



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Affiliated to the University of Mumbai

Programme: Humanities
PHILOSOPHY (Major &
Minor & Elective) T.Y.B.A

**Syllabus for the Academic Year 2025-2026
based on the National Education Policy 2020**



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

DEPARTMENT OF PHILOSOPHY

COURSE DETAILS FOR MAJORS:

	SEMESTER 5		
Title	Modern Western Philosophy	Religion and Rationality	Political Philosophy
Type of course	DSC	DSC	DSC
Credits	4	4	4

	SEMESTER 6		
Title	Metaphysics and Epistemology	Contemporary Philosophical Movements	Social Philosophy
Type of course	DSC	DSC	DSC
Credits	4	4	4

COURSE DETAILS FOR MINORS:

	SEMESTER 5	SEMESTER 6
Title	Introductory Logic	Philosophy of Religion
Type of course	Minor	Minor
Credits	2	2

COURSE DETAILS FOR ELECTIVES:

	SEMESTER 5	SEMESTER 6
Title	Applied Philosophy	Living Ethical Issues
Type of course	Elective	Elective
Credits	2	2



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Preamble:

The pursuit of philosophical inquiry arises from mankind's innate sense of wonderment regarding the universe and its position within it. This intrinsic curiosity compels individuals to seek knowledge and understanding, eschewing ignorance in favor of wisdom. Philosophical contemplation emerges whenever individuals engage in deep and consistent reflection upon their beliefs, concepts, principles, theories, morals, and modes of existence. Fundamental inquiries such as "What constitutes the virtuous life? What obligations do I owe to myself, others, and society? What forms of existence are deemed virtuous and meaningful?" represent common philosophical queries. However, reflective individuals also ponder upon broader topics such as the nature of the cosmos, the dichotomy of mind and body, the essence and scope of human rights, and the optimal societal structure.

We at Sophia College endeavors at the undergraduate Philosophy program level to cultivate critical thinking, ethical discernment, and profound engagement with existential, epistemic, and axiological inquiries. Designed to furnish students with a comprehensive grasp of philosophical traditions, theories, and methodologies, the program aims to nurture intellectual inquisitiveness and analytical acumen essential for success across diverse disciplines. Every course within this program is conceived with the utmost consideration for the educational enrichment of our students. The syllabi of all courses offered under this program embody a novel vision and embrace a "learning outcome-based curriculum framework," fostering enhanced teaching-learning experiences in a more student-centric milieu.

PROGRAMME OBJECTIVES

PO 1	To introduce students to the traditional, modern and contemporary methods of philosophical inquiry in Greek, Indian and Western philosophy
PO 2	To familiarize students with the knowledge of some of the main figures, movements and periods in the history of philosophy
PO 3	To equip students with a command of some of the main issues in traditional and contemporary philosophy in Indian and Western context.

PROGRAMME SPECIFIC OUTCOMES

PSO 1	Students will be able to analyse and evaluate the strengths and weaknesses of ethical theories through the application of philosophical reasoning and logical arguments.
PSO 2	Students will possess the knowledge and skill to critically examine political decisions and social policies of a society from the perspective of justice, liberty and equality.
PSO 3	Students will be able to look at philosophical problems clearly and carefully in order to construct and defend their view on a wide variety of philosophical topics ranging from religion to morality to metaphysics and epistemology.



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Programme: Humanities Philosophy Major 7		Semester – 5	
Course Title: Modern Western Philosophy		Course Code: APhi357MJ	
<u>COURSE OBJECTIVES (CO):</u>			
CO 1 Understand Descartes' approach to systematic doubt and its implications for epistemology and metaphysics.			
CO 2 Explore Spinoza's metaphysical pantheistic monism and Leibniz's concept of monads and their epistemological principles.			
CO 3 Examine the key contributions of Locke, Berkeley, and Hume to empiricism and the debates surrounding representationalism and scepticism.			
CO 4 Understand Kant's critical philosophy and his synthesis of rationalism and empiricism through the analytic/synthetic and a priori/aposteriori distinctions.			
<u>COURSE LEARNING OUTCOMES (CLO):</u>			
CLO 1 Analyze Descartes' methodology and his arguments for dualism and the role of God as the guarantor of knowledge.			
CLO 2 Compare and critically evaluate Spinoza's and Leibniz's perspectives on substance and their foundational ideas in rationalist philosophy.			
CLO 3 Assess the development of empiricism from Locke to Hume, highlighting Berkeley's critique of representationalism and Hume's scepticism.			
CLO 4 Evaluate Kant's Copernican revolution and its impact on modern philosophy's approach to reason and experience.			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2 Hours	50 marks
	Continuous Assessment	--	50 marks

Unit 1 Cartesian epistemology and metaphysics	1.1	Descartes: method of systematic doubt
	1.2	Cartesian dualism
	1.3	God as the guarantor of knowledge
Unit 2 Rationalist	2.1	Spinoza: metaphysical pantheistic monism



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metaphysics and epistemology	2.2	Leibniz: notion of monads
	2.3	Leibniz: epistemology – innate ideas and two principles of knowledge
Unit 3 Empirical Foundations of knowledge	3.1	Locke: epistemology and representationalism
	3.2	Berkeley: critique of representationalism leading to idealism
	3.3	Hume: scepticism: self and causation
Unit 4 Kant: Critical philosophy	4.1	Distinctions: analytic/synthetic; apriori/aposteriori
	4.2	Kant's relation to empiricism and rationalism
	4.3	Copernican revolution: synthesis of reason and experience

REFERENCES

Unit 1 References: Cartesian epistemology and metaphysics

Rene Descartes, *Meditations on First Philosophy (Meditation 1 and 3)*
Norman Melchert and David Morrow, *The Great Conversation*, chapter 17
Stephen Evans, *A History of Western Philosophy*, chapter 12
Derek Johnston, *A Brief History of Philosophy: Socrates to Derrida*, chapter 5.

Unit 2 References: Rationalist philosophy of Substance

Stephen Evans, *A History of Western Philosophy* chapter 13 (Spinoza and Leibniz)
Derek Johnston, *A Brief History of Philosophy: Socrates to Derrida*, chapter 7 (Spinoza)
William Lawhead, *The Voyage of Discovery*, chapter 16 (Spinoza) and chapter 17 (Leibniz)

Unit 3 References: Empirical Foundations of knowledge

D. J. O'Connor, *John Locke*
Patricia Sheridan, *Locke: A Guide for the Perplexed*, chapter 1
G J Warnock, *Berkeley*, chapter 5
Norman Melchert and David Morrow, *The Great Conversation*, chapter 18 (Locke and Berkeley)
Stephen Evans, *A History of Western Philosophy*, chapter 14 (Locke and Berkeley)

Unit 4 References: Kant: Critical Philosophy

Justus Hartnack, *Kant's Theory of Knowledge*
Georges Dicker, *Kant's Theory of Knowledge: An analytical introduction.*
Stephen Evans, *A History of Western Philosophy*, chapter 18 (Kant)
Derek Johnston, *A Brief History of Philosophy: Socrates to Derrida*, chapter 9 (Kant)



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities Philosophy Major 8		Semester – 5	
Course Title: Religion and Rationality		Course Code: APhi358MJ	
<u>COURSE OBJECTIVES (CO):</u>			
<p>CO1: Analyze the diverse conceptions of ultimate reality and the complex interactions between religion, ethics, and science.</p> <p>CO2: Evaluate the philosophical arguments for and against the existence of God, focusing on their historical development and contemporary relevance.</p> <p>CO3: Examine the philosophical problem of evil and the various theodicies proposed to reconcile the existence of evil with the traditional attributes of God.</p> <p>CO4: Explore the relationship between faith and reason, considering different philosophical perspectives on their compatibility and potential conflicts.</p>			
<u>COURSE LEARNING OUTCOMES (CLO):</u>			
<p>CLO 1: Compare and contrast monotheistic and non-monotheistic views of ultimate reality, evaluate the strengths and weaknesses of Divine Command Theory and Natural Law theory, and articulate the different models of interaction between religion and science.</p> <p>CLO 2: Critically assess the ontological, cosmological, and design arguments, including the specific versions by Anselm, Descartes, Aquinas, Leibniz, Paley, and Dawkins.</p> <p>CLO 3: Distinguish between the logical and evidential problems of evil, analyze the theodicies of Augustine, Leibniz, Plantinga, Hick, and Whitehead, and evaluate their effectiveness in addressing the challenges posed by the existence of suffering.</p> <p>CLO 4: Explain Aquinas's approach to reason, and William James, Blaise Pascal and Kierkegaard's approach to religious belief.</p>			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2 Hours	50 marks
	Continuous Assessment	--	50 marks



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Unit 1 Religion, Ethics and Science	1.1	Indian non-monotheistic conceptions of reality, semitic monotheistic conceptions of reality
	1.2	Religion and ethics: Divine Command Theory and Natural Law theory
	1.3	Religion and science: independence, conflict, integration
Unit 2 God's Existence: Philosophical appraisals	2.1	Ontological Argument: Anselm's version and Rene Descartes' version (in Meditations III)
	2.2	Cosmological Argument: Aquinas's version and G W. Leibniz's version
	2.3	Argument from Design: William Paley: versus Richard Dawkins
	2.4	The status of God in Vedantic philosophy
Unit 3 Evil and the nature of God	3.1	The problem of evil: Logical problem and evidential problem.
	3.2	Augustine's and Leibniz's theodicies
	3.3	Vedantic approach to the problem of evil
	3.4	John Hick: Soul-making theodicy
Unit 4 Faith and Reason	4.1	Thomas Aquinas: Faith seeking Understanding
	4.2	William James: The Will to Believe
	4.3	Kierkegaard: Subjectivity and Faith

REFERENCES

Unit 1 References Religion, Ethics and Science

Keith Yandell, *Philosophy of Religion: A Contemporary Introduction*, 2nd edn. Chapter 2 and 3 (Topic 1), chapter 14 (Topic 2)

James Rachels, *Elements of Moral philosophy* (Topic 2)

Chad Meister, *Introducing Philosophy of Religion*, chapter 8 (Topic 3)

Unit 2 References God's Existence: Philosophical appraisals

William Rowe, *Philosophy of Religion: An Introduction*, chapter 2 (Topic 1), chapter 3 (Topic 2), chapter 4 (topic 3)

Stuart Brown, *Philosophy of Religion*, chapter 3 (Topic 3) and Reading No 2 (by Richard Dawkins)

Unit 3 References Evil and the nature of God

William Rowe, *Philosophy of Religion: An Introduction*, chapter 7



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Chad Meister, *Introducing Philosophy of Religion*, chapter 7

Michael Peterson, *God and Evil*, chapter 6

Unit 4 References Faith and Reason

David Stewart, *Exploring Philosophy of Religion* 7th edn chapter 6 (James and Kierkegaard)

Max Charlesworth, *Philosophy and Religion: Plato to Postmodernism* chapter 3 (Kierkegaard) – and chapter 2 (Augustine's view) - GOOD

Michael Peterson and others, *Philosophy of Religion: Selected Readings* 5th edn Part III (Faith and Reason)

Stuart Brown, *Philosophy of Religion*, chapter 7 (Faith and Reason)



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities Philosophy Major 9		Semester – 5	
Course Title: Political Philosophy		Course Code: APhi359MJ	
<u>COURSE OBJECTIVES (CO):</u>			
<p>CO 1.To provide an understanding of key political ideologies such as Liberalism, Socialism, Nationalism, and Feminism, and their influence on political thought and society.</p> <p>CO 2.To examine different conceptualizations of liberty through the works of Isaiah Berlin, J.S. Mill, and Rousseau, with a focus on negative and positive liberty.</p> <p>CO 3.To explore diverse perspectives on justice, including John Rawls’ and Robert Nozick’s views on distributive justice and feminist critiques of these traditional theories</p> <p>CO 4.To understand the principles of equality, such as equality of opportunity, luck egalitarianism, and baseline equality, and their implications in social and political contexts.</p>			
<u>COURSE LEARNING OUTCOMES (CLO):</u>			
<p>CLO 1. Demonstrate the ability to critically analyze and compare various political ideologies and their impact on contemporary politics and governance.</p> <p>CLO 2. Articulate and contrast the notions of negative and positive liberty, and apply these concepts to evaluate contemporary debates on personal freedom and state authority.</p> <p>CLO 3. Critically evaluate various theories of justice and formulate reasoned arguments regarding their applicability in real-world policy and societal contexts.</p> <p>CLO 4. Analyse and assess the philosophical underpinnings and practical challenges associated with achieving equality in diverse settings.</p>			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2 Hours	50 marks
	Continuous Assessment	--	50 marks

Unit 1 Political Ideologies	1.1	Liberalism
	1.2	Socialism
	1.3	Nationalism
	1.4	Feminism



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Unit 2 Liberty	2.1	Isaiah Berlin – mapping the concept of liberty
	2.2	J S Mill’s concept of negative liberty
	2.3	Rousseau’s concept of positive liberty
Unit 3 Justice	3.1	John Rawls’ – Justice as Fairness
	3.2	Robert Nozick – Justice as Entitlement
	3.3	Ambedkar on social justice
Unit 4 Equality	4.1	Equality of Opportunity
	4.2	Luck Egalitarianism
	4.3	Baseline equality (formal equality)

REFERENCES

Unit 1: References: Political Ideologies

Andrew Heywood, Political Ideologies: An Introduction 6th edition. Chapter 2 (liberalism), chapter 6 (Nationalism) and chapter 9 (Feminism)

Terrence Ball, Richard Dagger and Daniel O’Neill, Political Ideologies and the Democratic Ideal. Chapter 3 (liberalism), and chapter 7 (Fascism)

Phil Parvin and Clare Chambers, Political Philosophy, chapter 17 (Feminism)

Catriona McKinnon (ed) Issues in Political Theory, chapter 12 (Gender by Clare Chambers)

Unit 2: References: Liberty

Isaiah Berlin, “Two Concepts of Liberty”

Jonathan Wolf, Introduction to Political Philosophy, chapter 4 (Mill)

Dudley Knowles, Political Philosophy, chapter 3 (Berlin’s view, pp. 74-81)

Mathew Simpson, Rousseau’s Theory of Freedom

Unit 3: Distributive justice:

Adam Swift, Political Philosophy: An Introduction for Beginners, Part 1, pp.25-39 (Rawls and Nozick)

J. Hoffman and Paul Graham, Introduction to Political Concepts, Chapter 4 (Rawls and Nozick)

Collin Farrelly, An Introduction to Contemporary Political Theory, Chapter 1 (Rawls) and 2 (Nozick)

Alex Tuckness and Clark Wolf, This is Political Philosophy, chapter 4 (see section on Feminist Critique)

Unit 4: References: Concepts of Equality

Phil Parvin and Clare Chambers, Political Philosophy: A Complete Introduction, Chapter 3 (The Concept of Equality) and chapter 4 (equality of opportunity)

Adam Swift, Political Philosophy: An Introduction for Beginners, Part 3. (Equality of opportunity and Outcome)

Andrew Heywood, Political Theory: An Introduction, chapter 10 (Equality, Social Justice and Welfare)

Paul Smith, Moral and Political Philosophy: Key Issues and Concepts, chapter 8 (Equality and Social Justice)



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities Philosophy Minor 5		Semester – 5	
Course Title: Introductory Logic		Course Code: APhi355MN	
<p><u>COURSE OBJECTIVES:</u></p> <p>CO 1 To enable students to differentiate between propositions, arguments, and explanations, and distinguish between inductive and deductive reasoning.</p> <p>CO 2 To enable students to analyse and evaluate categorical propositions and syllogistic arguments for validity using rules of Aristotelian logic.</p>			
<p><u>COURSE LEARNING OUTCOMES:</u></p> <p>CLO 1 Accurately identify and categorize passages as arguments, explanations, or neither, and correctly classify arguments as inductive or deductive, justifying their classifications based on the provided definitions of each.</p> <p>CLO 2 Translate ordinary language statements into standard categorical forms, determine the distribution of terms, and use rules and methods (of Aristotelian logic to assess the validity of given syllogistic arguments.</p>			
Lectures per week (1 Lecture is 60 minutes)		2	
Total number of Hours in a Semester		30	
Credits		2	
Evaluation System	Summative Assessment	1 Hours	30 marks
	Continuous Assessment	--	20 marks

Unit 1 Basic Logical Concepts	1.1	Propositions and arguments
	1.2	Recognizing arguments and explanations
	1.3	Inductive and deductive arguments
	1.4	Validity and truth
Unit 2 Categorical Propositions and Syllogism	2.1	Aristotelian four-fold classification of propositions
	2.2	Distribution of terms
	2.3	Structure of syllogistic argument



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	2.4	Determining the validity of syllogisms (Syllogistic rules and Venn diagrams)
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REFERENCES

- Irving Copi, *Introduction to Logic* 14th edition
Patrick Hurley, *Concise Introduction to Logic* 13th edition
Mathew Knachel, *Fundamental Methods of Logic*
Stan Barronett, *Logic*, 2nd edition



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities Philosophy Elective		Semester – 5	
Course Title: Applied Philosophy		Course Code: APhi351E	
<u>COURSE OBJECTIVES (CO):</u>			
CO 1. Evaluate the philosophical foundations and moral justifications of civil disobedience across historical and contemporary contexts.			
CO 2. Apply ethical principles to complex biomedical dilemmas within clinical and policy-making contexts.			
CO 3. Analyse the philosophical concepts of love and examine their implications for contemporary debates on marriage and sexuality.			
CO 4. Critically assess ethical frameworks addressing human responsibilities toward nature and non-human life.			
<u>COURSE LEARNING OUTCOMES (CLO):</u>			
CLO 1. Analyse the ideas and reasoning of philosophers who aim to justify acts of civil disobedience			
CLO 2. Assess the ethical dynamics of the doctor-patient relationship and arguments surrounding euthanasia			
CLO 3. Evaluate ethical perspectives on sex, procreation, and familial structures			
CLO 4. Analyse the contrasting positions of Peter Singer and Carl Cohen on animal rights.			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2 Hours	50 marks
	Continuous Assessment	--	50 marks

Unit 1 Philosophy of Disobedien ce	1.1	Concept of disobedience vis-à-vis protest, revolution and criminality
	1.2	Right to Resist: John Locke
	1.3	Case study: Henry David Thoreau and Martin Luther King
Unit 2 Medical ethics	2.1	Principles of biomedical ethics: autonomy, non-maleficence; beneficence and justice
	2.2	Doctor Patient relation



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	2.3	Application: Taking Life (Euthanasia)
Unit 3 Personal Ethics: Love and Marriage	3.1	Nature of love: eros, philia and agape
	3.2	Controversies over same-sex marriage
	3.3	Sex and procreation
Unit 4 Environmenta l ethics	4.1	Philosophical approaches to environmentalism
	4.2	Treatment of animals: Peter Singer Contra Carl Cohen
	4.3	Sustainable development

REFERENCES

Unit 1: Philosophy of disobedience

Alex Tuckness and Clark Wolf, *This is Political Philosophy*, chapter 6

Katherine Smits, *Applying Political Theory*, chapter 10

M.L. King, *Letter from Birmingham Jail* (Extract)

Henry David Thoreau, *Resistance to Civil Government* (Para 1-4 and 16-18 Extract)

John Locke, *Second Treatise of Government*, chapter 19: Of the Dissolution of Government. (Paras 221 to 230 Extract)

Hannah Arendt, *On Violence* (Section 1 and 2 Extract)

Unit 2:

Tom Beauchamp and Tom Childress, *Principles of Biomedical Ethics*, 7th edition,

Philip Hebert and Wayne Rosen, *Doing Right: A Practical Guide to Ethics*

Rachels, J. "Active and passive Euthanasia" in Tom Beauchamp & LeRoy Walters (ed.) *Contemporary Issues in Bioethics* (Wadsworth Publishing, 1999)

Olen, J. & Barry, V. *Applying Ethics*, pp.192-208 (Euthanasia)

Unit 3:

Igor Primoratz, *Ethics and Sex*

Raja Halwani, *Philosophy of Sex*

James White, *Contemporary Moral Problems*, chapter 5

Unit 4:

Carl Cohen, 'The Case for the Use of Animals in Biomedical Research (Topic 2)

Peter Singer, *All animals are Equal*

R G Frey, 'Animals and their Medical Use' in Cohen and Wellman (ed) *Contemporary Debates in Applied Ethics*, chpt 6 (Topic 2)

James White, *Contemporary Moral Problems*, chpt. 7 (for problem cases relating to animal ethics)

Andrew Kernohan, *Environmental Ethics: An Interactive Introduction*, chapter 23 (Sustainable development)

Joseph Desjardins, *Environmental Ethics* 5th edition, chapter 4 (sustainability)



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Programme: Humanities Philosophy Major 10		Semester – 6	
Course Title: Metaphysics and Epistemology		Course Code: APhi3610MJ	
<u>COURSE OBJECTIVES (CO):</u>			
CO1 Understand major theories of mind and self in Western and Indian philosophy.			
CO2 Examine philosophical positions on freedom, determinism, and moral responsibility.			
CO3 Explore foundational and social dimensions of epistemology in Western and Indian traditions.			
CO4 Investigate diverse approaches to truth, relativism, and standpoint epistemologies.			
<u>COURSE LEARNING OUTCOMES (CLO):</u>			
CLO 1 explain dualism and functionalism, compare Western materialist views with the Atman–Anatman debate in Indian philosophy, and critically evaluate different perspectives on the mind–body relationship.			
CLO 2 distinguish determinism, indeterminism, and compatibilism, assess their implications for human agency, and apply these concepts to debates surrounding moral responsibility.			
CLO 3 define epistemology and analyze the Gettier problem, evaluate reductionist and non-reductionist accounts of testimony and peer disagreement, and interpret pramāṇa theory within Indian epistemology.			
CLO 4 discuss whether reality is constructed, analyze relativist claims, identify contributions of feminist epistemology, and explain Jaina syādvāda as a pluralistic epistemology.			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2 Hours	50 marks
	Continuous Assessment	--	50 marks

Unit 1 Metaphysics of Mind	1.1	Dualism
	1.2	Materialist theories of mind – Functionalism
	1.3	Atman-anatman debate in Indian philosophy
Unit 2 Metaphysics of Freewill	2.1	Determinism: the law of universal causation: freedom is an illusion
	2.2	Indeterminism: Freedom is real, actions are self-determined, moral



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		responsibility.
	2.3	Compatibilism: freedom and determinism are not mutually exclusive and can be reconciled.
Unit 3 Dimensions of Knowledge	3.1	What is epistemology: justified true belief and the Gettier problem
	3.2	Social epistemology: role of testimony: reductionism (Hume) and Non reductionism (Thomas Reid) and Peer disagreement
	3.3	Pramanasastra – Indian epistemology
Unit 4 Reality, Truth and Relativism	4.1	Is reality a construct? Truth and Relativism
	4.2	Feminist epistemology
	4.3	Jaina epistemology of syadvada (Standpoints)

REFERENCES

Unit 1: Metaphysics of Mind

Rene Descartes, Mediations on First Philosophy (Meditation I and II)

Pete Mandik, This is Philosophy of Mind: An Introduction, chapter 2 (dualism) and 8 (functionalism)

Amy Kind, Philosophy of : Basics, chapter 2 (dualism) and 4 (Functionalism)

Joerg Tuske (ed) Indian Epistemology and Metaphysics, chapter 12 (self or No-self?)

Richard King, Indian Philosophy: An Introduction to Hindu and Buddhist Thought, chapter 4 (anatman theory)

Roy Perrett, Indian Philosophy: An Introduction, chapter 6 (Self)

Unit 2: Metaphysics of Free Will

James Rachels and Stuart Rachels, Problems from Philosophy, chapter 8 (determinism) and 9 (Indeterminism)

W T Stace, Compatibilism

Chris Horner and Emrys Westacott, Thinking Through Philosophy, chapter 1

John Carroll and Ned Markosian, Metaphysics: An Introduction, chapter 3

Unit 3: Dimensions of knowledge

Noah Lemos, An Introduction to the Theory of Knowledge, chapter 1

William Rowley, "Social Epistemology" (chapter 7) in Introduction to Philosophy: Epistemology (ed) The Rebus Community.

J N Mohanty, Classical Indian Philosophy, Part 1 (Pramanasastra)

Unit 4: Relativism, Truth and Reality

Theodore Schick and Lewis Vaughn, Critical Thinking, chapter 4 (Topic 1)

Jack S Crumley, An Introduction to Epistemology, chapter 8 (Topic 2)

Adamson and Ganeri, Classical Indian Philosophy, chapter 38

Bilimoria Purushottam (ed) History of Indian Philosophy, chapter 39 (Jaina theory of anekantavada)



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Programme: Humanities Philosophy Major 11		Semester – 6	
Course Title: Contemporary Philosophical Movements		Course Code: APhi3611MJ	
<u>COURSE OBJECTIVES (CO):</u>			
CO 1 Understand the foundations of pragmatism and its approaches to meaning, truth, and belief.			
CO 2 Examine existentialist perspectives on subjectivity, morality, and human existence.			
CO 3 Explore key developments in analytic philosophy and their implications for language and metaphysics.			
CO 4 Investigate phenomenological approaches to consciousness, embodiment, and ethical responsibility.			
<u>COURSE LEARNING OUTCOMES (CLO):</u>			
CLO 1 By the end of this unit, students will be able to explain Peirce’s critique of Cartesian doubt and his methods of inquiry, analyze the pragmatic theory of meaning and truth, and interpret William James’s notion of the will to believe in relation to practical reasoning.			
CLO 2 describe Kierkegaard’s indirect communication and spheres of existence, evaluate Nietzsche’s critique of morality and his proclamation that “God is dead,” and analyze his concepts of the will to power, the Übermensch, and eternal recurrence as responses to existential challenges.			
CLO 3 explain Russell’s logical atomism, assess the Vienna Circle’s verification principle and its attempt to eliminate metaphysics, and analyze Wittgenstein’s later philosophy of language games, meaning as use, and the private language argument.			
CLO 4 discuss Husserl’s ideas of intentionality, epoché, and phenomenological reduction, interpret Merleau Ponty’s account of situated embodiment, and evaluate Levinas’s notion of the face of the Other as grounding ethical responsibility.			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2 Hours	50 marks
	Continuous Assessment	--	50 marks



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Unit 1 Pragmatism	1.1	C S Pierce: Critique of Cartesian doubt, Fixation of belief: four methods of Inquiry
	1.2	Pragmatic theory of meaning and truth
	1.3	William James: Will to believe
Unit 2 Existentialism	2.1	Kierkegaard Indirect method of communication; spheres of existence, truth is subjectivity
	2.2	Nietzsche: master – slave morality; the meaning of ‘God is dead’
	2.3	Nietzsche: Beyond good and evil: The Will to power (ubermench), the concept of ‘eternal recurrence
Unit 3 Analytic Philosophy	3.1	Logical atomism: Bertrand Russell
	3.2	Logical Positivism: Vienna Circle; elimination of metaphysics through the verification principle
	3.3	Later Wittgenstein: ‘Meaning is Use’, Forms of life (language games) and private language argument
Unit 4 Phenomenology	4.1	Edmund Husserl: intentionality, ‘epoche’ and phenomenological reduction
	4.2	Maurice Merleau Ponty: situated embodiment
	4.3	Emmanuel Levinas: Face of the Other and ethical responsibility

REFERENCES

Unit 1: Pragmatism

C S Pierce, Fixation of Belief

William James, The Will to Believe

Norman Melchert and David Morrow, The Great Conversation, chapter 25 (C. S. Peirce)

Unit 2: Existentialism

F. Nietzsche, Beyond Good and Evil

J W Pehlan, Philosophy: Themes and Thinkers, chapter 11

Norman Melchert and David Morrow, The Great Conversation, chapters 22 and 24

Stephen Evans, A History of Western Philosophy, chapters 21 and 23

Unit 3: Analytic Philosophy

Milton Munitz, Contemporary Analytic Philosophy

A J Ayer, Language, Truth and Logic, chapter 1

Morris Weitz, Twentieth Century Philosophy: The Analytic Tradition



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Unit 4: Phenomenology

Dan Zahavi – Husserl’s Phenomenology

Dermot Moran – Introduction to Phenomenology

Eric Mathews, Merlau-Ponty: A Guide for the Perplexed

E Levinas, Ethics as First Philosophy (1984 essay)

B C Hutchens, Levinas: A Guide for the Perplexed, chapter 1

Brent Adkins, A Guide to Ethics and Moral Philosophy, chapter 11 and 12



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Programme: Humanities Philosophy Major 12		Semester – 6	
Course Title: Social Philosophy		Course Code: APhi3612MJ	
<u>COURSE OBJECTIVES (CO):</u>			
CO 1 Understand the philosophical foundations of citizenship and its relation to immigration.			
CO 2 Examine philosophical debates on cultural rights, autonomy, and multiculturalism.			
CO 3 Explore theories of recognition and misrecognition in social philosophy.			
CO 4 Investigate philosophical perspectives on power, authority, and their social implications.			
<u>COURSE LEARNING OUTCOMES (CLO):</u>			
CLO 1 explain different criteria of citizenship such as jus soli, jus sanguinis, and naturalization, analyze the legal, political, and social dimensions of being a citizen, and evaluate liberal and communitarian perspectives on citizenship through the works of T. H. Marshall and Michael Walzer.			
CLO 2 discuss the tension between cultural rights and individual autonomy, assess Will Kymlicka's defense of cultural rights, and critically evaluate Brian Barry's egalitarian critique of multiculturalism in relation to diversity and justice.			
CLO 3 to interpret Hegel's master-slave dialectic, analyze Axel Honneth's account of spheres of recognition, and evaluate Frantz Fanon's critique of misrecognition in the context of race and colonialism.			
CLO 4 explain Max Weber's typology of authority, compare rival perspectives on power, and analyze Michel Foucault's account of the relationship between power and knowledge as shaping social structures.			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2 Hours	50 marks
	Continuous Assessment	--	50 marks

Unit 1 Citizenship and Immigration	1.1	Criteria of citizenship: jus soli, jus sanguinis and naturalization. Concept of 'citizen': legal, political and social.
	1.2	Liberal model of citizenship: T H Marshall
	1.3	Immigration and citizenship: Michael Walzer
Unit 2 Engaging Diversity	2.1	Cultural rights versus individual autonomy
	2.2	Defending cultural rights –Will Kymlicka.



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	2.3	Egalitarian critique of multiculturalism – Brian Barry.
Unit 3 Recognition	3.1	Hegel: Master Slave dialectic
	3.2	Spheres of recognition: Axel Honneth
	3.3	Misrecognition: Frantz Fanon
Unit 4 Power and Authority	4.1	Max Weber: The nature of authority
	4.2	Rival perspectives on power
	4.3	Michel Foucault: Power and knowledge

REFERENCES

Unit 1 Ref. Citizenship and Immigration

Bart Van Steenberghe, Condition of Citizenship. Chapter 1, 3 and 4

Blakley and Bryson, Contemporary Political Concepts. Chapter 4

John Hoffman and Paul Graham, Introduction to Political Concepts. Chapter 6

Anupama Rao, Mapping Citizenship in India.

Derek Heater, What is Citizenship? Chapter 1 and 2

Unit 2 Ref. Engaging Diversity

Colin Farelly, An Introduction to Contemporary Political Theory, chapter 6

Brian Barry, “Liberalism and Multiculturalism” in Ethics

Peri Roberts and Peter Sutch, An Introduction to Political Thought, chapter 8 (Will Kymlicka)

D. Matravers and J. Pike, Debates in Contemporary Political Philosophy: An Anthology, chapter 16

Unit 3: Recognition

Simon Thompson, The Political Theory of Recognition,

G. A. Cohen, Lectures on the History of Moral and Political Philosophy chapter 6 (Hegel’s master-slave)

Axel Honneth, Struggle for Recognition (chapter 5)

Frantz Fanon, Black Skin, White Mask, chapter 5

Unit 4 Power and Authority

Goodin, Pettit and Pogge (ed). A companion to Contemporary Political philosophy, chapter 41

Alex Law, Key Concepts in Classical Social Theory, see entry on ‘Legitimate Domination’

Andrew Shorten, Contemporary Political Theory, chapter 6 (Rival perspectives)

Norman Barry, Modern Political Theory, chapter 4 (Authority and power)

Barry Smart, Michel Foucault, chapter 3

Diana Taylor (ed) Michel Foucault Part 1: Power



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities Philosophy Minor 6		Semester – 6	
Course Title: Philosophy of Religion		Course Code: APhi366MN	
<u>COURSE OBJECTIVES:</u>			
CO 1 Understand diverse conceptions of God and debates on belief, design, and faith.			
CO 2 Examine philosophical critiques and challenges to religious belief and practice.			
<u>COURSE LEARNING OUTCOMES:</u>			
CLO 1 explain naturalist, pantheist, deist, and theist conceptions of God, analyze arguments on intelligent design through Paley and Dawkins, and critically evaluate the tension between faith and evidence in the debate between William James and W. K. Clifford.			
CLO 2 discuss the problem of evil through Vedantic and Hiccan perspectives, analyze the relation between miracles and science, and evaluate Freud’s critique of religion as a psychological construct.			
Lectures per week (1 Lecture is 60 minutes)		2	
Total number of Hours in a Semester		30	
Credits		2	
Evaluation System	Summative Assessment	1 Hours	30 marks
	Continuous Assessment	--	20 marks

Unit 1 God and Belief: The Divine Debate	1.1	Conceptions of God: Naturalism, Pantheism, Deism, theism – religious and philosophical
	1.2	God and Intelligent design: The Blind Watchmaker (William Paley contra Richard Dawkins)
	1.3	The Right to Believe: Faith versus Evidence: (William James contra W K Clifford)
Unit 2 Challenges to Religion	2.1	Problem of evil: Evil as illusion (Vedanta), Soul-making theodicy (John Hick)
	2.2	Miracles and Science
	2.3	Critique of God: Freud



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REFERENCES

Unit 1

Topic 1

Richard Creel, Philosophy of Religion: The Basics, chapter 2 (Topic 1)

Topic 2

William Paley 'The Watch and the Watchmaker' in James Kelly Clark (ed) Philosophy of Religion

Richard Dawkins, 'The Blind Watchmaker' in James Kelly Clark (ed) Philosophy of Religion

Topic 3

William K Clifford, 'The Ethics of Belief'

William James 'The Will to Believe' in David Stewart (Ed) Exploring Philosophy of Religion, 7th Edition.

Unit 2

Topic 1

Wendy Doniger, "Karma in Hindu Thought" In David Stewart (Ed) Exploring Philosophy of Religion, 7th Edition.

John Hick, "The Vale of Soul-making" theodicy in David Stewart (Ed) Exploring Philosophy of Religion, 7th Edition.

Michael Peterson, "Hick's Soul-making Theodicy" in God and Evil.

Topic 2

David Hume, of Miracles in An Enquiry Concerning Human Understanding (section 10)

William Rowe, Philosophy of Religion, chapter 8

Oxford Handbook of Philosophy of Religion (ed) Chapter 12 "Miracles" by George Mavrodes.

Topic 3

Sigmund Freud, Future of an Illusion, chapter 6

Sigmund Freud, "Future of an Illusion", in Kelly James Clark, Philosophy of Religion, chapter 14



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities Philosophy Elective 2		Semester – 6	
Course Title: Living Ethical Issues		Course Code: APhi362E	
<u>COURSE OBJECTIVES (CO):</u>			
CO 1. Evaluate the philosophical foundations and moral justifications of civil disobedience across historical and contemporary contexts.			
CO 2. Apply ethical principles to complex biomedical dilemmas within clinical and policy-making contexts.			
CO 3. Analyse the philosophical concepts of love and examine their implications for contemporary debates on marriage and sexuality.			
CO 4. Critically assess ethical frameworks addressing human responsibilities toward nature and non-human life.			
<u>COURSE LEARNING OUTCOMES (CLO):</u>			
CLO 1. Analyse the ideas and reasoning of philosophers who aim to justify acts of civil disobedience			
CLO 2. Assess the ethical dynamics of the doctor-patient relationship and arguments surrounding euthanasia			
CLO 3. Evaluate ethical perspectives on sex, procreation, and familial structures			
CLO 4. Analyse the contrasting positions of Peter Singer and Carl Cohen on animal rights.			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2 Hours	50 marks
	Continuous Assessment	--	50 marks

Unit 1 Free Speech and Media	1.1	Freedom of expression: Harm and offence: J S Mill
	1.2	Case application: Hate speech
	1.3	Case application: Pornography
Unit 2 Punishment and death Penalty	2.1	Punishment and deterrence
	2.2	Punishment and retributivism
	2.3	Death penalty: abolitionists versus retentionists
Unit 3 Global	3.1	Sarvodaya: Gandhi
	3.2	Altruism: Peter Singer



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Poverty	3.3	Lifeboat ethics: Garrett Hardin
Unit 4 War and Terrorism	4.1	Conditions of just war (jus ad bellum)
	4,2	Ethics of war (jus in bello)
	4.3	Is war an act of terrorism?

REFERENCES

Unit 1: Free Speech and Media

J S Mill, On Liberty, chpt 1 and 3 (Excerpts)

Hate Speech Report 267– Government of India

Unit 2: Punishment and Death Penalty

Russ Shafer Landau, Living Ethics, chapter 20 (Death Penalty)

Mark Timmons, Disputed Moral Issues, chapter 12

James Rachels, Punishment and Desert (Retributivism)

Unit 3: Global Hunger

Mark Timmons, Disputed Moral Issues, chapter 14

Hugh LaFollette (ed) The Oxford handbook to Practical ethics, chapter 25

Unit 4: War and Terrorism

Russ Shafer Landau, Living Ethics, chapter 19

James White, Contemporary Moral Problems, chapter 9

Moral Philosophy: Student Activities

EVALUATION PATTERN

Continuous Assessment: 50 marks (Majors and Electives)

25 marks: Class Test (combination of any of the following: MCQ, fill in the blanks, quiz, match the columns, one-line answers, short notes, etc)

20 marks: Critical essay or assignment; 5 marks: Viva on the essay/assignment.

Continuous Assessment: 20 marks (Minor)

2 CAs @10 marks corresponding to each Unit

Summative Assessment: 50 marks (Majors and Electives)

Descriptive type.

Total No of questions: 5

4 questions @ 10 marks corresponding to 4 units of the syllabus (internal choice).

5th question: Attempt 2 short notes @5 marks from 4 options.

Summative Assessment: 30 marks (Minor)

Descriptive/Problem solving type

Total No of questions: 3

Two questions @10 marks corresponding to each unit (Internal choice)

3rd question: attempt 2 short notes @ 5 marks from 4 options