

**John Wilson Education Society's**

**Wilson College (Autonomous)**

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

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



**Syllabus for F.Y.**

**Program: BA**

**Program Code: WAPHI (Philosophy)**

**Choice Based Credit System (CBCS) with effect from  
Academic year 2023–2024**

## PROGRAM OUTLINE 2023-2024

YEAR	SEM	COURSE CODE	COURSE TITLE	CREDITS
FYBA	I	WAPHIMJ111	MORAL PHILOSOPHY	3
		WAPHIMJ121	LIVING ETHICS	3
		WAPHISE111	CREATIVE AND CRITICAL THINKING	2
		WSPHIOE111	PROFESSIONAL ETHICS	2
	II	WAPHIMJ112	MORAL PHILOSOPHY	3
		WAPHIMJ122	LIVING ETHICS	3
		WAPHISE121	CRITICAL THINKING AND PROBLEM SOLVING	2
		WSPHIOE121	TECHNOLOGY AND ETHICS	2

### PROGRAMME SPECIFIC OUTCOME (PSOs)

Learners will be able to:

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

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

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

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

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

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

## PREAMBLE:

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



<b>PROGRAM(s): F.Y.B.A</b>		<b>SEMESTER: I</b>			
<b>Course: Living Ethics</b>		<b>Course Code: WAPHIMJ121</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks-40)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>3</b>	<b>Nil</b>	<b>Nil</b>	<b>3</b>	<b>40</b>	<b>60</b>

**Learning Objectives:**

**LO-1:** Identify ethical issues in life sciences, medicine and health care.

**LO-2:** Apply the ethical principles of the Universal Declaration on Bioethics and Human Rights and apply the concepts of human dignity and human rights to bio engineering practices. and understand the relevance of these concepts in the context of bioethics.

**LO-3:** Examine philosophical and ethical issues related to sex and sexuality.

**LO-4:** Understand the socio-historical context as well as gender, race, class, caste and ability that shape ethical questions.

**LO-5:** Become aware of one's own attitudes and assumptions regarding human dignity and worth.

**Course Outcomes:**

Learners will be able to-

**CO-1:** Read philosophical articles on topics of bio ethics, medical, sexuality and ethics and synthesize its contents with other diverse philosophical ideas.

**CO-2:** Critically engage with philosophical material on a personal, social, ethical, and political level and apply them to living practices.

**CO-3:** Write clear and coherent essays that reflect one's understanding of the issues.

**CO-4:** Articulate theoretical positions clearly in front of a group.

**CO-5:** Provide rational justification for ethical positions and decisions.

### DETAILED SYLLABUS

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures
<b>I</b>		<b>Bio Ethics –Introduction</b>	<b>0.5 credits, 7 lectures</b>
	<b>1.1</b>	Understanding ethics and bioethics	<b>2L</b>
	<b>1.2</b>	Human dignity and human rights (UNESCO adopted Universal declaration on Bioethics and Human Rights)	<b>2L</b>
	<b>1.3</b>	Autonomy, Consent, Persons without the capacity to consent, Respect for human vulnerability and Personal integrity.	<b>2L</b>
	<b>1.4</b>	Privacy and confidentiality	<b>1L</b>
<b>II</b>		<b>Bio Ethics- Justice, Diversity and Co-operation</b>	<b>0.5 credits, 8 lectures</b>
	<b>2.1</b>	Equality, justice and equity	<b>2L</b>
	<b>2.2</b>	Non-discrimination and non-stigmatization	<b>2L</b>
	<b>2.3</b>	Respect for cultural diversity and pluralism	<b>2L</b>
	<b>2.4</b>	Solidarity and cooperation	<b>2L</b>
<b>III</b>		<b>Medical Ethics</b>	<b>1 credit, 15 lectures</b>
	<b>3.1</b>	Normative ethical theories and physician patient relationship	<b>4L</b>
	<b>3.2</b>	Confidentiality, Autonomy, Truth telling, paternalism, informed consent	<b>4L</b>
	<b>3.3</b>	Medical experiments	<b>3L</b>
	<b>3.4</b>	Justice and health care systems	<b>4L</b>

<b>VI</b>		<b>Sexuality and Ethics</b>	<b>1 credit, 15 lectures</b>
	<b>4.1</b>	What is sexuality? Religious, Medical models and Sexuality as a construct	<b>4L</b>
	<b>4.2</b>	Sexual Orientation and Gender Identity	<b>4L</b>
	<b>4.3</b>	Sexuality and intersecting identities	<b>3L</b>
	<b>4.4</b>	Sexual politics and justice	<b>4L</b>

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Appiah, Anthony. “The Uncompleted Argument: Du Bois and the Illusion of Race.” *Critical Inquiry*, vol. 12, no. 1, 1985, pp. 21–37, <https://doi.org/10.1086/448319>.

Arnsperger, Christian, and Yanis Varoufakis. “Toward a Theory of Solidarity.” *Erkenntnis* (1975-), vol. 59, no. 2, 2003, pp. 157–88. *JSTOR*, <http://www.jstor.org/stable/20013>

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## Modality of Assessment

### Theory Examination Pattern:

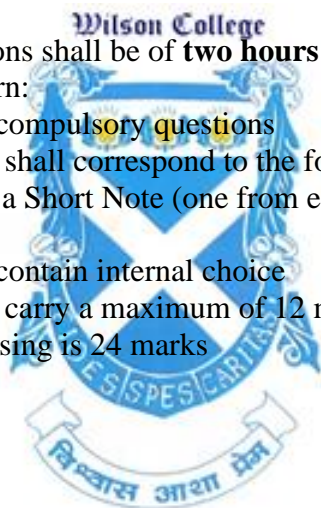
#### A. Internal Assessment- 40%- 40 Marks per paper

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

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

##### Semester End Theory Examination:

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





**Paper Pattern:**

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

<b>PROGRAM(s): F.Y.B.A</b>		<b>SEMESTER: II</b>			
<b>Course: Living Ethics</b>		<b>Course Code: WAPHIMJ122</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks-40)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>3</b>	<b>Nil</b>	<b>Nil</b>	<b>3</b>	<b>40</b>	<b>60</b>

**Learning Objectives:**

**LO-1:** Identify ethical issues in life sciences, medicine and health care.

**LO-2:** Apply the ethical principles of the Universal Declaration on Bioethics and Human Rights and apply the concepts of human dignity and human rights to bio engineering practices. and understand the relevance of these concepts in the context of bioethics.

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**Course Outcomes:**

Learners will be able to -

**CO-1:** Read philosophical articles on topics of bio ethics, medical, sexuality and ethics and synthesize its contents with other diverse philosophical ideas.

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**CO-3:** Write clear and coherent essays that reflect one's understanding of the issues.

**CO-4:** Articulate theoretical positions clearly in front of a group.

**CO-5:** Provide rational justification for ethical positions and decisions

**DETAILED SYLLABUS**

	<b>Unit</b>	<b>Course/ Unit Title</b>	<b>Credits/ Lectures</b>
<b>I</b>		<b>Theories of Environmental Ethics</b>	<b>0.5 credits, 7 lectures</b>
	<b>1.1</b>	Land Ethics	<b>2L</b>
	<b>1.2</b>	Shallow ecology and Deep ecology	<b>2L</b>
	<b>1.3</b>	Eco feminism	<b>2L</b>
	<b>1.4</b>	Eco spirituality	<b>1L</b>
<b>II</b>		<b>Globalisation, Environment and Responsibility</b>	<b>0.5 credits, 8 lectures</b>
	<b>2.1</b>	Social responsibility and Environment	<b>2L</b>
	<b>2.2</b>	Sharing of benefits	<b>2L</b>
	<b>2.3</b>	Protecting future generations	<b>2L</b>
	<b>2.4</b>	Protection of the environment, the biosphere and biodiversity	<b>2L</b>
<b>III</b>		<b>Corporate Ethics</b>	<b>1 credit, 15 lectures</b>
	<b>3.1</b>	Charity, Utilitarian, Altruism Model	<b>3L</b>
	<b>3.2</b>	Social Contract theory, Stakeholders and their rights	<b>4L</b>
	<b>3.3</b>	Kantian Model of Duties and Rights	<b>4L</b>
	<b>3.4</b>	Virtue Ethics – Capabilities Approach Model	<b>4L</b>
<b>VI</b>		<b>Media Ethics</b>	<b>1 credit, 15 lectures</b>
	<b>4.1</b>	Language and Representation in Media - portrayal, stereotypes, non-stereotypes, cultural assumptions, ideological discourses	<b>4L</b>
	<b>4.2</b>	Global media society and Value of objectivity	<b>4L</b>
	<b>4.3</b>	Audiences as Media Producers	<b>3L</b>
	<b>4.4</b>	Digital media and Technological determinism.	<b>4L</b>

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## Modality of Assessment

### Theory Examination Pattern:

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

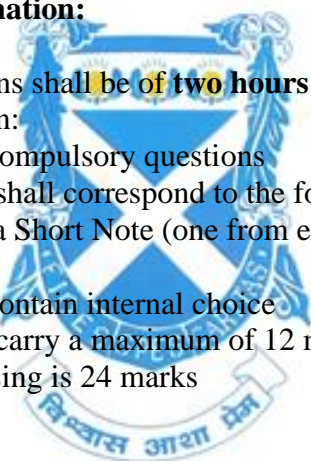
Sr. No.	Evaluation Type	Marks
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*Wilson College*

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**Syllabus for F.Y.**

**Program: BA**

**Program Code: WAPHI (Philosophy)**

**Choice Based Credit System (CBCS) with effect from  
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## PROGRAM OUTLINE 2023-2024

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	II	WAPHIMJ112	MORAL PHILOSOPHY	3
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		WAPHISE121	CRITICAL THINKING AND PROBLEM SOLVING	2
		WSPHIOE121	TECHNOLOGY AND ETHICS	2

### PROGRAMME SPECIFIC OUTCOME (PSOs)

Learners will be able to:

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

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

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

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

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



## PREAMBLE:

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



<b>PROGRAM(s): F.Y.B.A</b>			<b>SEMESTER: I</b>		
<b>Course: Moral Philosophy</b>			<b>Course Code: WAPHIMJ111</b>		
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>3</b>	<b>Nil</b>	<b>Nil</b>	<b>3</b>	<b>40</b>	<b>60</b>
<p><b>Learning Objectives:</b></p> <p><b>LO-1:</b> Gain knowledge of different moral theories and concepts through reading and comprehending philosophical texts on free will, virtues, responsibility, obligations and actions.</p> <p><b>LO-2:</b> Identify moral dilemmas and apply different theoretical approaches through deliberation and debate for value creation in society.</p> <p><b>LO-3:</b> Write explanations on preferred moral positions while appreciating its limitations.</p> <p><b>LO-4:</b> Develop a sense of moral reasoning based on analytical reasoning rather than on dogmatic assertion to resolve moral conflicts.</p>					
<p><b>Course Outcomes:</b></p> <p>Learners will be able to-</p> <p><b>CO-1:</b> Read, understand, describe and distinguish key moral concepts and philosophical writings in the area of moral philosophy.</p> <p><b>CO-2:</b> Write and present clear and concise explanations and philosophical arguments about basic moral problems.</p> <p><b>CO-3:</b> Appreciate the relevance of different moral cultures and outlooks in a globalized world.</p> <p><b>CO-4:</b> Develop a comparative and intercultural perspective</p> <p><b>CO-5:</b> Create their own ethical framework that concerns their daily life.</p>					

**DETAILED SYLLABUS**

<b>Course Code/ Unit</b>	<b>Unit</b>	<b>Course/ Unit Title</b>	<b>Credits/ Lectures 3/45</b>
<b>I</b>		<b>Introduction to Moral Philosophy</b>	<b>0.5/8</b>
	<b>1.1</b>	Definition, nature and scope (branches) of philosophy	<b>3 L</b>
	<b>1.2</b>	Nature of moral philosophy and areas of ethics (descriptive ethics, normative ethics, meta-ethics, Niti Shastra, notion of Dharma and applied ethics)	<b>3 L</b>
	<b>1.3</b>	Concepts of Rta, Rna, natural law (logos), Purusartha and virtues <i>Wilson College</i>	<b>2 L</b>
<b>II</b>		<b>Basic concepts in Moral Philosophy</b>	<b>1/15</b>
	<b>2.1</b>	Ethical Relativism and Jaina Ethics	<b>5 L</b>
	<b>2.2</b>	Ethical Absolutism, notion of Sthitaprajna and Philosophy of non-attachment (nishkama karma yoga) and temperance	<b>5 L</b>
	<b>2.3</b>	Ethics, Ambiguity and Buddhist perspectives	<b>5 L</b>
<b>III</b>		<b>Ethics and Good life</b>	<b>1/15</b>
	<b>3.1</b>	Socratic Ethics: virtue is knowledge; can ethics be taught?	<b>5 L</b>
	<b>3.2</b>	Svadharmā and notion Plato's theory of virtues: Critical Appraisal	<b>5 L</b>
	<b>3.3</b>	Ethics of Character: Aristotle, Stoic Moral Thought, Yoga ethics	<b>5 L</b>
<b>IV</b>		<b>Morality and Freedom</b>	<b>0.5/7</b>
	<b>4.1</b>	Determinism and Indeterminism	<b>2 L</b>
	<b>4.2</b>	Notion of Karma in Bhagwat Gita, Jainism, Buddhism and Facticity in the Existentialist Tradition	<b>2 L</b>
	<b>4.3</b>	Faith and Freedom: Medieval philosophy and Augustinian Ethics	<b>3 L</b>

**References:**

- Gokhale and Bhelke (Ed) *Studies in Indian Moral Philosophy*. Pune: Published by Indian Philosophical Quarterly Publication, Dept. of Philosophy, University of Pune for U.G.C. Dept. of Special Assistance Programme, phase I & II, 2002.
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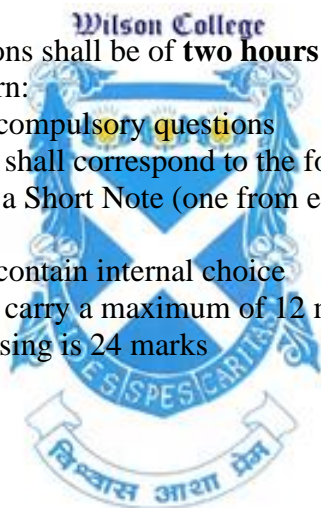
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#### B. External Examination- 60%- 60 Marks per paper

##### Semester End Theory Examination:

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



**Paper Pattern:**

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

<b>PROGRAM(s): F.Y.B.A</b>		<b>SEMESTER: II</b>			
<b>Course: Moral Philosophy</b>		<b>Course Code: WAPHIMJ12</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>3</b>	<b>Nil</b>	<b>Nil</b>	<b>3</b>	<b>40</b>	<b>60</b>
<p><b>Learning Objectives:</b></p> <p><b>LO-1:</b> Gain knowledge of different moral theories and concepts through reading and comprehending philosophical texts on free will, virtues, responsibility, obligations and actions.</p> <p><b>LO-2:</b> Identify moral dilemmas and apply different theoretical approaches through deliberation and debate for value creation in society.</p> <p><b>LO-3:</b> Write explanations on preferred moral positions while appreciating its limitations.</p> <p><b>LO-4:</b> Develop a sense of moral reasoning based on analytical reasoning rather than on dogmatic assertion to resolve moral conflicts.</p>					
<p><b>Course Outcomes:</b></p> <p>Learners will be able to-</p> <p><b>CO-1:</b> Read, understand, describe and distinguish key moral concepts and philosophical writings in area of moral philosophy.</p> <p><b>CO-2:</b> Write and present clear and concise explanations and philosophical arguments about basic moral problems.</p> <p><b>LO-3:</b> Appreciate the relevance of different moral cultures and outlooks in a globalized world.</p> <p><b>LO-4:</b> Develop a comparative and intercultural perspective</p> <p><b>LO-5:</b> Create their own ethical framework that concerns their daily life</p>					



## DETAILED SYLLABUS

	Unit	Course/ Unit Title	3 Credits/ 45 Lectures
<b>I</b>		<b>Freedom, Autonomy and Responsibility: Enlightenment Ethics [08 lectures]</b>	<b>8</b>
	<b>1.1</b>	Ethics of altruism: David Hume: nature and origin of morality: sentiment (sympathy) versus reason; Virtues: artificial and natural	3 L
	<b>1.2</b>	Psychological Egoism: Thomas Hobbes	2 L
	<b>1.3</b>	Deontological Ethics: Immanuel Kant: Categorical Imperative: formula of Universal law and formula of End-in-itself, critical appraisal	3 L
<b>II</b>		<b>Individual and Society in Indian Philosophy</b>	<b>15</b>
	<b>2.1</b>	Lokayata and ethics	5 L
	<b>2.2</b>	Syncretic traditions and ethics of protest: Bhakti Tradition	5 L
	<b>2.3</b>	Engaged religions and ethics : Ambedkar's Dhamma and Phule's Sarvajanik Satya Dharma	5 L
<b>III</b>		<b>Contemporary Theories of Ethics</b>	<b>15</b>
	<b>3.1</b>	Feminist Ethics: Simone De Beauvoir's The Second Sex	5 L
	<b>3.2</b>	Existentialist Ethics: Jean Paul Sartre	5 L
	<b>3.3</b>	Post Colonialism and Ethics: Daya Krishna	5 L
<b>IV</b>		<b>Theories of Punishment</b>	<b>7</b>
	<b>4.1</b>	Retributive theory, critical appraisal	2 L
	<b>4.2</b>	Deterrent theory, preventive theory and reformative approach to punishment; critical appraisal	2 L
	<b>4.3</b>	Origins and Justifications of Prisons and Death Penalty: Critical Appraisal	2 L



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- Beauvoir, Simone de. *The Second Sex*. Vintage Classic, 2015.
- Borch, Christian. *Foucault, Crime and Power: Problematisations of Crime in the Twentieth Century*. Routledge, Taylor & Francis Group, 2016.
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- Honderich, Ted. *Punishment: The Supposed Justifications*. Penguin Books, 1971.
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- Mahadevan, Kanchana. *Between Femininity and Feminism: Colonial and Postcolonial Perspectives on Care*. Published by Indian Council of Philosophical Research and D.K. Printworld, 2014.
- Mallik, Basanta Kumar. "Jyotirao Govindrao Phule." *Revisiting Modern Indian Thought*, 2021, pp. 57–72., <https://doi.org/10.4324/9781003118770-6>.
- Norman, Richard. *The Moral Philosophers an Introduction to Ethics*. Oxford University Press, 1998.
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- Sartre, Jean Paul. *Existentialism Is a Humanism*. Yale University Press, 2007.
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## Modality of Assessment

### Theory Examination Pattern:

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

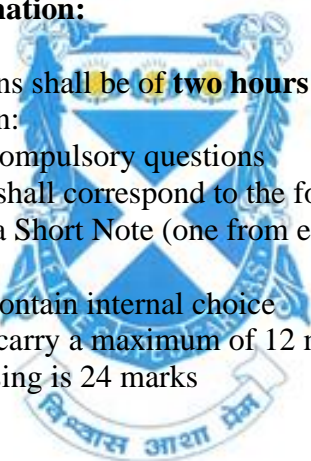
Sr. No.	Evaluation Type	Marks
1	Written Objective Examination	20
2	Assignment/ Case study/ field visit report/ presentation/ project	20
	<b>Total</b>	<b>40</b>

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

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#### Semester End Theory Examination:

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



**Paper Pattern:**

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

**John Wilson Education Society's**

**Wilson College (Autonomous)**

Chowpatty, Mumbai-400007

RE-ACCREDITED 'A' grade by NAAC

*Affiliated to the*

**UNIVERSITY OF MUMBAI**



**Syllabus for F.Y.**

**Program: BA**

**Program Code: WAPHI (Philosophy)**

**Choice Based Credit System (CBCS) with effect from  
Academic year 2023–2024**

## PROGRAM OUTLINE 2023-2024

YEAR	SEM	COURSE CODE	COURSE TITLE	CREDITS
FYBA	I	WAPHIMJ111	MORAL PHILOSOPHY	3
		WAPHIMJ121	LIVING ETHICS	3
		WAPHISE111	CREATIVE AND CRITICAL THINKING	2
		WSPHIOE111	PROFESSIONAL ETHICS	2
	II	WAPHIMJ112	MORAL PHILOSOPHY	3
		WAPHIMJ122	LIVING ETHICS	3
		WAPHISE121	CRITICAL THINKING AND PROBLEM SOLVING	2
		WSPHIOE121	TECHNOLOGY AND ETHICS	2

### PROGRAMME SPECIFIC OUTCOME (PSOs)

Learners will be able to:

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

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

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

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

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

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

## PREAMBLE:

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



<b>PROGRAM(s): F.Y.B.A</b>		<b>SEMESTER: I</b>			
<b>Course: Professional Ethics</b>		<b>Course Code: WSPHIOE111</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks- 60)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>2</b>	<b>Nil</b>	<b>Nil</b>	<b>2</b>	<b>60</b>	<b>Nil</b>
<p><b>Learning Objectives:</b></p> <p><b>LO-1:</b> To enable the students to imbibe and internalize the values and ethical behaviour in their personal and professional lives.</p> <p><b>LO-2:</b> Recognize the conflict of interest and develop strategies.</p> <p><b>LO-3:</b> Understand and appreciate professional code of ethics as a system for personal, community, national and global welfare.</p>					
<p><b>Course Outcomes:</b></p> <p>Learners will be able to-</p> <p><b>CO-1:</b> Adopt the core values that shape the ethical behavior of a professional.</p> <p><b>CO-2:</b> Solve moral and ethical problems through assessment by established experiments.</p> <p><b>CO-3:</b> Apply the knowledge of human values to personal and professional life in relation to contemporary global issues.</p> <p><b>CO-4:</b> Projects/Assignments etc</p>					

**DETAILED SYLLABUS**

<b>Course Code/ Unit</b>	<b>Unit</b>	<b>Course/ Unit Title</b>	<b>Credits/ Lectures 2/30</b>
<b>I</b>		<b>Introduction to Professional Ethics</b>	15 hours, 1 credit
	<b>1.1</b>	Personal and Professional Codes of Ethics, Professional Associations, Professional Risks, Professional Accountabilities, Professional Success	5 L
	<b>1.2</b>	Honesty, trustworthiness, transparency, accountability, confidentiality, objectivity, respect, obedience to the law, and loyalty.	5 L
	<b>1.3</b>	Managing Conflict, Role of Unions and Collective bargaining, Conflicts of interest, Occupational crime, Professional rights, Employee rights, Combating discrimination	5 L
<b>II</b>		<b>Global Challenges in Professional Ethics</b>	15 hours, 1 credit
	<b>2.1</b>	Cultural Determinants of Corporate Governance and Business Ethics, Cosmopolitan Ethics and Equitable Distribution of World Resources	5 L
	<b>2.2</b>	Sustainable Development Ecosystem, Energy Concerns, Ozone Deflection, Pollution	5 L
	<b>2.3</b>	Communication and Media Ethics; War Ethics; Bio Ethics, Intellectual Property Rights	5 L



## References:

Naagarazan, R. S. *Textbook on Professional Ethics and Human Values*. New Age International (P) Ltd., Publishers, 2006.

Subramanian, R. *Professional Ethics*. Oxford University Press, 2013.

Titus, Harold H., and Morris T. Keeton. *Ethics for Today*. D. Van Nostrand, 1973.

Wueste, Daniel E. *Professional Ethics and Social Responsibility*. Rowman & Littlefield, 1994.

## Additional Reading

Bainbridge, Anthony. *Ethics for Engineers: A Brief Introduction*. CRC Press, 2022.

Bainbridge, Stephen M. "The New Corporate Governance in Theory and Practice." *Oxford University Press*, 2008, <https://doi.org/10.1093/acprof:oso/9780195337501.001.0001>.

Bauder, Julia. *Media Ethics*. Greenhaven Press, 2009.

Campbell, Alastair Vincent, et al. *Medical Ethics*. Oxford University Press, 2005.

Cummings, Edward. "A Collectivist Philosophy of Trade Unionism." *The Quarterly Journal of Economics*, vol. 13, no. 2, Jan. 1899, pp. 151–186, <https://doi.org/10.2307/1882198>.

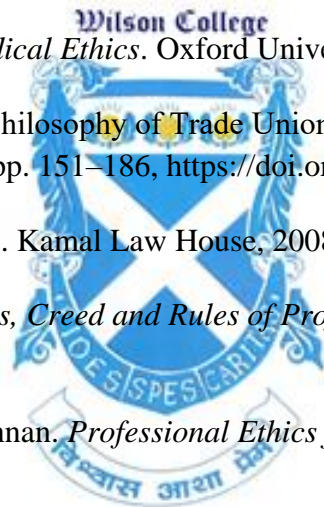
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## Modality of Assessment

### Theory Examination Pattern:

#### A. Internal Assessment- 100%- 60 Marks per paper

Sr. No.	Evaluation Type	Marks
1	Assignment/ Case study/ field visit report/ presentation/ project	30
2	Assignment/ Case study/ field visit report/ presentation/ project	30
	<b>Total</b>	<b>60</b>



<b>PROGRAM(s): F.Y.B.A</b>		<b>SEMESTER: II</b>			
<b>Course: Technology and Ethics</b>		<b>Course Code: WSPHIOE121</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA) (Marks-60)</b>	<b>Semester End Examination</b>
<b>2</b>	<b>Nil</b>	<b>Nil</b>	<b>2</b>	<b>60</b>	<b>Nil</b>
<p><b>Learning Objectives:</b> <span style="float: right;">Wilson College</span></p> <p><b>LO-1:</b> Understand Variety of technologies and their application to human world</p> <p><b>LO-2:</b> Identify ethical issues in relation to particular technologies.</p> <p><b>LO-3:</b> Analyse and evaluate how technologies can influence (create, reinforce, exacerbate, or alleviate) social inequalities, especially for marginalized communities.</p>					
<p><b>Course Outcomes:</b></p> <p>Learners will be able to -</p> <p><b>CO-1:</b> Construct arguments ethically evaluating technologies.</p> <p><b>CO-2:</b> Understand the professional and ethical responsibilities of scientists in technology, research and design.</p> <p><b>CO-3:</b> Develop practical responses to the ethical challenges relating to technologies from different disciplinary perspectives.</p> <p><b>CO-4:</b> Prepare Projects/Assignments etc</p>					

**DETAILED SYLLABUS**

	<b>Unit</b>	<b>Course/ Unit Title</b>	<b>Credits/ Lectures</b>
<b>I</b>		<b>Ethics and Emerging Technologies-I</b>	15 hours, 1 credit
	<b>1.1</b>	Biotechnologies, GeneTherapy vs. Enhancement, Equity and Access	5 L
	<b>1.2</b>	Nanotechnology, and Risk Assessment	5 L
	<b>1.3</b>	Computing culture and ethics (trust safety, reliability), Artificial Intelligence and Algorithmic Bias(race and gender)	5 L
<b>II</b>		<b>Ethics and Emerging Technologies-II</b>	15 hours, 1 credit
	<b>2.1</b>	Technology & Environment: Energy, Agriculture, Water, global society and ecological footprint	5 L
	<b>2.2</b>	Social Media, Privacy and Social Inequality	5 L
	<b>2.3</b>	Diversity and Inclusivity in STEM(science, technology, engineering and mathematics); Universal Design	5 L

**References:**

Boylan, Michael, and Wanda Teays. *Ethics in the AI, Technology, and Information Age*. Rowman & Littlefield, 2022.

Campbell, Timothy C. *Improper Life: Technology and Biopolitics from Heidegger to Agamben*. University of Minnesota Press, 2011.

Henschke, Adam. *Ethics in an Age of Surveillance: Personal Information and Virtual Identities*. Cambridge University Press, 2018.

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Winston, Morton Emanuel, and Ralph D. Edelbach. *Society, Ethics, and Technology*. Wadsworth Cengage Learning, 2014.

Ferre, Frederick. *Philosophy of Technology*. The University of Georgia Press, 1995.



## Modality of Assessment

### Theory Examination Pattern:

#### A. Internal Assessment- 100%- 60 Marks per paper

Sr. No.	Evaluation Type	Marks
1	Assignment/ Case study/ field visit report/ presentation/ project	30
2	Assignment/ Case study/ field visit report/ presentation/ project	30
	<b>Total</b>	<b>60</b>



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**Syllabus for F.Y.**

**Program: BA**

**Program Code: WAPHI (Philosophy)**

**Choice Based Credit System (CBCS) with effect from  
Academic year 2023–2024**

## PROGRAM OUTLINE 2023-2024

YEAR	SEM	COURSE CODE	COURSE TITLE	CREDITS
FYBA	I	WAPHIMJ111	MORAL PHILOSOPHY	3
		WAPHIMJ121	LIVING ETHICS	3
		WAPHISE111	CREATIVE AND CRITICAL THINKING	2
		WSPHIOE111	PROFESSIONAL ETHICS	2
	II	WAPHIMJ112	MORAL PHILOSOPHY	3
		WAPHIMJ122	LIVING ETHICS	3
		WAPHISE121	CRITICAL THINKING AND PROBLEM SOLVING	2
		WSPHIOE121	TECHNOLOGY AND ETHICS	2

### PROGRAMME SPECIFIC OUTCOME (PSOs)

Learners will be able to:

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

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

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

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

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

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



## PREAMBLE:

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



<b>PROGRAM(s): F.Y.B.A</b>		<b>SEMESTER: I</b>			
<b>Course: Creative and Critical Thinking</b>		<b>Course Code: WAPHISE111</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>2</b>	<b>Nil</b>	<b>Nil</b>	<b>2</b>	<b>Nil</b>	<b>60</b>
<p><b>Learning Objectives:</b>  <b>LO-1:</b> Understand the applications of imaginative, associative, intuitive and metaphoric modes of reasoning to argument and analysis.  <b>LO-2:</b> Identify, evaluate, synthesize information in a collaborative environment.</p>					
<p><b>Course Outcomes:</b>  Learners will be able to-  <b>CO-1:</b> Critically and imaginatively recognize explicit and tacit assumptions and their consequences to distinguish relevant from non-relevant data, fact from opinion/beliefs  <b>CO-2:</b> Formulate, articulate ideas and engage the imagination to explore new approaches and possibilities for personal and professional empowerment.  <b>CO-3:</b> Write clear and coherent essays that reflect one's understanding of the topics.  <b>CO-4:</b> Articulate and effectively communicate ideas in front of a group</p>					

**DETAILED SYLLABUS**

<b>Course Code/ Unit</b>	<b>Unit</b>	<b>Course/ Unit Title</b>	<b>Credits/ Lectures</b>
<b>I</b>		<b>Introduction to Critical Thinking</b>	15 hours, 1 credit
	<b>1.1</b>	Analytical Thinking- Scientific Rationality/ Instrumental Rationality/ Technological rationality – Problem analysis, data analysis and Judgment	5 L
	<b>1.2</b>	Creative Thinking- Aesthetic rationality, Intuitive thinking and iterative reconsideration of the problem – role of emotions in thinking, inter subjectivity and shared communication	5 L
	<b>1.3</b>	Critical Thinking - Logic, Argumentation, Rhetoric, Knowledge of subject matter, the historical subject, psychology of human judgment and character (attitudes and values)	5 L
<b>II</b>		<b>Components of Creative and Critical Thinking</b>	15 hours, 1 credit
	<b>2.1</b>	Fluency (of ideas), Flexibility (variety of ideas), Originality (uniqueness of ideas), and Elaboration (details of ideas)	5 L
	<b>2.2</b>	Social Attitudes, Prejudices, Tradition, Symbols, metaphorical thinking and figurative language	5 L
	<b>2.3</b>	Care, empathy based Creative and Critical thinking	5 L

**References:**

Bleedorn, Berenice D., and Robert W. Clyde. *Creative and Critical Thinking: Reflections and Applications*. SAGE, 1993.

Clark, Michael Dean, et al. *Creative Writing in the Digital Age: Theory, Practice, and Pedagogy*. Happer Collins, 2015.

Paul, Richard W., and Linda Elder. *Critical Thinking: Basic Theory & Instructional Structures*. Foundation for Critical Thinking, 1999.

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Moore, W. Edgar, et al. *Creative and Critical Thinking*. Houghton Mifflin, 1985.

Robertson, S. Ian. *Types of Thinking*. Routledge, 1999.

Shapiro, Gary. *Hermeneutics: Questions and Prospects*. Univ. of Massachusetts Press, 1988.



## Modality of Assessment

### Theory Examination Pattern:

A. External Examination- 100%- 60 Marks per paper

#### Semester End Theory Examination:

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

#### Paper Pattern:

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

<b>PROGRAM(s): F.Y.B.A</b>		<b>SEMESTER: II</b>			
<b>Course: Critical Thinking and Problem Solving</b>		<b>Course Code: WAPHISE121</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Assessment (CA)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>2</b>	<b>Nil</b>	<b>Nil</b>	<b>2</b>	<b>Nil</b>	<b>60</b>
<p><b>Learning Objectives:</b></p> <p><b>LO-1:</b> Construct critical and logical reasons, positive beliefs that shape understanding of the world</p> <p><b>LO-2:</b> Develop skills of logical self-defence and personal-professional empowerment towards problem solving.</p>					
<p><b>Course Outcomes:</b></p> <p>Learners will be able to -</p> <p><b>CO-1:</b> Justify and claim ownership of the worldview that guides their understanding/interactions of the world that informs their choices.</p> <p><b>CO-2:</b> Define, identify and select appropriate concepts and methods to solve problems effectively and logically.</p> <p><b>CO-3:</b> Write clear and coherent essays that reflect one's understanding of the topics.</p> <p><b>CO-4:</b> Articulate and effectively communicate ideas in front of a group.</p>					

**DETAILED SYLLABUS**

	<b>Unit</b>	<b>Course/ Unit Title</b>	<b>Credits/ Lectures 2 / 30</b>
<b>I</b>		<b>Critical and Logical Thinking</b> (15 hours, 1 credit) 1. Components: A Second-Order Activity, Identification and Analysis of the Problem, Organizing the Data and Identifying the Errors. 2. Basic concepts of Logic and Argumentation (Deductive, Inductive, true, valid and sound arguments ) 3. Basic concepts in Propositional Logic (Connectives and Complex Propositions, Tautologies and Consistency)	15 hours, 1 credit
	<b>1.1</b>	Components: A Second-Order Activity, Identification and Analysis of the Problem, Organizing the Data and Identifying the Errors.	5 L
	<b>1.2</b>	Basic concepts of Logic and Argumentation (Deductive, Inductive, true, valid and sound arguments )	5 L
	<b>1.3</b>	Basic concepts in Propositional Logic (Connectives and Complex Propositions, Tautologies and Consistency)	5 L
<b>II</b>		<b>Problem Analysis and Problem Solving</b>	15 hours, 1 credit
	<b>2.1</b>	Evaluating the Argument: Toulmin model of argument, Reflecting on issues with empathy and fairness, Mind Mapping as a Tool for Critical Thinking.	5 L
	<b>2.2</b>	Rogerian model of argument, Evaluating Decision Options from Multiple Perspectives.	5 L
	<b>2.3</b>	Informal fallacies, Identifying Inconsistencies, Understanding Dilemma and defining Appropriate Solution within Limitations.	5 L

**References:** Copi, Irving M., et al. *Introduction to Logic*. Routledge, 2019.

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Hayes, Joy, and Marion M. Sebastian. *Critical Thinking Problem Solving*. Judy/Instructo, 1989.

Nosich, Gerald M. *Learning to Think Things through: A Guide to Critical Thinking across the Curriculum*. Pearson/Prentice Hall, 2005.

Rooney, Anne. *Think like a Philosopher: Learn about Reasoning and Ethics*. Rosen Publishing, 2022.

Toulmin, Stephen, et al. *An Introduction to Reasoning*. Macmillan, 1984.

Young, Richard Emerson, et al. *Rhetoric: Discovery and Change*. Harcourt, Brace, and World, 1976.

O'Connell, Roxanne M. "Mind Mapping for Critical Thinking." *Leadership and Personnel Management: Concepts, Methodologies, Tools and Applications*, Idea Group, 2016, pp.2032-2055

Hofstede, Geert, Gert Jan Hofstede and, Michael Minkov. *Cultures and Organizations: Software of the Mind*. McGraw-Hill Education, 2010.



## Modality of Assessment

### Theory Examination Pattern:

#### A. External Examination- 100%- 60 Marks per paper

#### Semester End Theory Examination:

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

#### Paper Pattern:

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