Philosophy (A) / Science & Technology Studies (B)

Answer either section A (Philosophy) or section B (Science and Technology Studies)

Section A (Philosophy)

Answer any two questions from the questions below. Each questions carries 50 Marks

1. Do women/ Nature/ animals fit into the social contract? Or are they denied access to the social contract in the history of philosophy?
2. What are the arguments for and against ethical relativism?
3. 'Facts are theory-laden'. Discuss this claim in the light of the recent philosophical debates about the nature of knowledge/science.
4. Does Sherlock Holmes – the fictional character in Arthur Conan Doyle's novel – exist? What are the important philosophical issues we need to address while proposing an answer to this question?
5. Write short notes on any five of the following. Each carries 10 marks
   a. Liberalism and the limits of justice.
   b. Contractarianism/ Contractualism.
   c. Substance is subject
   d. World is the totality of facts
   e. Existence precedes essence
   f. Ideology is the soul of a soulless world
   g. Ontological difference
   h. Change and permanence
   i. Truth and method
   j. Principle of sufficient reason

Section B (Science and Technology Studies)

Please answer any two questions from the questions below. Each question carries 50 Marks.

1. Discuss the challenges in identifying and describing the essence of technology, through any technological site (for instance, sites like agriculture, nuclear energy, biotechnology, or automobiles).

2. Delineate the different ways in which 'democratic' concerns are relevant to science and technology.

3. Through any perspective within (the inter-discipline of) science and technology studies, critically describe and respond to concerns about the production of knowledge in agriculture over the last century.

4. Mertonian norms of science --universalism, communism, disinterestedness and organised skepticism— have often been asserted as foundational in the production of scientific knowledge. Critically respond to the role of any two of these norms, including through their everyday working in scientific institutions, in understanding the making of science.