

WEST BENGAL STATE UNIVERSITY, BARASAT
DEPARTMENT OF PHILOSOPHY
M.A. SYLLABUS
B.O.S Recommended Syllabus in the Meeting Held on 03/02/2016



COURSE STRUCTURE

Philosophy is an ancient discipline which consists of classical Indian and Western Philosophies as well as Analytic Philosophy, Continental Philosophy, Ethical Philosophy, Social Philosophy, Logic et al. While we acquaint the student with the traditional philosophical issues, we also teach them the social and ethical concerns relevant to the present society and try to develop and cultivate their sensitivity over these issues and hence move towards a better society. Considering the requirements of NET, SET etc, we propose the following course coverage. We also propose the whole curriculum in a semester system.

The course distribution as follows:

4 courses for 1st semester, each course will carry 50 marks.

5 courses for 2nd semester, each course will carry 50 marks.

5 courses for 3rd semester, each course will carry 50 marks.

4 courses for 4th semester, two courses of which will carry 100 marks and the other two will carry 50 marks each.

After end of every two semesters (that is second and fourth semester) students will have to appear for grand viva to be taken on all the courses they have studied in the last two semesters.

In the third semester, students will have to write one short dissertation paper on the topics related with the syllabus of the compulsory courses they have covered in the last three semesters.

In the fourth semester students will opt any two of the optional courses offered. Optional courses are designed by the individual teacher so that their current research interest can be directly represented. Along with the optional courses they will study, they will also have to write one short dissertation paper on the topics related with the syllabus taught in the optional courses they have covered in the fourth semester.

PROGRAM SPECIFIC OUTCOME FOR PG IN PHILOSOPHY

Socrates' statement, "The unexamined life is not worth living" forms the foundational stone of the entire philosophy program in West Bengal State University. This message echoes in all the branches of philosophy taught as part of the PG program in Philosophy. Students on completion of the said program will develop the skill of critical reasoning, rigorous argumentation and problem-solving skills in general. Apart from this they will gain the competence in explaining the main philosophical theories forwarded by the different schools of thought of Ancient, Modern and Contemporary times of both West and India. After completion of the program in Philosophy, a student will be able to demonstrate complete understanding of the main branches of the discipline taught-

Metaphysics: discussion on realism and anti-realism, nature of consciousness, the mind-body problem, the problem of self and personal identity, the nature of time, the problem of freedom and determinism, necessity and possibility.

Epistemology: skepticism, propositional knowledge, defining a priori knowledge, the structure of epistemic justification

Ethics: compare and contrast main ethical theories- utilitarianism, deontological ethics, meta-ethics and issues of applied ethics, care-ethics.

Logic: analyze arguments, avoid logical fallacies, and construct valid deductive arguments and strong inductive arguments

Aesthetics: western theories of aesthetic and philosophy of rasa

Social and Political philosophy: notion of justice, democracy and lokasangraha

The present PG course in general seeks to assess both the independent skill of writing and thinking upon a philosophical issue/s. The grand-viva is intentionally taken to assess the student's grip over the subject-matter taught and their ability of philosophical speculation. The Grand-Viva-voce will be necessarily conducted in presence of at least one external expert along with all the internal faculties to cultivate their in-built confidence on the one hand and diffuse the interview-facing fear. In a nutshell the course tries to prepare the students for becoming a good philosopher, teacher and last but not the least a complete human-being.

SEMESTER I

Course 2.06.01

Indian Ethics

Ethics as solely a theoretical pontification into conflicting criteria of morality is incomplete till fleshed out in terms of the needs and demands of modern society. The present course aims to unfold the true essence of Indian Ethics as lying not only in the attainment of moksa or liberation but rather in its universal prescriptions and sadhanas that need to be deployed in warding off social evils and achieving a harmonious development of individual and society in the modern context. The second part of the course takes up the ethical dilemmas that form the intellectual and moral core of Indian Epics and are as relevant for our times as they were then.

Course Outcome

This course will enable the students to identify and analyze an ethical issue in general, how to tackle the multiple ethical interests at stake (ethical dilemmas) in a real-world situation, practice, assess their own ethical values and the problems from social contexts and most importantly integrate, synthesize, and apply knowledge of ethical dilemmas in resolving issues arising even in non-classroom areas such as service-learning, internships, and field work and society at large.

Group A

Hindu Ethics

Sailent features of Indian Ethics, Karmavada, Classification of duties: sadharanadharm and varna-asramadharm, svadharm and Lokasamgraha, analysis of volition(pravrtti), vidhi and its classification, analysis of Vidhi-vakya, Nishedha and Arthavada

Suggested Readings

*The Ethics of the Hindus: S.K. Moitra
Hindu Ethics: A Philosophical study: Roy W Perrett
Ethical Philosophies of India : I.C.Sharma
Development of Moral Philosophy in India :Surama Dasgupta
Dharmaniti(Bengali): Amita Chatterjee
Bhagwadgita(Bengali version):Madhusudhan Saraswati
Karma, Causation and Retributive Morality : Rajendra Prasad:
Siddhanta Muktavali :Visvanath:
Prasastapadabhasya with Nyaya Kandalitika:Prasasthapadacarya (tr in Bengali by Pandit Dina nath Tripathi)
Dharmaniti O Shruti: Edited by Indrani Sanyal & Ratna Dutta Sharma*

Group B

Epics and Ethics

Moral Dilemma, Different views, Its existence in different Indian epics, Problems regarding acceptance of genuine dilemma, Ethical relativism and realism, Resolution of dilemma, Bankim Chandra and Rabindra Nath Tagore's view in this respect, Moral luck.

Prescribed Text:

Epics and Ethics – Bimal Kr. Motilal

Suggested Readings:

Dilemmas in Mahabharata – Ed. by Bimal Kr. Motilal

Further Readings:

Morality: An Introduction to Ethics – Bernard Williams
Moral Thinking: Its Levels Methods and Points – R. M. Hare
Development of Moral Philosophy in India - Surama Dasgupta

Course 2.06.02

Western Ethics

Theoretical polemics about different criteria of morality reaches its most interesting depth and richness with respect to Mill and Kant – Mill seeking to derive goodness from utilitarian motives and results, while Kant seeking to purify ethics of all empirical and hypothetical content. This course is a text-based study of these two classical standpoints.

Course Outcome

Students will have an over-view of the different theories of western ethics (what makes an action right or wrong), whether they should ever act only in line with self-interest or take an altruistic attitude. Apart from this, the course will enable the students about how philosophical work in ethics can inform decisions that we regularly make in our lives.

Group A

Utilitarianism

Utilitarianism – its different kinds and interrelations, Negative utilitarianism, Problems of the theory- negative responsibility, Bernard Williams' view.

Suggested Readings:

Utilitarianism : J.S.Mill
Utilitarianism For & Against – J.J.C. Smart & Bernard Williams
Ethics – William Frankena
Utilitarianism and Beyond – Ed. by Amartya Sen & Bernard Williams

Further Readings:

The Open Society and its enemies – Karl Popper, Volume-I & II.

Group B

Kantian Ethics

Need for pure ethics, Aim of the Groundwork, Good will, Formal principle of duty, Reverence for the law, Categorical and Hypothetical imperatives, How are imperatives possible, Formula of the universal law, Formula of the end in itself, Formula of the autonomy.

Prescribed Text:

Groundwork of the Metaphysic of Morals - Immanuel Kant (tr. by H.J. Paton)

Suggested Readings:

Kant's Ethical Thought – Allen Wood

The Categorical Imperative: A Study in Kant's Moral Philosophy – H. J. Paton

An Introduction to Kant's Ethics - R. Sullivan

Kant's Moral Philosophy - H. B. Acton

Further Readings:

Critique of Practical Reason –Immanuel Kant, Tr: L.W.Beck

Critique of Judgment – Immanuel Kant, Tr: Werner. S. Pluher

Course 2.06.03

Indian Epistemology

This course surveys two major schools of Indian philosophy – the Nyaya and the Bhatta Mimamsakas – their respective views on the nature, sources (pramanas) and validity (pramanya) of cognition., It also includes pramanyavada{theories of the validity of cognition}considering two main theories svatahpramanyavada and paratahpramanyavada and also a brief account on Khyativada, specially Anirvacaniya, Anyathakhyativada and Akhyativada.

Course Outcome

The course will enable critical appreciation of the richness of the classical Indian philosophical tradition, understanding of the main arguments and counter-arguments of the valid means of knowing or pramana-s as well as theories of false knowledge or khyativada-s.and its significance to the contemporary philosophy.

Group-A

Nyaya Epistemology

The different kinds of pramanas and the clarification of the concept of pramana samplava and pramana vyavastha

The definition of pratyaksa as given in Nyaya-Sutra1.1.4 and the efficacy of its constituent words.

Anumana: Definition and kinds of Anumana,

The definition and explanation of Upamana

The definition and classifications of Sabda

The theory of paratah pramanyavada and the rejection of svatah pramanyavada.

Very Brief Introduction of the theories of Khyati: Viparitkhyayti, Atmakhyati, Asatkhyati, Satkhyati, sadasatkhyati.

Detailed discussion on Theories of Khyati: Anyathakhyati, Akhyati and Anirvacaniyakhyati.

Prescribed Text:

Nyaya Sutra with Vatsyayana's commentaries (Translated and annotated in Bengali by Phanibhusan Tarkabagis): Volume I – Sutras – 1, 3-8 (for the topics 1-5)

Bhasa Pariccheda by Viswanath: (Tr: Pancanan Bhattacharya in Bengali), Sanskrit Pustak Bhandar, Calcutta. (For topic 6and 7]

Suggested Readings:

Tarkasamgraha: Annambhatta, Bengali commentary by Shree Narayan Chandra Goswami, Sanskrit Pustak Bhandar.

Nyaya O Mimamsa Sammata Pramanya Vicar by Jogendranath Bagchi Vivarana-Prameya Samgraha—Vidyaranyauni.

Logic, Language and Reality (Indian Philosophy and contemporary issues): B.M.Motilal (See Chapter-1, Section 1.3, 1.4 for Anumana)

Manas, Sabita Samanta

Group B

Mimamsa Epistemology

Definition of Pramana and classification of pramanas as enumerated by Mimamsa school.

Definition of Upamana as given in Manameyodaya .

Difference between Naiyayikas and Mimansakas considering the nature of Upamana.

Arthapatti Pramana: Definition and detailed explanation of this pramana.

Abhava-pramana or Anupalabdhi: Definition and analysis of this pramana.

Whether Arthapatti and Anupalabdhi can be accepted as distinct source of prama.

Prescribed Text :

Manomeyodaya – Narayana Bhatta (Tr: Dinanath Tripathi)

Mula-1-14 for topic 1.

For topic 2 and 3 Upamana pramanam 54/33/1-55/34/2.

For topic 4 Arthapatti pramanam 56/35/1-59/38/4.

For topic 5 and 6 Abhava pramanam 60/39/562/41/7.

Suggested Readings

Six Ways of Knowing- D.M.Dutta

Purva-Mimamsa Darsana—Sukhamaya Bhattacharya.

Course 2.06.04

Western Epistemology

This course begins with the revolution brought by Kant in the field of Epistemology - the various technical aspects of his Metaphysics of experience as set forth in The Critique Of Pure Reason. From there it moves down to some modern epistemological queries, particularly those challenging the traditional definition of knowledge and E.L.Gettier's arguments against it. It also incorporates some contemporary theories of justification linking it up with certain aspects of virtue epistemology.

Course Outcome

The course will enable the students to critically reason and thus be able to become worthy citizens of the twenty-first century epistemological community within philosophical circle. It will also deepen their understanding about the complexity and dynamics of the basic epistemological issues, the different theories of justification and knowledge.

Group A

Kant

Pure and Empirical Knowledge, Analytic-Synthetic distinction, General problems of Pure Reason, Metaphysics as science and its objects, Possibility of Metaphysics, Metaphysics of nature, Claims of Metaphysics, Scepticism, Transcendental Aesthetics- Space and time, Transcendental Logic: logic in general, the division of general logic into analytic and dialectic, the division of Transcendental logic into Transcendental analytic and dialectic, Transcendental analytic- the logical employment of understanding in general, the pure concepts of understanding or categories.

Suggested Readings:

*Critique of Pure Reason – Immanuel Kant (Tr by N. K. Smith)
A Short Commentary on Kant's Critique of Pure Reason – A. C. Ewing
A Commentary on Kant's Critique of Pure Reason – N. K. Smith
Kant's Theory of Knowledge – Ed. by L. W. Beck
A Handbook on Kant's Critique of Pure Reason – Rasvihari Das
Kant : An Introduction – C. D. Broad
Kant's Critique Of Pure Reason – T.E.Wilkerson
Bishuddha Pragya Bichar – Mrinal Kanti Bhadra
Kanter Darshan – Rashvihari Das*

Group B

Contemporary Epistemological Thoughts

Definition of Knowledge, Possibility of knowledge- different skeptical views, Theories of Justification, Gettier's Problem and responses to Gettier, Foundationalism, Coherentism.

Suggested Readings :

Introduction to Contemporary Epistemology – Jonathan Dancy (Sections 1,2,4,8,9)
Justification : Concepts and Theories – Sandhya Basu
Knowledge, Truth & Justification – Tushar Sarkar
Nature of Knowledge - Sujata Choudhury
Doubt, Belief and Knowledge – S. Bhattacharyya
Epistemology : An Anthology – Ernest Sosa
Epistemology – A Contemporary Introduction to the Theory of Knowledge – Robert Audi
Theory of Knowledge - Keith Lehrer
Knowledge, Belief and Character – Readings in Virtue Epistemology – Lorence Bonjour
Contemporary Theories of Knowledge - J.L.Pollock

SEMESTER II

Course 2.06.05

Social and Political Thoughts: 19th Century

Social and Political thoughts always entail the question of their application since they are directly related to the everyday life of people. Here we have tried to introduce chronologically the views of some of the stalwart philosophers. The critical analysis of those thoughts, we hope, may help the students to understand not only those views but also their proponents, to some extent, from a broader perspective.

Course Outcome

The first half of the course will enable the students to have a proper grasp of the liberal philosophy of Mill with its moral restrictions and thus will develop their power of critically evaluate social and political rights and liberties. The women question, as a contemporary issue with multidimensional perspectives, will be introduced to the students with its basic philosophical foundation from liberal perspective. The second part of the course will provide the students an open arena of critical discourse on Marxist studies along with praxis. The Marxist Philosophy, in the sense of a philosophy of process instead of a system, encourages budding philosophers to engage themselves in critical survey of their day to day life and experiences with Marxist interpretation which is a dynamic process going with and beyond Marx.

Group A

John Stuart Mill's On Liberty

View of liberty, Liberty of thought and discussion, Liberty of the limits to the authority of society over the individual, Application.

Suggested Readings :

Mill on Liberty – C. L. Ten
J.S. Mill on Liberty in Focus – ed. by John Gray & G.W. Smith
Mill – On Liberty (Chapters- 1, 2, and 4. Ch- 5 in summary fashion)
John Stuart Mill's Subjection of Women

Group B

Marx and Beyond

Dialectical Materialism, Historical Materialism, Theory of surplus value, State, Class and class-struggle, alienation, revolution, Socialism, Communism, Theory and Praxis- An Introduction to Marxist-socialist thoughts and movements in colonial India- particularly the questions on Nationalism, Internationalism and Gandhism.

Suggested Readings:

Dialectical Materialism – Maurice Cornforth . National Book Agency Pvt. Ltd

The Origin of the Family, Private Property and the State – Fredric Engels.

The Manifesto of the Communist Party – Marx and Engels

State and Revolution – V.I. Lenin.

Political Ideas & Movements in India – Sankar Ghosh. Allied Publishers Ltd

Samakaler Katha – Muzaffar Ahmed. [

Paschatya Rashtrachintar Dhara: Plato theke Marx --- Amal Kr. Mukhopadhyaya (Tr by Arun Kr Raychoudhury) West Bengal State Book Board

Western Political Thought--- Amal Kr. Mukhopadhyay. West Bengal State Book Board.

Bharatbarsho : Rashtrabhabna – (ed.) Satyabrata Chakraborty. Ekushe, Kolkata

Tom Bottomore (ed.) A Dictionary of Marxist Thought, Basil Blackwell Publishers Ltd. Oxford.

Course 2.06.06

Social and Political Thought: 20th Century

The cardinal principles of Gandhi's thought are truth and nonviolence. Based on these principles, Gandhi lays down his views and perceptions on economic, political and social philosophy and their relevance in the contemporary world. As a guide to action, Gandhian philosophy is a double-edged weapon. Its objective is to transform the individual and society simultaneously in accordance with the principles of truth and nonviolence. The historic task

before humankind is to progress towards the creation of a nonviolent political, economic and social order by nonviolent struggle.

Course Outcome

The first half of the course will enable the students to grasp the alternative meaning of power --- the power of non-violence and love. They will have that positive confidence to fight against all kinds of incivility, cruelty and inequality with the weapon of truth, love and fellow feeling as propounded by Gandhi. While the Rawlsian approach of justice will provide ethical, political and psychological support to those who are a little behind the social milestone.

Group A

Gandhian Philosophy

Truth and Non-violence, Satyagraha, Sarvodaya, Trusteeship, Swaraj, Khadi, Panchayat-Raj, Industrialization, Marx and Gandhi: A Comparative Analysis on the issue of State.

Suggested Readings

Fusion of Horizons: K.Roy (ed)

The Evolution of Political Philosophy of Gandhi: Buddhadev Bhattacharya

Gandhi: D.M.Datta

Gandhimanas-(edt.)Mahaswata Devi

My Experiments with Truth – M.K.Gandhi

Political Philosophy of Gandhi – Bhikhu Parekh

Studies in Gandhism – Nirmal Kumar Bose

Selections from Gandhi – Nirmal Kumar Bose

Studies in Gandhism--- Nirmal Kumar Bose,

Bharatbarsho : Rashtrabhabna – (ed.) Satyabrata Chakroborty. Ekushe, Kolkata

Group-B

Rawls

Justice as fairness, Veil of ignorance, Equilibrium, Different formulations of the principles of justice, Contrasts with Utilitarianism & Marxism, Original Position, Priority Problems.

Suggested Readings

A Theory of Justice – John Rawls. Oxford University Press.

Collected Papers- John Rawls – Edited by Samuel Freeman

The Frontiers of Justice – Martha C Nussbaum

Course 2.06.07

Western Logic

The course takes up propositional logic and first order predicate logic at a higher level, introducing the tree-method of proof, new set of quantification-rules, multiple generality and relations. It seeks to integrate conceptual issues like logical form, logical system, the parity and disparity between logical symbolism and natural language, with computational operations. Some key metalogical concepts – concepts of a formal language, properties of a logical system - are also absorbed into the course. Finally, a comparative and contrastive analysis of the salient features of Western and Indian logic sets the tune for the next module.

Course Outcome

Students will gain expertise on their ability to use the specific tools of critical thinking and logic distinguishing between truth and validity, validity and invalidity of deductive arguments, identifying the common syllogisms and the informal fallacies. They will be able to distinguish between philosophic inquiry and mere scientific investigation. They will also be able to identify the premises and conclusions in both formal as well as informal proofs, and demonstrate an awareness of the limits of deductive forms as well as linguistic ambiguities, finding examples of fallacious forms of reasoning, etc. from drawing and analyzing Venn diagrams.

Group A

Logic

Prescribed Texts

Symbolic Logic- I.M Copi, (Chs 3– 5, Upto section 5.3, Ch 6)

Formal Logic: Its Scope And Limits, R.Jeffrey, Tata McGraw Hill, New Delhi TMH Edition, 1980, Chapters 4,5 (Selected sections)and 6

Group B

Philosophical Logic

An Introduction to Logical Theory : P F Strawson , Chs 4,5,6

An Introduction To Logical Theory : P.F. Strawson, (Ch1, Ch 2 Section 2 (Form), Section 3 (System)),Chapter 3, Section 2 (Truth functional Constants and Ordinary words)

Logic, Identity and Consistency, 'Validity Is Not Enough' by Srilekha Dutta (Jadavpur Studies in Philosophy) edited by P.K.Sen.

Further Readings

Formal Logic: Its Scope And Limits : R. Jeffrey (McGraw Hill), Chapters 1-5

Introduction to Logic : H.J. Gensler

Logic: Chanda Chakravarti

Formal Logic : A N.Prior

Introduction to Symbolic Logic : Basson and Occoner

Philosophy of Logics : Susan

Sanketik Yuktivijnan: Ramaprasad Das,(Bangla) Volumes I-3

Course 2.06.08

Indian Logic

Logic developed in India out of two distinct traditions. One is Vada tradition and the other is Pramana tradition. This Pramana tradition is concerned with the criteria of empirical knowledge. Now, the model of reasoning with which the Indian logicians are concerned was not purely Deductive. But here evidence or premises justify the conclusion. Indian logicians tried to formulate the rules of logic from other paradigm cases of sound inference. Actually, there are some basic differences that the Indian logic has from the Western Formal logic. That is why we introduced Indian logic in this course so that the students can understand the basic features of both types of reasoning. This course includes the discussion of the theory of inference and the related notions with regard to the two important Indian schools viz. Nyaya and Bauddha.

Course Outcome

Students will learn in particular to distinguish between different kinds of reasoning and informal fallacies, to recognize the basic psychological impediments to good reasoning, to identify and clarify ambiguities in language and to show how tools of logic may be applied to issues in everyday life and enhance our grasp over empirical knowledge.

GROUP A

Nyaya Logic

Definition of Anumiti, Karana of Anumiti, Paramarsa- definition and its necessity, 1st definition of vyapti, analysis of the meaning and significance of each of its constituents terms, inefficiency of this definition, 2nd definition of Vyapti, analysis of the meaning and significance of each of its constituents terms, Paksata- analysis of the concept of Sisadayisa and Siddhi, Hetvabhasa-definition and classifications.

Prescribed Texts:

Bhasaparincheda with Muktaivali—Viswanath Nyayapancanan (Select portions- Anumanakhanda, Karika 66 to 78)

Suggested Readings:

*Bhasaparincheda-Samiksa—Dipak Kumar Bagchi
Bhasaparincheda-Rabindranath Das
Bhasaparincheda tr.Dr. Anamika Roychowduri.
B.K.Motilal-Logic, Language and Reality*

GROUP B

Bouddha Logic

*Nyayabindu- 1st and 2nd chapter: Pratyaksa and Svarthanumanaparincheda
Anumana-Definition and classification, Pramana phalavyavastha, three types of linga, definition of Paksata and Asapaksata, 11 types of Anupalabdhi. and object of Anumana.*

Suggested Readings:

*Nyayabindu-Acharya Dharmakirti (Akanda sanskaran) edt.by Sanjit Kumar Sadhukhan
Abhidharmakosa-Dharmakirti*

Course 2.06.09

Grand Viva- I

50 marks viva-voce will be taken giving equal weightage to all the courses throughout the first and second semesters.

Course Outcome

This course will enhance the student's ability to pronounce aloud her personal philosophical grasp over the subject taught over the last two semesters and her ability to defend her own views in front of experts.

SEMESTER III

Course 2.06.10

Western Metaphysics

Metaphysics as always presupposed in all discourses (in some form or other) receives a direct and fairly detailed treatment in this course. This journey through key metaphysical issues - Space and Time, Realism and Anti-Realism, Persistence of matter and person – finally shifts its focus on the relation of body and mind, with a chronological and comprehensive portrayal of the major theories on the subject.

Course Outcome

In this course a student will be acquainted with the core issues of philosophy- what kinds of things there are in this world (ontological issues) and what they are their nature in the most general terms. We have both a common sense picture of the world and a scientific picture of the world, and sometimes these two pictures appear to contradict; the aim of this course on metaphysics is to try to resolve this conflict. Central questions in metaphysics (discussed in the first part) with which students are broadly familiarized are: objects, time and persons, while in the second part students will gain a more skilled enquiry into the nature of persons, mind-body relationship et al.

Group A

Metaphysics

- (i) (a) *Is Metaphysics possible?*
 (b) *Scope and Concern of metaphysics*
 (c) *Different Types of metaphysics*

- (ii) *Realism and Anti-Realism: Their Internal Variations*

- (iii) *Problem of Persistence and Change in Attributes*
 - (A) *Persistence of Material Objects*
 - (a) *Endurantism and Perdurantism*
 - (b) *Three dimensionalism and Four dimensionalism*
 - © *Problems of Qualitative Change: Temporary Intrinsic*

 - (B) *Persistence of Persons*
 - Concept of Personhood*
 - Psychological Continuity Approach, Animalistic Approach, Anti criterialism*
 - The Fusion-Problem: Various Responses*

Prescribed Texts:

Metaphysics - D.W. Hamlyn
Individuals - Strawson
Metaphysics – Richard Taylor
Appearance and Reality - F.H.Bradley
Descriptive Metaphysics and Phenomenology – Kalyan Sengupta
Metaphysics: A Contemporary Introduction

Metaphysics: Big Questions - P.V.Inwagner & D.W.Zimmerman
Personal Identity - H.Noonan
Individuals, P.F. Strawson
Personal Identity, Shoemaker and Swinburn

Suggested Readings:

Guide to Metaphysics-Blackwell
Space and Time - Richard Swinburn
Persistence: Contemporary Readings - S.Haslanger & R.M.Kurtz (ed)
Occasions of Identity - A.Gallois
Four Dimensionalism - T.Sider
Metaphysics: Contemporary Readings - David Heles
On Essentialist Claims - I.Sanyal
Realism versus Realism - Chanda Gupta
On the Plurality of Worlds - D.Lewis
Sameness and Substance Renewed - D.Wiggins
Metaphysics - M Rea (ed)
'Parts are Essential to their Wholes' - R.Chisholm *Review of Metaphysics*
'Preserving the Principle of One Object to a Place' - M Burke, *Philosophy and Phenomenological Research*,
Derek Parfit: Reasons and Persons, Clarendon Press, 1984
Bernard Williams, 'The Self and the Future', in The Problems of the Self, CUP, 1973
J Locke: An Essay Concerning Human Understanding
The Human Animal - E. Olson OUP, 1997
Person and Object - R.Chisholm, Open Court Publishing, 1976
'Survival and Identity' - D.Lewis, *Philosophical Papers, Vol I*, OUP, 1983
'There is no Criteria of Identity over Time' - T.Merricks, *Nous* 32, 1998
Idea of a person: Ranjit Ghosh, Punthi Pustak, Calcutta, 1990

Group B

Philosophy of Mind

Introduction to Ancient Views: Descartes, Spinoza, Leibnitz
Dualism: Its different versions
Behaviourism: Traditional Version Watson and Skinner
Behaviourism: Philosophical versions :Wittgenstein and Ryle
Identity-Theory (Type and Token): Smart and Place
Eliminative Materialism: Churchland
Functionalism: Putnam
Anamolous Monism: Davidson
Computational Theory of Mind: Fodor

Suggested Readings :

Matter and Consciousness - Paul Churchland
Philosophical Investigations - Ludwig Wittgenstein
Wittgenstein's Later Philosophy - Oswald Hanfling

Concept of Mind – Gilbert Ryle

Pashcatya Darshan O Yukti Vijnan – Ramaprasad Das

Philosophy of Mind - J.A.Shaffer

'Is Consciousness a Brain-Process?'-U.T.Smart in Philosophy of Mind:Classical Problems and Contemporary Issues, (ed) Brian Beakley & Peter Ludlow

'Sensations and Brain-Processes' – J.J.C.Smart (same as above)

'The Nature of Mental States' - H.Putnam (same as above)

'Psychological Predicate' – H.Putnam in Philosophy of Mind: A Guide and Anthology, (ed) John Heal (for 6)

'Mind-Body Problem' - J Fodor (mentioned above)

'Eliminative Materialism and the Propositional Attitudes' in Philosophy of Mind: Classical Problems and Contemporary Issues, (ed) Brian Beakley & Peter Ludlow

Donald Davidson – Simon Evnine

Manodarson-(Bengali) A. Chatterjee, M.N.Mitra and P. Sarkar

Further Readings

Guttenplan: Companion to Philosophy of Mind

Kim : Philosophy of Mind

Course 2.06.11

Indian Metaphysics

This course introduces some vital issues and problems of metaphysics as discussed in Indian traditions, focusing primarily on Nyaya-Vaisesika and Vedanta. While Indian philosophy is a comprehensive study of life and world without splintering it into distinct branches viz. epistemology, logic, metaphysics etc., yet in a sense, its subject-matter divides into two main classes, viz. Pramana (means of cognition) and Prameya (object of cognition). The theory of Pramana is sometimes roughly equated with logic and epistemology, while the theory of Prameya may be regarded as the Indian counterpart of Metaphysics.

Course Outcome

Like the western counterpart of the earlier course, in this course a student will be acquainted with the core issues of Indian philosophy- what kinds of things there are in this world (padartha-s) and what they are their nature and classification in the most general terms.

GROUP A

Nyaya-Vaisesika Metaphysics

Relation between Padartha-tattvajnana and Nisreyasah or Moksa

Nature and classification of Padarthas

Some important issues:

a)Arguments for and against Tamah as distinct Substance

b)Arguments for and against Sakti and Sadrishya as distinct Padartha

c) Bauddha critique on Nyaya-Vaisesika concept of samanya

- d) *Paramanuvada: Nyaya-Vaisesika view of World as a product of atoms and produced by God.*
e) *Nyaya-Vaisesika perspectives on Atman and Manas.*
f) *Causation:
Satkaryavada and Asatkaryavada or Arambhavada of Nyaya-Vaisesika.*

Prescribed Text

*Prasastapadabhasya with Nyayakandali-1st part, tr.by Pandit Dinanath Tripathi(Damodarashramah)
(selected portions)*

OR

Bhasaparincheda-of Visvanath Nyayapancanan, tr. By Pancanan Shastri(selected portions)

Suggested Readings:

*Tarkasamgraha-Annambhatta (selected portions)
Nyaya Tattva Parikrama- Kali Krishna Banerjee
Nyaya Vaisesika Darsana- Karuna Bhattacharya
Logic, Identity and Consistency—Studies in Philosophical and Nonstandard Logic 1 and 2(Relevant
Articles)-P.K.Sen(ed)*

GROUP B

Vedanta Metaphysics

*Mangalacarana (from Vedantasarah and Vedanta Paribhasa)
Meaning of Vedanta and Metaphysics.
Nature of Brahman
Distinction between Tathastha laksana and Svarupa laksana
Distinction between Pratibhasika, Vyavaharika and Paramarthika satta
Nature of Jagat
Avidya as the cause of the world, Meaning of Avidya or Ajnana, Avarana or Viksepa sakti of
ajnana, Adhyaropa__its distinction from apavada, Vyasti ajnana or samasti ajnana, Arguments for and
against ajnana, creation of the world, Method of pancikarana-difference from trivrtkaran.
Nature of Jiva:
Relation between Jiva and Brahman, Distinction between Vakya and Mahavakya, Four kinds of
Mahavakya-their analysis and significance, Distinction between vakyartha and laksyartha-different kinds
of laksana, different types of relations.
Different views of Atman.*

Suggested Readings:

*Vedantasara-Select portions
Vedanta Paribhasa-Agama pariccheda
The doctrine of Maya-Anilbaran Roy Chowdhury.
Vedante Mahavakyartha Vicara- Tapan Kumar Chakroborty*

Course 2.06.12

Language and Reality

Metaphysical discourse calls forth a linguistic treatment in the shape of the fundamental question as to how language relates to reality. Starting with the Fregean insight that this relation obtains in thoughts one moves on to see how this transparency and determinacy of meaning was sought to be ensured in both logical atomism (Russell and early Wittgenstein) and logical positivism (Carnap). The course finally enters into an attack on this essentialism or self-interpretivity of thought in different tracks with special reference to later Wittgenstein.

Course Outcome

The course will initially familiarize the students with the analytic method of philosophizing. In due course they will learn about the philosophical work of Ludwig Wittgenstein in this course, focusing especially on the period from his Tractatus Logico-Philosophicus to his Philosophical Investigations. Apart from his philosophical positions in these two works, they will also learn about the continuity of his philosophy and relate Wittgenstein's philosophy with that of the historical and contemporary philosophers.

Group A

Analytic Philosophy and Early Wittgensteinian Thought

*Introduction to Analytic Turns in Philosophy
Early Wittgenstein- Tractatus Logico Philosophicus (1-4)*

Group- B

Later Wittgensteinian Thought

*From Tractatus Logico Philosophicus to Philosophical Investigations
Later Wittgenstein Philosophical Investigations (1-80)*

Suggested Readings:

*Wittgenstein L, Tractatus Logico Philosophicus, Pears & McGuinness (Trans.) Routledge and Kegan Paul.
Wittgenstein L, Philosophical Investigations, G.E.M. Anscombe, R Rhees (edited & translated), Blackwell.*

George Pitcher, The Philosophy of Wittgenstein, Prentice Hall, 1964, (Indian Print, 1985)

G.P. Baker and P.M.S. Hacker, Wittgenstein-Understanding and Meaning: An Analytical Commentary on the Philosophical Investigations, Vol. 1, Basil Blackwell, Oxford, 1980.

Lycan, William G. Philosophy of Language:A Contemporary introduction, Routledge, London.

Ammermann, Robert R, Classics of analytic Philosophy, Tta Mc Grawhill Publishing Company Ltd, Bombay.

Chakroborty, Arindam, 'Mane Bisahayak Prabandha-Ekti Digdarshan', Mananer Madhu, Anustup, Kolkata.

S.Moitra, et al (Ed), Wittgenstein: Jagat, Bhasha O Chinton, Allied Publishers (with Jadavpur University, Calcutta),1998. (Bengali)

Course 2.06.13

Phenomenology and Existentialism

Husserl's philosophy, though best known for its method is primarily focused on the application of his method to issues that are almost exclusively epistemological. His doctrine of essence was geared to answering his chief epistemological queries viz.,

(a) How can one know objects as opposed to contents of consciousness and

(b) How one can know a priori and necessary truths.

20th century's existentialism is heavily influenced by the philosophy of Husserl. While both Heidegger and Husserl consider themselves as phenomenologists, there is a significant difference. Husserl's phenomenology is primarily concerned with the foundation of logical mathematics and theory of knowledge, having little to say about freedom, morality, individual choice and responsibility. These themes came to dominate existentialism particularly with reference to Heidegger and Sartre.

Course Outcome

Students are expected to be familiarized with the main lines of thought in the phenomenological tradition. In this process they will also gain a good knowledge of the different phenomenological and existentialist approaches to perception, meaning, language, intersubjectivity and culture in general but an expertise on Husserlian, Sartre's and Heidegger's thoughts in particular.

Group A

Phenomenology

Introduction

Phenomenology as Presuppositionless philosophy

Phenomenology as Rigorous Science

Husserl's Philosophy: Intentionality, Essence, Method of Reduction

Philosophy and Life-World

Group B

Existentialism

Existentialism: An Introduction

The Problem of Being

World as equipment

Freedom and Humanism

Sartre's Being for Itself

Heidegger's Thought

Suggested Readings:

Cartesian Meditations—Edmund Husserl (tr) Dorion Cairns, Martinus Nijhoff).
From Rationalism to Existentialism—R.C. Solomon (selected chapters).
Being and Nothingness—J.P. Satre.
Being and Time—M.Heiddeger.

Further Readings:

'Phenomenology' – E.Husserl, (Tr) C.V.Solomon, in *Encyclopaedia Britannica*, 14th edition, 1927, Vol XVII, pp699 – 702
The Idea of Phenomenology – E. Husserl, (tr)Alston and Nakhlikian
Edmund Husserl's Theory of Meaning,J.N.Mohanty
'Phenomenology and Linguistic Analysis' – A.J.Ayer and Charles Taylor, in *PAS, Supp. Vol 33, 1959*
Critical Study of Phenomenology and Existentialism, M.K. Bhadra

Course 2.06.15

Project Paper I

Students have to write a dissertation on any topic related with the core courses offered by the department. A supervisor will be assigned to each student under whose guidance s/he will write his dissertation.

For each 50 marks dissertation paper, 30 marks will be allotted to written and rest 20 for viva-voce. Both the internal and external subject experts will evaluate out of 20 marks and then the average marks will be accepted as the marks obtained by the candidate. Each dissertation paper should be written within 3000 to 4000 words.

Course Outcome

The course will enable the students to write research proposals and defend their thesis verbally which will in turn help them in their immediate future academic career.

SEMESTER IV

Course 2.06.14

Grand Viva- II

50 marks viva-voce will be taken giving equal weightage to all the courses throughout the third and fourth semesters.

Course Outcome

This course will enhance the student's ability to pronounce aloud her personal philosophical grasp over the subject taught over the last two semesters and her ability to defend her own views in front of experts.

Course 2.06.16

Project Paper II

Students have to write a dissertation on any topic related with the optional courses offered by the department. A supervisor will be assigned to each student under whose guidance s/he will write his dissertation.

For each 50 marks dissertation paper, 30 marks will be allotted to written and rest 20 for viva-voce. Both the internal and external subject experts will evaluate out of 20 marks and then the average marks will be accepted as the marks obtained by the candidate. Each dissertation paper should be written within 3000 to 4000 words.

Course Outcome

The course will enable the students to write research proposals and defend their thesis verbally which will in turn help them in their immediate future academic career.

Course 2.06.17

Indian Logic (Navya Nyaya)

GROUP A

Navya Nyaya Bhasa-Pradipa

This course takes off from where the compulsory courses on Indian logic left. This course is primarily text-based. The first part of the course introduces to the students the classical Indian text namely Navya-Nyaya Bhasa-Pradipa which is aimed at providing the fundamental concepts of Navya-Nyaya.

Course Outcome

Students who opt this course learn the canons of Indian logic directly from the prescribed text Nyaya Bhasa-Pradipa.

Navya Nyaya Bhasa-Pradipa of MM.Mahesha Chandra Nyayaratna

GROUP B

Vyaptipancaka

This course is primarily text-based. It discusses in details the seminal text Vyaptipancaka of Gangesha Upadhyaya with Mathuritika, developed during the 16th to 18th century.

Course Outcome

Students who opt this course learns the techniques of Indian logic especially the logic propounded by the Nyaya school from the prescribed text Vyaptipancaka of Gangesha Upadhyaya with Mathuritika which is considered to be a seminal book of the said school.

Group B

Vyaptipancaka by Gangesha Upadhyaya with Mathuritika (upto Second definition of vyapti)

Suggested Reading:

*A primer of Navya-Nyaya Language and Methodology Navya-Nyaya Bhasa-Pradipa of MM.Mahesha Chandra Nyayaratna, English translation by Ujjwala Jha.
Tattvacintamani, Anumanakhanda, Vyaptivada, Gangesha Upadhyaya.
Vyaptipancaka (Tr.) Srijukta Rajendranath Ghosh, (Bengali), Paschimbanga Rajya Pustak Parsad.
'Some aspects of Navya-Nyaya theory of Inference' - Sibjiban Bhattacharya, in Indian Logic-A Reader, (ed) Jonardon Ganeri, Curzon, 2001*

Course 2.06.18

Western logic

A comprehensive analysis of the Propositional Logic in the course VII, now the student is prepared to face the more vital issues and arguments concerning Metalogic and First-order Predicate Logic. This course starts with a brief historical survey of Metalogic and notion of Formal System.

Course Outcome

Students will learn the fundamentals of predicate logic including how to translate English to logical notation and to use trees and proofs to evaluate the validity of arguments. Students will learn metalogic, and in particular demonstrations of the correctness of systems used in predicate logic.

Group A

Metalogic

What is Metalogic – A Historical Background

Notion of a Formal System, Formal Language, Syntax and Semantics of a Formal System, Axiomatisation
Properties of a Formal System: Consistency, Soundness, Completeness and Decidability of a Formal System
Axiomatic Presentation of Truth-functional Logic – Proof of Consistency, Soundness, Completeness, Decidability with reference to PS
Standard 1st order Predicate-logic – Formal Language of FOL and its Interpretation.

Suggested Readings:

Symbolic Logic, Copi, I.M., Chapter-5, Section on Identity and Definite descriptions (for 1)

Group B

Logic of Identity and Modal Logic

After completion of first in-depth course on Meta-logic in Western Logic-I, the student gradually proceeds to deal with the deeper issues like Modal Logic, the concept of Identity and Definite Description and Modal Inferences.

Course Outcome

The student on completing this course will be able to demonstrate knowledge of formal systems of modal logic (proof theory and semantics), understand the relationships between these formal systems and questions, e.g., about the nature of modality, identity, or conditionals and use and define concepts with precision, both within formal and discursive context.

Identity and Definite descriptions

Modal Logic (System T,S4,S5), upto proof of Invalidity (pg 116).(G. Hughes & M.Creswell, An Introduction to Modal Logic).

Suggested Readings:

Symbolic Logic, Copi, I.M., Chapter-5, Section on Identity and Definite descriptions (for 1)
G. Hughes & M.Creswell, An Introduction to Modal Logic, (Chapters 2 and 3) Methune, 1968.(for 2)
Introduction to Metamathematics –S.C.Kleene,
‘Metatheory of Logics and Characterisation-Problem’ in A Companion to Philosophical Logic - Dale Jacquette, Blackwell Publishing, 2002
Metalogic – G.Hunter, Macmillan, London, 1971, Parts One, Two and Three (Selections).

Further Readings:

*A Companion to Philosophical Logic - Dale Jacquette, Blackwell Publishing, 2002
(Selected papers)*

Strawson, P.F. (ed), Philosophical Logic, OUP, 1967 (Selected papers)

Indian Logic-A Reader, (ed) Jonardon Ganeri, Curzon

Course 2.06.19

Indian Theories of Language

A word has the power to stand for a particular object. So, the meaning (artha) of a word is to be identified with that particular object for which the word stands. When we can understand words, we acquire the power to receive knowledge. The meaning generating power of a word i.e. the semantic power of words and epistemic power of hearer or reader are closely related and this relationship has been a core concern for Indian Philosophers over a long period. Here we will concentrate primarily on Nyaya School, though other views also are taken up in brief.

Course Outcome

The aim of this optional course is to help the student grasp and analyze the problems concerning word-meaning, sentence-meaning, highlighting the significant relationship between word, meaning, knowledge etc.

Group- A

Indian Theories of Language I

1. *Sabda as an independent Pramana:*
 - a) *Carvaka view of Sabda as reducible to Perception and its evaluation,*
 - b) *Bauddha view of Sabda as reducible to mental Perception and its evaluation,*
 - c) *Vaisesika view of Sabda as reducible to Inference and its evaluation,*
 - d) *Nyaya and Vedanta view.*
2. *Two types of Sabda-Dhvanyatmakas, Varnatmaka.*
3. *Sabdartha and Vakyartha:*
 - a) *Meaning of Sabda or Pada*
 - b) *Sabda as collection of letters-i.e. Varnasamuha and arguments against this view*
 - c) *Sabda as Vibhaktanta*
 - d) *Saktam Padam-Iswareccha as Sakti*
 - e) *Madhva view of Sabda-Nirdosa Sabda as Pramana, seven types of dosa, evaluation of this view.*
4. *Sphoto theory of meaning with special reference to Bhatrihari Vakyapadiya.*

Indian Theories language-II

The course delves into critical debate generated by the Nyaya, Prabhakara-s and Bhatta philosophers on the way in which we grasp the meanings of a word in a sentence. In this context the different types of meaning of words namely-Vacyartha and Lakshyartha and their critical analysis is also included.

Course Outcome

The students will have grasp on the various theories of language in details along with the debate generated by the grammarians of ancient Indian schools.

Two types of meaning of a word-Vacyartha and Lakshyartha, analysis of both

The meaning of

- a) *Vakartha- sentence meaning*
- b) *Conditions of Vakyartha—akansa, yogyata, sannidhi and tatparya*
- c) *Meaning of tatparya –Nyaya and Vedanta view*
- d) *Anvayanupapatti or tatparyanupapatti as the ground for admitting Lakshana*
- e) *Vyanjana as a separate condition admitted by Grammarians and Rhetoricians.*

1. *Saktigraha or means of knowing the meaning of a word
Is sakti a different Padartha--) Nyaya and Mimamsaka view*

2. *Locus of Sakti:*

Vyaktisaktivada or meaning as bare particulars—Prabhakara view

Akritisaktivada-Jaina view

Jatisaktivada i.e. meaning as generalities—Bhatta and Advaita Vedanta view

Vyaktakritisaktivada- Pracina Nyaya view

Jativisistavyaktisaktivada –Navya Nyaya view

Vakyartha to be viewed either in the Anvita artha or simply padartha or ways of comprehension of the sentence-meaning

Three views: Anvitavidhanvada—Pravakara view

Abhihanavayvada—Bhatta view

Anvitapratipativada-Nyaya view

Sphoto theory of meaning with special reference to Bhatrihari Vakyapadiya.

Jativisistavyaktisaktivada –Navya Nyaya view

3. *Vakyartha to be viewed either in the Anvita artha or simply padartha or ways of comprehension of the sentence-meaning*

Three views: Anvitavidhanvada—Pravakara view

Abhihanavayvada—Bhatta view

Anvitapratipativada -- Nyaya view

Suggested Readings:

Bhatrihari, Vakyapadiya(Kanda-II)

Jagadisa Tarkalankar, Sadasaktiprakasika

Annambhatta ,Tarkasamgraha(-tr. In Bengali by Narayan ch. Goswami.)

Viswanath Nyayanpanca, Bhasapariccheda with Siddhantamuktavali

Acarya Jagadish, Pramanacandrika

Maharsi Gautam, Nyaya-sutra with Vatsyanabhasya (tr. In Bengali by Phanibhusan Tarkavagish Udyanacarya, Nyayakusumanjali)
Dharmaraj Adhvarendra, Vedanta Paribhasa (Agama pariccheda)
Sadananda Yogindra, Vedantasara
Asutosh Shastri, Vedantadarsana-Advaitavada (three parts)
Gadadhar Bhattacharya, Saktivada
Jaimini, Mimamsasutra
Laugakshi Bhaskar, Arthasamgraha
Kumarila Bhatta, Slokavartika
T.K. Chakraborti, Vedante Mahavakyartha Vicar
Yogendranath Bagchi, Vakyartha Nirupaner Darsanik Paddhati
Gangadhar Kar, Vakyarthatattva Samilksa

Further Readings:

Bhatrighari, Vakyapadiya, Kanda-II Tr. By Subramaniya Iyer, Motilal Benarasidas
B.K. Motilal, The word and the world
Janardon Ganeri, Artha: Meaning, Foundations of philosophy in India series, Vol. II

Course 2.06.20

Classical Indian Text

This optional course proceeds to deal with an important classical Indian Text namely-Nyaya Kusumanjali of Acharya Udayana.

Course Outcome

Students who opt this course learn in details about the essential tenets of Nyaya philosophy through this text.

Group A

Nyaya Kusumanjali

Nyaya Kusumanjali with Haridasi Tika by Acharya Udayan.

Topics :

Mangalacharana

1st Stavaka- 1-20 Slokas

2nd Stavaka -1-4 Slokas

Suggested Readings:

Nyayakusumanjali, Acharya Udayan

Nyayakusumanjali, Sri Sreemohan Bhattacharya Tarkavedantatirtha (Tr.)

Nyayakusumanjali, Shyamapada Mishra (Tr.)

Group B

Yoga-Sutra

This course is primarily text-based. It discusses in details the seminal text of Yoga philosophy namely Yoga-Sutra with Vyasa-Bhasya by Maharsi Patanjali.

Course Outcome

Students who opt this course learn in details about the essential tenets of Yoga philosophy through this text.

Yoga-Sutra – Samadhipada

Suggested Text:

Patanjali Yogdarshan with Sutra, Vyasbhasya, Bhasyanubad, Bhasyatika, Sreemad Hariharananda, Sankhayogacharya.

*Sadadarshan : Yoga, Sri Dineshchandra Bhattacharya Shastri
Yogasutra with Vyasabhasya, Maharsi Patanjali.*

Course 2.06.21

Philosophy as Life and Living

Course VI and VII (Socio-political Thoughts) had already dealt with certain classical theories in their practical relationship to individual and society in a general fashion. The present course proceeds to unfold the depths of oriental wisdom as penetrating pervasively into human life, studying its multiple facets and many-layered crises.

Course Outcome

The students opting this course will learn in details portions of two important ancient Indian texts- Manusanhita and Arthashastra, dedicated to solve problems arising in our socio-political life.

Group A

Ancient Indian Thinkers

Manu and Kautilya - Socio-historical background and a comprehensive philosophical analysis.

Suggested Readings:

Manusanhita, Manu (ed). Manobendu Bandopadhyay, Sanskrit Pustak Bhandar.Kolkata.
Arthashastra, Kautilya Sanskrit Pustak Bhandar.Kolkata.
Dandaniti, ,Nrisinha Prasad Bhaduri, Sahityam
State in Plato's Republic & Kautilya's Arthasastra, Sanghamitra Dasgupta, Standard Publishers India, New Delhi.
Kautilya On an Exposition of His Social Ideal and Political Theory-- Narayan Chandra Bandyopadhaya. R. Cambridge & Company Booksellers & Publishers, Kolkata.1927
Kautilya's Political Theory Yogakshema----The Concept of Welfare State. Ritu Kohli, Deep & Deep Publications, New Delhi.1995
Essentials of Indian Statecraft, T.N. Ramaswamy. Asia Publishing House, Bombay.1962
Kautilya On Love & Morals--- Pratap Chandra Chander.

'Manusanhita:Phire Dekha'---Sati Chattopadhyay, Sunday Evening Lecture, National Council of Education

Group B

Contemporary Indian Thinkers

The course is based on views of contemporary Indian thinkers and their role in eradicating social evils like untouchability arising due to discrimination over caste, religion etc

Course outcome

This course will sensitize the students with social evils like untouchability arising due to discrimination over caste, religion etc

Ambedkar ---on Religion and dharma, Democracy, Untouchability, Caste, Class and Democracy. On Gandhi and British Rule.

Suggested Readings:

The Essential Writings of B.R. Ambedkar,(ed.) Valerian Rodrigus Social and Political Thought of B.R.Ambedkar by C.D. Naik
Dr.Ambedkar and Untouchability by Christofer Taffrelot
Bharatbarsho : Rashtrabhabna – (ed.) Satyabrata Chakraborty. Ekushe, Kolkata
Bharate Jatiyatabad, Antarjatikata O Rabindranath – Nepal Majumdar
Saptaturag – Ranjit Sen, Aruna Prakasan, Kolkata.
Kalantar – Rabindranath Thakur

Sri Aurobindo and Karl Marx , D.P.Chattopadhyay

Course 2.06.22

Family and Feminism

Group A

Family

The course will focus on the institution family. A philosophical retrospection on the much-debated issue of abortion seems imperative in the course-coverage.

Course Outcome

Students will learn about the different challenges faced by the institution namely family along with a conceptual analysis of the same. They will also learn about the different views on family with special emphasis on nature-nurture debate.

Family-Challenges against this institution (A conceptual analysis- The taken for granted notion and its difficulties, nature-nurture debate, the justifiability of family, post-modernism and feminism, the future of family)

Care Perspective: Views on family and children

Suggested Readings:

The Second Sex- Simone De Beauvoir

Dvitiya Linga-Humaun Azad

Parents and Children: The Ethics of the Family- Jeffery Blustein

Justice, Gender and the Family- Susan Moller Okin

In Search of Just Families- Chhanda Gupta

The Origin of Family-Frederick Engels

The Subjection of Women- Mill

The Family: Its structures and functions-Rose Laub Coser(ed) (Selected Papers)

A Dictionary of feminist Thought-Tom Bottomore

Feminist Morality: Transforming Culture, Society and Politics- Virginia Held

Companion to Applied Ethics- Peter Singer

Family: Maladies and Melodies- Aditi Dasgupta

Further Readings:

A Collection of Essays- Peter Singer

Nisiddha Katha aar Nisiddha Desh- Debi Prasad Chattopadhyaya

Group B

Feminist Movement

The course aims to introduce the rapid development of feminist movement over the past few decades. Understanding this development will remain incomplete without students being familiarized with the different jargons used in feminist literature, so notions of sex, gender, sexism, patriarchy et al are taught in the course. Apart from this wide range of feminist critiques of the different branches of philosophy is also included in the course.

Course Outcome

Students will be introduced to the different terms found in the feminist literature with aid of which they will understand the significance of the whole range of feminist agendas.

Women's Liberation: Origin and Development

Sex/Gender Divide

Three Levels of Gender Discrimination

Feminist Critique of Mainstream Logic

Heterogeneity of the Feminist Movement

Introduction to Feminist Epistemology

Suggested Readings:

Feminism and Science-(ed) Keller and Longino

Taking Subjectivity into Account by Lorraine Code

Naitikata O Naribad:Darshanik prekhsiter Nana Matra- Shefali Moitra

Feminist Thought: Androcentrism, Communication and Objectivity- Shefali Moitra

In a Different Voice-Carol Gilligan

Course 2.06.23

Ethical Theories and its Applications

GROUP-A

Metaethics

Ethics is beyond studying what is legally or socially accepted and tolerated. It recommends what is right or wrong and thus attempts to discover reasonable general principles, which helps us to decide what we ought to do or ought not to do. Since normative ethics has been included in the compulsory part of the course work, it has been purposefully excluded here. This course discusses metaethics. It attempts to investigate where our ethical principles originate from and what do they mean.

Course Outcome

In this course students learn the issues of universal truths, the role of reason in ethical judgments and the meaning of the ethical terms themselves-all that forms the kernel of metaethics.

*Introduction to metaethics
Cognitivism and non-cognitivism
Emotivism
Intuitionism
Descriptivism and Prescriptivism
Moore's concept of 'Good'
Naturalistic Fallacy
References:*

Ayer, A. J., Language, Truth and Logic (New York: Dover Publications, 1946).

Mackie, John L., Ethics: Inventing Right and Wrong, (New York: Penguin Books, 1977).

Mill, John Stuart, "Utilitarianism," in Collected Works of John Stuart Mill, ed., J.M. Robson (London: Routledge and Toronto, Ont.: University of Toronto Press, 1991).

Moore, G.E., Principia Ethica, (Cambridge: Cambridge University Press, 1903).

*Stevenson, Charles L., The Ethics of Language, (New Haven: Yale University Press, 1944).
William, Frankena., Ethics,*

GROUP-B

Issues in Applied Ethics

Applied ethics, which forms the main part of this course, involves examining specific controversial issues that arise in our daily life. By using the conceptual tools of metaethics studied in the earlier course, applied ethics try to resolve these controversial matters. However often these lines of distinction between metaethics and applied ethics become blurred.

Course Outcome

Students are taught to apply the ethical theories learnt so far in the PG program in Philosophy to resolve conflicts arising in our day-to day life both at individual level and social level.

*Child Labour
Terrorism and Nationalism
Ancient Environmental Ethics
Animal-Rights
Gender questions
Medical and Neuro-ethics*

Media Ethics

Suggested Readings:

Miller, H. and W. Miller, eds. Ethics and Animals (Clifton, NJ: Humana Press, 1983).

Regan, T. and P. Singer, eds. Animal Rights and Human Obligations 2/e (Englewood Cliffs, NJ: Prentice Hall, 1989).

Carruthers, Peter. The Animals Issue: Morality in Practice (Cambridge: Cambridge University Press, 1992).

Clark, Stephen. The Moral Status of Animals (Oxford: Clarendon Press, 1977).

Singer, Peter. Animal Liberation, 2/e (New York: Avon Books, 1990).

Singer, Peter. Practical Ethics, 2/e (Cambridge: Cambridge University Press, 1993).

Vandana Shiva, Staying Alive: Women, Ecology and Development, New York St Martin's Press, 1989.

Asoka Bandarage, Women, Population and Global Crisis: A Political-Economic Analysis, London and New Jersey, Zed Books, 1997.

Blackwell Companion to Ethics

Cambridge Companion to Ethics

Hudson, Modern Moral Philosophy.

Course 2.06.24

Studies on Consciousness

GROUP A

Dennett's Multiple-Draft's Theory of Consciousness

Understanding consciousness involves a multiplicity not only of explananda but also of questions that they pose. The relevant questions can be gathered under three crude rubrics as the What, How, and Why questions. In response to these questions, many theories of consciousness have been proposed over the recent years. A non-exhaustive list of six main specific theories of consciousness namely higher-order theories, representational theories, interpretative narrative theories, cognitive theories, neural theories and quantum theories helps us to indicate the diverse range of perspectives. However these theories are never mutually exclusive. Discussions in this group will be confined to the most prominent philosophical thesis the Multiple Drafts Model (MDM) of consciousness pioneered by Daniel Dennett (1991).

Course outcome

Being a text-based course, students will learn in details about Drafts Model (MDM) of Consciousness pioneered by Daniel Dennett.

Main Text

Dennett, D. C. 1991. Consciousness Explained. Boston: Little, Brown and Company.

Suggested Readings

Chalmers, D. 1996. The Conscious Mind. Oxford: Oxford University Press.

Flanagan, O. 1992. Consciousness Reconsidered. Cambridge, MA: MIT Press.

Gardiner, H. 1985. The Mind's New Science. New York: Basic Books.

Gazzaniga, M. 1988. Mind Matters: How Mind and Brain Interact to Create our Conscious Lives. Boston: Houghton Mifflin.

Group B

Marx on Consciousness and Human Subjectivity

Marx has presented his integrated explanation of human existence as well as of the whole world in a materialistic way of understanding. However, the primacy of matter as the foundation stone of his dialectical materialism is often confused with the supremacy of matter. Dialectical materialism never accepts the supremacy of matter. The creative role of human consciousness is not only recognized but also respected in the world philosophy of Marx. It is not ready to accept the supremacy of either matter or mind. The question of human freedom is deeply related to this understanding of human consciousness which, in spite of its origin from matter, has boundless possibilities to blossom. It is a matter of regret that over emphasis on 'materialism' and the reluctance to give adequate importance to the 'dialectics' in Marx's Philosophy often misrepresent Marxism as philosophy which subscribe to a dull ,colorless, mechanistic and deterministic explanation to life.

Course Outcome

Discussions in this course would enhance the students to give a sincere and comprehensive reading of Marx's view on consciousness and subjectivity and dissolve the popular confusion that supremacy of matter is over creative role of human consciousness is present in Marxian thesis.

Suggested Readings

Ernst Fisher, How to Read Karl Marx [selected portions]

Amiya Bagchi and Amita Chatterjee [ed.], Marx: With and Beyond [selected portions]