philosophical issues in film text.</li> <li>Categorize a range of philosophical theories/ perspectives to film.</li> </ol>					

## DETAILED SYLLABUS

	Unit	Course/ Unit Title	3 Credits/ 36 Lectures
<b>I</b>		<b>The Academic Study of Philosophy and Film</b>	
	<b>1.1</b>	(A) Academic Engagements with film: Sociological, Political, Historical and Philosophical Perspectives (B) Philosophy and Film: Affinities and Ruptures (C) Learning from Films	4 lecs
	<b>1.2</b>	Readings The following essays from Noël Carroll and Jinhee Choi (ed.). <i>Philosophy of Film and Motion Pictures – An Anthology</i> . Blackwell Publishing, 2006: (i) Karen Hanson “Minerva in the Movies” (ii) Lester Hunt “Motion Pictures as a Philosophical Resource” (iii) Bruce Russell “The Philosophical Limits of Film”	Self-Study
	<b>1.3</b>	Film-text: <i>The Pervert’s Guide to Cinema</i> (Sophie Fiennes 2006, 2 hours 30 minutes) This film is an exposition of Žižek’s analysis of films and their relation to philosophy.	4 lecs
<b>II</b>		<b>Film-makers on Philosophy</b>	
	<b>2.1</b>	(A) Akira Kurosawa Reading Akira Kurosawa 1983 <i>Something Like An Autobiography</i> New York: Vintage Film Text <i>Rashomon</i> (Akira Kurosawa 1950, 1 hour 28 minutes)	4 lecs
	<b>2.2</b>	(B) Ingmar Bergman Reading Ingmar Bergman 2008 <i>The Magic Lantern</i> Chicago: University of Chicago Press  Film Text <i>Wild Strawberries</i> (Ingmar Bergman 1957, 1 hour 33mins)	Self-Study
	<b>2.3</b>	(C) Satyajit Ray Reading	4 lecs

		Satyajit Ray 2013 <i>Deep Focus: Reflections on Cinema</i> New York: Harper Film Text: <i>Charulata</i> (Satyajit Ray 1964, 1 hour 57 mins)	
<b>III</b>		<b>Philosophers on Film</b>	
	<b>3.1</b>	(A). Merleau Ponty: Film Perception Reading Maurice Ponty- Merleau. 1958. "The Perceived world" Phenomenology of Perception. London: Routledge. (Specifically pages 281-347 on space) Film text <i>Gravity</i> (Alfonso Cuaron 2013, 1hour 31 mins)	4 lecs
	<b>3.2</b>	(B) Andrew Sarris: Film Authorship Reading: The following reading from Thomas Wartenberg and Angela Curran (ed) <i>The Philosophy of Film: Introductory Text and Readings</i> , Malden, MA: Blackwell Publishers, 2005 Andrew Harris "Auteur Theory and Film Evaluation" Film Text <i>Shoot the Piano Player</i> (François Truffaut 1960, 1hour 32mins)	4 lecs
	<b>3.3</b>	(C) Deleuze: Brains as Screens Reading Gilles Deleuze & Melissa McMuhan 1998 "The Brain is the Screen: Interview with Gilles Deleuze on the Time-Image" <i>Discourse</i> 20(3): 47-55 Film Text <i>Ivan's Childhood</i> (Andrei Tarkovsky 1962, 1hr 37mins)	Self-Study
<b>IV</b>		<b>Viewing Films: Political, Social and Psychological Contexts</b>	
	<b>4.1</b>	(A) Class and film: Adorno's critique of film as a commodity (culture industry) and Benjamin on film as art Readings Adorno's <i>The Culture Industry: Selected Essays on Mass Culture</i> , ed. J. M. Bernstein, London: Routledge, 1991. Benjamin, Walter. "The Work of Art in the Age of Mechanical Reproduction" In: <i>Illuminations</i> , edited by Hannah Arendt, translated by Harry Zohn, from the 1935 essay New York: Schocken Books, 1969 Film Texts: <i>Modern Times</i> (Charlie Chaplin, 1936 1 hour 29min)	4 lecs
	<b>4.2</b>	(B) Caste and Film: Mainstream film's neglect of caste, Dalit film	4 lecs

		<p>Reading Suraj Yengde (2018) “Dalit Cinema” <i>South Asia: Journal of South Asian Studies</i> DOI: 10.1080/00856401.2018.1471848</p> <p>Film Text <i>Masaan</i> (Neeraj Ghaywan 2015, 2 hours)</p>	
	4.3	<p>(C) Gender and Film: Male gaze in mainstream film, women’s film</p> <p>Readings From Sue Thornham’s <i>Feminist Film Theory: A Reader</i>. Edinburgh University Press, 1999.</p> <p>(i) Laura Mulvey “Visual Pleasure and Narrative Cinema”</p> <p>(ii) Women and Film: A Discussion of Feminist Aesthetics” Michelle Citron, Julia Lesage, Judith Mayne, B. Ruby Rich, Anna Marie Taylor, and the editors of <i>New German Critique</i></p> <p>Film Text <i>Persepolis</i> (Marjane Satrapi 2007, 1 hour 36mins)</p>	4 lecs

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**References:**

- Mary. M. Litch. *Philosophy Through Film*, 2002, New York : Routledge.
- Paisley Livingstone and Carl Plantinga (ed) *The Routledge Companion of Film and Philosophy*. 2009  
New York: Routledge
- Toby Miller and Robert Stam (ed) *A Companion of Film Theory*. 1999. Blackwell Publishing
- Nóel Carroll and Jinhee Choi (ed.). *Philosophy of Film and Motion Pictures – An Anthology*.  
Blackwell Publishing, 2006.
- Ian Buchanan *A Dictionary of Critical Theory*. Oxford University Press, 2010.
- Conrad, Mark T. *The Philosophy of Film Noir*. American University Press (The University Press of  
Kentucky) 2007.
- Shohini Chaudhuri *Feminist Film Theorists: Laura Mulvey, Kaja Silverman, Teresa de Lauretis,  
Barbara Creed*. London : Routledge, 2006
- Relevant essays from *Encyclopedia Britannica* and *Stanford Encyclopedia of Philosophy* (online).



## Modality of Assessment

### Theory Examination Pattern:

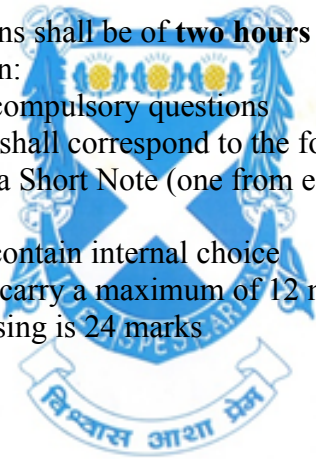
#### A. Internal Assessment- 40%- 40 Marks per paper

Sr. No.	Evaluation Type	Marks
1	<b>Written Objective Examination</b>	<b>20</b>
2	<b>Assignment/ Case study/ field visit report/ presentation/ project</b>	<b>20</b>
	<b>Total</b>	<b>40</b>

#### B. External Examination- 60%- 60 Marks per paper

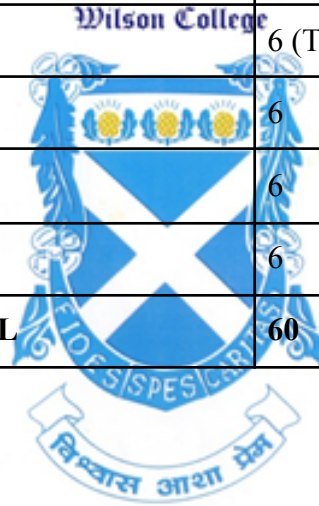
##### Semester End Theory Examination:

1. Duration - These examinations shall be of **two hours** duration.
2. Theory question paper pattern:
  - a. There shall be five compulsory questions
  - b. First four questions shall correspond to the four units
  - c. Question 5 shall be a Short Note (one from each unit and learners can attempt any 2 of 4)
  - d. All questions shall contain internal choice
  - e. Each question shall carry a maximum of 12 marks
  - f. The standard of passing is 24 marks



**Paper Pattern:**

Question	Options	Marks	Questions Based on
1	a.	12	Unit I
	b.	12	
2.	a.	12	Unit II
	b.	12	
3.	a.	12	Unit III
	b.	12	
4.	a.	12	Unit IV
	b.	12	
5.	a.	6 (Total=12)	Unit I- Unit IV
	b.	6	
	c.	6	
	d.	6	
	<b>TOTAL</b>	<b>60</b>	



<b>PROGRAM(s): T.Y.B.A</b>		<b>SEMESTER: VI</b>			
<b>Course: Philosophy and Film</b>		<b>Course Code: WUAPHI609</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>2.5 hrs</b>	<b>Nil</b>	<b>Nil</b>	<b>3</b>	<b>40</b>	<b>60</b>
<b>Learning Objectives:</b>					
<ol style="list-style-type: none"> <li>1. To introduce philosophical inquiry through films</li> <li>2. View and discuss films in conjunction with important philosophical texts.</li> <li>3. To understand films as philosophical statements</li> <li>4. To acquaint students with content and form of significant philosophical texts through important films.</li> </ol>					
<b>Course Outcomes:</b>					
Learners will be able to-					
<ol style="list-style-type: none"> <li>1. Compare and analyze key philosophical concepts of <ul style="list-style-type: none"> <li>• determinism, free will, fatalism, moral theory, personal identity, technological determinism, and existentialism.</li> </ul> </li> <li>2. Formulate critical and analytical skills associated with identifying and understanding philosophical concepts in multiple media.</li> <li>3. Inspect and infer philosophical issues in popular culture.</li> <li>4. Evaluate philosophical concepts/ issues conveyed in film.</li> </ol>					



### DETAILED SYLLABUS

	Unit	Course/ Unit Title	3 Credits/ 36 Lectures
<b>I</b>		<b>Knowledge and Scepticism</b>	
		Readings John Pollock's "Brain in a Vat" and	4 lecs
		David Chalmers "'The Matrix as Metaphysics" in <i>Science Fiction and Philosophy: From Time Travel to Superintelligence</i> edited by Susan Schneider. 2009. Wiley- Blackwell.	4 lecs
		<b>Wilson College</b>	
		Film Text <i>The Matrix</i> (Lana Wachowski, Lilly Wachowski 1999, 2hr 30 min)	4 lecs
<b>II</b>		<b>Identity, Artificial Intelligence, and Super Intelligence</b>	
	2.1	(A) Personal Identity Reading: John Perry's "A Dialogue on Personal Identity and Immortality" in <i>Introducing Philosophy Through Film: Key Texts, Discussion, and Film Selections</i> edited by Richard Fumerton, Diane Jeske. 2010. Wiley-Blackwell. Film Text <i>Bourne Identity</i> (Doug Liman, 2002 1 hour 59 mins)	Self - study
	2.2	(B) Artificial Intelligence Reading Daniel Dennett, "Consciousness in Human and Robot Minds" in <i>Science Fiction and Philosophy: From Time Travel to Superintelligence</i> edited by Susan Schneider. 2009. Wiley- Blackwell. Film Text <i>Her</i> (Spike Jonze 2014 2hour 6 min)	4 lecs
	2.3	(C) Super Intelligence Reading John Searle, "Minds, Brains, and Programs" in <i>Introducing Philosophy Through Film: Key Texts, Discussion, and Film Selections</i> edited by Richard Fumerton, Diane Jeske. 2010. Wiley- Blackwell. Film Text	4 lecs

		<i>Inception</i> (Christopher Nolan 2010, 2 hour 20 mins)	
<b>III</b>		<b>Morality and Ethics</b>	
		(A) Absurdity Freedom and Bad Faith Reading J.P Sartre’s <i>Being and Nothingness</i> 1948 tr. Hazel E. Barnes, New York: Philosophical Library Film Text <i>Dead Man</i> (Jim Jarmusch 1995 2 hours 1 minute)	4 lecs
		(B) Nationalism and Morality Reading Rabindranath Tagore “Nationalism” in <i>Rabindranath Tagore Omnibus III</i> , New Delhi: Rupa Publications India Private Limited. 2011 Film Text <i>Chaar Adhyaya</i> (Kumar Shahani 1997 1 hour 50 mins)	Self - study
		(C ) Ethics of Care and Disability Reading Eva Feder Kittay, “Ethics of Care, Dependence and Disability” in <i>An International Journal of Jurisprudence and Philosophy of Law Ratio Juris</i> . 24 (1) March 2011 (49–58) Film Text <i>Margarita with a Straw</i> (Shonali Bose 2015, 2hours 20 minutes)	4 lecs
<b>IV</b>		<b>Destiny, Free will and Determinism</b>	
		(A) God, Destiny, Free Will Reading Friedrich Nietzsche <i>Beyond Good and Evil</i> Film text <i>Apocalypse Now</i> (Francis Ford Coppolla 1979, 2 hour 33 minutes)	Self-Study
		(B) Free will and Production of Self Reading Michel Foucault (1980) <i>Power/Knowledge: Selected interviews and other writings</i> , (Gordon, G. Ed.) New York: Pantheon. Film Text <i>Clockwork Orange</i> (Stanley Kubrick 1971 2 hour 17 min)	4 lecs
		(C) Determinism and Rebirth Reading B. R Ambedkar. 2011 “How the Boddhisatta became a Buddha” in <i>Buddha and His Dhamma: A Critical Edition</i> . Rathore, Aakash Singh; Verma, Ajay (eds). Oxford University Press.	4 lecs

		Film text <i>Kundun</i> (Martin Scorsese 1997, 2hour 15 min)	
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**References:**

Mary. M. Litch. *Philosophy Through Film*, 2002, New York : Routledge.

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