

Semester -I (GE)

COMMON POOL OF GENERIC ELECTIVE COURSES

Offered by Department of Philosophy

Category –IV

GENERIC ELECTIVES (GE-1): Ethics in Public Domain

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Ethics in Public Domain GE 1	4	3	1	0	Passed XII class	Nil	Philosophy

Learning Objectives

- The course aims to develop an ethical perspective on socio-political and even economic issues where the public discourses and debates are often bereft of ethical/moral considerations and are often plagued with objectivism and materialism.
- Through theoretical understanding of ethics and its practical application in daily life, it generates ethical awareness/sensitivity necessary for overall wellbeing and inspires the readers to contribute voluntarily to the society as a responsible member.

Learning Outcomes

- To equip the students with tools and techniques for handling socio political issues that affect them on individual / collective basis.
- Larger awareness of public issues and empathy with marginalised issues in society.
- Inculcate a sense of ethical responsibility and a vision to challenge the existing norms in need of change.

Unit I: Introduction to Ethics

12

Hours

1.Morality

*Rachel, James. "What is Morality?" In The Elements of Moral Philosophy. 1-14. McGraw-Hill, 2012.

2.Cultural Relativism

*Rachel, James. "The Challenge of Cultural Relativism." In The Elements of Moral Philosophy. 15-34. McGraw- Hill, 2012.

Unit II Structures of Inequality

16 Hours

1.Caste

*Ambedkar, B. R. "Castes in India: Their Mechanism, Genesis and Development." Paper presented at an Anthology Seminar, Columbia University, 1916.

2. Gender

*Beauvoir, Simone de. "The Married Woman." In *Second Sex*, vol. II, part two, chapter 5. USA: Vintage, 2011.

Unit III Freedom and Morality

16 Hours

*Sen, Amartya. "Freedom, Agency and Wellbeing." In *Inequality Re-examined*, 56-72. USA: First Harvard University Press, 1992.

Archard, David. "Privacy, the public interest and a prurient public. In *Media Ethics* edited Matthew Kieran, 82-96. USA; Canada: Routledge. 2014

Unit IV Animal Ethics

16 Hours

*Singer, Peter. "All Animals Are Equal." In *Ethics in Practice: An Anthology* edited by Hugh LaFollette, 107-115. USA; UK; Australia: Blackwell, 2004.

Essential/Recommended Readings

Frey, R. G. & Wellman, Christopher Heath (eds.) (2003). *A Companion to Applied Ethics*. Wiley-Blackwell.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVES (GE-2: Technology and Ethics)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Technology and Ethics GE 2	4	3	1	0	Passed XII class	Nil	Philosophy

Learning Objectives

- To enable students to ethically analyse the technological advancements which is a challenge for human kind in the light of ethical evaluation and implications of actions in the digital space.
- The studies aim to guide students to use technology responsibly. They will understand the development of technology and the importance of its ethical usage so that they become ethical citizens in a digital world.

Learning Outcomes

- Students' enhanced ability to analyse the impact of technology on social, political, economic and legal issues from an ethical point of view.

- They will responsibly function and lead the usage to technology so as to save society from its harmful effects.
- With an increased ethical sensitivity and an improved ethical judgment capacity, they will be expected to advocate for the best practices of technology with its ethical implications.

Unit I Ethical and Social Implications of Technology

16 Hours

- Ethical Issues in the Use of Technology
- Information Technology and Digital Divide

Veraszto, E. V., Freito, L. V. "Technology and Its Social Implications: Myths and Realities in the Interpretation of the Concept" *International Scholarly and Scientific Research& Innovation*, vol. 8, no 9, 2014, pp. 3015-19.

Floridi, L. (ed) *The Cambridge Handbook of Information and Computer Ethics*. Cambridge University Press. Cambridge . 2010. pp 116-131. 168-173.

Tavani, H. T. *Ethics and Technology*, (4th ed.) Wiley, 2004. pp. 303-309.

Unit II Biotechnology and Ethics

16 Hours

- Stem Cell Culture and its issues.

"Of Stem Cells Ethics" *Nature Cell Biology*, vol. 19, 2017. editorial pp. i. Also available at www.nature.com/articles/ncb3652.

Harris, J. (1997). "Goodbye Dolly?" The ethics of human cloning. *Journal of Medical Ethics* 23 (6):353-360.

Unit III Some Recent Considerations in Technology and its ethical implications (28 Hours)

1. Artificial Intelligence
2. Nano- technology

Tavani, H. T. *Ethics and Technology*, (4th ed.) Wiley, 2004. pp. 355-363, 382-387.

Robison, Wade L. (2011). Nano-Technology, Ethics, and Risks. *NanoEthics* 5 (1):1-13.

Liao, S. Matthew (ed.) (2020). *Ethics of Artificial Intelligence*. Oxford University Press.

Essential/recommended readings

- Mitcham C. *Encyclopedia of Science Technology and Ethics*, Introduction, Macmillan , U.S.A 2005.
- Bynum T.W. and Rogerson S. (eds.) *Computer Ethics and Professional Responsibility*, Wiley Blackwell Publishing , 2003.
- Canellopoulou M. and Himma K. E. *The Hand Book of Information and Computer Ethics*, New Jersey: John Wiley and sons, 2008.
- Floridi, L. (ed) *The Cambridge Handbook of Information and Computer Ethics*. Cambridge University Press. Cambridge . 2010.
- Barnes, B. *The Public Evaluation of Science and Technology From Carl Mitcham* (Ed.) *Encyclopedia of Science, Technology and Ethics:Mac Millan Reference USA*, 2005.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVES (GE-3): Constitutional Morality

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Constitutional Morality GE 3	4	3	1	0	Passed XII class	Nil	Philosophy

Learning Objectives

- This course is about the underlying ethics and political philosophy of Indian constitution. The aim of the course is to introduce the key themes of constitution in terms of morality.
- Further this course explores the importance of democracy and its functioning by representing the aspirations of its people.

Learning Outcomes

- The student will come to know about the constitutional morality and its implications in everyday social and political life.
- The student will be aware of representation of people, rights of citizens and that leads to develop the democratic political culture for strengthening the nation state.

Unit I Constitutionalism and Democracy

16 Hours

John Elester, Introduction, John ElesterRune Stagstand, GudmundHernes(Eds), *Constitutionalism and Democracy*, Cambridge: Cambridge University Press,1988, pp.1-17
Preamble of Indian Constitution

Unit II Constitutional Morality

16 Hours

Dr. B. R. Ambedkar, motion to introduce the Draft Constitution, Constituent Assembly Debates vol 7 (4 November 1948)

Dr. B. R. Ambedkar, speech on third reading of the Draft Constitution, Constituent Assembly Debates vol 11 (25 November 1949)

Vallabhai Patel, Appendix. Constituent Assembly of India Debates Proceedings), Vol.3, Tuesday, the 29th April, 1947

Annexure-Justifiable Fundamental Rights, Constituent Assembly of India Debates Proceedings), Vol.3Tuesday, the 29th April, 1947

Unit III Citizenship and Rights

16 Hours

Upendra Baxi (2010), 'The Justice of Human Rights in Indian Constitutionalism', in Akash Singh and Silika Mohapatra (eds.), *Indian Political Thought: A Reader*. Routledge, London & New York, Chapter 17.

Shefali Jha, 'Rights versus Representation', *Economic and Political Weekly*, Vol. 38, Issue No. 16, 19 Apr, 2003

Unit IV Secularism and Social Justice

12 Hours

Rajeev Bhargava, 'India's Secular Constitution', Zoya Hasan, E. Sreedharan and R. Sudarshan (Eds.), *India's Living Constitution-Ideas, Practices and Controversies*, Delhi: Permanent Black, 2002 Pp. 105-133

Gopal Guru, 'Reclaiming Social Justice' Rajeev Bhargava (ed.) *Ethics and Politics of the Indian Constitution*, Delhi: Oxford University Press, pp. 92

Essential/Recommended Readings

Jawaharlal Nehru, "Speech on the Aims and Objects of the Constituent Assembly," Constituent Assembly Debates (13 December 1946)

Sujit Choudhary, Madhav Kosla and Pratap Bhanu Mehta . ' Locating Indian Constitutionalism,' *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP, 2016

Uday S Mehta, "Indian Constitutionalism: Crisis, Unity, and History," *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP, 2016

Granville Austin (1999), *Working a Democratic Constitution*. Oxford University Press, Delhi.

Ujjwal Kumar Singh and Anupama Rao, "B. R. Ambedkar and the Ideas of Constitutionalism and Constitutional Democracy," Summerhill, IAS Review, XXIII:2 (Winter 2017)

Rajeev Bhargava, *Ethics and Politics of the Indian Constitution*, Delhi: Oxford University Press, New Delhi: Oxford University Press, 2008

Pratap Bhanu Mehta, 'What is constitutional morality?'

https://www.india-seminar.com/2010/615/615_pratap_bhanu_mehta.htm

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVES (GE-3): Media Ethics

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Media Ethics GE 4	4	3	1	0	Passed XII class	Nil	Philosophy

Learning Objectives

- To acquaint students with ethical practice of media usage, to democratize the public sphere.
- Also, theories of media ethics will be discussed along with the case studies related to important issues

Learning Objectives

- The student will learn how ideology affects content of media, and how media is often saturated with manufactured consent, paid or otherwise.
- The student will learn to be wary of the distinction between appearance and reality in media usage, ownership, democratization and representation of caste and gender and transparency in news etc.

Unit I Introduction to Media and Ethics

12 Hours

1. Defining Media Ethics
2. Approaches to media Ethics

Stephen J.A. Ward, (2011). Ch. 2. Approaches to Media Ethics (Pg. 52-87), *Ethics and the Media*. Cambridge University Press.

Unit 2: Media, Power and Control

16 Hours

- 1 Cultural Imperialism as Globalisation of Ideology
- 2 Adorno : Culture Industry
- 3 Political Economy and Ideology
- 4 Manufacturing Consent

Adorno, Ch.3. Culture Industry Reconsidered (Pg. 98-106), *Culture Industry*. Routledge. Chomsky, Ch. 1. A Propaganda Model, *Manufacturing Consent*. Pantheon Books

Unit3: Media and Democratic Bases

16 Hours

1. Objectivity: Senses and Origins
2. Normative Theory of Media
3. Evolution of Normative Traditions

Stephen J.A. Ward (2004). Ch. 1. Objectivity: Senses and Origins (Pg.9-36), *The Invention of Journalism Ethics*. McGil-Queens University Press

Christian G. Clifford, Theodore L. Glasser, Dennis McQuail, Kaarle Nordenstreng (2009). Evolution of Normative Traditions (Pg. 37-64), *Normative Theories of the Media*. University of Illinois Press.

Unit 4 Issues in Media Ethics and Professional Ethics

16 Hours

1. Representation of caste, gender
2. Violence and Obscenity
3. Paid News and advertisements
4. Professional ethics

Subarno Chatterji and Sevanti Ninan, *The Hoot Reader (Media Practice in Twenty First Century India)*, New Delhi: Oxford University Press, 2013 (Relevant Selections)

Vipul Mudgal. Ch. 6. *News for Sale: 'Paid News', Media Ethics, and India's Democratic Public Sphere* (Pg. 100-117). In Shakuntala Rao (Ed.), Herman Wasserman (Ed.). (2015). *Media Ethics and Justice in the Age of Globalization*. Palgrave MacMillan

Ashwini, S(2021) Social Media Platform Regulation in India- A special Reference to The Information Technology(Intermediary Guidelines and Digital Media Ethics Code) Rules,2021 , *Perspectives on Social Media Platform Regulation*, Nomos Verlagsgesellschaft, mbH&co.KG, pp215-232

Essential/Recommended Readings

Philip Patterson and Lee Wilkins,(1998). *Media Ethics: Issues and Cases* (7th Edition), New York: Mc Graw-Hill Co

Louis A Day, (2000). *Ethics in Media Communication: Cases and Controversies*(3rd edition) Belmont, CA: Wadsworth

Black , Jay, B. Steele and R.Barney (1999) *Doing Ethics in Journalism: A Hand book with case studies* (3rd edition), Boston: Allyn& Bacon

Christains, Clfford, M. Fackler, K. Rotzoll and B.McKee(1998) *Media Ethics: Cases and Moral Reasoning*(5th Edition) new York: Longman

Arant, David(Ed)(1999) *Ethics, Issues and controversies in Mass media*. Cpulder, Co: Coursewise Publishng

Suggestive Readings

Gordon, A. David and J M Kittross(1999), *Contraversies in Media Ethics*, New York: Addison Wesley Longman

Limburg Val E (1994) *Electronic Media Ethics*, Boston: Focal Press

Lynch, Dianne (ed) (1999) Stand! Virtual Ethics: Debating Media in Digital Age, Boulder, Co

Foreman, G(2010) The Ethical Journalist, MA: Wiley-Blackwell

Norms of Journalistic conduct, Press council of India

Untitled-1 (presscouncil.nic.in)

Salient features of Press Council of India's norms of Journalistic Conduct in India - Legal Desire

Thakurta, Paranjay Guha. (2008). Media Ethics: Truth, Fairness and Objectivity , New Delhi:

Oxford University Press, 2015

Rao, S. (2014). Covering Rape in Shame Culture: Studying Journalism ethics in India's New

Television News Media , Journal of Mass Media Ethics, 29(3), 153-167

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Feminism and the Cinema of Realism by Lakshmi, C. S. (1986) in Economic and Political Weekly. Vol XXI, No 3.

Cinema & Culture" by Andrew, Dudley(1985) in Humanities. Vol. 6, No. 4

Hindi Resource:

Manjula Saxena, *Aesthetics: Kala aur Saundrya Ka Darshnik Vivechana* (Delhi:DK Printworld, 2008)

Online Resources (Recommended)

Kracauer, Siegfried (1960). Theory of Films: The Redemption of Physical Reality. Princeton. Retrieved here from: Kracauer, —Bazin and realism in cinema. (Web blog post). <http://www.ign.com/blogs/cusmar350/2013/03/01/erasmus19-kracauerbazin-and-realism-in-cinema>

<https://amirhashmi.com/2018/05/22/difference-between-parallel-film-and-commercial-film/>
https://www.academia.edu/37948527/The_Aesthetics_of_Digital_Art.pdf
<https://thirdcinema.wordpress.com/2015/10/27/indias-parallel-cinema/>

“Philosophy and Hindi Cinema: Not a theory of Hindi Cinema” by Deshpande, S.(n.d). Retrieved from: https://www.academia.edu/29274541/Philosophy_and_Hindi_Cinema .

“Kant's Aesthetics: Overview and Recent Literature” by Christian Helmut Wenz (2009). Philosophy Compass 4(3). Pp.385-391. DOI:10.1111/j.1747-9991.2009.00214.x . Retrieved from: https://www.researchgate.net/publication/249474233_Kant's_Aesthetics_Overview_and_Recent_Literature

GENERIC ELECTIVES (GE-6): Critical Thinking

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Critical Thinking GE 6	4	3	1	Nil	Class XII		Philosophy

Learning Objectives

- Critical Thinking aims at enabling a person to take decision in difficult situations. It is the ability to analyse the way one thinks and presents the evidence for one's own ideas rather than simply accepting it.
 - It is creative, clear and to some extent reflective thinking. Being a cognitive trait, it trains students to construct good and sound arguments by eliminating false ones
- Course.

Learning Outcomes

This course

1. Helps in generating productive/creative ideas for further use in difficult situation.
2. Creates enthusiasm for taking a risk of dealing with difficult issues and finding a way out for solution
3. Provides valuable intellectual traits like courage, empathy, perseverance and faith in reason and encourage a flair for fairness and justice. As a result, a learner learns step by step how to arrive at an ideal solution keeping in mind all situational factors.
4. Provides clarity in thinking as well as proper understanding of an issue to make it precise for further analysis.
5. Helps to learn how to read, write and think critically, how to separate bad information from good information and helps in constructing cogent arguments.
6. Finally the learner becomes self-directed, self-monitored and self- corrective through this process of reflective thinking.

Unit 1: CRITICAL THINKING: BASIC COMPONENT

(3 weeks)

1. Critical Thinking: An Introduction
2. Cognitive Biases
3. Arguments: Their Structure and Kinds
4. Persuasion through Logic: Logos, Ethos and Pathos

Essential/Recommended Reading:

1. Moore, Brooke N., et al. Critical thinking. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 1-2.

Unit 2: CRITICAL THINKING: A SECOND ORDER ACTIVITY (4 weeks)

1. Clear Thinking
2. Vagueness, Ambiguity, Generality and Definition of Terms
3. Credibility of Claims and Their Sources

Essential/Recommended Reading:

1. Moore, Brooke N., et al. Critical thinking. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 3-4.

Unit 3: RHETORIC AND ITS FALLACIES

(4 weeks)

1. Persuasion through rhetoric.
2. Fallacies involved in rhetoric

Essential/Recommended Reading:

1. Moore, Brooke N., et al. Critical thinking. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 5 & 6.

Unit 4: SCIENTIFIC REASONING

(3 weeks)

1. Inductive reasoning.
2. Scientific Explanations and its evaluation.

Essential/Recommended Reading:

1. Moore, Brooke N., et al. Critical thinking. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch-10.

Suggestive Readings

Galen A. Foresman, Peter S. Fosl, and Jamie Carlin Watson; Critical Thinking, WILEY Blackwell 2017

GENERIC ELECTIVES (GE-7): Engaged Buddhism

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Engaged Buddhism GE 7	4	3	1	Nil	Class XII		Philosophy

Learning Objectives

- This course aims to introduce the essence of philosophy of Buddhism and its engagement with issues such as caste, gender, ecology and peace of contemporary times.

Learning Outcomes

- The student will be realizing the moral potential of Buddhism by applying it to various social and political issues of everyday life.

Unit I Introduction to Engaged Buddhism

(3 weeks)

- 1) Buddhism as Saddhamma
- 2) Fourteen Guidelines for Engaged Buddhism
- 3) Features of Socially Engaged Buddhism

Essential/Recommended Readings:

B.R.Ambedkar, Buddha and His Dhamma ,Babasaheb Ambedkar Writings and Speeches, Vo.11, New Delhi: Dr.Ambedkar Foundation, GoI, 2014 pp.280-301

* Nhat Hanh, Thich. 1998. Interbeing: Fourteen Guidelines for Engaged Buddhism.

Berkeley: Parallax Press.

* Jessica L. Main and Rongdao Lai. 2013. Introduction: Reformulating “Socially Engaged Buddhism” as an Analytical Category. The Eastern Buddhist 44, 2.

Unit 2 Buddhism as an Emancipatory Identity

(4 weeks)

- 1) Ambedkar, Buddha or Karl Marx
- 2) Iyothee Thassar and Tamil Buddhist movement

Essential/Recommended Readings:

B.R.Ambedkar, 'Buddha or Karl Marx,' *Babasaheb Ambedkar Writings and Speeches, Vol.3*, New Delhi: Dr.Ambedkar Foundation, GoI, 2014 pp.441-462

Alyosius, G. 1998. *Iyothee Thassar and Tamil Buddhist Movement*, New Delhi: Critical Quest, 2015, Pp.177-208.

* King, S. B. 2009. *Socially Engaged Buddhism*. Honolulu: University of Hawai'i Press. pp. 159-175.

Unit 3 Women in Buddhism

(4 weeks)

Essential/Recommended Readings

* Narasu, P. L. 1993. *The Essence of Buddhism*. Delhi: Asian Education Services. pp. 91-117.

Unit 4 Buddhism , Ecology and Peace Movement

(3 weeks)

Essential/Recommended Readings

* King, S. B. 2009. *Socially Engaged Buddhism*. Honolulu: University of Hawai'i Press. pp. 118-136.

James J Hughes, 'World Buddhism and Peace Movement,' *Bulletin of Peace Proposal*, Vol.18, No.3, 1987

Suggestive Readings

Batchelor, M. 2002. *Women on the Buddhist Path*. London: Thorsons.

Batchelor, M., and Kerry Brown, eds. 1992. *Buddhism and Ecology*. London: Cassell

Buddhadasa, Bhikkhu. 1985. *Dharmic Socialism*. Bangkok: Thai Inter-Religious Commission for Development.

Daniel, H. Henning. 2002. *A Manual for Buddhism and Deep Ecology*. Australia: Buddha Dharma Education Association Inc.

Gross, Rita. 1993. *Buddhism after Patriarchy: A Feminist History, Analysis, and Reconstruction of Buddhism*. Albany: State University of New York Press

Jones, Ken. 2003. *The New Social Face of Buddhism: A Call to Action*. Boston: Wisdom Publications.

Joshi, Lal Mani. 1983. *Discerning the Buddha*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.

King, S. B. 2009. *Socially Engaged Buddhism*. Honolulu: University of Hawai'i Press.

Kotler, Arnold, ed. 1996. *Engaged Buddhist Reader*. Berkeley: Parallax Press

Kesava Kumar, P. 'Religion, Caste and Modernity: Ambedkar's Reconstruction of Buddhism' Pradeep Gokhale(Ed.) *Classical Buddhism, Neo-Buddhism and the Question of Caste*, London: Routledge, 2021

Lama, Dalai. 1999. *Ethics for the New Millennium*. New York: Riverhead Books.

Narasu, P. L. 1993. *The Essence of Buddhism*. Delhi: Asian Education Services.

Payutto, Bhikkhu P. A. 1994. *Buddhist Economics: A Middle Way for the Market Place*. Bangkok: Buddhadhamma Foundation.

Queen, Christopher, and King Sallie, eds. 1996. *Engaged Buddhism: Buddhist Liberation Movements in Asia*. Albany: State University of New York Press.

Queen, Christopher, ed. 2000. *Engaged Buddhism in the West*. Boston: Wisdom Publications.

Sivaraksa, Sulak. 1988. *A Socially Engaged Buddhism*. Bangkok: Thai Inter-Religious Commission for Development.

Theresa Der-lan Yeh, *The Way to Peace: A Buddhist Perspective*, International Journal of Peace Studies, Vol.11 No.1, 2006

GENERIC ELECTIVES (GE-8): Philosophy, Politics, Economics

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Philosophy, Politics, Economics GE 8	4	3	1	Nil	Class XII		Philosophy

Learning Objectives

- Basic concepts of justice, and various theories about justice. Issues regarding human nature and its relation to politics will be discussed in the course.
- Recent reflections on equality and its extent in society and how it is to be measured will also be imparted.
- The idea is to acquaint, and make salient contemporary reflections on various issues like justice, property, and equality.

Learning Objectives

- To equip students with good working knowledge of concepts in philosophy, politics, and economics and how they interact with each other.]
- This will make students appreciate the interconnections between the subjects, and also develop interdisciplinary thinking.

UNIT 1: JUSTICE (PHILOSOPHY)

(3weeks)

1. The Concept of Justice
2. Distinctions of Justice
3. Scope of Justice

Essential/Recommended Readings:

Miller, David. *Justice*, Stanford Encyclopedia of Philosophy

Unit 2: THEORIES OF JUSTICE

(3 weeks)

1. Utilitarianism and Justice
2. Contractarianism and Justice
3. Egalitarianism and Justice\

Essential/Recommended Readings

Miller, David. *Justice*, Stanford Encyclopedia of Philosophy

UNIT 3: STATE OF NATURE

(4 weeks)

1. Property
2. Ends of Political Society and Government
3. Causes, Generation and Definition of Commonwealth
4. Rights of Sovereigns by Institution
5. Slavery
6. The Social Pact

Essential/Recommended Readings:

Locke, John. *Treatise of Civil Government* (Chapters V & IX), ed. C.L. Sherman, New York, D. Appleton- Century, 1937 (Topics 1 & 2)
Hobbes, Thomas. *Leviathan*, (Part II, Chapters XVII & XVIII), ed. C.B. Macpherson, London, Penguin Classics, 1985 (Topics 3 & 4)
Rousseau, Jean-Jacques. *The Social Contract* (Book Chapters IV & VI), tr., revised and ed. C. Frankel, New York, Hafner Publishing Co., 1947 (Topics 5 & 6)

UNIT 4: PHILOSOPHY AND ECONOMICS

(4 weeks)

Essential/Recommended Readings

Karl Marx. "From preface to a contribution to the critique of political economy" ,Daniel Hausman (ed) *Philosophy of Economics*, :Cambridge University Press, 2008, pp119-128

Amartya Sen. *Development as Freedom*, New York:Alfred A.Knopf,2000,Pp. 3-12

Piketty, Thomas. *A Brief History of Equality*, translated by Steven Rendall (Chapter 1: “The Movement Towards Equality” and Chapter 2: “The Slow Deconcentration of Power and Property”), Harvard University Press, 2022.

Suggestive Readings

Pojman, Louis P. & Westmoreland, Robert (eds.) (1997). *Equality: Selected Readings*. OUP, USA

Rawls, John (2007). *Lectures on the History of Political Philosophy*. Belknap Press of Harvard University Press.

Reiss, Julian (2013). *Philosophy of Economics: A Contemporary Introduction*. Routledge.

Rousseau, Jean-Jacques (1997). *The Social Contract and Other Later Political Writings*. Cambridge University Press.

Sandel, Michael J. (ed.) (2009). *Justice: What's the Right Thing to Do?*. Farrar, Straus and Giroux.

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Semester -III (GE)

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

GENERIC ELECTIVES (GE-9): Formal Logic

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Formal Logic GE 9	4	3	1	Nil	UG 1 st year	None	Philosophy

Learning Objectives

- This course is designed as an introductory course in logic which will bring out the standard forms of Formal reasoning.
- It introduces the basic logical concepts and provides a clear understanding of the structure of arguments and the nature of inferential reasoning.
- It equips students with the logical skills and techniques for formal testing of syllogistic arguments.

Course Learning Outcomes

- The student's reasoning skill will be enhanced. The student will learn ways for testing and recognizing strong arguments.
- After this course, the student will be able to construct good arguments and helps them develop skills with which they can discern the distinction between the valid and the invalid argumentation through several different methods.

UNIT I: BASIC LOGICAL CONCEPTS

(9 hours)

1. Sentence and Proposition
2. Classification of Categorical Propositions
3. Quality, Quantity and Distribution of Terms
4. Truth and Validity

Essential/Recommended Readings

Topic 1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 1, pp 2-5.

Topic 2. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 170-173.

Topic 3. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 174-177.

Topic 4. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 1, pp 27-31.

UNIT II: - ARISTOTELIAN LOGIC

(12 hours)

1. Translating ordinary sentences into Standard Form Categorical Propositions
2. Traditional Square of Opposition
3. Immediate Inference (Conversion, Obversion and Contraposition)
4. Mediate Inference: Standard Form Categorical Syllogism -Mood and Figure
5. Testing Validity/Invalidity of Syllogism by Syllogistic Rules

Essential/Recommended Readings:

Topic 1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 7, pp 259-268.

Topic 2. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 180-184.

Topic 3. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 184-192.

Topic 4. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 6, pp 211-216.

Topic 5. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 6, pp 230-240.

UNIT III: BOOLEAN LOGIC AND VENN DIAGRAM (12 hours)

1. Existential Import and the Boolean Interpretation of Categorical Propositions
2. Boolean Square of Opposition
3. Symbolic Representation of Categorical Propositions
4. Testing Validity/Invalidity of Categorical Syllogism by Venn Diagram

Essential/ Recommended Readings

Topic 1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp. 193-199.

Topic 2. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 201-202.

Topic 3. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 203-206.

Topic 4. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 6, pp 219-230.

UNIT IV: PROPOSITIONAL LOGIC (12 hours)

1. Importance of Symbolic logic
2. Logical constants, Variables and basic truth functions (Negation, Conjunction, Disjunction (Alternation), Conditional (Material Implication), Bi-conditional (Material Equivalence))
3. Symbolization of statements
4. Logical Status of Statements: Tautologous, Contingent, Contradictory
5. Proving Validity/Invalidity: Truth Table Method & Reductio ad absurdum

Essential/ Recommended Readings

Topic 1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 8, pp. 305-306.

Topics 2 and 3. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 8, pp. 306-327; pp. 344-345.

Topic 4. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 8, pp. 343-344.

Topic 5. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 8, pp. 332-334.

Suggestive Readings

1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014.
2. Cavendish, A. P., and O'Connor, D. J., Introduction to symbolic logic. London: University Tutorial Press, 1959. Additional Resources: Jain, Krishna. A Textbook of Logic. New Delhi: D.K. Printworld, 2018.

GENERIC ELECTIVES (GE-10):

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Readings in Western Philosophy GE 10	4	3	1	Nil	UG 1 st year	None	Philosophy

Learning Objectives

- This course will critically examine the basic text of some philosophers.
- This course will introduce students to selected themes in philosophy like existentialism, the value of philosophy, love, self, etc.
- The course will develop the student's curiosity to explore philosophy further in a more fruitful manner

Course Learning Outcomes

- After completing this course, the student will understand the central themes on which great philosophers have written
- The student will appreciate the genesis of the enlightenment and its reliance on reason
- The student will be able to connect ancient themes in philosophy with contemporary themes in a seamless way

Unit 1: Greek Philosophy

(9 hours)

1. Love
2. Madness

Essential/Recommended Reading

“On Love and madness: *Phaedrus*” 227a-258 (in Plato’s *Phaedrus* translated by Walter Hamilton, Penguin Books, Harmondsworth 1973)

Unit 2: Modern Philosophy

(9 hours)

1. The Enlightenment
2. Private and Public Reason

Essential/Recommended Reading

“On Enlightenment” (in Immanuel Kant, *Perpetual Peace and Other Essays*, Hackett, 1983)

Unit 3: Post Kantian Theme

(9 hours)

1. Thinking
2. Self and world

Recommended Reading:

“On Thinking for Oneself” (in Schopenhauer, *Parerga and Paralipomena: Short Philosophical Essays*, Vol.2, trans. E.F.J. Payne, Oxford: Clarendon Press, 1974)

Unit 4: Contemporary Philosophy

(18 hours)

1. Jean-Paul Sartre
2. Bertrand Russell

Essential/Recommended Readings

1. “Existentialism is a Humanism” (in Walter Kaufmann, *Existentialism from Dostoevsky to Sartre*, Penguin USA, 1975)
2. “The Value of Philosophy” (in Russell, *The Problems of Philosophy*, 2nd edition, Oxford University Press, 1997)

GENERIC ELECTIVES (GE-11): Philosophical Debates: Western

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Philosophical Debates: Western GE 11	4	3	1	Nil	12th Pass	None	Philosophy

Learning Objectives

Course Objective

- The paper is designed to appreciate the profound ideas that sprung from the minds of the great philosophers of the Greek world, as well as modern western and contemporary philosophy.
- It allows students to learn the main issues, arguments and counter-arguments in the entire spectrum of western philosophical debates.
- The syllabus comprises of philosophers grouped under several traditions of thought. It begins with Descartes' seminal views on epistemology and metaphysics and traces the emergence of ideas in a kind of chronological order which demonstrates methodical development of philosophical thought.

Course Learning Outcomes

- It will develop skills of critical evaluation of key arguments of philosophers
- It will enable students to have a better understanding of how a philosopher develops and defends a theme
- It will create an understanding of philosophical themes and debates

Unit 1 Epistemology

(9 hours)

- 1) Knowledge and opinion/belief
- 2) Episteme and doxa

Essential/recommended readings

Plato, *Republic*, Translated by Lee (Penguin), Book VI & VII, pp. 502-521.

Unit 2 Metaphysics

(12 hours)

- 1) Descartes' Mind-Body dualism.
- 2) Gilbert Ryle on Descartes Myth.

Essential/Recommended Readings

Rene Descartes, *Meditations Concerning First Philosophy*, Meditation II, in J J Blom (Ed), *Descartes; Essential Writings* (Harper Torch Books, 1977).

Gilbert Ryle, *The Concept of Mind* (Hutchinson, 1949), Chapter I.

Unit 3 Empiricism about substance

(3 weeks)

- 1) John Locke's theory of material substance.
- 2) Berkeley's critique of Locke's material substance.

Essential/Recommended readings

John Locke, *An Essay Concerning Human Understanding* (London, 1706), Chapter XXIII.

George Berkeley, *The Principles of Human Knowledge* in G J Warnock (Ed), (Fontana Press, 1985), Part I, Section 1-24.

Unit 4 Humanism; Emotion & God

(4 weeks)

- 1) Jean Paul Sartre's theory of emotion.
- 2) Russell and Copleston debate on the existence of God.

Essential/Recommended readings

- Jean Paul Sartre, *Sketch for a Theory of the Emotions* (London: Routledge).
- Bertrand Russell, *Why I am not a Christian?* (London: George Allen and Unwin), including the BBC debate between Russell and Copleston Broadcast in 1948.

Suggestive readings

- T Z Lavine, *From Socrates to Sartre: The Philosophic Quest* (New York: Bantam Books, 1984).
- F C Copleston, *History of Philosophy* (Image Books, 1993).
- R Falkenberg, *History of Modern Philosophy* (Jefferson Publications, 2015).
- Bruder Moore, *Philosophy: The Power of Ideas* (New Delhi: Tata McGraw Hill, 2011).
- D J O'Connor, *A Critical History of Western Philosophy* (Macmillan, 1964).
- W Stegmüller, *Main Currents in Contemporary German, British and American Philosophy* (Riedel Publishing, 1959).
- Thomson Garrett, *An Introduction to Modern Philosophy* (California: Wadsworth Publishing, 1993).
- Y Masih, *A Critical History of Western Philosophy* (New Delhi: Motilal Banarsidas, 2016).

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Semester -IV (GE)

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

GENERIC ELECTIVES (GE-12): Bioethics

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Bioethics GE 12	4	3	1	Nil	12th Passed	None

Learning Objectives

- The course aims at ethical analysis of the topics within the realm of bio-medical sciences and legal studies.
- It is a career-oriented curriculum which enables students to develop competence in policy making and participation in ethics committee of various medical and care institutes.
- It sensitizes the minds towards the ongoing ethical dilemmas

Course Learning Outcomes

- The learning outcomes of this course are multidimensional. It forms a strong base in the field of research of ethics and medicine care.
- It would also increase the student's ability to identify their role in capacity building
- It directly enforces student's role in social responsibility.

UNIT I- INTRODUCING BIOETHICS

(9 Hours, 3 Weeks)

1. Historical Survey of Bioethics
2. Main Themes of Bioethics

Essential/ Recommended Readings

Khuse, H and P. Singer. "What is Bioethics? A Historical Introduction." In *A Companion to Bioethics* 2nd ed., Edited by H. Kuhse and P. Singer, 3-11. UK: Wiley Blackwell, 2009

UNIT 2- CORE CONCEPTS

(12 Hours, 4 Weeks)

1. Issues regarding Informed Consent
2. The Concept of Confidentiality

Essential/Recommended Readings

Beauchamp, Tom L. "Informed consent: Its Historical Meaning and Present Challenges" In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 635-641. UK: Wiley Blackwell, 2015.

Slowther, Anne and Irwin Kleinman. "Confidentiality" In *Cambridge Textbook of Bioethics*, Edited by P. Singer and A. M. Viens, 43-48. Cambridge: Cambridge University Press, 2008.

UNIT-3 ETHICAL DILEMMAS

(12 Hours,

4 Weeks)

1. Women's Rights to her Body
2. Mother: Biological and Stand-In Mothers

Essential/Recommended Readings

Warren, Mary Anne. "Abortion." In *A Companion to Bioethics* 2nd Ed. Edited by Helga Kuhse and Peter Singer, 140-148. UK: Wiley Blackwell, 2009.

Steinbock, Bonnie. "The Surrogate Motherhood as Prenatal Adoption." In *Law, Medicine and Healthcare* 6, no. 1 (1988): 44-50.

UNIT 4- PERSONS AND LIVES

(12 Hours, 4 Weeks)

1. Life on the scale of Values
2. Philosophical Issues of Assisted Reproduction

Essential/Recommended Readings

Harris, John. "Value of Life". In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 397-405. UK: Wiley Blackwell, 2015.

Purdy, Laura M. "Assisted Reproduction, Prenatal Testing and Sex Selection." In *A Companion to Bioethics* 2nd Ed. Edited by Helga Kuhse and Peter Singer, 178-192. UK: Wiley Blackwell, 2009.

Suggestive Readings

Jecker, Nancy S., Albert R. Johnson, and Robert A. Pearlman, eds. *Bioethics : An Introduction to the history, method and practice*. New Delhi: Jones and Barlett, 2010.

Arthur L. Caplan and Robert Arp, eds. *Contemporary debates in Bioethics*. UK: Blackwell Publishing Ltd, 2014.

GENERIC ELECTIVES (GE-13): Symbolic Logic

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Symbolic Logic GE 13	4	3	1	Nil	12th Passed	None

Learning Objectives

- This course is designed for students who are comfortable with elementary mathematical and algebraic techniques.
- It will cover both truth functional logic and methods of deductive proof, quantification and predicate logic along with the logic of relations.

Learning Outcomes

After completing this course students are expected to be able to do the following:

1. The student will be enabled to understand advanced methods in logic
2. The student will understand the importance of formal methods in philosophy
3. The student will be able to construct symbolic form of both sentential as well as predicate logic and finally examining more complex arguments for deriving a clear rational conclusion.
4. The student will develop competence in formulating counterexamples for invalid arguments symbolized in the notations of predicate logic.

Unit 1: Basic Logical Concepts & Connectives

(9 Hours, 3 Weeks)

1. Truth and Validity
2. Relevance of Symbolic Logic
3. Uses of Symbols and Symbolization
4. Truth Tables: Statements & Argument

Unit 2: The Method of Deduction

(12 Hours, 4 Weeks)

1. Formal proof of validity: Rules of Inference and Rules of Replacement
2. Techniques for proving validity/invalidity: Indirect Proof, Conditional Proof
3. Proofs of Tautologies

Unit 3: Quantification Theory

(12 Hours, 4 Weeks)

1. Symbolization of Singular, General and Multiply-general propositions

2. Restrictions on Quantifier Rules:
(a) Special Restriction on UG (b) Special Restriction on EI
3. Proving validity and Proving invalidity

Unit 4: The Logic of Relations**(12 Hours, 4 Weeks)**

1. Symbolization: Relation
 2. Some attributes of relations
 3. Predicate Variables and Attributes of Attributes.
-

Essential Recommended Readings: -

1. Copi, I.M. *Symbolic Logic*, 5th edition. India: Pearson, 2008. Ch1- 5
 2. Copi, Irving M. *Introduction to logic*. 6th Ed. New York London: Macmillan Collier Macmillan, 1982. Ch1.
-

Suggested Readings:

- Hurley, Patrick J. *A concise introduction to logic*. Boston, MA: Wadsworth Cengage Learning, 2012.
 - Sen, Madhucchanda. *Logic*. Delhi: Pearson, 2008.
 - Jetli & Prabhakar. *Logic*. India: Pearson, 2012
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Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Semester-V (GE)

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

Credit distribution, Eligibility and Pre-requisites of the Course

GENERIC ELECTIVES (GE-18): Legal Philosophy

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre- requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Legal Philosophy GE 18	4	3	1	Nil	12th Passed	None

Learning Objectives

The course in Philosophy of Law, seeks to:

- Familiarize students with the nature and purpose of law by examining questions such as “What is (the nature of) law?”, “How, if at all, is law connected with morality?” and “What is justice?”, and to instruct students about possible answers and arguments provided in legal philosophy and theory.
- Introduce students to philosophical schools such as Legal Positivism and Natural Law.
- Help students critically examine the institution of legal punishment that pertains to the coercive impact of law. Questions such as, “Is it ever right to punish someone?”, “What does it mean to say someone is innocent until proven guilty?”, “What are the various theories justifying punishment?” will be explored with a view to enhance student sensitivity and understanding of a legal issue.

Learning Outcomes

- The ideal outcome of this course is to make students understand the concept of law, its place in our lives, its formal structure, rules and modalities.
- Students should be able to discuss and argue on crucial legal questions that impact the life of common citizens with sensitivity, acumen, precision and insight.

UNIT 1 Law: Concept, Meaning and Definition (12 Hours, 4 Weeks)

1. Traditional Natural Law Theory – Thomas Aquinas
2. Legal Positivism – Austin
3. Law as System of Rules – Hart
4. Law as Integrity – Dworkin

Essential/Recommended Reading:

Altman, Andrew; *Arguing About Law: An Introduction to Legal Philosophy*, Australia: Wadsworth, 2001, pp 32-58 (Topic 1-4)

UNIT 2 Scope of Legal Obligation (12 Hours, 4 Weeks)

1. The Ambit of Legal Obligation
2. Freedom of Speech

Essential/Recommended Readings:

Fuller, Lon; The Case of the Speluncean Explorers, Harvard Law Review, Vol. 62, No. 4, February 1949, pp 616-645

van Mill, David; Freedom of Speech, The Stanford Encyclopedia of Philosophy, Edward N. Zalta (ed.), Metaphysics Research Lab, Stanford University, 2021, URL = <<https://plato.stanford.edu/archives/spr2021/entries/freedom-speech/>>

UNIT 3 Legal Issues and India (9 Hours, 3 Weeks)

1. Basic Structure of the Constitution
2. Impact of Judicial Decisions

Essential/Recommended Readings:

Abridged Judgement of Kesavanand Bharati Vs. State of Kerala; AIR 1973 SC 1461

Baxi, Upendra; Who Bothers about the Supreme Court? The Problem of Impact of Judicial Decisions, Journal of the Indian Law Institute, Vol. 24, No. 4 (October-December 1982), pp. 848-862

UNIT 4 Fundamentals of Law (12 Hours, 4 Weeks)

1. Jury System vs. Judge System
2. Crime and Punishment

Essential/Recommended Readings:

Brooks, Thom; *The Right to Trial by Jury*, Wiley, Journal of Applied Philosophy, Vol. 21, No. 2, 2004, pp. 197-212

Tebbit, Mark; *Philosophy of Law: An Introduction*, (3rd Edition), Routledge 2017, pp 242-253

Suggestive Readings

- Marmor, Andrei, *Philosophy of Law*, New Jersey: Princeton University Press, 2011
- Golding, Martin Philip, and Edmundson, William A., *The Blackwell Guide to Philosophy of Law and Legal Theory*, Oxford: Blackwell, 2005
- Marmor, Andrei (ed), *The Routledge Companion to Philosophy of Law*, New York: Routledge, (1st ed.), 2012
- Choudhary, S., Khosla, M. and Mehta, P.B., *The Oxford Handbook of the Indian Constitution* (1st ed.), Oxford: Oxford University Press, 2016
- Jain, M.P., *Indian Constitutional Law*, Lexis Nexis, (8th ed.), 2018
- Rai, Udai Raj, *Fundamental Rights and their Enforcement* India: Prentice Hall, 2011

GENERIC ELECTIVES (GE-19): Feminist Film Theory

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Feminist Film Theory GE 18	4	3	1	Nil	12th Passed	None

Learning Objective

- This paper examines how the mainstream cinema has been affected by the patriarchal mindset of our society at large, and

- The course deals with the concept of spectatorship in cinema and how this spectatorship could/should be shifted from being focused on the male audience to catering to a female audience.
- The methods of psycho-analysis, post-feminism, etc. will be taught in this course

Learning Outcomes

- The course anticipates enabling students to understand the link between reality and cinema,
- The course will make students appreciate how the representation of women in the latter has been influenced by the patriarchal structure of the society.
- Through discussions on topics like the male gaze and spectatorship, the course will also equip the students to widen their horizons in terms of thinking about the way our sexuality is placed in variety of contexts.

UNIT 1 – Women in Indian Cinema

(12 Hours, 3 Weeks)

1. The representation of Women
2. Illusion and Reality in Women's Representation

Essential/Recommended Readings

Women in Indian Cinema, Butalia, Urvashi. (1984). Feminist Review, No. 17, Many Voices, One Chant: Black Feminist Perspectives. Pp. 108-110.

Retrieved from: <https://www.scribd.com/document/522622330/women-in-indian-cinema>

Gender Equality: An Illusion in Indian Cinema a Study on Women in Indian Film Industry by Shalini Shaji (2017) in Social Sciences International Research Journal, Vol. 3, Issue. 2. Pp. 5-7.

UNIT 2 – Pleasure and Male Gaze

(12 Hours, 3 Weeks)

1. Visual Pleasure
2. Narrative Cinema

Essential/Recommended Readings

Mulvey, Laura. (1975). Visual Pleasure and Narrative Cinema (pp. 14-16). London: Macmillan.

Mulvey, Laura. (1981). Afterthoughts on "Visual Pleasure and Narrative Cinema", inspired by 'King Vidor's Duel in the Sun' (pp. 29-37). London: Macmillan.

Kaplan, E. A. (1983). *Women and film: Both Sides of the Camera* (pp. 35-47). New York and London: Methuen.

UNIT 3 – Women, Nation, and Bollywood**(12 Hours, 3 Weeks)****1. Film and the Nation and Women**

Singh, Indubala. *Gender Relations and Cultural Ideology in Indian Cinema: A Study of Select Adaptations of Literary Texts*(Chapter-2). Deep and Deep Publications, 2007.

UNIT 4 –Oppositional Gaze**(9 Hours, 3 Weeks)****1. Black Female Spectators****Essential/Recommended Readings**

Hooks, Bell. "The Oppositional Gaze: Black Female Spectators". In *Black Looks: Race and Representation*. Boston: South End Process, 1992.

GENERIC ELECTIVES (GE-20): Care Ethics**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Care Ethics GE 20	4	3	1	NII	12th Passed	None

Learning Objective

- The course will examine the foundation of ethics as it applies in ethical decision making in various fields of humanistic inter-personal relationships and thereby covers a broad range of topics like mothering/parental care, fields of health care and education.
- Often perceived as a niche area of ethics or soft ethics covering Feminist morality, the paper will stress on the fact that this is a dynamic ethical approach and is equally applicable to field of justice and jurisprudence, and deontological ethics.
- The course will draw upon contemporary readings to familiarize the students about the topic of care ethics.

Learning Outcome

- This course will make students understand the working in the fields of medicine, teaching, law and policy making institutions from the perspective of care ethics
- It will facilitate a reasonable and an empathetic perspective among students.
- Students will be able to critically analyse other notions of care from the angle of care ethics

Unit 1 Care Ethics: Introduction

(12 Hours, 4 Weeks)

1. Meaning and Nature of Care Ethics
2. Care ethics and its unique methodology (its difference from three traditional theories)

Essential/Recommended Readings

Gilligan, Carol. In *A Different Voice: Psychological Theory and Women's Development* New York University : 1982.(P.24-39)**Otherwise, this is a seminal work on Care Ethics**

Link: file:///C:/Users/HP/Downloads/In_A_Different_Voice_Psychological_Theory_and_Women's_Development.pdf, <https://www.researchgate.net/publication/275714106>

Slote, Michael. *THE ETHICS OF CARE AND EMPATHY*. Routledge, 2007. P.11-41 (Chapters 1 and 2)

<https://www.lettere.uniroma1.it/sites/default/files/263/Slote%20The%20Ethics%20of%20Care%20and%20Empathy.pdf>

Milton Mayeroff. *On Caring* (edited) by Ruth Nanda Anshen. (Harper and Row, 1971). Parts II-IV. p.9-37.

Unit 2: Care, Gender and Inter-personal Relationships

(9 Hours, 3 Weeks)

1. Care Ethics and Feminist Morality
2. Virtues of compassion and respect in inter-personal relationships

Essential/Recommended Readings.

Held, Virginia. 'Feminism and Moral Theory' in *Bioethics: An Introduction to the History, Methods. And Practice* (ed) Nancy, S. Jecker et al. (Jones and Bartlet Publishers, 2010). P. 158-163

Slote, Michael. *The Ethics of Care and Empathy*, Routledge, 2007. P.10-21 (Chapter-3, p.42-54)

Unit 3: Ethics of Care in Education and Health

(12 Hours, 4 Weeks)

1. Care Ethics and Education
2. Care ethics and the field of Health Care

Essential/Recommended Readings:

Noddings, Nel. *Caring: A Feminine Approach to Ethics and Moral Education*. Berkeley: University of CA Press, 1982.

Sherwin, Susan. "Feminist and Medical Ethics: Two Different Approaches to Contextual Ethics" in *Bioethics: An Introduction to the History, Methods. And Practice* (ed) Nancy S, Jecker et al. (Jones and Bartlet Publishers, 2010). P.183-188.

Unit 4: Care Ethics and the Just World-view**(12 Hours, 4 Weeks)****1. Care Ethics as an inclusive and fair ethics****Essential/Recommended Readings**

Virginia The Ethics of Care: Personal, Political, and Global (OUP, 2006). P.76-106 and 154-169

Available as a download on

<https://voidnetwork.gr/wp-content/uploads/2013/10/The-Ethics-of-Care-Personal-Political-and-Global-by-Virginia-Held.pdf>

Maureen Sander-Staudt. Care Ethics in <https://iep.utm.edu/care-ethics/> Sections 7-9

Suggestive Readings

- Ruddick, Sara. Maternal Thinking: Toward a Politics of Peace. New York, NY: Ballentine Books, 1989.
- Tronto, Joan. Moral Boundaries: A Political Argument for an Ethic of Care. New York, NY: Routledge, 1994.
- Navneet, Rekha. "Abstract Universality and Ethics of Duty Vs Limited Universality and Ethics of Care" in Journal of Indian Philosophical Research (JICPR), Volume XXVI Number2. April-June2009. P.91-103.

GENERIC ELECTIVES (GE-21): Indian Ethics**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Indian Ethics GE 21	4	3	1	Nil	12th Passed	None

Learning Objectives

- The objective of the course is to inform and educate students about the rich intellectual heritage of India and some of its ethical practice systems.
- The course will cover some basic doctrines of ethical practices in India including the Āśrama System and Jain and Buddhist practices
- The course will also cover the Purusarthas apart from other aspects of Indian thought about the goals of life

Learning Outcomes

- The students will understand the ethical aspects of Indian thought and their grounding in practice
- The students will be able to analyze for themselves the various practices and their contemporary relevance
- The students will have a better comprehension of the ethical practices in India since they will be reading about them from original sources

Unit 1 Introduction

(9 Hours, 3 Weeks)

1. Prithvi Sutaka(Rg Veda) hymns 47 to 60
2. The concept of Rta, Satya and dharma.

Essential/Recommended Readings:

Pannikar,R. (2001), The Vedic Experience, Mantramanjari: An anthology of the Vedas for modern man and contemporary Celebrations. Motilal BanarsidassPublishers,pp.120-122; 126-129

Wezler,A., 'Dharma in the Veda and Dharmasastras', DHARMA(ed. Patrick Olivelle), MLBD, 2009, pg. 207 – 231

Creel, Austin B. (1975). The reexamination of "Dharma" in hindu ethics. *Philosophy East and West* 25 (2):161-173.

Unit 2 Indian Moral Philosophy

(12 Hours, 4 Weeks)

1. The nature of Indian Moral Philosophy
2. Deconstructing a Myth of Morality in Classical Indian Thought

Essential/Recommended Readings

Kelkar, M (2002). "The Nature of Indian Moral Philosophy", In *Studies in Indian Moral Philosophy*, Ed. S E Bhelke and P P Gokhale, IPQ Publications, Pune, pp, 13-26

Bhelke, S. E. (2002). "Deconstructing a myth of Morality in Classical Indian Thought", In *Studies in Indian Moral Philosophy*, Ed. S E Bhelke and P P Gokhale, IPQ Publications, Pune, pp. 45-62

Unit 3 ThePurusarthas and Concept of Sreyas and Preyas (12 Hours, 4 Weeks)

1. The Purusarthas: Trivarga (purpose of life)
2. Concept of Sreyas and Preyas (KathoUpanisada Apph.2 Commentary by Sankara)

Essential/Recommended Readings:

Talghatti, S R (2002). "The Concept of Purusartha", In *Studies in Indian Moral Philosophy*, Ed. S E Bhelke and P P Gokhale, IPQ Publications, Pune, pp, 93-103

Krishna, Daya (2001). The myth of the purusarthas. In Roy W. Perrett (ed.), *Theory of Value*. Garland. pp. 5--11.

Sharma, I.C.(1965) Ethical Philosophies of India, George Allen & Unwin LTD. Chapter XII.

Unit4 Jain and Buddhist Ethics

(12 Hours, 4 Weeks)

1. Jaina Code of Conduct
2. Maitri, Karuna and Mudita (Buddhism)

Essential/Recommended Readings:

Kelkar, M (2002). "The Jaina Code of Conduct" In *Studies in Indian Moral Philosophy*, Ed. S E Bhelke and P P Gokhale, IPQ Publications, Pune, pp, 233-258

Narada (2009) The Buddha and His Teachings, Jaico Publishing House, pp 419-437

Suggestive Readings

- Bhelke, S. E and Gokhale, P. P. (2002). *Studies in Indian Moral Philosophy*, IPQ Publications, Pune
- Bilimoria, Purushottama & Prabhu, Joseph (2007). *Indian Ethics: Classical Traditions and Contemporary Challenges: Volume I*. Routledge.
- Harvey, Peter. (1990), An Introduction of Buddhist Ethics, Cambridge University Press, Cambridge.
- Keown, D. (1992), The Nature of Buddhist Ethics, Macmillan, London.
- Dahlke, P., Silacara, B., Oates, L.R., & Lounsbury, G. Constant. (2008), The Five Precepts, Buddhist Publication Society, Srilanka, pp, 3-13.
- Tandon, Kiran. (2012), Bharatiya Sanskriti, Eastern Book Linkers, New Delhi. Chapter -3, pp, 192-231.
- Pandey, Rajbali. (2013), Hindu Samskaras: Socio-Religious study of Hindu Sacraments, Motilal Banarasi Dass Publications, Delhi.
- Prasad, Rajendra, (1999), Varnadharma, Niskamakarma and Practical Morality, A Critical essay on Applied Ethics. D. K. Print world (P) Ltd. New Delhi.
- Satyanarayana, Y.V. (2010), Ethics: Theory and Practice, Pearson, Chapter-2 "Critical Survey of Indian Ethics", pp, 13-17.
- Hiriyana, (1950), Popular Essays in Indian Philosophy, Kavyalaya Publishers, Mysore. Chapter-9, "Idea of Purusarthas", pp, 65-68.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Semester -VI (GE)

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES For BA Hons/Major

GENERIC ELECTIVES (GE-14): Philosophy of Feminism

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre- requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Feminism GE 14	4	3	1	Nil	12th Passed	None

Course Objectives:

- A course in Feminism is needed to sensitise students to a perspective of thought that acts as a filter—a lens through which all subjects must be studied.
- It seeks to create gender sensitization and develops a holistic approach towards education.
- This course addresses the concerns of women in terms of debates on consciousness and soul, analyses their connect with nature and culture; and explains the development of feminist ideologies.

Learning Outcomes:

- Study of Feminism arms the student with analytical skills to develop valid arguments to counter gender discrimination, sexism and patriarchal dominance.
- Feminist theory has a social agenda i.e. to initiate transformation in social structures, customs and practices.
- The study of Feminism is not only an empowering tool against gender oppression but also against other systems of oppression such as race, class and colour.

Unit I Patriarchy and the Origin of Feminism

(9 Hours, 3 Weeks)

1. The Origins of Patriarchy

2. Aspects of Domination and Subordination

Essential/Recommended readings:

Lerner, Gerda. "The Creation of Patriarchy." In *The Creation of Patriarchy*, 212-229. New York: OUP, 1986.

Hooks, Bell. "Feminism: A Movement to End Sexist Oppression." In *Feminisms* edited by Sandra Kemp and Judith Squires, 22-27. New York: OUP, 2009.

Unit II Feminism and Intersectionality

(12 Hours, 4 Weeks)

1. Perceptions and Perspectives
3. Women and Caste: Voices of the Dalit women

Essential/Recommended readings

Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. London: Fourth Estate, 2014.

Badron, Margot. "Islamic Feminism on the Move". In *Feminism in Islam*, 323-338. Oxford: One World, 2009.

Rege, Sharmila. "Dalit Women Talk Differently: A Critique of 'Difference' and towards a Dalit Feminist Standpoint Position". *Economic and Political Weekly*, (October 31, 1998): WS 39-46.

Unit III Body and Gender

(12 Hours, 4 Weeks)

1. Women as Objects
2. Self and Gender

Essential/Recommended readings

Nussbaum, Martha C. "Objectification". *Philosophy & Public Affairs*, 24, no.4 (Autumn 1995): 249-291.

Vanita, Ruth. "The Self is Not Gendered: Sulabha's Debate with King Janaka." *NWSA Journal*, 15(2003): 76-93

Unit IV Women and Environment

(12 Hours, 4 Weeks)

1. Discussion on Ecofeminism
2. Indian perspective on gender and environment

Essential/recommended readings

Mies Maria and Shiva Vandana. "Ecofeminism." In *Feminisms* edited by Sandra Kemp and Judith Squires, 497-502. New York: OUP, 2009.

Aggarwal, Bina. "The Gender and the Environmental Debate Lessons from India." *Feminist Studies*, 18, no.1(1992):119-158.

Suggestive readings

Jagger, Alison M. and Iris Marion Young (eds). *Companion to Feminist Philosophy: Blackwell Companion to Philosophy*. Oxford: Blackwell Publishers, 1998.

Kemp, Sandra and Judith Squires, eds. *Feminisms*. New York: OUP, 2009.

GENERIC ELECTIVES (GE-15): Philosophical Debates (Indian)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Philosophical Debates (Indian) GE 15	4	3	1	Nil	12th Passed	None

Learning Objective

- The primary objective of this course is to know Indian Philosophy through some engaging debates.
- Various debates in Indian Philosophy will be highlighted in this course.
- The course will cover material from a wide range of perspectives in Indian philosophy, from Jainism to Vedanta and from materialism to Buddhism.
- The debates will highlight the key differences between Indian philosophical schools

Learning Outcome

- At the end of the course, a student should be able to demonstrate a clear understanding of the background the philosophical debates
- The students will acquire a good understanding of the key concepts of Indian schools through critical analysis.
- The students will have the sound understanding of epistemological, metaphysical, ontological and so many other critical issues and shall be able to go for further studies in the subject.

Unit 1 Introduction and Materialism vs Realism

(9 Hours, 3 Weeks)

1. Definition and Scope of a Debate
2. Carvaka's rejection of Consciousness- Refutation by Samkhya

Essential/Recommended Readings:

Mohanty, Aditya Kumar (2009), PHILOSOPHY: Why? What? How?, Centre of Advanced Study in Philosophy, Bhubaneswar.
SamkhyaPravacana Sutra: III-21-22.

Raju, P.T. (1985), Structural Depths of Indian Thought, State University of New York Press, NY Albany.

Unit 2: Pluralism vs Monism

(12 Hours, 4 Weeks)

1. Jaina Anekanta-vada- refutation by Samkara
2. Jaina Syadvada- refutation by Buddhism

Essential/Recommended Readings:

Sinha, J.N. (1985), Outlines of Indian Philosophy, New Central Book Agency (p) Ltd., London.

Dasgupta, S.N. (2004), A History of Indian Philosophy, Vol.1, MotilalBanarasi Das Publications, Delhi.

Unit 3.Dvaita, Advaita and Visistadvaita

(12 Hours, 4 Weeks)

1. Samkhya Dualism- refutation by Samkara
2. Samkaras concept of Brahman and Maya- refutation by Ramanuja

Essential/Recommended Readings:

S.B.S. 2, ii 32-34

Ramanuja Brahma Sutra 1 i. 1 and 2 i. 1

Brahma Sutra SamkaraBhasya, (SBS) 3. I. 54.

Sinha, J.N. (1985), Outlines of Indian Philosophy, New Central Book Agency (p) Ltd., London.

Unit 4. Metaphysics vs Ontology

(12 Hours, 4 Weeks)

1. Buddhist Theory of Ksanika-vada- refutation by Nyaya system
2. Nyaya proofs for the existence of God- refutation of Mimamsa system

Essential/Recommended Readings:

Nyayamanjari, MotilalBanarasidass, Delhi, pp. 358-456.

Syadvadamanjari, Ch. On Isvara, 29-36.

KumarillaSlokavartika, GanganathJha (tr.), Ch. 16, 47-51.

Sinha, J.N. (1985), Outlines of Indian Philosophy, New Central Book Agency (p) Ltd., London.

Suggestive Readings:

Radhakrishnan, S. Moore (1967), A Source book of Indian Philosophy, Princeton, CA.

Strawson, Peter (1992), *Analysis and Metaphysics: An Introduction to Philosophy*, Oxford University Press.

Mahathera, Narada. (2006), *The Buddha and His Teachings*, Jaico Publishing House, Mumbai.

Chatterjee, S.C. & Datta, D.M. (1984), *An Introduction to Indian Philosophy*, reprint, University of Calcutta, Calcutta.

Hiriyana, M. (1951), *Outlines of Indian Philosophy*, Allen & Unwin, London.

GENERIC ELECTIVES (GE-16): Sikhism

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Sikhism GE 16	4	3	1	Nil	12th Passed	None

Learning objectives

- The objective of this course is to make students familiar with Sikhism and the underlying philosophy of its major concepts. The course consists of Introduction to Sikhism, Metaphysical doctrine, Ethical views and Guru-Bani.
- This course will help the students to understand the basic tents of Sikhism and to highlight the philosophical implications in Sikh tradition. This will help the students to understand the significance of Sikhism by giving exposure to Guru Bani.

Learning Outcomes

- At the end of this course, a student will acquire a clear understanding of origin and key doctrines of Sikh Philosophy.
- This paper will prepare a student for taking up further studies in Sikhism and comparative religions.

Unit 1: Introduction

(9 Hours, 3 Weeks)

1. Sikh, Sikhi, Sikhism

2. Basic tenets of Sri Guru Granth Sahib

Essential/Recommended Reading;

W.H. McLeod, *The A to Z of Sikhism*, The Scarecrow Press, 2009. P. xviii-xxxii.

Pashaura Singh, *The Guru Granth Sahib*, The Oxford Handbook of Sikh Studies, Oxford University Press, 2014. P. 125-134.

Unit -2 Philosophical Aspects of Sikhism

(12 Hours, 4 Weeks)

1. Mool mantar and Aarti
2. Five Khands of Japji

Essential/Recommended Reading;

Avtar Singh, *Ethics of the Sikhs*, Publication EUREAU, Punjabi University, Patiala, 1983. P. 202-254 (For Five Khand)

Wazir Singh, *The Sikh Vision; Problem of philosophy and faith*, EssEss Publication, Delhi, 1992. P. 34-43. (For Hukum)

Unit 3: Metaphysical Aspects of Sikhism

(12 Hours, 4 Weeks)

- Brahm, Jagat, Jiwa, Mukti, Maya
- Nama, Guru and Sat-Sangat

Essential/Recommended Readings

Dr. Gopal Singh (Tr.), *Sri Guru Granth Sahib (English Translation)*, Allied Publishers Pvt. Limited, 2005. Stanza 1, p.1.

Jasbir Singh Ahluwalia, *The Quintessence of Sikhism: The Doctrinal Sovereignty*, Sikh Spectrum.com, Issue No. 21, August 2005.

Daljeet Singh, *Essentials of Sikhism*, Singh Brother Publisher, Amritsar, 1994, P.144-164.

Unit 4: Ethical Aspects of Sikhism

(12 Hours, 4 Weeks)

1. Sat and Sachara

Essential/Recommended Reading;

Avtar Singh, *Ethics of the Sikhs*, Publication EUREAU, Punjabi University, Patiala, 1983. P.23-50.

2. Hukum and Humae

Essential/Recommended Reading;

Avtar Singh, *Ethics of the Sikhs*, Publication EUREAU, Punjabi University, Patiala, 1983. Ch- 4 and 6.

Suggestive Readings

- Pashaura Singh, *An Overview of Sikh History*, The Oxford Handbook of Sikh Studies, Oxford university Press, 2014. P. 19-34.
- Dr. Gopal Singh (Tr.), *Sri Guru Granth Sahib (English Translation)*, Allied Publishers Pvt. Limited, 2005. P. XX- XLVIII.
- Eleanor Nesbitt, *Sikhism; A Short Introduction*, Oxford University Press, 2005. Ch-1,2.
- Nikky-Guninder Kaur Singh, *World Religions Sikhism*, Chelsea House Publishers, 2009. Ch-1, 2.
- Christopher Shackle, *Survey of Literature in the Sikh Tradition*, The Oxford Handbook of Sikh Studies, Oxford university Press, 2014. P. 109-124.
- Pashaura Singh, *The Bhagat of the Guru Granth Sahib*, Oxford University Press, 2003, Ch-1.
- Christopher Shackle, and Arvind Mandair, *Teachings of the Sikh Gurus: Selections from the Sikh Scriptures*, Taylor and Francis Group, 2005. Ch-1.
- Keshav Singh, *Vice and Virtue in Sikh Ethics*, The Monist, Volume 104, Issue 3, July 2021, P.319-336.

GENERIC ELECTIVES (GE-17): Evaluating Aesthetic Experience

- Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Evaluating Aesthetic Experience GE 17	4	3	1	Nil	12th Passed	None

Course Objective

- The objective of the course is to enable a student to become an active and engaging viewer of art and cinema.
- The course introduces students to both Indian and western aspects of aesthetics
- The course will open a new vista of understanding in students with relation to everyday perception of art

Learning Outcomes

- It would enable the student to discern the aesthetic experience as different from art experience.
- It shall enable a student to understand and appreciate films and other related art forms.
- It will make students aware of nuances of art and films that usually go unnoticed.

Unit 1: Meaning and Analysis of Indian and Western Aesthetics (12 Hours, 4 Weeks)

1. Meaning of Aesthetics
2. Indian Aesthetics- Rasa Theory and concept of Sadharanikarana
3. Western Aesthetics- The concept of Aesthetic Attitude, Aesthetics Experience and Aesthetic Judgment

Essential/Recommended Readings

- 1 Osborne, Harold. *Aesthetics*. (London: Oxford University Press, 1972), Chapter-2, "J P Sartre".
- 2 Barlingay, S.S. *A Modern Introduction to Indian Aesthetic Theories*. (New Delhi: D .K . Print Pvt Ltd , 2016 edition) Chapters 7 and 8.

- 3 Wenz, Christian. Kant's Aesthetics: Overview and Recent Literature (2009). *Philosophy Compass* 4(3). Pp.385-391. DOI:10.1111/j.1747-9991.2009.00214.x . Retrieved from: https://www.researchgate.net/publication/249474233_Kant's_Aesthetics_Overview_and_Recent_Literature
- 4 Hirianna, M. *Art Experience*, (Delhi: Indira Gandhi National Centre for the Arts, Manohar, 1997) Chapter 6.
- 5 Gupta, Shyamala. *Art, Beauty and Creativity*, (New Delhi: DK Printworld, 1999) Chapters 1, 2, 15 to 17.

Unit II: Comparison between Different Arts

(12 Hours, 4 Weeks)

1. Form and Content in art forms
2. Performative arts, Literary Arts and Visual Art

Essential/Recommended Reading

Gupta, Shyamala. *Art, Beauty and Creativity*, (New Delhi: DK Printworld, 1999)
Chapters 8 and 9.

Unit III: Film as an Art Form

(12 Hours, 4 Weeks)

1. Documentaries
2. Commercial and Parallel Cinema
3. Web Series

Essential/Recommended Readings:

- 1.
2. Lakshmi, C. S. Feminism and the Cinema of Realism (1986). *Economic and Political Weekly*. Vol XXI, No 3.
3. Kracauer, Siegfried (1960). *Theory of Films: The Redemption of Physical Reality*. Princeton. Retrieved here from: Kracauer, —Bazin and realism in cinemal. (Web blog post cusmar350/2013/03/01/erasmus19-kracauerbazin-and-realism-in-cinema)
- 4.
- 5.

6. Maheshkumar, D.R. A Study on Impact & Popularity of Web Series on Youth (2020). *International Journal of Creative Research Thoughts* 8(9), pp.1085-1093.

Unit IV: Art, Morality and Culture

(9 Hours, 3 Weeks)

1. What is Art and Morality?
2. What is Culture?

Essential/ Recommended Readings:

1. Tolstoy, Leo. What is Art? Translated from the Original MS, with an Introduction by Aylmer Maude Chapters 1 and 2
2. Gupta, Shyamala. *Art, Beauty and Creativity*, (New Delhi: DK Printworld, 1999) Chapters 13 and 18.
3. Hiriyanna, M. *Art Experience*, (Delhi: Indira Gandhi National Centre for the Arts, Manohar, 1997) Chapter 7

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