

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).



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

DETAILED SYLLABUS

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures
I		Introduction to Critical Thinking	15 hours, 1 credit
	1.1	Analytical Thinking- Scientific Rationality/ Instrumental Rationality/ Technological rationality – Problem analysis, data analysis and Judgment	5 L
	1.2	Creative Thinking- Aesthetic rationality, Intuitive thinking and iterative reconsideration of the problem – role of emotions in thinking, inter subjectivity and shared communication	5 L
	1.3	Critical Thinking - Logic, Argumentation, Rhetoric, Knowledge of subject matter, the historical subject, psychology of human judgment and character (attitudes and values)	5 L
II		Components of Creative and Critical Thinking	15 hours, 1 credit
	2.1	Fluency (of ideas), Flexibility (variety of ideas), Originality (uniqueness of ideas), and Elaboration (details of ideas)	5 L
	2.2	Social Attitudes, Prejudices, Tradition, Symbols, metaphorical thinking and figurative language	5 L
	2.3	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*. Harper Collins, 2015.

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

Fultner, Barbara. *Jürgen Habermas: Key Concepts*. Acumen, 2011.

LeBouef, Michael. *Creative Thinking: How to Generate Ideas and Turn Them into Successful Reality*. Piatkus, 1996.

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	
	TOTAL	60	

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

DETAILED SYLLABUS

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

Dewey, John. *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. Houghton Mifflin Co., 1998.

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.



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5.	a.	6 (Total=12)	Unit I- Unit IV
	b.	6	
	c.	6	
	d.	6	
	TOTAL	60	