



**GAUHATI UNIVERSITY
DEPARTMENT OF PHILOSOPHY
REVISED SYLLABUS FOR TDC
Skill Enhancement Course**

**Semester III
PHI-SE-3014
Philosophical Counselling
B.A. (Honours/Regular)**

Course Description:

The course is designed to introduce the key concepts of Philosophical Counselling (PC)/Philosophical Practice amongst students with a view to developing the skill of applying philosophical approach in practical contexts. The course is divided into two parts: (a) theory, comprised of introduction to PC and various approaches to PC (units I & II); and (b) practical, comprised of application of the skill to discover problems through practical sessions and writing a dissertation on the investigated problem.

Course Objectives:

The course aims at developing the skills of:

- Philosophical understanding or wisdom (*philos-sophia*=love of wisdom) as an end in itself.
- Addressing dilemmas (e.g. decision making dilemmas), predicaments and life-issues of persons through philosophical examination.
- Exposing and examining underlying assumptions and logical implications.
- Exploring conflict and inconsistencies.

Course Outcomes

On completion of the course students are expected to be able to:

- Understand the scope of Philosophical vis-à-vis Psychological Counselling.
- Inculcate self-confidence in one's own abilities to reason.
- Understand the opinions of other people.
- Develop flexibility in considering alternatives and opinions.
- Overcome personal problems by adopting different philosophical approaches to philosophical counselling.
- Develop fair-mindedness in appraising reasoning.

The Syllabus

Part A (Theory)

Marks 50

Unit I Introduction to Philosophical Counselling

25

Philosophical Counselling—its meaning and scope
History of Philosophical Counselling
Philosophical Counselling versus Psychological Counselling

Unit II Approaches to Philosophical Counselling

25

- a. Critical Thinking Approach –Logic- Based Therapy (LBT)—Philosophical Principles of LBT, LBT fallacies, antidotes
- b. Wisdom Approach
- c. Existential Approach— Existentialism Based Therapy –Authentic and Inauthentic Life

Part B (Practical)

Marks 50

Project/Dissertation

Practical will be conducted in the form of project/dissertation which is to be typed or neatly hand written (3,000- 5,000 words). The project/dissertation will be based on practical session(s) which is to be conducted by the student (counsellor) with a counsellee/client.

Given below is a list of *Problems* out of which any *one* may be chosen for addressing in the project/dissertation. The same has to be carried out under the supervision of a teacher.

Moral issues
Value disagreements
Political issues and disagreements
Time management issues
Procrastination
Career issues
Financial issues
Adult children of aging parents
Problems with family/ Domestic problems
Breakups and divorce
Sibling rivalry
Loss of a family member
Friendship issues
Peer pressure
Academic or school-related issues
Rejection
Discrimination
Religion and race-related issues
Technology-related issues

The project/dissertation has to be broken into three heads as mentioned below:

- **Identification of the *Problem*** in the counsellee/client by the student (counsellor) (Naming the *Problem*, grounds for placing it under the chosen category of the *Problem*) **15**
- ***Philosophical Approach*** involved in the investigation of the *Problem* (definition of the approach and its application) **25**
- ***Conclusion/Solution*** provided (Redressing the Problem) **10**

BOOKS/JOURNAL ARTICLES AND MATERIALS RECOMMENDED

Cohen, Elliot D. (2016). *Logic-Based Therapy and Everyday Emotions: A Case Based Approach*, Lexington Books

Cohen, Elliot D. *Philosophical Principles of Logic-Based Therapy* (<http://society-for-philosophy-in-practice.org/journal/pdf/6-1%20027%20Cohen%20-%20Logic-Based.pdf>)

Curnow, T. Wisdom and Philosophy, *Practical Philosophy*, 3(1), 2000

Lacovou, S. & Karen Weisel-Dixon. (2015). *Existential Therapy: 100 Key Points and Techniques*, Routledge

Lahav, Ran. (2016). *Stepping Out of Plato's Cave: Philosophical Counseling, Philosophical Practice and Self-Transformation*, Loyev Books, 2nd edition.

Lahav, Ran. What is Philosophical in Philosophical Counselling?. *Journal of Applied Philosophy*, vol. 13, No. 3, pp. 259-278, 1996.

Lahav, Ran. *Philosophical Counselling as a Quest for Wisdom*, *Practical Philosophy*, 4(1), 2001

Lebon, Tim. (2001). *Wise Therapy*, London: Continuum

Lebon, Tim. *Philosophical Counseling: An Introduction* (First published in *Thinking Through Dialogue: Essays on Philosophy in Practice*, Curnow. T (ed) 1999

Raabe, Peter B. (2000). *Philosophical Counseling—Theory and Practice*, Praeger Publishers Inc.

Sartre, J. P. (1993). *Being and Nothingness*, Simon and Schuster

Sartre, J. P. (2007). *Existentialism is a Humanism*, Yale University Press.

Sulavikova B. Key Concepts in Philosophical Counselling. *Human Affairs*, 24, 574-583, 2014

Sulavikova, B. Philosophical Counselling Based on Dialogical Critical Thinking, *Human Affairs*, 23(4), 680-688, 2013

Website links

<https://www.curiousoulphilosophy.com/what-is-philosophical-counseling.html>

<https://www.infanciacontemporanea.com/wp-content/uploads/2018/06/v9n3eng.pdf>

https://merlinccc.org/wp-content/uploads/2016/12/Philosophical-Counseling_LBT_Marisa-Diaz-Waian_Grief-Workshop-2016-Handout.pdf

<https://www.ncbi.nlm.nih.gov/books/NBK64939/>

<https://npcassoc.org/>

<https://peterraabe.ca/what.html>

<https://philopractice.org/web/history-ran-lahav>

Semester IV
PHI-SE-4014
Critical Thinking
B.A. (Honours/Regular)

Course Description:

The course is designed to introduce and inculcate critical thinking (CT) among students with a view to developing the skill in practical contexts, this being the essence of philosophising. The skill is to be learnt and applied in writings. Thus the course is divided into two parts: (a) theory, comprised of introduction to CT and reading model critical literatures (units I & II); and (b) practical, comprised of application of the skill in writing (units III & IV).

Course Objectives:

The Course aims at developing the traits and skills of:

- seeing issues from alternative viewpoints
- reading a text both sympathetically and critically
- bridging ideas of thinkers
- developing logical rigor in building an argumentative case
- inculcating the habit of questioning, framing the right question
- applying critical standpoint in writing
- rephrasing original thoughts of others

Course Outcomes:

At the completion of the Course the student is expected to be able to:

- Analyze the original and primary ideas of various thinkers
- Write in comprehensible, unambiguous language
- Present ideas in organized, efficient, methodical ways
- Develop ancillary skills of observation, reasoning, decision making etc.
- Put forth logically sound and persuasive arguments
- Develop effective communication skill

The Syllabus

Part A (Theory)		Marks 50
Unit I Introduction to Critical thinking		25
Thought and Training of Thought		
Critical thinking, Benefits and Barriers of Critical Thinking		
Asking Right Questions		
Unit II Critical Writing		25
Introduction to Critical and Analytical Writing		
Paraphrasing—(a) Short quotes and (b) Clarifying texts		
Making Effective Notes		
Part B (Practical)		Marks 50
Unit III		
Formulation of Title		10
Making Effective Notes		15
Unit IV		
Paraphrasing quotes		16
Asking Questions		09

GUIDELINES FOR PRACTICAL COMPONENT (UNIT III & UNIT IV)

1. **Formulation of title:** students will be asked to go through some related passages; then they will be asked to formulate **one** title to suit the main idea(s) set through the passages. In case of compiling passages from multiple texts, sufficient care is to be taken for not getting compiled conceptually unrelated passages. For example, along with a passage on Existentialism no passage on Vaisesika category of *abhava* can be clubbed.
2. **Making effective notes:** students will be asked to go through some passages, and then they will be asked to make **one** effective note highlighting the cardinal points contained in the passages. Conceptual conformity among the passages must be looked into as in case of the above point.
3. **Paraphrasing quotes:** students will be asked to paraphrase **four** original quoted passages in their own words. This means that students need to extend the quoted thought without altering the meaning of any word originally cited in the quote.
4. **Framing right questions:** students will be asked to go through some given passages, and will be asked to frame **three** *right* questions.
5. All the passages, and passages within quotes, will be chosen **only** from the **recommended books for unit III and Unit IV**.

BOOKS RECOMMENDED

UNIT I & UNIT II

Anderson, Marilyn, Pramod K. Nayar, & Madhucchanda Sen, (2010). *Critical Thinking, Academic Writing and Presentation Skills*, Pearson Education

Cottrell, Stella. (2005). *Critical Thinking Skills—Developing Effective Analysis and Argument*, Palgrave Macmillan

Dewey, J. (1933). *How We Think*, Boston, New York.

M. Neil Browne & Stuart M. Keeley (2007). *Asking the Right Questions—A Guide to Critical Thinking*, Pearson Prentice Hall

Paul, Richard & Linda Elder (2019) *How to Write a Paragraph—The Art of Substantive Writing*, Rowman & Littlefield

Russell, B. (1956). ‘How I Write’ in *Portraits from Memory and Other Essays*, Simon and Schuster: New York.

Russell, B. (1999). ‘The Value of Philosophy’ in *The Problems of Philosophy*, Oxford University Press.

Sen, Madhucchanda (2010). *An Introduction to Critical Thinking*, Pearson India

Website Link

<https://bradford.instructure.com>

(UNIT III & UNIT IV)

All practical exercises relating to Unit III and Unit IV are to be worked out from among the books listed below.

Dasgupta, S.N.:	A History of Indian Philosophy (Vol I-IV)
F. Copleston:	History of Philosophy (Vol I to VIII)
Frankenna, Williams:	Ethics
Hick, John:	Philosophy of Religion
Kenny, Anthony:	A New History of Philosophy
Neog, Maheswar:	Sankardeva and His Times
Radhakrishnan, S.:	Indian Philosophy (Vol I & II)
D. M. Datta:	The Philosophy of Mahatma Gandhi
Singer, Peter:	Applied Ethics
H. J. Blackham:	Six Existentialist Thinkers

Semester V
PHI-SE-5014
Reasoning and Logic (B.A. Regular)

Course Description:

The course is designed to make students aware of the importance of logic not only as a technical theoretical subject but also as a guide in ordinary day-to-day conversation and argumentation. It is also designed to introduce various kinds of logical reasoning, rules governing them, and fallacies that may occur while violating those rules. The course is divided into two parts: (a) theory, comprised of introducing logical concepts such as propositions and arguments, deductive-inductive differences, Syllogism in Ordinary Language, and various types of Informal Fallacies (units I & II); (b) practical, comprised of exercises to identify fallacious arguments and to provide explanation thereof.

Course Objectives:

The course aims at developing the skills of:

- Learning what is an argument, and its division into deductive and inductive arguments.
- Enabling the students to find out the kinds of deductive arguments.
- Developing logical rigour in discovering various fallacies involved in ordinary language.

Course Outcomes:

On completion of the course students are expected to be able to:

- Identify logical fallacies in day-to-day conversations and argumentations
- Avoid committing fallacies.
- Provide well-reasoned arguments in any discourse.

The Syllabus

	PART – A (Theory)	Marks 50
Unit I	Propositions and Arguments Deductive and Inductive Arguments Kinds of Deductive Inference: mediate and immediate inferences Syllogism in Ordinary Language (Enthymemes, Sorites, Deductive and Hypothetical Syllogisms, Dilemma)	25
Unit II	Informal Fallacies A. Fallacies of Relevance: R ₁ ARGUMENT <i>AD POPULUM</i> (The Appeal to Emotion) R ₂ THE RED HERRING R ₃ THE STRAW MAN R ₄ ARGUMENT <i>AD HOMINEM</i> (Argument against the Person) R ₅ ARGUMENT <i>AD BACULUM</i> (The Appeal to Force) R ₆ <i>IGNORATIO ELENCHI</i> (Missing the Point)	25

B. Fallacies of Defective Induction:

- D₁ ARGUMENT *AD IGNORANTIAM* (The Argument from Ignorance)
- D₂ ARGUMENT *AD VERECUNDIAM* (The Appeal to Inappropriate Authority)
- D₃ ARGUMENT *NON CAUSA PRO CAUSA* (False Cause)
- D₄ Hasty Generalization

C. Fallacies of Presumption

- P₁ Accident
- P₂ Complex Question
- P₃ *PETITIO PRINCIPII* (Begging the Question)

D. Fallacies of Ambiguity

- A₁ Equivocation
- A₂ Amphiboly
- A₃ Accent
- A₄ Composition
- A₅ Division

PART B (Practical)

Marks 50

Students will be provided with fallacious arguments. The number of arguments provided will be 8 out of which the students have to choose 5 for testing. Marks allotment for an argument will be as follows:

Naming the fallacy involved in the argument	: 02
Explanation of why/how the argument commits the fallacy	: 08

Books Recommended

Unit I & Unit II (Theory)

Chakraborti, Chhanda (2007). *Logic—Informal, Symbolic & Inductive*, Prentice Hall of India Private Limited, New Delhi

Copi, I.M. & Carl Cohen (2009), *Introduction to Logic* (Thirteenth Edition), Pearson Prentice hall.

(Practical)

Copi, I.M. & Carl Cohen (2009), *Introduction to Logic* (Thirteenth Edition), Pearson Prentice hall.

Semester VI
PHI-SE-6014
Environmental Ethics (B.A. Regular)

Course Description:

Environmental Ethics primarily deals with issues like how and why do we value the environment and the non-human inhabitants of the earth, why should we care or examine the moral relationship between human beings and non-human beings. This course is an attempt to look at the implications of the moral value of the environment. This course focuses on our ethical relationship to environment and the ecological systems of which we are a part. By dealing through these issues, students will be equipped to participate in contemporary debates and to think anew about their own place in ecosystems. Most importantly, students will learn the skill of confronting complex issues relating to environment. The course is divided into two parts: (a) theory, comprised of introduction to Environmental Ethics and its various theories (units I & II); and (b) practical, comprised of writing a report on local environmental issues on the basis of visit to nearby places of environmental importance.

Course Objectives:

The course aims to:

- Develop the sense of ethical responsibility towards environment
- Explicate the significance of the various components of the environment like land, water, forest, species, ecosystem, cities etc.
- Develop conceptual thinking through, and participating in, complex ethical discussions about nature, the environment, and ecosystems.

Course Outcomes:

On completion of the course students are expected to be able to:

- Articulate the importance and role of Environment.
- Uncover and explicate the fundamental significance of environment in terms of the present as well as the future human and non-human worlds.
- Understand one's duties and responsibilities towards protection of environment.

The Syllabus

Part A (Theory)

Marks: 50

Unit I: Ethics and Environmental Ethics

25

Nature of Ethics: Normative Ethics, Meta-Ethics and Applied Ethics

Nature and Scope of Environmental Ethics

Relation between Ethics, Applied Ethics and Environmental Ethics

Unit II: Theories of Environmental Ethics

25

Anthropocentrism: Weak and Strong

Ecocentrism: Land Ethics, Deep Ecology

Biocentrism: Biodiversity and Animal Rights

Part B (Practical)

Marks: 50

Students will submit a report (word limit: 3,000-5,000) on the basis of the following guidelines:

- a) Visit to local areas to study and document ecosystem like pond, rivers, hill, forest, grassland etc.
- b) Visit to local polluted sites like urban, rural, industrial and agricultural areas to document the environmental crises.
- c) Prepare a report on environmental assets of local plants, insects, birds and animals.

Books Recommended

Croall, Stephen & William Rankin. (1994). *Ecology for Beginners*. Icon Books Ltd, London.

Gadgil, M. & G. Ramachandra (1993). *This fissured land: an ecological history of India*. Univ of California Press.

Leopold, Aldo. (1949). *The Land Ethic*.

Passmore, John A. *Man's Responsibility for Nature*, Gerald Duckworth & Co. Limited, London, 1980 development." OUP Catalogue.

Mill, John Stuart. (1874). *On Nature*. Lancaster University Press.

Naess, Arne. (1973). "The Shallow and the Deep Ecology Movement". *Enquiry* 16, no. 1, 95-100.

Naess, Arne. (1986). "The Deep Ecological Movement: Some Philosophical Aspects" *Philosophical Enquiry*,8, 10-31.

Norton, B. G. (1984). *Environmental ethics and weak anthropocentrism*. Environmental Ethics.

Pojman, Louis P. (2016). *Environmental Ethics: Readings in Theory and Application*. Wadsworth Publishing Company, California.

Reaka-Kudla, Marjorie L., Don E. Wilson, and Edward O. Wilson, eds. (1996). *Biodiversity II: understanding and protecting our biological resources*. Joseph Henry Press.

Sengupta, R. (2003). *Ecology and economics (OUP): An approach to sustainable*

Singer, Peter. (1975). *Animal Liberation: A New Ethics for Our Treatment of Animals*. Harper Collins.