

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Credits Code	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
	Lecture	Tutorial	Practical/ Practice		
<b>Feminist Perspectives on Epistemology and Ethics DSE 10</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>12th Passed</b>

**Learning Objectives**

- A course in alternative perspectives is needed to sensitise students to trends 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 gender, body, knowledge and what is right and wrong.

**Learning Outcomes**

- Study of Feminist perspective 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

**Unit I Feminist Epistemology****(9 Hours, 3****Weeks)**

1. Feminist Epistemology
2. Critiquing the androcentricity of Philosophy

**Essential/recommended readings**

- 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.

### **Unit II Body and Gender**

**(12 Hours, 4 Weeks)**

1. Gender and the biological life
2. Analyzing the Notion of Self: Gendered or Not?

#### **Essential/recommended readings**

- 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.

### **Unit III Women and the Surrounding**

**(12 Hours, 4 Weeks)**

1. Women in Ancient India
2. Islamic Perspective on Feminism

#### **Essential/recommended readings**

- Adamson, P and Ganeri, J (2020). "Women in Ancient India" In *Classical Indian Philosophy*, OUP
- 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.

### **Unit IV Feminist Perspectives**

1. Feminist Perspective on Ethics
2. Feminist Perspective on Bioethics

#### **Essential/recommended readings**

- Jaggar, Alison. "Feminist Ethics: Project, Problems and Prospects". In *Feminist Ethics*, edited by C. Card, 78-104. Lawrence: University Press of Kansas, 1991.

- Rogers, Wendy A. "Feminist Bioethics". In *The Routledge Companion to Feminist Philosophy*, edited by Ann Garry, Serene J. Khader and Alison Stone, 579-592. New York & London: Routledge, 2017.

### Suggestive Readings

- 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: IIAS, 2002.
- Indradeva, Shrirama (1976). The Status of Woman in Ancient India: Compulsives of the Patriarchal Order. *Diogenes* 24 (93):67-80.

### DISCIPLINE SPECIFIC ELECTIVE - (DSE 11) – Indian Theories of Consciousness

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		Lecture	Tutorial	Practical/Practice		
Indian Theories of Consciousness DSE 11	4	3	1	Nil	12th Passed	Basic Knowledge of Classical Indian Tradition

#### Learning Objectives

- 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.
- To develop a deeper understanding of the nature of the self which ultimately reveals one's own existence or being.
- The reading of original texts help students to know the fundamental tenants of different schools of Classical Indian thought.
- Exposure to various methodologies, interpretations used in the writing style of ancient Indian philosophers..