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  - Russell, Bertrand, (1918) *The Philosophy of Logical Atomism*, in R C Marsh, *Logic and Knowledge*, New York: Routledge.
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  - Russell, B., "On Denoting", *Mind*, 1905, pp. 479-493.
  - Jerrold, Katz. J. (1971) *The Philosophical Relevance of Linguistic theory in The Philosophy of Language*, (ed.) Searle, Oxford University Press.
  - Russell, Bertrand, (1918) *The Philosophy of Logical Atomism*, in R C Marsh, *Logic and Knowledge*, New York: Routledge.
  - Morris, Michael. (2007). *An Introduction to the Philosophy of Language*, Cambridge University Press, Cambridge.
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### Teaching Learning Process

Lectures, PPT Presentations. Open book tests, Assignments, Discussion in Tutorials

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### Assessment Methods

Presentations and home assignments, projects

**Feminism  
(DSE (6))  
Discipline Specific Elective - (DSE) Credit:6**

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### Course Objective(2-3)

#### 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 wholistic 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.

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## Course Learning Outcomes

### **Course 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. Thus 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

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## Unit 1

### **Unit I**

#### **Patriarchy and the Origin of Feminism**

\*Lerner, Greda. "Introduction" and "The Creation of Patriarchy". In *The Creation of Patriarchy* by Gerda Lerner, 3-14 & 212-229. New York: OUP, 1986.

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

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## Unit 2

### **Unit II**

#### **Epistemology**

\*Anderson, Elizabeth. "Feminist Epistemology: An Interpretation and a Defence", *Hypatia* 10, no.3(1995):50-84.

\*Gatens, Moira. "The Feminist Critique of Philosophy." In *Feminism and Philosophy: Perspective on Difference and Equality* by Moira Gatens, 85-99. UK: Polity Press, 1991.

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## Unit 3

### Unit III

#### Body and Gender

\*Birke, Lynda. "Life as we have known It: Feminism and Biology of Gender." In *Science and sensibility: gender enquiry, 1780-1945* edited by Marina Benjamin, 243-264. UK: Oxford; MA: Cambridge; USA: B. Blackwell, 1991.

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

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## Unit 4

### Unit IV

#### Women, Society and Environment

\*Chakravarty, Uma. "Whatever happened to the Vedic Dasi? Orientalism, Nationalism and a Script for the Past." In *Recasting Women: Essays in Indian Colonial History* edited by Kumkum Sangari and Sudesh Vaid, 27-87. New Brunswick, New Jersey: Rutgers University Press, 1990.

\* Lughod, Lila Abu. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist*, 47, no.3(2002):783-790.

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

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## References

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

### **Additional Resources:**

#### **Additional Resources:**

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

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

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

\*Mies, Maria and Vandana Shiva. *Eco-Feminism*. Jaipur: Rawat Publications, 1993.

\*Padia, Chandrakala, ed. *Feminism, Tradition and Modernity*. Shimla: IAS, 2002.

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### Teaching Learning Process

Lectures, tutorials, film screenings, seminars, interactions with experts in the field and workshops.

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### Assessment Methods

As per the guidelines of University of Delhi.

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### Keywords

Sex, gender, biological determinism, sexism, patriarchy, feminist method.

**Indian Theories of Consciousness  
(DSE (7))  
Discipline Specific Elective - (DSE) Credit:6**

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### Course Objectives:

The objective of this course is to make students familiar with Indian Classical texts. This course will be an introduction to the various schools of Indian philosophical traditions and their theories of consciousness. The formulation of this paper is to clearly exhibit that there also exists an amazing variety of the theories of consciousness in Indian philosophy. Focus will be on interactive learning where students will engage themselves into rigorous and an analytical examination of key arguments and doctrine in a manner that enables them for contemporary engagement and reflection.

- i. The aim is to make students familiar with and develop a clear understanding of the major concepts such as the nature of the self (Atman/Brahman), paravidya and aparavidya, No-soul theory, karma and rebirth, etc. within spectrum of Indian theories of consciousness.
- ii. To develop a deeper understanding of the nature of the self which ultimately reveals one's own existence or being.
- iii. The reading of original texts help students to know the fundamental tenants of different schools of Classical Indian thought.
- iv. Exposure to various methodologies, interpretations used in the writing style of ancient Indian philosophers..