



**Department of Philosophy
Jahangirnagar University**

Syllabus for 4-year level BA (Honors) Degree program based on annual examination under a credit and Grade Point Average (GPA) system of assessment for the students enrolled in the 1st year sessions of 2018-2019, 2019-2020, and 2020-2021 leading to 4-year level B.A. (Honors) Degree of 2019, 2020, and 2021 respectively.

Total Marks: 3100

For a four-year BA (Honors) Degree in Philosophy students are required to complete 31 units in philosophy and allied courses, or 124 credits, equivalent to 3100 marks including viva voce. Each full unit course bears 100 marks, equivalent to 4 credits, whereas a half unit course bears 50 marks, equivalent to 2 credits. Courses shall extend over a period of four academic years and shall be divided into four parts: B.A. Honors Part I, B.A. Honors Part II, B.A. Honors Part III and B.A. Honors Part IV. Annual Examination for each part shall be held at the end of each academic year to complete a Part of study according to the following distribution of units. Part I consists of 650 marks (including viva-voce), Part II 750 marks (including viva-voce), Part III 850 marks (Including viva-voce) and Part IV 850 marks (including viva-voce).

The viva-voce examination bears 50 marks, equivalent to 2 credits, to be held separately for each Part, i.e., Part I, Part II, Part III & Part IV, totaling 200 marks for the entire program.

The distribution of marks for a full-unit course (4 credits) will be as follows:

Three Tutorial Exams	20 Marks
Class Attendance	10 Marks
Part-end Exam	70 Marks

Distribution of Courses

BA (Hons.) Part I

Sessions: 2018-2019, 2019-2020, and 2020-2021

Examinations: 2019, 2020, and 2021

Units: 6.5 Credits: 30 Marks: 650

Course no	Course Title	Unit	Credit	Marks
Phil 101	Introduction to Philosophy	1unit	4	100 marks
Phil 102	History of Western Philosophy (Ancient & Medieval)	1unit	4	100 marks
Phil 103	Introduction to Logic	1unit	4	100 marks
Phil 104	Introduction to Ethics and Its History (Western)	1unit	4	100 marks
Phil 105	Introduction to Psychology	1 unit	4	100 marks
Phil 106	History of Ancient Civilizations	1 unit	4	100 marks
	Viva-voce	½ unit	2	50 marks

Course Outlines

Phil 101: Introduction to Philosophy

1 unit 4 credit 100 marks

Course Goals and Outcomes:

- The aim of this course is to introduce students to the most fundamental philosophical questions.
- Upon completion the course students will be able to understand basic problems, theories and nature of philosophy

Course Descriptions: The course consists of the following problems and issues:

(1) Introducing Philosophy

- Origin, definition, nature, scope and value of philosophy
- Methods of philosophy: authoritarianism, dialectic, criticism and analysis.
- Eastern versus western philosophy
- Relationship of philosophy to science, religion, and other disciplines

(2) Epistemology or Theory of knowledge

- Definition of the term ‘epistemology’.
- Theories of the *origin* of knowledge: rationalism, empiricism, Kant’s critical theory, intuitionism
- Theories of the *nature* of knowledge: realism and idealism
- Theories of the *extent* of knowledge: agnosticism and skepticism
- Theories of the *validity* of knowledge: correspondence, coherence, and pragmatic theories of truth

(3) Metaphysics or Ontology

- Nature of reality: materialism, idealism.
- Materialism: Carvaka materialism, mechanical materialism and dialectical materialism; Idealism: Indian idealism, subjective idealism of Berkeley, objective idealism of Plato and Hegel.
- Number of reality: monism, dualism, pluralism.
- Monism (Shankara’s Advaita, Spinoza’s Substance), Dualism (Shamkhya and Descartes’ Dualism), and Pluralism
- Theories of the freedom of the will: determinism, indeterminism, self-determinism

(4) The Universe

- Concepts of space and time
- Concepts of matter and life
- The nature of matter: atomic theory, dynamic theory and traditional views
- The nature of life: mechanism, vitalism or organism and the concept of emergence

(5) Theories of the Origin of Life

- Creation and evolution
- Theories of special creation
- Theories of evolution: mechanical, teleological, creative and emergent.
- Eastern views on creation and evolution

(6) Philosophy of Mind

- Theories of mind-body relationship: interactionism, parallelism, epiphenomenalism, occasionalism.

(7) Philosophical Issues in Religion

- The problem of God, the religious conception of God, philosophical conception of God.
- Theories of the relationship between God and the world: deism, pantheism, theism, and panentheism
- Arguments for or against God’s existence: cosmological, ontological, moral, and teleological
- Problem of evil

(8) Axiology

Theories of values:

- Nature and definition of value, kinds of values
- Nature of value judgments, subjectivity and objectivity of value.

Aesthetics or theory of beauty:

- Aesthetic experience, beauty, and the nature and function of art

Recommended Readings:

1. Edwards, P. and Pap, A. (ed.) *A Modern Introduction to Philosophy*, New York: Free Press, 1963
2. Gould, A. (ed.), *Classical Philosophical Questions*, U.S.A.: Charles F. Merrill Publishing Co., 1982.
3. Hirst, R. J. (ed.), *Philosophy* London Routledge and Kegan Paul, 1970
4. Hospers, J. *An Introduction to Philosophical Analysis*, 3rd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1988.
5. Joad, C.E. M., *Introduction to Modern Philosophy* Oxford: Clarendon Press 1953.
6. Matin, Abdul. *An Outline of Philosophy*, Adhuna Prakashan, 2006
7. Morton, A., *Philosophy in Practice: An Introduction to the Main Questions*, Oxford: Blackwell, 1996.
8. Patrick. G.T.W., *Introduction to Philosophy*, Boston: Houghton Mifflin Company, 1935.

9. Perry & Bratman (eds.), *Introduction to Philosophy: classical and contemporary readings*, New York: Oxford University Press, 1986.
10. Russell, B., *An Outline of Philosophy*, George Allen & Unwin, 1921.
11. Titus, H. H., *Living Issues in Philosophy*, New York: American Book Co., 1964.
12. গোবিন্দচন্দ্র দেব, *তত্ত্ববিদ্যা সার*, অধুনা প্রকাশনা, ঢাকা, ২০০৪।
13. ড. আবদুল মতীন, *দর্শনের রূপরেখা*, অবসর, ঢাকা, ২০১৭
14. ড. এম মতিউর রহমান ও ড. মুহম্মদ আবদুল হাই ঢালী, *দর্শনের মূলনীতি*, নভেল পাবলিশিং হাউস, ঢাকা, ২০০৯

Phil 102: History of Western Philosophy (Ancient & Medieval)

1 unit 4 credit 100 marks

Course Goals and Outcomes:

- The aim of the course is to gain a historical and critical understanding of a number of the conceptions, questions, and discussions that concerned the ancient and medieval Greek philosophers whose thought lay the foundations for Western civilization. We will seek to understand both the differences and similarities between the various ancient Greek conceptions of nature and humanity, as well as the differences and similarities between these ancient and medieval Greek conceptions and our own conceptions of the world and ourselves. We will also be concerned, more generally, with the fundamental question “What is philosophy?” We will thus seek to gain an understanding and appreciation for the importance of philosophical thinking in both one’s personal life and in the life of our society.
- Upon completion of the course, students should be able to focus on the assessment of various schools of ancient and medieval periods; the socio-political issues arise from that time in Greek, their conception and analytic ability. Student will be able to demonstrate the development of idea of Greek. They will be able to reach conclusions about the strengths and weakness of ancient and medieval Greek philosophy.

Course Description: This course will examine the foundations of Western civilization by surveying the philosophies of the ancient Greek thinkers. In Part I of the course we will begin with the early Milesian philosophers’ departure from the earlier worldview found in the poems of Homer and Hesiod, the oldest surviving pieces of literature in the Western world. We will then examine the rest of the development of the Pre-Socratic thinkers from such thinkers as Pythagoras, Heraclitus, Parmenides, the Pluralists and the Atomists. We will conclude this part of the course with an examination of the conflict between Socrates and the Sophists in fifth-century Athens which had such a decisive impact on the development of Western philosophy. We will examine the ancient classic philosophy of Socrates, Plato and Aristotle.

In Part II of the course, we will focus on a brief introduction to medieval western philosophy with special reference to St. Augustine, Duns Scotus, St. Anselm and St. Thomas Aquinas and William of Occam.

Required Texts:

১. Plato, *The Republic*, tr. A.D. Lindsay, London: 1961. অনুবাদ: সরদার ফজলুল করিম, *প্লেটোর রিপাবলিক*, ঢাকা: বাংলা একাডেমী, ১৯৮২।
২. Aristotle, *The Metaphysics*, tr. W.D. Ross, Oxford: Clarendon Press, 1970. অনুবাদ: আব্দুল জলিল মিয়া, *এ্যারিস্টটলের অধিবিদ্যা*, ঢাকা: বাংলা একাডেমী, ১৯৮৮।

Recommended Readings:

1. Allan, D.J. *The Philosophy of Aristotle*, Oxford: Oxford University Press, 1970
2. Armstrong, A.H., *An Introduction to Ancient Philosophy*, London: Clarendon Press, 1959
3. Burnet, J., *Early Greek Philosophy*, London: Adam and Charles Black
4. Boyd, W. *An Introduction to the Republic of Plato*, London: George Allen & Unwin, 1962.
5. Burnet, J., *Early Greek Philosophy*, 4th edition, London, A. & C. Black, 1930.
6. Copleston, F., *A History of Philosophy*, vols I and II. New York: Image Books, 1985.
7. Figgis, J. N., *The Political Aspects of Augustine’s ‘City of God’*, Gloucester, Mass.: P. Smith, 1963.
8. Hawkins, D. J. B., *A Sketch of Medieval Philosophy*, New York: Greenwood Press, 1968.
9. Knowles, D., *The Evolution of Medieval Thought*, Longman, London, 1962.
10. Plotinus, *The Enneads*, Trans. by Stephen MacKenna. London: Penguin Classics, 2005.
11. Radhakrishnan, S. (ed.), *History of Philosophy: Eastern and Western*, vol. II, London: Allen and Unwin, 1953.

12. Russell, B., *A History of Western Philosophy*, London: Allen and Unwin, London, 1962.
13. Stace, W.T., *A Critical History of Greek Philosophy*, London: Macmillan, 1920.
14. Taylor, A.E. (ed.) *Aristotle*, London: Prentice Hall, 1963.
15. Thilly, F., *A History of Philosophy*, New York: Charles Scribner's Sons, 1951.
16. Zeller, E., *Outlines of the History of Greek Philosophy*, London: Kegan Paul, 1931.
১৭. আবদুল হালিম, গ্রীক দর্শন: প্রজ্ঞা ও প্রসার, ঢাকা: বাংলা একাডেমী, ১৯৭৫।
১৮. আমিনুল ইসলাম, প্রাচীন ও মধ্যযুগের পাশ্চাত্য দর্শন, ঢাকা: শিখা প্রকাশনী, ২০০২।
১৯. তারক চন্দ্র রায়, গ্রীক দর্শন ও মধ্যযুগের দর্শন (১ম খন্ড), কলিকাতা বিশ্ববিদ্যালয়, ১৩৬২ বাঃ।
২০. প্রদীপ রায় (অনুদিত), পাশ্চাত্য দর্শনের ইতিহাস, ঢাকা: অবসর প্রকাশ, ২০০৬।

Phil 103: Introduction to Logic

1 unit 4 credit 100 marks

Course Goals and Outcomes:

- The aims of this course are:
 1. to provide students a clear and comprehensive conception by which they can recognize arguments and their properties;
 2. to make students aware of various functions of language;
 3. to make students able to identify logical fallacies (errors/mistakes) that are often committed during informal conversations;
 4. to make students capable of appraising formal arguments ;
 5. to give students ideas concerning hypothetical/scientific reasoning;
 6. to improve students' ability to think critically.
- Upon successful completion of this course, it is expected that students will be able:
 1. represent the structure of statements and arguments using a formal logical framework;
 2. assess formalized arguments and apply formal methods to clarify and asses real-world arguments;
 3. identify strengths and weaknesses of the arguments and reasoning appear in textbooks and academic papers of his/her field of study;
 4. formulate logical objections to a theory/idea in his/her own field of study;
 5. invent counterarguments of their own against a philosophical theory;
 6. present and defend oral/written opinion on logical and interpretative questions arising from the engagement with academic and real-world arguments;
 7. to apply critical thinking and reasoning skills in a wide range of career paths and courses of study.

Course Description: This course provides an introduction to some basic deductive and inductive techniques used in appraising arguments. The main focus of the course will be on elementary formal logic, but the course will also consider informal techniques for the analysis and resolution of ambiguities, confusions, and fallacies that occur in everyday life and ordinary language. In particular, the course covers the following topics:

Basic concepts: what logic is; branches of logic; recognizing arguments and their properties; validity, truth, soundness, strength and cogency; problems of reasoning; short history of logic.

Language: uses and functions of language; the nature of agreement and disagreement about facts; categories of dispute and ways of resolving disputes; various types of definitions; informal fallacies that occur in ordinary language.

Deduction: categorical propositions and their properties; immediate inferences; existential import and the interpretation of categorical propositions; symbolism and diagrams for categorical propositions; categorical syllogism and the formal nature of syllogistic arguments; techniques for testing syllogisms and syllogistic fallacies; syllogisms in ordinary language including translating categorical propositions into standard form, enthymemes and sorties; disjunctive and hypothetical syllogisms.

Induction: analogical reasoning; causality and Mill's Methods of experimental inquiry; limitations of inductive techniques; hypothetical/scientific reasoning; scientific explanations; the nature and stages of scientific investigation; alternative conceptions of probability; probability calculus; probability of joint occurrences and probability of alternative occurrences; expectation value.

● **Required Texts:**

Copi, Irving M. and Cohen, Carl, *Introduction to Logic* (12th edition), Upper Saddle River, NJ: Pearson/Prentice Hall, 2005
[Chapters: 1-8, 12-15]

● **Recommended Readings:**

1. Hurley, Patrick J., *A Concise Introduction to Logic* (10th edition), USA, UK, Canada: Wadsworth/Cengage Learning, 2008
2. Layman, C. Stephen, *The Power of Logic* (3rd edition), New York: McGraw-Hill Companies, Inc., 2005
3. Carter K. Codell, *A First Course in Logic* (Gold edition), New York: Pearson/Longman, 2005
4. Angell, R. B., *Reasoning and Logic*, New York: Appleton-Century-Crofts, 1964
5. Cohen, M. R. and Nagel, E., *An Introduction to Logic and Scientific Method*, London: Routledge and Kegan Paul, 1978
6. Joseph, H. W. B., *An Introduction to Logic*, Oxford: Clarendon Press, 1967
7. Priest, G., *Logic: A Very Short Introduction*, New York: Oxford University Press, 2000
8. Salmon, W. C., *Logic*, NJ: Prentice-Hall Inc., 1963
9. Stebbing, L. S., *A Modern Introduction to Logic*, London: Methuen and Co. Ltd., 1930

Phil 104: Introduction to Ethics and its History (Western)

1 unit 4 credit 100 marks

Course Goals and Outcomes

Aims of the course :

- This course has two main goals. First, students will learn about some of the most important theories and figures of moral philosophy in the hope that you can develop a clear understanding of the questions that recur in ethical debate. Second, students will be encouraged to think about these questions (e.g., "what is morally right action?", "what are my duties to others?", "how important is moral disagreement?").
- The course aims to introduce the students the philosophical contributions to ethics by examining the thinking of ethical thought from the times of the ancient Greeks to modern period. It will also invite the students to consider the possible relevance of Greek classical ethicists to modern ethical controversies.

Objectives of the course : By the end of this course, students will be able to:

- explain and evaluate some of the major ethical theories, including utilitarianism, deontology, and virtue ethics.
- explain some important questions and problems in moral philosophy.
- demonstrate knowledge of important ethical systems.
- demonstrate their respect for different ethical perspectives.
- critique some aspects of an ethical position.
- clearly formulate their ethical position on an issue.
- Develop arguments which are based on sound inferences and clear premises.
- conduct library research on a topic, as appropriate.
- develop and defend interpretations of philosophic arguments and positions found in philosophic texts.
- ask relevant, critical questions about philosophic arguments, both about their internal logic (validity) and the truth of their premises (soundness).
- analyze and explain the relationship between philosophic terms, "right", "good", "happiness," "autonomy," "virtue," "moral relativism," and "moral absolutism."
- On successful completion of the course student can learn:
 - Purpose of western moral philosophy
 - Have become aware of the of the main arguments of the major ethicists in Western thought.
 - Be able to apply some of the criteria of classical ethicists to on-going moral and social issues

Course Description :

Part A (Introduction to Ethics)

Introduction: Definition, Nature and scope of ethics, The method of ethics, Different types of ethics, Utility of the study of ethics.

Relation of ethics to other Sciences: Religion, Law, Psychology, Sociology, Politics and Economics.

Psychology of moral action: Moral, Non-moral and Immoral acts, Non-voluntary or Non-moral action, Analysis of voluntary action. Wish and its relation with Desire, Universe of Desires, Conflict of desires, Conduct, Motive and intention.

Nature and object of moral judgment: Nature of moral judgment, Subject and Object of moral judgment, Different types of moral judgments, Moral judgment and Judgment in logic, Conscience (the subject of moral judgment), Theories of conscience.

Postulates of moral judgment: General statement of the postulates of moral judgment, Freedom of will, Theories of freedom of will, Immortality of the soul, Existence of God.

Theories of moral standard: Law as the standard of morality, Pleasure as the standard of morality, Evolutionary Hedonism, Intuitionism, Rationalism and Eudaemonism or Perfectionism as the standard of morality.

Moral life: Nature of virtue, Cardinal virtues, Early Greek and some recent views on virtues, Absolutism and Relativism, Moral relativism and cultural relativism, Theory of justice: Plato and Rawls.

Theories of relationship between individual and society: Egoism, Altruism and Universalism. Theories of punishment.

Part B (History of Western Ethics)

Graco-Roman Ethics : The philosophical point of the history of ethics, characteristics of Greek ethics, pre-socratic ethics: Democritus, Heraclites, Pythagoras, and sophist's humanism. Socratic ethics: knowledge and virtue, post-socratic ethics: hedonism of cynics, rationalism of cynics.

Ethics of Plato: *The Crito* : Duty, Honor, and Caring for One's Soul,

The Euthyphro : Divine Commands and Ethical Obligations

The Republic: The nature of Justice and morality, evaluation of prevalent theories: theory of justice, theory of Virtue.

Aristotelian Ethics: *The Nicomachean Ethics*: Telos and the Goal of Human Activity , Moral Virtue, The Golden Mean Friendship, Nature of Virtue, Post Aristotelian Ethics: Stoic and Epicurean Ethics, Roman Ethics.

Modern Western Ethics : Decay of Medieval Philosophy and Transition to Modern Thought, various forms of Hedonism: Evolutionary Hedonism of Hobbes, Herbert Spencer, Leslie Stephen, S. Alexander, Gross and Refined Hedonism or Utilitarianism of J. S. Mill and J. Bentham, Kant's formalism: Postulates of Morality, Duty for Duty's Sake, Good Will and Categorical Imperative.

Intuitionism: Theories of Shaftsbury, Hutcheson, Cud worth, Price, Samuel Clarke and Butler. Perfectionism: Hegel, F.H. Bradley, Green, Bosanquat, Intuitionist Utilitarianism of Sidgwick.

Ethics of David Hume: Reason and Passion, Morality and Sentiment, Natural and Artificial Virtue, Merit, Virtue and Talent

Recommended Readings

1. Lillie, W., *An Introduction to Ethics*, 3rd ed., London: Methuen, 1964.
2. Datta, Abani Mohan, *Problems of Ethics*, 1st Edition, Published by P.K. Datta, Chittagong, 1967.
3. Bond, E.J., *Ethics and Human Well-being: An Introduction to Moral Philosophy*, Cambridge, Mass.: Blackwell, 1996.
4. Richard, G.T., and Bernard.R. *Moral Philosophy: A Systematic Introduction to Normative Ethics and Meta-Ethics*, New York: Macmillan, 1967.
5. Frankena, William. K ., *Ethics*, Prentice Hall of India, 1987.
6. Frankena, William. K., *Thinking About Morality*, Ann Arbor: University of Michigan Press, 1980.
7. Mackenzie, Johns, *A Manual of Ethics*, London: University Tutorial Press Ltd., 1964
8. Rachels, J., *Elements of Moral Philosophy*, 2nd ed., New York: McGraw-Hill, 1993
9. Rapheal, D. D., *Moral Philosophy*, 2nd ed., New York: Oxford University Press, 1994.
10. Taylor, P.W., *Principles of Ethics: An Introduction*, Belmont, Calif.: Dickenson Pub. Co., 1975.
11. Wall, G.B., *Introduction to Ethics*, Columbus, Ohio: Charles Merrill Publication Co., 1974.
12. MacIntyre, A. C., *A Short History of Ethics: A History of Moral Philosophy from the Homeric Age to the Twentieth Century*, London: Routledge, 1998

13. Stephen Darwall, *The British Moralists and the Internal 'Ought': 1640-1740*. Cambridge, 1995
14. Irwin, *The Development of Ethics*, Vol. II: From Suarez to Rousseau. Oxford, 2008
15. Gill, Michael B., *The British Moralists on Human Nature and the Birth of Secular Ethics* Cambridge University Press, 2006.
16. Shafer-Landau, Russ, *Ethical Theory: An Anthology*, 5th ed.. Wiley-Blackwell. 2013
17. Rachels, J., *The Elements of Moral Philosophy*, New York: MacGraw –Hill. 1986, (rpt.1999).
18. Rogers, A.P., *A Short History of Ethics: Greek and Modern*, Macmillan, London, 1911.
19. Sidgwick, H., *Outlines of the History of Ethics*, Macmillan, NY 1967.
20. Wall, G.B., *Introduction to ethics*, Charles Merrill Publication Co, 1974.
21. Norman, R., 1998, *The Moral Philosophers* (2nd edition; 1st ed. 1983) O.U.P.
22. Kant, *Fundamental Principles of Metaphysics of Morals*, tr. by T.K.Abott, London:1949. বাংলা অনুবাদ: সাইয়েদ আব্দুল হাই, নৈতিকতার দার্শনিক তত্ত্বের মূলনীতি, ঢাকা: বাংলা একাডেমী, ১৯৮২।
23. Mill, J.S., *Utilitarianism*, Indianapolis:Hackett Publisher, 1979. বাংলা অনুবাদ: হাসনা বেগম, উপযোগবাদ, ঢাকা: বাংলা একাডেমী, ১৯৮৮।
24. আ.ফ.ম উবায়দুর রহমান, *নীতিবিদ্যা*, উনুজ বিশ্ববিদ্যালয়, ২০০৮
25. আনোয়ারুল্লাহ উইয়া, *নীতিবিদ্যা*, অবসর প্রকাশনী, বাংলাবাজার, ২০০৩
26. রাশিদা আখতার খানম, *নীতিবিদ্যা: তত্ত্ব ও বিশ্লেষণ*, জাতীয় গ্রন্থ প্রকাশন, ঢাকা, ২০০০।
27. মুহম্মদ আব্দুল বারী, *নীতিবিদ্যা*, ঢাকা: প্রজ্ঞালোক, ১৯৯৫।

Phil 105 : Introduction to Psychology

1 unit 4 credit 100 marks

Course Goals and Outcomes

- The objective of the course is to give detailed account of psychology which includes the nature of psychology the methods of psychology and general prespectives og human behavior focusing on various issues of Psychology.
- Upon completion of the course students will be able to understand psychology in general and their behavior in the light of perspectives the learn in this course.

Course Descriptions: The course includes the following topics:

Part 1: Brain, Behavior and consciousness:

The nature and function of the brain. The nature and function of the nervous system. The organization of the brain. The human consciousness and split brain.

Sensation and Perception: General characteristics of sensation. Different senses. The process of perception. Interpretation and perception

Motivation and Emotion: The nature of motivation. The motivation cycle. Hunger. Sexual motivation and behavior. Social Motivation. The nature of emotion.

States of Consciousness: Normal awaking consciousness. Active and passive attention. Sleep and Dreams. Meditation. Hypnosis.

Part 2: Learning and Cognition:

What is learning? Classical conditioning. Operant conditioning. Human Memory. Memory systems – An overview. Sensory memory. Short-term memory. Long-term memory. Memory and the brain forgetting: When memory fails?

Thinking and Language: The nature of thinking. Concepts. Problem solving. Formal Reasoning. Language and development of language.

Intelligence: The nature of intelligence, Intelligence tests, Extremes of intelligence, Heredity environment and intelligence.

Attention: The nature and determiners of attention.

Part 3: Personality and Social Psychology

Perspective on personality, Psychodynamic perspective, the trait perspective, the behavioral perspective, the humanistic perspectives, Projective testing of personality, Social perception and social influence, Psycho-Analysis and Freud's theory of Dream. Deception and Self-deception.

Part 4: Psychological Disorder and Treatment

Stress and stress disorders: Understanding stress, stressful life events, coping with stress. Stress, coping, and illness. Major Psychological disorders: Criteria of abnormality, Perspective of psychological

disorders. Treatment Psychological Disorder: Beginnings of modern treatments, Psychoanalytic therapy, Behavior therapy, Humanistic therapy, Therapy in groups.

Part 6: Emotional Intelligence

The Emotional Brain: What are emotions for? Anatomy of emotional hijacking. The nature of emotional intelligence: When smart is dumb, the roots of empathy, Emotional intelligence applied: Managing with heart, Mind and Medicine, Windows of opportunity, Trauma and emotional relearning, Temperament is not destiny. Emotional literacy: The cost of emotional illiteracy, Schooling the emotions.

Required Texts

Lahey, B. Benjamin, *Psychology An Introduction*, 11th Edition, McGraw-Hill, New York, 2012.

Recommended Readings

1. Crider, A. B., Goethales, G. R., Kavanaugh, R.D., & Solomon, P.R, *Psychology*, California: Scott, Foresman & Company, 1983.
2. Feldman, R. S. *Understanding Psychology*, Seventh edition, New Delhi: McGraw Hill, 2005.
3. Freud, S., *An Outline of Psychoanalysis*, 1940, in Standard edition of the complete works of Sigmund Freud, Voll: XXIII, London, 1964.
4. Goleman, D., *Emotional Intelligence: Why it can matter more than IQ*, London: Bloomsbury Publishing Plc, 1996.
5. Morgan, C.T., A King and Robinson, *Introduction to Psychology*, McGraw-Hill, Inc., New York, 1979.

Phil 106: History of Ancient Civilizations

1 unit 4 credit 100 marks

Course Goals and Outcomes

- The main objective of the course is to give a general overview of the most prominent ancient civilizations from across the globe. The course aims to introduce the student to the most salient features of each civilization and examining its major influence on human history. Along with the geographical distribution of ancient civilizations, this course emphasizes the intellectual accomplishment of each civilization: invention of writing, wheeled transport, calendar, introduction of metallurgy, concept of written law, idea of democracy, birth of philosophy etc. Therefore, after successful completion of this course the students will be able to scrutinize the heterogeneity and diversity of human history.
- On successful completion of the module, students will be able to:
 - Understand the basic concepts of culture and civilization
 - Understand the major innovations of ancient civilizations that have propelled society forward.
 - Understand the process of Urbanization.
 - Acquire knowledge to examine the indelible influence of certain ancient civilizations on modern times.
 - Acquire knowledge on the geographical distinction and its influence on the development of ancient civilizations.
 - Acquire knowledge on the complexity of social and cultural organizations of most prominent ancient civilizations.

Course Descriptions: The course includes following topics:

1. Pre-historic period - a. Stone age, b. Chalcolithic period, c. Trend of the human development during the Pre-historic period.
2. Egyptian civilization - a. Rise of the civilization, b. Role of the river Nile, c. Contributions.
3. Mesopotamian civilization - a. Sumerian civilization, b. Babylonian civilization, c. Assyrian civilization, d. Chaldean civilization.
4. South Asian Civilization: a. Rise of the civilization, b. Contributions, c. Causes of the fall of the civilization.
5. Persian civilization - a. Administrative system, b. Contributions to the Religion.

6. Ancient Chinese civilization - a. Shang dynasty, b. Chou dynasty, c. Contributions to the Philosophy and other cultural arena.
7. Hebrew civilization - Contributions to the Religion.
8. Aegean civilization - Nature and Contributions.
9. Greek civilization-a. Sparta, b. Athens, c. Contributions to the Hellenic and Hellenistic civilization.
10. Roman civilization- a. Roman Republic, b. Roman Empire, c. Contributions, d. Fall of the Roman civilization.

Recommended Readings:

1. Arnold, L. Toynbee: *A Study of History*
2. Baikie, James: *A History of Egypt*
3. Bertholet, Alfred: *A History of World Civilization*
4. Browning, R.: *The Greek World*
5. Burns, E., Rakph, P.L.: *World civilization*, Oxford University
6. Carari, C.W. : *The Secret of the Hittites*
7. Childe, G.: *What Happened in History* (penguin)
8. Corotti, G.: *A History of Art*
9. Grote, G.: a) History of Greece b) The Greek City and its Institution
10. Morton, W. Scott, China: *Its History and Culture*
11. Patricia, Backley, Ebery: *Chinese Civilization and Society*
12. Rostovtzev, M.I.: *Social and Economic History of the Hellenistic World*
13. Starr, C.G., *A History of the Ancient World*
14. Swain, J.E.: *A History of World Civilization*
15. Tomory, E.: *A History of Fine Arts in India and the West*
16. Wallbank, W., Taylor, A.M. and Balkkey, N. : *Civilization Past and Present Vol-1*, 5th edition.
১৭. এ. কে. এম শাহনাওয়াজ, *বিশ্ব সভ্যতা (প্রাচীন যুগ)*
১৮. এ. কে. এম শাহনাওয়াজ, *ভারত উপমহাদেশের ইতিহাস-প্রাচীন যুগ*
১৯. এ. কে. এম শাহনাওয়াজ, *দক্ষিণ এশিয়ার ইতিহাস; ১৫২৬ খ্রিস্টাব্দ পর্যন্ত*
২০. আব্দুল হালিম ও নূরুন নাহার বেগম, *মানুষের ইতিহাস-প্রাচীন যুগ*

BA (Hons.) Part II
Sessions: 2019-2020, 2020-2021, and 2021-2022
Examinations: 2020, 2021, 2022

Units: 7.5 Credits: 30 Marks: 750

Course no	Course Title	Unit	Credit	Marks
Phil 201	History of Western Philosophy (Modern)	1 unit	4	100 marks
Phil 202	Symbolic Logic	1 unit	4	100 marks
Phil 203	Critical Thinking and Recent Issues	1 unit	4	100 marks
Phil 204	Indian Philosophy	1 unit	4	100 marks
Phil 205	Chinese and Japanese Philosophy	1 unit	4	100 marks
Phil 206	Muslim Philosophy	1 unit	4	100 marks
Phil 207	Socio-cultural and Political History of Bangladesh	1 unit	4	100 marks
	Viva voce	½ unit	2	50 marks

Course Outlines

Phil 201: History of Western Philosophy (Modern)

1 unit credit 100 marks

Course Goals and Outcomes:

- The aim of the course is to introduce students A general survey of the beginning and development of Modern Western Philosophy from Descartes to Hegel
- Upon Completion the course students should be able to get an overview of chronological development western philosophical thought

Course Descriptions:

Group A: (History) : A general survey of the beginning and development of Modern Western Philosophy from Descartes to Hegel, focusing on the following schools of thought:

- Renaissance and the Age of Reason; Continental Rationalism: Descartes, Spinoza and Leibniz; British Empiricism: Locke, Berkeley, Hume; Immanuel Kant and Post-Kantian philosophers: Fichte, Schelling, Hegel.

Group B: (Classics: Hume and Kant): Students shall have a through knowledge of the problems discussed in the texts.

Required Texts:

1. David Hume, *A Treatise of Human Nature*, Book One, ed. P.H. Nidditch, Oxford: Clarendon Press, 1978. অনুবাদ: আবু তাহা হাফিজুর রহমান, *মানব প্রকৃতির স্বরূপ অন্বেষণ*, ঢাকা: বাংলা একাডেমী, ১৯৮১।
2. Immanuel Kant, *Critique of Pure Reason*, tr. Norman Kemp Smith, London: Macmillan & Co Ltd., 1970.

Recommended Readings:

1. Basson, A.H. *David Hume*, London: Pelican, 1958.
2. Chappell, V.C. *Hume*, New York: Doubleday, 1966.
3. Copleston, F., *A History of Philosophy*, Vols. iv, v, vi, and vii, New York: Image Books, 1985.
4. Descartes, R., *Meditations on First Philosophy, The Philosophical Works of Descartes*, ed. E. S. Haldane and G.R.T. Ross, Cambridge: Cambridge University Press, 1984.
5. Falckenberg, R., *History of Modern Philosophy*, Berlin, 1921.
6. Hegel, G.W.F., *Phenomenology of Spirit*, Trans. by A. V. Miller, Motilal Banarsidass Publ., 1998.
7. MacNabb, D.G.C. *David Hume: His Theory of Knowledge and Morality*, Oxford: Oxford University Press, 1993
8. Morris, C.R., *Locke, Berkeley, Hume*, Oxford, 1931.
9. O'Connor, D.J (ed), *A Critical History of Western Philosophy*, New York, 1964.
10. Russell, B., *A History of Western Philosophy*, Allen and Unwin, London, 1946.
11. Thilly, F, *A History of Philosophy*, New York, 1951.
12. Wright, W.K., *A History of Modern Philosophy*, New York, 1941.
13. Radhakrisnan, S (ed), *History of Philosophy: Eastern and Western*, George Allen and Unwin, 1953.

14. Scruton, R., *A Short History of Modern Philosophy*, 2nd ed., London: Routledge, 1995.
১৫. আমিনুল ইসলাম, *আধুনিক পাশ্চাত্য দর্শন*, ঢাকা: মাওলা রোদার্স, ২০০০।
১৬. তারক চন্দ্র রায়, *পাশ্চাত্য দর্শনের ইতিহাস: নব্য দর্শন*, দ্বিতীয় খন্ড, কলিকাতা: কলিকাতা বিশ্ববিদ্যালয়, ১৯৬২।
১৭. মো: শামসুদ্দিন, *আধুনিক পাশ্চাত্য দর্শনের ইতিহাস*, ঢাকা।
১৮. রাস বিহারী দাস, *কান্টের দর্শন*, কলিকাতা: পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, ১৩৮৭।
১৯. সৈয়দ কমরুদ্দিন হোসাইন, *কান্টের দর্শন*, ঢাকা: বাংলা একাডেমী, ১৯৮৬।

Phil 202: Symbolic Logic

1unit 4 credit 100 marks

Course Goals and Outcomes:

- The aim of this course is to introduce students with some formal languages for sentential and predicate logic and the logic of relations as well. The course focuses on proof procedures (that include truth-table techniques and natural deductions/derivations) for these logics. The course also focuses on some notions (including the notion regarding the inexpressibility of predicate logic, topics relating semantics and proof theory (soundness and completeness)) that are important for the applications of formal logic. In addition, this course familiarizes students with the most useful way of symbolizing sentences of natural language and thereby translating them into formal language.
- Upon completion of this course, students will be able to
 - understand what Logic is, the nature of Logic, differences between truth and validity, simple and compound statements, arguments and argument forms, argument forms and statement forms and so on.
 - construct a formal proof for the validity of an argument;
 - use truth table techniques for testing the truth and falsity of statements as well as the validity and invalidity of arguments containing compound statements;
 - use various ways of proving invalidity (including the shorter truth table technique) of arguments containing compound statements; issues related to soundness and completeness of proof theory;
 - understand the difference among singular propositions, general propositions and multiply-general propositions are;
 - construct formal proofs for the validity of arguments involving quantifiers;
 - use various ways of proving invalidity (including shorter truth table technique) for arguments involving quantifiers;
 - understand logical truths involving quantifiers; issues regarding the inexpressibility of predicate logic.

Course Description: This is an introduction to the methods and applications of first-order symbolic logic, including sentential and predicate logic and the logic of relations as well. The course covers methods of testing arguments for deductive validity and deductive invalidity as well as methods for identifying tautologies, contradictions, and logical equivalences. In addition, this course familiarizes students with the most useful ways of symbolizing sentences of natural language and thereby translating them into formal language. In particular, the course covers the following topics:

Basic Concepts: what logic is; the nature of argument; truth and validity; the nature and utility of symbolic logic.

Sentential Logic: simple and compound statements, argument forms and statement forms, truth table techniques for testing the truth and falsity of statements as well as the validity and invalidity of arguments containing compound statements; constructing formal proofs of validity of arguments containing compound statements; various ways of proving invalidity (including the shorter truth table technique) of arguments containing compound statements; issues related to soundness and completeness of proof theory.

Predicate Logic: singular propositions, general propositions and multiply-general propositions; quantification rules; constructing formal proofs of validity of arguments involving quantifiers; various ways of proving invalidity (including shorter truth table technique) of arguments involving quantifiers; logical truths involving quantifiers; issues regarding the inexpressibility of predicate logic.

The Logic of Relations: symbolizing relations; attributes of relations; arguments involving relations; identity and definite descriptions; predicate variables and attributes of attributes.

Required Texts

Copi, Irving. M., *Symbolic Logic* (5th edition), New York: Macmillan Publishing Co., Inc, 1979.
[Chapters: 1-5]

Recommended Readings

1. Gensler, Harry A., *Introduction to Logic*, New York and London: Routledge- Taylor & Francis Group, 2012
2. Copi, Irving M. and Cohen, Carl, *Introduction to Logic* (12th edition), Upper Saddle River, NJ: Pearson/Prentice Hall, 2005
3. Quine, Willard Van Orman, *Mathematical Logic* (revised edition), Cambridge, Massachusetts London: Harvard University Press, 2009
4. Hurley, Patrick J., *A Concise Introduction to Logic* (10th edition), USA, UK, Canada: Wadsworth/ Cengage Learning, 2008
5. Layman, C. Stephen, *The Power of Logic* (3rd edition), New York: McGraw-Hill Companies, Inc., 2005
6. Gemignani, M. C., *Basic Concepts of Mathematics and Logic* (Dover edition), Reading, Massachusetts: Addison- Wesley Publishing Co. Inc., 2004
7. Standley, Gerald. B., *New Methods in Symbolic Logic*, Boston, New York: Houghton Mifflin Company, 1976

Phil 203: Critical Thinking and Recent Issues

1unit 4 credit 100 marks

Course Goals and Outcomes

- The aim of this course is to equip students with the basic critical thinking knowledge and skills that can be applied to recent issues of debate.
- Upon completion the course students will be able to understand tools and methods of critical thinking.

Course Description: The aim of this course is to equip students with the basic critical thinking knowledge and skills that can be applied to recent issues of debate. Students will learn argument mapping with the method *Critical Thinking with Rationale* (CTwR). They will work in groups to reconstruct arguments connected to some recent important issues (moral, social, political etc.) and exhibit those in posters (or, if possible, share via the *Rationale* website). The topics of the course areas follows: thinking, thinking critically, solving problems, perceiving and believing, constructing knowledge, Language and thought, forming and applying concepts, relationg and organizing, Thinking critically about moral issues, Constructiong arguments, reasoning critically, Think critically, living creatively.

Required Texts:

1. John Chaffee, *Thinking Critically*, Stamford, CT: Wadsworth, 2012, 10th edition
2. Ter Berg, Timo, et al. *Critical thinking: Reasoning and communicating with Rationale*. 2013.
3. Sinnott-Armstrong, Walter, and Robert J. Fogelin. *Cengage Advantage Books: Understanding Arguments: An Introduction to Informal Logic*. Cengage Learning, 2015. Chapters: 18 to 22.

Recommended Readings

1. *Critical Thinking: A Concise Guide*; Tracy Howell and Gary Kemp, Routledge, 2005
2. *Beyond Fellings: A Guide to Critical Thinking*; Vincent Ryan Ruggiero, McGrawHill
3. *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life*; Richard W. Paul and Linda Elder, Prentice Hall, 2002
4. Browne, M.N., and Keeley, M.S., *Asking the Right Questions: A Guide to Critical Thinking*, New Jersey, 2007.
5. Charles W. McCoy Jr., *Why Didn't I Think of That? Think the Unthinkable and Achieve Creative Greatness*, Prentice Hall, 2001.
6. Halpern, Diane F., *Thought & Knowledge: An Introduction to Critical Thinking*, Mahwah, N.J.: Lawrence Erlbaum Associates. 2003.
7. Halpern, Diane F., *Thinking Critically about Critical Thinking*, Mahwah, N.J.: Lawrence Erlbaum Associates. 1996.

8. M. Neil Browne & Stuart M. Keeley, *Asking the Right Questions: A Guide to Critical Thinking* (6th Edition) (Paperback), Prentice Hall, 2004.
9. Thomson, A., *Critical Reasoning: A Practical Introduction*, London : Routledge, London. 2002.
10. *Introduction to Logic*: I. M. Copi and Carl Cohen, Prentice-Hall Private Limited, 1995

Phil 204: Indian Philosophy

1 unit 4 credit 100 marks

Course Goals and Outcomes:

- The aim of the course is to introduce the students the spirit and outlook of Indian Philosophy and help them to grasp thoroughly the central ideas of the subject.
- Upon completion of the course the students are expected to have a thorough understanding of the various aspects of Indian philosophy: its Metaphysics, Epistemology, Logic, and Ethics.

Course Description: The course will focus on the following issues and problems:

- Philosophical ideas in the early Vedic period as well as in the Upanisads.
- A general introduction to the theories of different philosophical Schools of Indian Philosophy: Vedic and Non-Vedic systems
- **Indian Metaphysics:** Carvaka materialism; Jaina realism: nature and classification of Substance, the Jivas and the Ajivas; Sankhya theory of causality, the dualism of Purusa and Prakriti, Sankhya evolution; Yoga of Patanjali; Vaishesika atomism; Mimamsa atheism; transcendental idealism of Vedanta: Brahman, Maya, and the relation between Jiva and Brahman.
- **Indian Logic and Epistemology:** Types and problems of knowledge: Prama, Prameya and Praman; nature and sources of knowledge according to the following philosophical schools: Carvaka, Jaina, Sankhya, Nyaya, Mimamsa, and Vedanta. Topics on Indian logic include: the nature, classifications and the validity of inference with particular reference to the Nyaya school; Buddhist Dialectics of the Madhyamikas; Jaina theory of judgment and the Mimamsa view of intrinsic validity.
- **Indian Ethics:** In studying the ethical problems, students will examine the problems of suffering and salvation and their implications in Indian philosophical schools. Moral teachings of Bhagavad Gita, doctrines of Purusharthas, Karma, Buddhist Four Noble Truths, and the Jaina Anubrata and Mahabrata will be discussed. Nature of Nirvana and Moksa and their distinction will also be emphasized.

Books Recommended:

1. Chatterjee, S.C. and Datta, D.M., *An Introduction to Indian Philosophy*, Calcutta: University of Calcutta, 1969.
2. Hiriyannya, M., *Outlines of Indian Philosophy*, London: Allen and Unwin, 1973.
3. Koller, John M. *Oriental philosophies*, 2nd ed., New York: Charles Scribner's Sons, 1985.
4. Radhakrishnan, S.: *Indian Philosophy*, 2 Vols. London: Allen and Unwin, 1977.
5. Radhakrishnan, S., *History of Philosophy: Eastern and Western*.
6. Sharma, C.D. *A Critical Survey of Indian Philosophy*, New Delhi: Allied Publishers, 1964.
7. দেবীপ্রসাদ চট্টোপাধ্যায়, *ভারতীয় দর্শন*, ৫ম সংস্করণ, কোলকাতা: ন্যাশনাল বুক এজেন্সি, ২০০৩।
8. দেবীপ্রসাদ চট্টোপাধ্যায়, *লোকায়ত দর্শন*, ১ম ও ২য় খণ্ড।
9. রমেন্দ্রনাথ ঘোষ, *ভারতীয় দর্শন*, ঢাকা: বাংলা একাডেমী, ১৯৮২।
১০. সাইয়েদ আব্দুল হাই, *ভারতীয় দর্শন*, ঢাকা: দি ইউনিভার্সিটি প্রেস লি., ২০০৭।

Phil 205: Chinese and Japanese Philosophy

1 unit 4 credit 100

Course Goals and Outcomes :

- The aim of the course is to belief that the purpose of philosophy is primarily to serve as an ethical and practical guide. The political focus: most scholars of the Hundred Schools were trying to convince the ruler to behave in the way they defended.
- By the end of the course the students will be expected to have attained and demonstrated a satisfactory level of competence in understanding:

- the basic characteristics of Chinese and Japanese Philosophy as distinguished from Western and other Asian Traditions.
- the distinctive teachings and practices of the various schools of Chinese Philosophy.
- Identify, distinguish, and articulate the social and moral ideas of the Confucians and Buddhists and their philosophical opponents.
- the detect hidden assumptions and arguments in these ideas, as well as analyze them.
- the evaluate and assess these ideas for logical cogency and coherence and critically interpret the significance of the values that are espoused.
- the relevance of Chinese and Japanese philosophy today.
- the increased awareness of Chinese and Japanese political, ethical, and philosophical history.
- the enhanced recognition and understanding of cultural differences between China, Japan and western societies and their roots in the Chinese intellectual heritage.
- the improved critical reading and reasoning abilities.
- the exposure to stimulating and provocative philosophers from a major intellectual tradition.

Course Description: This course will provide an overview of the history of Chinese philosophy. We will focus primarily on the “classical period” of Chinese philosophy which developed during the seminal Warring States Period in Chinese history. This period begins with Confucius and culminates with Han Feizi at the end of the Warring States Period and the beginning of the Qin (Ch’in) Dynasty. This overview will thus cover the six primary schools of classical Chinese philosophy: Confucianism, Daoism, Mohism, the School of Names, Legalism, and the Yin-Yang School. We will then go on to review the development of Buddhism in China as well as the subsequent developments of Neo- Daoism and Neo-Confucianism.

The development of Japanese Philosophy from the classical period to modern times with a focus upon Buddhist philosophy and its intersection with the West. Analysis includes introduction to Japanese philosophy, Shintoism, Early-Modern Confucianism in Japan, Buddhism in Japan, with special emphasis on Pure Land Buddhism and Zen Buddhism as well as the critique of Western Philosophy by modern Japanese philosophers.

Recommended Readings

1. Fung Yu-Lan, *A Short History of Chinese Philosophy*, Ed. Derk Bodde, The Free Press, 1976.
2. *Readings in Classical Chinese Philosophy*, 2nd ed., Philip J. Ivanhoe and Bryan W. Van Norden. Hackett Publishing Co., 2005.
3. Koller, John M., *Oriental Philosophies*, 2nd ed., New York: Charles Scribner’s Sons, 1985.
4. Chad. H., *A Taoist Theory of Chinese Thought*, Oxford: Oxford University Press, 2000.
5. Creel, H.G., *Chinese Thought: From Confucius to Mao Tse- Tung*, Chicago: The University of Chicago Press, 1952.
6. Chan, Wing-Tsit, *A Source Book in Chinese Philosophy*, Princeton University Press, 1969.
7. Hansen, Chad, *Chinese Thought: A Philosophical Interpretation*, Oxford University Press, 1992.
8. Mareham, John, ed., *New Confucianism: A Critical Examination*, Palgrave Macmillan, 2003.
9. *Companion Encyclopedia of Asian Philosophy*, Edited by Brian Carr and Indira Mahalingam, Routledge; 1st edition (October 19, 2000). (Chapter part: 4 & 5).
10. Charles. A., Moore (ed.), *The Japanese Mind*, Honolulu: University of Hawaii Press, 1969.
11. Domoulin, H., *A History of Zen Buddhism*, New York: Pantheon Books, 1963.
12. Hajime Nakamura, *Ways of Thinking of Eastern Peoples*, Honolulu: University of Hawaii Press, 1964.
13. Suzuki, D.T., *Essays in Zen Buddhism*, 3 Vols., London: Rider, 1949-1953.

Phil 206: Muslim Philosophy

1unit 4 credit 100 marks

Course Goals and Outcomes:

- The main purpose of the course is to provide a general account of muslim philosophy and its development; : the beginning of free thinking among the Muslims
- Upon completion the course students will be able to understand various philosophical problems and issues of muslim philosophy.

Part A: General Introduction

Muslim Philosophy and its development: the beginning of free thinking among the Muslims, Sources

of Muslim philosophy, its nature, scope; Muslim philosophy and Islamic philosophy; General characteristics of Muslim philosophy; Objections to Muslim philosophy; Different theological schools; Different religious-political schools: The Qadrites, the Jabrites, the Mutazillites, and the Asharites.

Part B: The Muslim Philosophers and Sufism

The Muslim philosophers of the East and the West: Al Kindi, Al-Farabi, Ibn-Sina, Ibn-Tufael, Ibn-Khaldun, Ibn Bajjah, Ibn Rushed, Al Ghazali, and Sufism: Sufis and their main doctrines.

Part C: Contemporary trends in Muslim Philosophy

Contemporary interpretations of the Muslim standpoint: Issues discussed in the fields of Epistemology, Ontology, Philosophy of Religion, Ethics and Socio-Political Philosophy, etc.

Recommended Readings

1. DeBoer, T.J., *The History of Philosophy in Islam*, London: Luzac, 1961.
2. Fakhri., M., *A History of Islamic Philosophy*, New York: Columbia Press, 1983.
3. Hai, S.A., *Muslim Philosophy*, Dhaka, 1964.
4. Nasr, S.H. & Leaman, O, *History of Islamic Philosophy*, vol. 1-2, London: Routledge, 1998.
5. Quasem, M.A. *Al-Ghazali on Islamic Guidance*, Kualalampur, 1978.
6. Quasem, M.A., *The Ethics of al-Ghazali*, New York, 1979.
7. Quasem, M.A., *The Jewels of the Quran: Al-Ghazali's Theory*, London: Kegan Paul, 1980.
8. Rahman, M.M, *The Philosophy of Al-Ghazali*, Chittagong.
9. Rahman, S.A, *An Introduction to Islamic Culture and Philosophy*, Revised edition, Dhaka, 1970.
10. Sharif, M. M. (ed.), *A History of Muslim Philosophy*, Vol. I & II, Weisbaden: Harrassowitz, 1983.
11. Sheikh, M.S, *Studies in Muslim Philosophy*, Lahore, 1962.
12. Watt, M.M, *Islamic Survey: Philosophy and Theology*, Edinburg: Edinburgh University Press, 1962.
13. বদিউর রহমান, *মুসলিম দর্শনের ইতিহাস*, নওরোজ কিতাবস্তান, ঢাকা ২০০৫।
14. মুহাম্মদ শাহজাহান, *আল-গাজ্জালীর দর্শন*, রাজশাহী, ২০০০।
15. মুহাম্মদ শাহজাহান, *আল-ফারাবীর দার্শনিক চিন্তাধারা*, বাংলা একাডেমী, ঢাকা, ২০০২।
16. মো: বদিউর রহমান, *হজরত ইমাম হাসান আল বসরী*
17. ড. আমিনুল ইসলাম, *মুসলিম দর্শন ও ধর্মতত্ত্ব*,
18. ড. আব্দুল হামিদ, *মুসলিম দর্শন পরিচিতি*,

Phil 207: Socio-cultural and Political History of Bangladesh

1 unit 4 credit 100 marks

Course Goals and Outcomes:

To assist students to develop and improve their skills in conducting research, reading critically, thinking clearly, constructing an argument, writing persuasively and interacting positively with fellow students.

To develop students' knowledge of the key events, ideas and processes of the socio-economic and political history of Bangladesh;

To provide students with an empirical and theoretical foundation for the further study of history in general, and society in particular.

Course Description: Bangladesh has a glorious cultural heritage of thousand years. The present historical works and common traditions cannot reflect the real glory of Bangladesh perfectly. The main reason behind it is that those historical books are written on the basis of political history. Therefore it is not possible to understand traditions without studying socio-cultural history. Our glory, in fact, lies hidden into the archaeological heritage of the country. According to the present archaeological findings it is found that the soil of some regions of Bangladesh is very old. It is evident that there were prehistoric human habitations in some areas of Bengal. This inference has ensured us that Bangladesh areas not detached from the south-Asian cultural heritage of 30 thousand years ago. According to the historical reality ancient period of Bengal continued up to the end of 12th century.

The history of medieval Bengal is the history Muslim rule in Bengal. The arrival of Muslims in Bengal and their long rule stirred the country's society and culture to a great extent. Rise of Islam in Bengal is connected with the entrance and development of Islam in India. The trend of arrival of Islam in this country unavoidably added a new dimension to the establishment of Muslim power and development of society.

During the era of Colonial rule it is need to know the origin and development of Christianity in Bengal, Sir William Ceray and his activities, Social Reform movement's of 19th century, the political development up to 1997.

It is also very important to know several socio-political and cultural issues during the Pakistani period and finally through the freedom movement the people of Bangladesh achieved an independent country called Bangladesh. All the things will be cover in this course.

Recommended Readings

1. A B M Husain: *Gawr-Lakhnawti*, Dhaka, Asiatic Society of Bangladesh, 1997
2. A B M Husain: *Mainamati-Devaparvata*, Dhaka, Asiatic Society of Bangladesh, 1997
3. A B M Husain : *Sonargaon- Panam*, Dhaka, Asiatic Society of Bangladesh, 1997
4. R. C. Majumder (ed.) : *The History of Bengal*, (Hindu Period), vol. 1, Dacca University, 1963
5. Abdul Karim : *Social History of the Muslims in Bengal-Down to AD 1338*,
6. Mohammad Enamul Haq : *A History of Sufi-ism in Bengal* Dhaka, 1975
7. M A Rahim : *Social and Cultural History of Bengal Vol-1& 11*, Karachi, 1963
8. Jadunath Sarkar : *The History of Bengal Vol-2*
9. Muhammad Abdur Rahim : *The Muslim Society and Politic in Bengal*, The University of Dacca, 1978
10. A F Salahuddin Ahmed : *Bangladesh-National Culture and Heritage*, Independent University, Bangladesh, 2004.
11. And B M Chowdhury (ed.) : *History of Bangladesh 1704-1971*, Dhaka, Asiatic Society of Bangladesh
15. আবদুল করিম: *বাংলার ইতিহাস (সুলতানী আমল)* ঢাকা, ১৯৭৭;
16. এম এ রহিম: *বাংলার সামাজিক ও সাংস্কৃতিক ইতিহাস ১-২খন্ড*, ঢাকা, ১৯৮২
17. এ কে এম শাহনাওয়াজ: *বাংলাদেশের সাংস্কৃতিক ঐতিহ্য*, দ্বিতীয় সংস্করণ, ঢাকা, নভেল পাবলিশিং হাউস, ২০

BA (Hons.) Part III
Sessions: 2020-2021, 2021-2022, and 2022-2023
Examinations: 2021, 2022, 2023

Units: 8.5 Credits: 34 Marks: 850

Course no	Course Title	Unit	Credit	Marks
Phil 301	Anglo-American Philosophy (Bradley to Russell)	1 unit	4	100 marks
Phil 302	History of Eastern Ethics	1 unit	4	50 marks
Phil 303	Knowledge and Reality: An introduction to Epistemology and Metaphysics	1 unit	4	100 marks
Phil 304	Metaethics	1 unit	4	100 marks
Phil 305	Philosophical Logic	1 unit	4	100 marks
Phil 306	Philosophy of Bengal	1 unit	4	100 marks
Phil 307	Philosophy of Education	1 unit	4	100 marks
Phil 308	Aesthetics	1 unit	4	100 marks
	Viva-Voce	½ unit	2	50 marks

Course Outlines

Phil 301: Anglo-American Philosophy (Bradley to Russell)

1 unit 4 credit 100 marks

Course Goals and Outcomes :

- This course aims to introduce the students with the philosophical trends developed in England and America in 19th and 20th century AD. Starting with the discussion of idealism popularized in England and America with the influence of German philosophy, this course intends to map the changes in epistemological and metaphysical views among philosophers which influenced the development of analytic philosophy.
- Upon completion of the course, students should be able to-
 - understand the historical development of philosophy from Bradley to Russell
 - understand how the questions and solutions of analytic philosophy have been influenced by and contributed to cultural, social and intellectual developments of the twentieth century
 - understand that many of the issues raised and some of the answers offered by nineteenth and twentieth century philosophy still determine contemporary philosophical debates
 - be able to critically read primary and secondary literature from the history of analytical philosophy and to correctly analyze and summarize these texts
 - be able to reflect critically on philosophical theories and positions discussed in class

Course Description: The following topics will be covered throughout the year:

Neo-Hegelian Idealism

1. F.H. Bradley [Substance, Qualities and Relations, Absolute]
2. B. Bosanquet [Logic, Judgment and reality, The Philosophy of Individuality]
3. J. Royce [Being and Ideas, Some Inadequate Theories of Being, The Fourth Idea of Being, The Self and Absolute]

Pragmatism

4. C.S. Peirce [Truth, Rejection of the method of universal doubt, Logic, Ideas and the pragmatic analysis of meaning]
5. W. James [Radical empiricism, Theory of meaning and theory of truth]

Realism

6. Types of Realism
7. Neo Realism G. E. Moore [Refutation of Idealism, Nature of relations]
8. American New Realism [Criticism of subjectivism, Nature of relations, Theory of Error, Features of New Realism, Problems of the Theory]
9. Critical Realism [Approach, Possibility of Knowledge, The problem of Error]

Philosophy of Sense Data

10. G. E. Moore
11. B. Russell

Logical Positivism

12. Rejecting Metaphysics
13. The New Role of Philosophy
14. Method of Verification [A.J. Ayer, R. Carnap]

Marxist Philosophy

15. Dialectical/ Historical Materialism
16. Marxist epistemology and metaphysics
17. Three Laws
18. Economic Theory
19. Hegel vs. Marx

Phenomenalism

20. Definition and Types
21. Problems of Phenomenalism

Required Readings

1. Bergson, H. 1928. *Creative Evolution*. trans. by Arthur Mitchell Macmillan. NY.
2. Copleston, F. A. 1985. *History of Philosophy*. Image Books. New York. Vols. vii, viii and ix.
3. Datta, D.M. 1970. *The Chief Currents of Contemporary Philosophy* (3rd edition). Calcutta University Press. Calcutta.
4. Engles, F. 1943. *Anti-Duhring*, Burman Publishing House. Calcutta.
5. Passmore, J. A. 1950. *Hundred Years of Philosophy*. Penguin: The University of Calcutta.
6. Runes, W.D. 1964. *Twentieth Century Philosophy*. London.
7. Warnock, G. J. 1958. *English Philosophy Since 1900*. London.
8. Wood, A.W. 1981. *Karl Marx*. Routledge and Kegan Paul. London.

Phil 302: History of Eastern Ethics

1 unit 4 credit 100 marks

Course Goals and Outcomes:

Aims of the course are to allow students:

- To explore some key ethical concepts, theories and method of Indian, Chinese, Japanese and Arabians.
- To recognize the relevance of those concepts and ethical theories to the understanding and critical assessment of issues relating to historical perspective of Eastern regions.
- To develop critical thinking skills.
- To appreciate what ethics is and the way in which it is relevant to life.
- To write more organized and argumentative ethical assignments/essays.

Upon completion of the course students will be able-

- To appraise and assess moral arguments.
- To reach conclusions about the strengths and weakness of ethical concepts of different parts of Eastern to justify these concepts with sound reasoning.
- To recognize issues of ethical concern.
- To identify ethical issues that is relevant in real life.
- To focus on the assessment of various socio-economic and political issues arise from different parts of Eastern that are related to corporate ethical views.

Course Descriptions: The course includes the following topics:

A. Indian Ethics

Scope, Objective, Nature and Characteristics of Indian ethics. Historical Development of Carvaka, Jaina, Buddhist and Vedanta ethics.

B. Chinese Ethics and Japanese Ethics

Characteristics of Chinese Ethics. Historical development of Tao and Confucian ethics. Historical development of Shinto ethics.

C. Arab and Persian Ethics:

Historical Development of ethics in this region. Development of Ethics in Different Trends: Mutazila, Asaraiya and Sufis. Discussion of the standpoint of Some Muslim Ethicist: Al-Farabi, Moskawai, Imam Gazazali,

D. Historical Development of Ethics in Bangla

Historical development of ethical standpoints of Tantra, Sahajia Buddha, neo-sufis, Vaisnava and the Bauls of bengal. Discussion of the ethical standpoint of Some philosophers of colonial and post colonial period: Lalou Fakir, Raja Rammohun Roy, Kes̄hub Chandra Sen, Iswarchandra Vidyasagar, Swami Vivekananda, Sri Ramkrishna, Rabindranath Tagor, Sri Aurobindo, Ramendrasundar Trivedi and Ak̄shya Kumer Datta.

Recommended Readings

1. I. C. Sharma, 1965, *Ethical Philosophies of India*, George Allen and Unwin Ltd., London.
2. Fung Yu-Lan, *A Short History of Chinese Philosophy*, Ed. Derk Bodde, The Free Press, 1976.
3. Chad. H., *A Taoist Theory of Chinese Thought*, Oxford: Oxford University Press, 2000.
4. Domoulin, H., *A History of Zen Buddhism*, New York: Pantheon Books, 1963.
5. Hajime Nakamura, *Ways of Thinking of Eastern Peoples*, Honolulu: University of Hawaii Press, 1964.

Phil 303: Knowledge and Reality: An introduction to Epistemology and Metaphysics

1 unit 4 credit 100 marks

Course Goals and Outcomes:

- To introduce students to various traditional philosophical problems, particularly epistemological and metaphysical problems;
To encourage students to critically examine some of the answer's philosophers have given to these problems, especially those developed by contemporary philosophers.
- Upon the successful completion of this module, the student should be able to demonstrate:
 - a basic knowledge and understanding of some traditional philosophical problems, particularly epistemological and metaphysical problems;
 - a sound awareness of some of the contemporary answers to these problems;
 - a basic ability to critically reflect upon contemporary answers to traditional philosophical problems, such as those connected with the nature of humanity, free will, knowledge, cosmology and the meaning of life;
 - the ability to organise relevant ideas in a coherent way, paying due regard to scholarly conventions in the presentation of assessment material.

Course Description: This course introduces students to a number of traditional philosophical problems (and some of the answers proposed to them), including all of the following:

- Origin, nature, and scope of metaphysics
- The need for metaphysics
- Persons and bodies and the relation of the mind to the body
- Fate
- Particulars and universals
- Space and Time
- Free Will and determinism
- Personal Identity
- Causation
- God
- Metaphysics and meaning
- Nature and scope of epistemology
- The terms of epistemic appraisal
- The truths of reason
- Directly and indirectly evident

- Truth
- The nature and problems of the possibility of knowledge
- The problem of the criterion
- Justified belief
- Distinction between the real and the illusory

Questions such as these have exercised generations of philosophers, and continue to be at the centre of philosophical debate even today. Students taking this module will thus be introduced not to arcane and dusty discussions of historical interest only, but to debates of great human interest which are ongoing still.

Required Texts:

1. Taylor, R., *Metaphysics*, Prentice-Hall, New Delhi, 1994
2. Chisolm, R.M., *Theory of Knowledge*, 3rd edition, 1989

Books Recommended:

1. Audi, Robert, *Epistemology: A Contemporary Introduction to the Theory of Knowledge* (London and NY: Routledge, 1998), selected chapters.
2. Carroll, John W., and Ned Markosian, *An Introduction to Metaphysics* (Cambridge University Press, 2010), selected chapters.
3. Cooper, David E., and Peter S. Fosl (eds.), *Philosophy: The Classic Readings* (Oxford: Blackwell, 2010).
4. Cottingham, John (ed.), *Western Philosophy: An Anthology*, second edn. (Oxford: Blackwell, 2008), selected papers.
5. Crane, Tim, and Katalin Farkas, *Metaphysics: A Guide and Anthology* (Oxford: Oxford University Press, 2004), selected papers.
6. Dancy, Jonathan, *Introduction to Contemporary Epistemology* (Oxford: Basil Blackwell, 1985), selected chapters.
7. Hospers, John, *An Introduction to Philosophical Analysis*, fourth edn. (London: Routledge, 1997).
8. Pritchard, Duncan, *What is This Thing Called Knowledge?* (London and New York: Routledge, 2006)
9. Cahn, Steven M. (ed.), *Exploring Philosophy* (Oxford: Oxford University Press, 2009).
10. Cox, Gary, *How to be a Philosopher: Or How to be Almost Certain that Almost Nothing is Certain* (London: Continuum, 2010)
11. Hollis, Martin, *Invitation to Philosophy*, second edn. (Oxford: Blackwell, 1997).
12. Honderich, Ted (ed.), *The Oxford Companion to Philosophy*, second edn. (Oxford: Oxford University Press, 2005)
13. Russell, Bertrand, *The Problems of Philosophy* (various editions). Soccio, Douglas J., *Archetypes of Wisdom: An Introduction to Philosophy*, seventh edn. (Belmont: Wadsworth, 2010)
14. Stroll, Avrum, *Informal Philosophy* (Lanham: Rowman & Littlefield, 2009).
15. Zack, Naomi, *The Handy Philosophy Answer Book* (Detroit: Visible Ink Press, 2010).

Phil 304 Metaethics

1 unit 4 credit 100 marks

Course Goals and Outcomes:

The practice of moral judgment and of doing moral philosophy also raises some more foundational questions, which will be addressed in this course : are there right answers to moral questions at all, and if so in what sense ? Is there such a thing as “objective” moral truth ? If so, (how) could we ever know what it is ? Does our ordinary practice of making moral judgments presuppose that there is such an objective moral truth, or are our moral judgments more like expressions of emotion or approval ? Finally, even if there is an objective moral truth, (why) does it have any legitimate authority over us – that is, (why) need we pay attention to it ? These are the central questions of “metaethics”, and this course is devoted to investigating them.

Course Description : The course includes following topics :

Part A

Definition and nature of meta-ethics, morality and different theories of meaning, cognitivism and non-cognitivism, subjectivism and objectivism in moral thoughts.

Part B

The Moral Problem and Moore's Anti-Naturalism,
Introduction – The Moral Problem and Moore's Anti-Naturalism

Required Texts:

Michael Smith, *The Moral Problem*, Chapter 1

G.E. Moore, *Principia Ethica*

Morality and Motivation I : Internalism

Required Readings : Williams, "Internal and External Reasons"

Darwall, "Reasons, Motives and the Demands of Morality: An Introduction,"

Morality and Motivation II – The Humean Theory of Motivation

Required Readings : David Hume, *A Treatise on Human Nature*, Book II, Part III, Section III & Book III, Part I, Section I.

Michael Smith, "The Humean Theory of Motivation," *Mind* (1987), pp. 36-61

Morality and Motivation III – Externalist Realism

Required Readings : Philippa Foot, "Morality as a System of Hypothetical Imperatives"

David Brink, "Externalist Moral Realism," *Southern Journal of Philosophy* (1986, Supplement) pp. 23-40.

Morality and Motivation IV – Externalist Realism Continued

Required Readings : Nicholas Sturgeon, "Moral Explanations," in Copp and Zimmerman, eds., *Morality, Reason and Truth* (Totawa, NJ: Rowman & Allanheld, 1985) pp. 49-78.

Richard Boyd, "How to be a Moral Realist"

Morality and Motivation V – Externalism Realism Continued

Required Readings : Peter Railton, "Moral Realism"

Michael Smith, "The Externalist Challenge," Chapter 3 of *The Moral Problem*

Anti-Realism: Moral Epistemology and Mackie's Error Theory

Required Readings : Harman, "Ethics and Observation," chapter one of *The Nature of Morality*

J.L. Mackie, *Ethics: Inventing Right and Wrong*, Chapter 1

Emotivism, Prescriptivism

Descriptivism. Is-ought problem in moral philosophy,

Moral Reasoning Theorists: Stephen Toulmin, Nowel-Smith, Kurt Baier. Kai Nielson.

Moral Realism I :

Required Readings : Thomas Nagel, *The View from Nowhere*, ch. 8

Moral Realism II David Enoch, "An Outline of an Argument for Robust Metanormative Realism"

Peter Railton, "Moral Realism"

Recommended Readings

1. Gibbard, Allan and Railton Peter, *Moral Discourse and Practice*, edited by Stephen Darwall, (Oxford: OUP, 1997).
2. Smith, Michael, *The Moral Problem* (Oxford: Blackwell, 1994).
3. Miller, Alexander, *Metaethics* (Cambridge: Polity, 2003)
4. Binkley, Luther. *Contemporary Ethical Theories*, Philosophical library, N Y, 1961.
5. Blackburn, *Essays in quasi-realism*, Oxford, Oxford University Press, 1993.
6. Brink, D., *Moral Realism and the Foundation of Ethics*, Cambridge, Cambridge University Press, 1989.
7. Edwards, Paul., *Logic of Moral Discourse*, Amerined Pub.Ltd. New Delhi 1998.
8. Hudson, W. D., *Modern Moral Philosophy*, Third ed. Macmillan, press Ltd. NY, 1979(rpt).
9. Hudson, W. D.(ed), *Is-Ought Question*, Macmillan. 1981.
10. Hare, R.M., *The Language of Morals*, Oxford University Press, 1961.
11. Kerner, George C. *The Revolution In Ethical Theory*, Clarendon Press: Oxford ,1966.
12. Moore, G.E. *Principia Ethica*, Cambridge : The University Press, 1903.
13. Michael Smith, *The Moral Problem*,
14. Miller, Alexander, *An Introduction to Contemporary Metaethics*, London, Blacwell Publishing, 2003.
15. Nowell-Smith, *Ethics*, Penguin, 1954.

16. Toulmin, Stephen E., *An Examination of the Place of Reasons In Ethics*, Cambridge University Press, 1950.
17. আব্দুল ওয়াহাব, শেখ. *বিংশ শতাব্দীর নীতিদর্শন*, বাংলা একাডেমী, ঢাকা, ১৯৮৬।
18. আবদুল হামিদ, *সমকালীন নীতিবিদ্যার রূপরেখা*, রাজশাহী বিশ্ববিদ্যালয়, পাঠ্য পুস্তক প্রকাশনা বোর্ড, রাজশাহী, ১৯৮৯।
19. আনোয়ারুল্লাহ ভূঁইয়া, *সমকালীন নীতিবিদ্যা*, অবসর প্রকাশনী, বাংলাবাজার, ঢাকা, ২০০৩।

Phil 305: Philosophical Logic

1 Unit 4 Credit 100 marks

Course Goals and Outcomes :

- The aim of the is to introduce students with various problems and approaches to philosophical logic.
- upon completion the course students should be understand the tools and theories of philosophical logic.

Course Description : The topics include: the nature of philosophical logic, the difference between philosophical logic and philosophy of logic, the nature and a brief history of logic, the Syllogism, the Laws of Thought, Existential Import, Symbolic Logic, Logical Connectives and Truth Tables, the Problem of Induction, Dialetheism, Paraconsistency and the logic of catuskoti.

Required Texts:

- (a) Irving M. Copi and James A Gould, *Readings on Logic*, 2nd edition, Macmillan, 1972.
- (b) Dale Jacquette, *A Companion to Philosophical Logic*, Blackwell Publishing Ltd, 2006.
- (c) Priest, G. (2015). Speaking of the Ineffable: East and West. *European Journal of Analytic Philosophy* 11, pp. 6-21

Recommended Readings:

1. Copi, I. M, and Gould, J., (ed.) *Contemporary Philosophical Logic*. New York: St. Martin's Press 1978.
2. Davis J.W., (ed.) *Philosophical Logic*, Hockney D.J., and Wilson W.K. Dordrecht: Reidel, 1969.
3. Gabbay, D. and Guenther, F., (eds.) *Handbook of Philosophical Logic*. Dordrecht: Kluwer 1983.
4. Goble, L., (ed.) *The Blackwell Guide to Philosophical Logic*. Oxford: Blackwell Publishers, 2001.
5. Horsten, L., & Pettigrew, R. (Eds.). (2011). *The Continuum companion to philosophical logic*. A&C Black. (selected chapters).
6. Strawson P. F., (ed.) *Philosophical Logic*, Oxford: Oxford University Press 1967.
7. Kuusela, O. (2014). The Method of Language-games as a Method of Logic. *Philosophical Topics*, 42(2), 129-160.
৮. আবদুল মতীন, *দার্শনিক যুক্তিবিদ্যা*, বাংলা একাডেমী, ঢাকা, ১৯৯৪।

Phil 306: Philosophy of Bengal

1unit 4 credit 100 marks

Course Goals and Outcomes:

- The aim of this course is to understand and critically examine the philosophical views of different schools developed in Bangla region. We will explore the inner grammar of the theoretical positions of many famous philosophers and major schools.
- Having Successfully completed this course students will be able to demonstrate knowledge and understanding of:
 - Learning the central ideas, texts, schools in the philosophy of Bangla.
 - Assessing the impact of different pre-colonial schools in culture and thoughts of Bangla.
 - Representing arguments and counter-arguments behind epistemological, metaphysical and moral positions of different philosophical schools of Bangla.
 - Comparing the philosophy of pre-colonial Bangla with that of the post-colonial Bangla.
 - Applying the views of the philosophy of Bangla to contemporary philosophical questions.

- Understanding the richness of the philosophy of Bangla.

Course Description: The following topics will be addressed in this course : Background of the philosophical development in Bangla. The impact of Aryan culture and The Vedic thought in Ancient philosophical trends. Philosophical development of Tantric Ideas: *Śhaktadarsana*, Tantric Buddhism, *Śaiva* thought and *Nath-tatva*. Hindu *darsana*. Philosophical standpoint of the *Caryā-padas* and the Buddhist influence on Bengal thoughts. Philosophy of *Sāntaraksita*, *Dīpamkara Śrī Jñāna Atīśa* and other Buddhist scholars.

Bhav-andolon of Bangla: the theory of Caitanya, the *Vaiśṇavadarsana* and the *Vaiśṇava Sahjyātva*. Sufism in Bangla. The advent of Islam and philosophical standpoint of *Loukik* Islam. The origin and the development of Baul thoughts in Bangla.

Development of Navya-Naya Philosophy and the contributions of Raghunath Shiromani.

The development of philosophical thoughts in postcolonial Bangla. Topics will include: the impact of western thoughts in Bangali mind and literature, theoretical basis of decolonization, muslim renaissance to Freedom of Intellectual Movement and a critical evaluation of the philosophy of Bangla.

Rise of the modern intellectuals in Colonial Bangla with special reference to Lalon Fakir, Raja Rammohun Roy, Keśhub Chandra Sen, Iswarchandra Vidyasagar, Sri Ramkrishna, Swami Vivekananda, Rabindranath Tagor, Sri Aurobindo, Ramendrasundar Trivedi and Akśhya Kumer Datta and Givinda Chandra Dev.

Required Readings:

১. রায়হান রাইন, বাংলার দর্শন: প্রাক-ঔপনিবেশিক পর্ব, প্রথমা প্রকাশন, ঢাকা, ২০১৯
২. অসিতকুমার বন্দ্যোপাধ্যায়, *বাঙ্গালীর ধর্ম ও দর্শনচিন্তা*, নবপত্র প্রকাশন, কলকাতা, ১৯৮০
৩. রায়হান রাইন (সম্পাদনা), *বাংলার ধর্ম ও দর্শন: সংবেদ*, ঢাকা, ২০০৯
৪. শশীভূষণ দাশগুপ্ত, *বৌদ্ধধর্ম ও চর্যাগীতি*, মিত্র ও ঘোষ, কলিকাতা-১২, ১৩৭৬
৫. মুহাম্মদ এনামুল হক, *বঙ্গ স্বফী প্রভাব*, মুহাম্মদ এনামুল হক রচনাবলী, প্রথম খণ্ড, প্রথম সংস্করণ, ঢাকা: বাংলা একাডেমী, ১৯৯১
৬. আহমদ শরীফ: *বাউলতত্ত্ব*, বাংলা একাডেমী, ঢাকা, ১৯৭৩
৭. ক্ষিতিমোহন সেন, *ভারতীয় সংস্কৃতি*, বিশ্বভারতী গ্রন্থন বিভাগ, কলকাতা, ১৩৫০ বঙ্গাব্দ
৮. শরীফ হারুন (সম্পাদিত): *বাংলাদেশে দর্শন : ঐতিহ্য ও প্রকৃতি অনুসন্ধান*, বাংলা একাডেমী, ঢাকা, ১৯৯৪
৯. কাজী আব্দুল ওদুদ, *বাংলার জাগরণ*, বাংলা একাডেমী, ঢাকা- ১৯৫৬
১০. শ্রী হীরেন্দ্রনাথ দত্ত, *দার্শনিক বঙ্কিমচন্দ্র*, (সম্পাদনা) ড. এম মতিউর রহমান
১১. Dasgupta, S. B, *Obscure Religious Cults as Background of Bengali Literature*, Calcutta: Firma K.L.M., 1969.
১২. Dasgupta, S.N, *Hindu Mysticism*, Chicago, 1927.
১৩. Edward C. Dimock, JR., *The Place of the Hidden Moon Erotic Mysticism In The Vaisnava Sahajiya Cult Of Bengal*, The University of Chicago Press, Chicago & London 1966.
১৪. Gopal Bhandarkar, Ramkrishna, *Vaisnavism, Śaivism and Minor Religious Systems*, Asian Educational Services, New Delhi, 1995.
১৫. Donald H. Bishop (ed) : *Indian Thought*, Wiley Eastern Private Limited, New Delhi, 1975.
১৬. S.C. Banerji, *Tantra in Bengal*, New Delhi: MANOHAR, 1992

Phil 307: Philosophy of Education

1unit 4 credit 100 marks

Course Goals and Outcomes:

This course will provide students with an opportunity to consider a variety of educational issues from a philosophical perspective. The course will explore general questions such as: What is the ultimate goal of education? How is education different from social indoctrination? Should education aim at making good citizens? What should be taught and what is the most effective way to teach it? What are the roles of reason and autonomy in learning? Should education limit itself to imparting literacy, numeracy, and various kinds of skill and information, or should teachers also strive to influence the character and values of their students? In addition to these, various specific topics of current interest in the philosophy of education may be explored, such as: academic freedom; access to education; educational testing and measurement; fairness in education; academic standards; the ethics of special education; religious education; propaganda in education; sex education; education and career training.

This course will also address how historical influences, setting, and ideas have influenced and continue to have relevance for education and life today in the context of Bangladesh.

Upon completion of the course the students will understand some of the central concepts in the philosophy of education, such as training, socialization, indoctrination, facts and values, and fostering autonomy. They will be able to promote a greater awareness of the numerous philosophical and controversial aspects of educational theory and practice. Students will be able to develop a capacity for philosophical analysis and critical reflection in the context of understanding the foundations of education, its main purpose and its essential.

Course Description: Nature and scope of philosophy of education. Education and philosophy of education. Education, politics, economic order and public education policy. Education, ethics and religion. Education and theories of knowledge. The purpose of education. Views of Plato, Aristotle, Ghazzali, Iqbal, Dewey, Rousseau, Russell, Marx and Rabindranath Tagore, Gandhi, Ghazzali, Iqbal and Bhasani. Comparative discussions of various educational systems and policy. Educational policy of Bangladesh. Nature and scope of philosophy for children: developing philosophical enquiry and reflection through dialogue and narratives; role of philosophy for children to educate citizens in the pluralistic society. Theories of education.

Recommended Readings:

1. Boyd, W., *The History of Western Education*, London, 1952.
2. Brubacher, J.S., *Modern Philosophies of Education*, third edition, New York, 1963.
3. Dewey, J., *Democracy and Education*, New York, 1916.
4. Kilpatrick, W.H., *The Philosophy of Education*, New York, 1951
5. Lipman, Matthew, *Philosophy in the Classroom*, Temple, 1980.
6. Lipman Matthew, *Thinking in Education*, Cambridge University Press, NY, 1991.
7. Lipman Matthew, *Looking for Meaning: Instructional Manual to Accompany*, PIXIE, IAPC, NJ, USA.
8. Moore, T.W, *Philosophy of Education*, Routledge: Kegan Paul, London, 1986.
9. O'Connor, D.J., *Introduction to the Philosophy of Education*, Routledge and Kegan Paul Ltd., 1957
10. Park, J, *Bertrand Russell on Education*, Columbus, 1963
11. Peters, R (ed.), *The Philosophy of Education*, Oxford
12. Russell, B., *On Education*, London.
13. Russell, B., *Education and Social Order*, New York, 1926
14. Reid, L. A., *Philosophy of Education*, London, 1962
15. Ulich, R., *Philosophy of Education*, New York, 1961

Phil 308: Aesthetics

1 Unit 4 Credit, 100 Marks

Course Goals and Outcomes:

The aim of this course is to provide the basic concepts of aesthetics containing the feature of western and eastern aesthetics. It also provides discussion on the doctrines of some western and eastern aesthetic thinkers. The following topics or issues will be addressed in this part of the course.

- By the end of the course, students will be able to:
 - understand the nature of aesthetic viewpoint.
 - know the theories regarding beauty, art, and taste.
 - realize the importance of beauty and art in life.

Course Description: The course includes the following topics:

Nature, origin and subject matter of aesthetics; Aesthetic and non-aesthetic values, nature of aesthetic judgment.

The concept of beauty, its various forms and interpretations: beauty of nature and beauty of art, beauty and truth, beauty and morality, beauty and pleasure.

Nature of art, philosophy of art, purpose of art; art and reality, art and truth, art and beauty art and society, art and morality, art and art-criticism.

The aesthetic theories or views of some western thinkers: Plato, Aristotle, St. Augustine, St. Aquinas, Baumgarten, Kant, Fichte, Schelling, Hegel, Nietzsche, Marx, Tolstoy, Croche and Ruskin.

The aesthetic theories or views of some eastern thinkers: Al-Farabi, Ibn Sina, Ibn Rushd, Rabindranath Tagore, Abanindranath Tagore, Brajendranath Seal, Swami Vivekananda, Ananda Kumarswami, Allama Iqbal, Kazi Nazrul Islam and Jibonananda Dash.

Recommended Readings:

1. Borey, Yuri, *Aesthetics*, Moscow: Progress Publishers, 1985.
2. Collingwood, R.G. *The Principles of Art*. Oxford: Clarendon Press, 1963.
3. Nahm Milton C., (ed) *Readings in Philosophy of Art and Aesthetics*. Englewood Cliffs, N.J: Prentice-Hall, 1975.
4. Osborne Harold, (ed): *Aesthetics*, London: Oxford University Press, 1972.
5. Read H., *Art and Alidonenation*, London: Faber & Faber, 1967.
6. Read, Herbert, *The Meaning of Art*, London: Faber & Faber, 1931.
7. Tolstoy, L., *What is Art?* Letchworth: Bradda Books, 1963.
8. Leaman, Oliver, *Islamic Aesthetics; An Introduction*, Edinburgh University, 2004
9. Gonzalez, Valerie, *Beauty and Islm*; I.B. Tauris, London, 2001, The University of Michigan, 2007,
10. Kerman, Navid, *God is Beautiful; The Aesthetic Experience of the Quran*, Translated by; Tony Crawford, Wiley, 2015
11. Hegal, Friedrich, *Lecture in Aesthetics*, 1835
12. Theodor, W. Adorno, *Aesthetic Theory*, Germany, 1970,
13. Danto, Arthur Coleman, *The Abuse of Beauty*, Open Court/ The University of michigan, 2003
14. Santayana, George, *The Sense of Beauty*, Charles Scribner's Sond, 1896
15. Croce, Benedeho, *Aesthetics*, translated by Douglas Ainslie, Rupa & Co., Calcutta, 1972
16. Feagin, Susan and Maynard, Patrick (edited) *Aesthetics*, Oxford University Press, 2010
17. Dickie George, and Sclafani, R.J. (edited), *Aesthetics: A Critical Anthology*, St. Martin's Press, New Work, 1977.
18. Bernstein, *The Fate if Art*, Continuum, London and New York./ Pennsylvania State University Press, 1992
19. Ruskin, John, *Modern Painters*, National Library Association, New York 1843
20. Pollock, Sheldon, *A Rasa Reader; Classicial Indian Aesthetics*, Columbia University Prees, 2016
21. Huntington, Susan, L, *The Art of Ancient India: Buddhist, Hindu, Jain*, Weatherhill, 1985
22. Dalmia, Yashodhara, (edited), *Contemporary Indian Art: Other Realities*, Mary Publications, 2002
23. Arindam Chakrabarti, (ed.) *The Bloomsbury Research Handbook of Indian Aesthetics and The Philosophy of Art*, Bloomsbury, 2016
24. Plato, *Symposium*, Translated by Walter Hamilton, Penguin Book, England, 1985.
বাংলা অনুবাদ: মো. শওকত হোসেন, *প্লেটোর প্রেমতত্ত্ব*, তিথি পাবলিকেশন, ঢাকা, প্রথম প্রকাশ-২০০৭।
২৫. অবনীন্দ্রনাথ ঠাকুর, *বাগেশ্বরী শিল্প প্রবন্ধাবলী*, কলিকাতা : রূপা অ্যান্ড কোং, ১৯৮৮।
২৬. এম. মাতিউর রহমান, *সৌন্দর্য শিল্পকলা ও নন্দনতত্ত্ব*, অবসর, ঢাকা (১-৩ খন্ড)
২৭. সৈয়দ মঞ্জুরুল ইসলাম, *নন্দনতত্ত্ব*, সন্দেশ, ঢাকা, ২০০৬।
২৮. মো. শওকত হোসেন, *নন্দনতত্ত্ব*, তিথি পাবলিকেশন, ঢাকা, ১২১৭।
২৯. সিদ্ধার্থ সংকর জোয়ার্দার, *দর্শন শিল্প সংস্কৃতি*, জাতীয় সাহিত্য প্রকাশ, ঢাকা।
৩০. সুধীর কুমার নন্দী, *নন্দনতত্ত্ব*, কলিকাতা, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, ১৯৮৬।
৩১. তরণ কুমার মুখোপধ্যায় (সম্পাদিত), *নন্দনতত্ত্ব-জিজ্ঞাসা*, কলিকাতা, দেজ পাবলিশিং, ২০০২।

BA (Hons.) Part IV
Sessions 2021-2022, 2022-2023, 2023-2024
Examinations: 2022, 2023, 2024

Units: 8.5 Credits: 34 Marks: 850

Course no	Course Title	Unit	Credit	Marks
Phil 401	Contemporary Continental Philosophy	1unit	4	100 marks
Phil 402	Philosophy of Language	1 unit	4	100 marks
Phil 403	Philosophy of Mind	1unit	4	100 marks
Phil 404	Philosophy of Science	1 unit	4	100 marks
Phil 405	Applied Ethics	1 unit	4	100 marks
Phil 406	Philosophy of Religion	1 unit	4	100 marks
Phil 407	Social and Political Philosophy	1 unit	4	100 marks
Phil 408	Research Methodology and its Application	1 unit	4	100 marks
	Viva-Voce	½ unit	2	50 marks

Course Outlines

Phil 401: Contemporary Continental Philosophy

1unit 4 credit 100 marks

Course Goals and Outcomes:

This course introduces students to contemporary continental philosophy, by focusing on the historical development. It consists of a set of 19th and 20th –century philosophical traditions from mainland Europe. This course is an examination of trends and issues in 20th century continental philosophy. Readings will focus on the development of phenomenology and existentialism, and on their contributions to structuralism, post-modernism, and deconstructionism. The course is organized topically around the following issues and debates: 1. Should the classical approaches to subjectivity developed in transcendental phenomenology be overcome by ontology? Are both phenomenology and ontology a product of a totalizing system of thought to be displaced by an ethics of radical otherness? Or is the ethics of the other forgetful of otherness within sexual difference? 2. What is the value of a structure--based approach to human reality, which captures the larger-than-individual forces such as linguistic differences and social relations of power? To what degree are structure--based approaches wedded to the traditional conceptions of science and to the metaphysics of presence – hence in need of deconstruction? 3. Is theoretical and interpretative practice best described as pure reflection, or rather as a language-based hermeneutical process? 4. What is the relation between the traditional concept of history and genealogy, and between knowledge and power? 5. What does a deconstructive practice of reading philosophical texts consist in, and does deconstruction necessarily turn philosophy into a species of literature? If so, is this a problem?

By the end of the course, students will be able to :

1. Understand the nature and the development of the contemporary continental philosophy.
2. Realize the limit of reason.
3. Think critically the problem of individuals.

Course Description : This course introduces students to contemporary continental philosophy, by focusing on the historical development. This course consists of a set of 19th and 20th –century philosophical traditions from mainland Europe. This course is an examination of trends and issues in 20th century continental philosophy. Readings will focus on the development of phenomenology and existentialism, and on their contributions to structuralism, post-modernism, and deconstructionism. The course is organized topically around the following issues and debates: 1. Should the classical approaches to subjectivity developed in transcendental phenomenology be overcome by ontology? Are both phenomenology and ontology a product of a totalizing system of thought to be displaced by an ethics of radical otherness? Or is the ethics of the other forgetful of otherness within sexual difference? 2. What is the value of a structure--based approach to human reality, which captures the larger-than-individual forces such as linguistic differences and social relations of power? To what degree are structure--based approaches wedded to the traditional conceptions of science and to the metaphysics of presence – hence in need of deconstruction? 3. Is theoretical and interpretative practice best described as pure reflection, or rather as a language-based hermeneutical process? 4. What is the relation between the traditional concept of history and genealogy,

and between knowledge and power? 5. What does a deconstructive practice of reading philosophical texts consist in, and does deconstruction necessarily turn philosophy into a species of literature? If so, is this a problem? The major thinkers or philosophers included in the course are : Marks, Schopenhauer, Nietzsche, Kierkegaard, Heidegger, Sartre, Beauvoir, Camus, Saussure, Bergson, Foucault, Derrida, and Baudrillard.

Recommended Papers:

Phenomenology :

Edmund Husserl- "The Vienna Lecture", "*Phenomenology*".

Martin Heidegger- Introduction to *Being and Time*, "Anxiety" from *Being and Time*.

Existentialism :

Karl Jaspers- "Introduction to Philosophy of Existence".

Jean-Paul Sartre- "Existentialism and Humanism".

Merleau-Ponty- Preface to "Phenomenology of Perception".

Structuralism :

Ferdinand de Saussure- Selections from the "The object of Study", "The Nature of the Linguistics Sign" "Invariability and variability of the Sign"

Jacques Lacan, "The Mirror Stage as formative of the function of the I as revealed in Psychoanalytic Experience."

Luce Irigaray, "The Sex Which is not One"

Julia Kristeva, "From One Identity to an Other"

Post structuralism :

Jean-Francois Lyotard- "Answering the Question: What is Postmodernism.?"

Jaques Derrida- "*Difference*"

Critical theory:

Max Horkheimer and Theodor Adorno, "The Concept of Enlightenment"

Jurgen Habermas, "Philosophy as Stand in and Interpreter", "Morality and Ethical Life: Does Hegel's Critique of Kant Apply to Discourse Ethics."

Recommended Readings:

1. Richard Kearney (ed), *Continental Philosophy in the 20th Century (Vol 8)* London and New York, 1994
2. Michel Foucault, *Madness and Civilization: A History of Insanity in the Age of Reason*, Vintage Books Edition, November, 1988
3. Michel Foucault, *The Use of Pleasure*, (vol 1- 3), Vintage Books, A Division of Random House, Inc. New York, 1990
4. Michel Foucault, *Discipline and Punish: The Birth of the Prison*, Vintage Books, A Division of Random House, Inc. New York, 1995
5. William Barrett, *Irrational Man : A Study in Existential Philosophy*, Doubleday Anchor Books, Doubleday & Company, Inc., Garden City, New York, 1962
6. Richard Kearney and Mara Rainwater (ed), *The Continental Philosophy Reader*, London and New York, 1996
7. Friedrich Nietzsche, *The Will to Power*, Vintage Books, A Division of Random House, Inc. New York, 1968
8. Friedrich Nietzsche, edited by Bernard Williams, *The Gay Science*, Cambridge University Press, 2007
9. Simone de Beauvoir, *The Second Sex*, Jonathan Cape, Thirty Bedford Square London, 1956
- 10 D, M Datta, *The Chief Currents of Contemporary Philosophy*, Calcutta
11. Blackman, H.J, *Six Existential Thinkers*, London 1952
12. Henry Bergson, *Creative Evaluation*, New York, 1941
13. ড. আমিনুল ইসলাম, *সমকালীন পাশ্চাত্য দর্শন*, মাওলা ব্রাদার্স, ঢাকা।
14. ড. মো. শওকত হোসেন, *সমকালীন পাশ্চাত্য দর্শনের রূপরেখা*, তিথি পাবলিকেশন, ঢাকা, ১২১৭।

Phil 402 Philosophy of Language

1 unit 4 credit 100 marks

Course Goals and Outcomes :

- The aim of the course is to make students understand the various aspects of philosophy of language, such as the differences between Meaning and Reference, Meaning and Understanding, Definite descriptions, Singular Terms, Russell's Theory of Descriptions,

Donnellan's distinction, Anaphora. Proper Names: Russell's Name Claim, Searle "Cluster Theory", Kripke's Critique. Proper Names: Direct Reference and the Causal-Historical Theory, Possible worlds, Rigidity and Proper Names, Natural-kinds terms and "Twin Earth" and so on. Readings are partly historical and partly contemporary.

- Upon successful completion of this course, it is expected that students will be able to:
 - identify, describe and explain the major areas of philosophy of language;
 - use philosophical terminology correctly and consistently;
 - identify strengths and weaknesses in the arguments philosophers have put forward for their views;
 - formulate objections to a philosophical theory about a particular issue of natural language;

Course Description: The course includes the following topics :

Part 1: Meaning and Reference

Meaning and Reference, Meaning and Understanding, the Referential Theory. Definite descriptions: Singular Terms, Russell's Theory of Descriptions, Donnellan's distinction, Anaphora. Proper Names: Russell's Name Claim, Searle "Cluster Theory", Kripke's Critique. Proper Names: Direct Reference and the Causal-Historical Theory, Possible worlds, Rigidity and Proper Names, Natural-kinds terms and "Twin Earth".

Part 2: Theories of Meaning

Traditional Theories of Meaning: Ideational Theories, the Proposition Theory. "Use" theory. Psychological Theories: Grice's Program, Grice's basic idea, Speaker's meaning vs. Sentence meaning. Truth-Condition Theories: Davidson's Program, Truth Conditions, Truth-Defining Natural Languages.

Part 3: Pragmatics and Speech Acts

Semantics vs. Pragmatics, the problem of Deixis, the Work of Semantics and Pragmatics. Performatives, Rules and Infelicities, Force, Content and Perlocution. Cohen's Problem.

Part 4: Therapeutic Approach

Traditional vs. Therapeutic approaches to the problems of philosophy of language. Later Wittgenstein's conceptions of language, meaning, and the limits of language.

Part 5: Indian Philosophy of Language

General issues and problems, Words and their meanings, Knowledge from linguistic utterance, The *Sphota* theory.

Required Texts:

- Lycan, W. G. (1999), *Philosophy of Language: a contemporary introduction*, London: Routledge, Chapters: 1-7, 9, 11 & 12
- Michael Morris (2007), *An Introduction to the Philosophy of Language*, Cambridge: Cambridge University Press
- Matilal, B. K. (1990). *The Word and the World-India's Contribution to the Study of Language*.

Recommended Readings

1. Bob Hale and Crispin Wright (eds.) (1997): *A Companion to Philosophy of Language*, Blackwell publishers Ltd.
2. Kusela, O., "Grammar, Meaning, and Knowledge" (chapter 4), *The Struggle Against Dogmatism. Wittgenstein and the concept of Philosophy*. Cambridge & London: Harvard University Press, 2008.
3. Read, R. , "Language" (part 1), *Applying Wittgenstein* (ed: Cook, L.), Continuum: London, 2007.
4. Austin, J.L., *How To Do Things With Words*, Oxford, OUP, 1962 (The willam James lectures delivered at Harvard).
5. Chappell, V.C., *Ordinary Language; essays in philosophical method*, Englewood Cliffs, N. J., Prentice-Hall, 1964.
6. Hospers, J., *An Introduction to Philosophical Analysis*, Prentice-Hall, Inc., 1967.
7. Searle, J.R.,(ed.) *The Philosophy of Language*, London : Oxford University Press, 1971.
8. Wittgenstein, L. (2009). *Philosophical Investigations*, 4th edition (trans. Anscombe, Hacker and Schulte). Chichester, West Sussex, U.K.; Malden, USA: Wiley-Blackwell. 2009. (Selected remarks)

Course Goals and Outcomes :

- The aim of this course is to introduce students to the main questions of the philosophy of mind: the nature of the mental, the classification of mental phenomena, the mind-body problem, the problems of consciousness and the problems of intentionality.
- At the end of this course, students who have attended class and done the readings will understand the main questions of the philosophy of mind; they will be able to articulate the arguments for or against the central positions on the mind-body relationship; they will understand the significance of the questions of intentionality and consciousness.

Course Description: The following topics will be covered throughout the year:

1. A brief introduction to philosophy of mind focusing on metaphysical aspects of philosophy of mind
2. Subject of Consciousness
3. Mind as behavior: behaviorism
4. Mind as brain: the mind-body identity theory
5. Mind as a computer: machine functionalism
6. Mind as a causal structure: causal theoretical functionalism
7. Mental causation
8. Consciousness
9. Mental content
10. Reductive and nonreductive physicalism

Required Text:

Kim, J. 2010. *Philosophy of Mind* (3rd edition). Routledge.

Recommended Readings:

1. Chalmers, D.J. 1996. *The Conscious Mind: In Search of a Fundamental Theory*. Oxford University Press, Oxford.
2. Kim, J. 2000. *Mind in a Physical World An Essay on the Mind-Body Problem and Mental Causation*. The MIT Press. Cambridge. Massachusetts.
3. Ryle, G. 1949. *The Concept of Mind*. Barnes & Noble. New York.
4. Searle, J.R. 1994. *The Rediscovery of the Mind*. The MIT Press. Cambridge. Massachusetts.
5. Shaffer, J.A. 1968. *Philosophy of Mind*. Prentice Hall. New Jersey. United States.

Course Goals and Outcomes :

- The aim of the course is to introduce students to fundamental issues in the philosophy of science, in particular, nature of science, scientific explanation, scientific methods, demarcation criteria, scientific progress, scientific realism and debates in the philosophy of science.
- Upon completion of the course, students should be able to understand more advanced issues and arguments in philosophy of science, and reflect on the relative advantages and also the limitations of scientific methods of thinking.

Course Description : The course explores definition, nature, scope of philosophy of science and its relation to other disciplines; historical development of philosophy of science; logical positivists and their demarcation criterion of science from metaphysics; Hume and Russell on Induction; scientific explanation, Hempel's two models of scientific explanation; Popper's falsibility criterion, deductive method of testing, criticism of induction, corroboration and simplicity; Kuhn's view of normal science, scientific rationality, paradigm, scientific revolution; Feyerabend's theoretical anarchism, criterion of 'anything goes', counter inductive method; Lakatos on scientific research program, negative and positive heuristics; science and progress; scientific models, truth, scientific mechanistic worldview vs. organismic worldview.

Required Texts :

1. Hempel, Karl *Philosophy of Natural Science*, Prentice-Hall, 1966. (Selected Chapters)

2. Kuhn, T.S. *The Structure of Scientific Revolutions*, Chicago, 1970. (Selected Chapters)
3. Popper, Karl *Conjectures and Refutations*, Routledge, 1989. (Selected Chapters)
4. Popper, Karl *The Logic of Scientific Discovery*, London, 1961. (Selected Chapters)
5. Feyerabend, Paul *Against Method*, 1974. (Selected Chapters)
6. Lakatos, I and Musgrave A, *Criticism and the Growth of Knowledge*, CUP, 1989. (Selected Chapters)

Recommended Readings

1. Baruch A, B., and Richard, E .G.,(eds.) *Readings in the Philosophy of Science*, Englewood Cliffs, N.J. : Prentice-Hall, 1970.
2. Brody, B., and Grandy, R.E.,(eds), *Readings in the Philosophy of Science*, 2nd edition, Prentice-Hall, 1989.
3. O'Hear, Anthony, *Introduction to the Philosophy of Science*, Oxford: Oxford University Press, 1989.
4. Hacking, I., (ed.), *Scientific Revolutions*, New York : Oxford University Press, 1981.
5. ড. গালিব আহসান খান, *বিজ্ঞান, পদ্ধতি ও প্রগতি*, বিবিধ প্রকাশনী, ঢাকা, ১৯৯০।
6. ড. গালিব আহসান খান, *বিজ্ঞানের দর্শন*, জাতীয় গ্রন্থ প্রকাশন, ঢাকা, ২০০২।

Phil 405: Applied Ethics

Unit 4 credit 100 marks

Course Goals and Outcomes:

This course is intended to illuminate ethics by reflecting on what we care about in our practices. The class will be discussion-based, and focused on contemporary writings. This course is not just one in which we answer questions about practical issues. Instead, it will be one in which we think about what tools we have to answer questions in practical ethics. By the end of the session, students will be able to assess, compare, and create arguments for or against various stances on contemporary issues. On completion of the course a student should be able to demonstrate Knowledge and understanding of the contributions of some key thinkers to major ethical concepts, problems and methods of reasoning in practical life; Sufficient knowledge and understanding to develop a reasoned and consistent position of her or his own about these ethical theories and to apply this knowledge to their policy and decision making.

Course Description: In this course you will be encouraged to think about some of the ethical issues that we all face in our daily lives, and as concerned, global citizens. The course will focus on the following topics:

A: Problems related to Social and Economic Life

Liberty and Equality: Freedom of Action, Freedom of Thought and Speech, Affirmative Action, Racisms Oppression, Sexual Harassment.

Theory of Punishment: Retributive theory, Deterrent theory, Reformatory theory, Utilitarianism and Humanist Theory.

War and Peace: Different theories of war: Realistic theory, just theory, unjust theory, the diversionary theory of war, theories of bargaining and war, feminist theories of war. Theories of economic interdependence and peace, the democratic peace debate. Conflict and security in the third World ethno-nationalism and war

Terrorism: Political and Cultural perspective of Terrorism, Critiques of Terrorism, World Hunger and International Justice

Business Ethics: Morality of Advertisement, Corporate Social Responsibility and Ethical Governance of an Organisation.

B: Problems Related to Biological Life

Reproductivity and Biotechnology: Human Reproduction and Birth (moral status of Fetuses and Embryos), ethical perspective of Biotechnology (cloning, IVF, etc).

Ethical debate of Abortion: Religious perspective, Liberal and Communitarian View, Abortion Justice and Gender Justice.

The end of life: euthanasia (Active and Passive, Voluntary, involuntary and non-voluntary)

Medical Ethics: Hippocratic Oath, Doctor -Patient Relationship

C. Extension of Moral Values

Feminist Ethics, Ecofeminism, Issues of Animal Ethics, Values of Nature (Anthropocentrism, Biocentrism Ecocentrism, and Deep ecology)

Required Texts:

Peter Singer, 2011, *Practical Ethics*, 3rd edition, Cambridge University Press, USA.

Recommended Readings

1. Appiah, Kwame Antony, 1997. 'Racisms', in Hugh (ed.), 1997.
2. Arthur, John, 1997, 'Rights and the Duty to Bring Aid', in Hugh (ed.), 1997.
3. Cynthia Keppley Mahmood. 2001. "Terrorism, Myth, And The Power Of Ethnographic Praxis." *Journal of Contemporary Ethnography* 30(5): 520 – 545.
4. Cynthia Keppley Mahmood. 2001. 'Terrorism, Myth, And The Power Of Ethnographic Praxis.' *Journal of Contemporary Ethnography* 30(5): 520 – 545.
5. Cudd, Ann E., 1997, 'Oppression by Choice', in Hugh (ed.), 1997.
6. Crocker, David A., 1997. 'Hunger, Capability, and Development', in Hugh (ed.), 1997
7. Eqbal Ahmad. 2006. 'Terrorism: Theirs and Ours.' From *The Selected Writings of Eqbal Ahmad*.
8. Furrow, Greaney, Johnson, Jost & Schwartz, 1991. *Bioethics: Health Care Law and Ethics*, 3d ed., West Paperback : CASEBOOK or CB.
9. Gayatri Chakravorty Spivak. 2004. 'Terror: A Speech After, 9-11.' *Boundary 2*: 81 – 111.
10. Hugh, LaFollette (ed.s), 1997. *Ethics in Practice : An Anthology*, London : Blackwell Publishers.
11. Jeroen Gunning. 'A Case for Critical Terrorism Studies' *Government and Opposition* 42 (3): 363 – 393.
12. Joseba Zulaika. 2003. 'The Self-Fulfilling Prophecies of Counterterrorism.' *Radical History Review* 85: 191 – 199.
13. Khatchadourian, 'The Morality of Terrorism' (606-618), Probs. 1, 3 (630-633).
14. Kushe, Helga, Singer, Peter. 2006. *Bioethics : An Anthology*, USA : Blackwell Publishing. Levin, Michael, 1997. 'Affirmative Action', in Hugh (ed.), 1997.
15. May, Cllis & et.al, 2002. *Applied Ethics : A Multicultural Approach*, India : Prentic Hall of India.
16. Mepham, Ben, 2005, *Bioethics : An Introduction for Bioscience*, Oxford : Oxford University Press.
17. Mill, J.S., 1997, 'Freedom of Actions', in Hugh (ed.), 1997.
18. Mill, J.S., 1997, 'Freedom of Thought and Discussions', in Hugh (ed.), 1997.
19. Pojman, L. 'The Moral Status of Affirmative Action' (420-438), Probs. 1-4 (461-463).
20. Rolston III, Holmes, 1997. 'Feeding People Versus Saving Nature', in Hugh (ed.), 1997.
21. Singer, Peter, 1997. 'Famine, Affluence, and Morality', in LaFollette, Hugh, 1997, *Ethics in Practice : An Anthology*, UK : Blackwell Publishers.
22. Superson, Anita M., 1997. 'Sexual Harrassment', in Hugh (ed.), 1997.
23. Tooley, Michael and et.al (eds.), 2009. *Abortion: Three Perspectives*, London : Oxford University Press.
24. Thompson, Paul B. 2007. *Food Biotechnology in Ethical Perspective*, London: Springer.
25. Warren, Marry, Ann, 2007, *Moral Status: Obligations to Persons and Other Living Things*, Oxford : Clarendon Press.

Phil 406 : Philosophy of Religion

1unit 4 credit 100 marks

Course Goals and Outcomes:

The aims of the Course:

Philosophy of religion is the philosophical study of the meaning and nature of religion. It includes the analyses of religious concepts, beliefs, terms, arguments, and practices of religious adherents. Studying the philosophy of religion can teach us the evolution of humanity in the process of understanding the nature and reality. Our attitude toward religions, religious arguments, and God becomes clearer and stronger. Hence, it helps us ponder upon these topics and topics related to it in a better way.

Objectives of Course:

Like any philosophy course, this course will develop your abilities to read carefully, analyze arguments, and think critically about difficult ideas. More specifically, you should be able to engage in educated

discussions about major topics in the philosophy of religion, including developing your own informed opinions on the topics and authors we'll discuss. By the end of the course the students will

- become acquainted to think critically, objectively, and carefully about religious claims and issues.
- become acquainted with basic concepts and central problems of the philosophy of religion.
- become acquainted with the views of various philosophers with respect to these problems.
- be able to familiarize students with the major issues and arguments in the philosophy of religion.
- be able to equip students with a number of basic, essential skills of philosophical analysis.
- To expose students to diverse ethnic, cultural, historical, and social traditions as they intersect with religious issues.
- be able to develop students' writing skills, textual analysis skills, and oral discussion/debate skills. And also
- be able to (further) develop the fundamental philosophical skills of critical reading, thinking, and writing, and learn how to apply these skills within the field of Philosophy of Religion.

These goals will be met and assessed with reading assignments, reading quizzes, tests, vocabulary assessment, quizzes, paper assignments, class discussions, lectures, and philosophical research.

Course Description: Nature and scope of philosophy of religion; Relation of philosophy of religion to theology: the place of God in religion, God and the world, grounds for the belief in the existence of God; disbeliefs in God: Marxist and Freudian views, Feuerbach's view; Revelation, faith and reason; soul and its immortality; Problems of religious language, and problems of verification; Psychological grounds for belief in religion: suggestion, prayer, worship, conversion; a comparative study of the world's great religions -- Islam, Christianity, Hinduism and Buddhism.

Required Texts

1. Hick, John, *Philosophy of Religion*, J. J. Prentice-Hall Inc, 1963.
2. Thouless, R. H., *An Introduction to the Psychology of Religion*, Cambridge, 1961.

Recommended Readings

1. Brown, Stuart, *Philosophy of Religion*, Routledge, 2000.
2. Frinegan, J, *The Archeology of World Religions*, Princeton University Press, 1952.
3. Gellman, Jerome, *Mystical Experience of God*, Ashgate, UK, 2001.
4. Thompson, S. M, *A Modern Philosophy of Religion*, Chicago, Henry Regency Co, 1955.
5. Hick, John (ed), *The Existence of God*, New York, The Macmillan, Co, 1964.
6. Jurji, F.J, *The Great Religions of the World*, London, 1965.
7. Kaufmann, *Critique of Religion and Philosophy*, New York, Harper and Row, 1958.
8. MacIntyre, Alastair, *New Essays in Philosophical Theology*, New York, The Macmillan Company, 1955.
9. Palmer, Michael, *The Question of God*, Routledge, 2001
Ramsey I.T., *Religious Language*, London, 1957

Phil 407: Social and Political Philosophy

1 unit 4 credit 100 marks

Course Goals and Outcomes:

The objective of this course is to identify the major issues of social and political philosophy.

After completion of this course students will be able to:

1. Identify the major issues of social and political philosophy.
2. Identify the major philosophers who have contributed to a discussion of the problems of social and political philosophy and their proposed solutions to these problems.
3. Interpret, summarize, and paraphrase, both orally and in writing, the views of these philosophers as expressed in the philosophical texts they have written.
4. Use the logical and critical thinking methods of philosophy to analyze and evaluate the ways in which these philosophers have attempted to solve the problems of social and political philosophy.

Course Description: This course is an introductory survey in social and political philosophy. This is a critical study of major social and political philosophers from Plato to the present in light of their ethical and metaphysical systems. The primary focus will be on normative rather than descriptive theory. This course

is organized about the fundamental concepts of social and political philosophy: Authority, Rights and Duties, Equality, Justice, Liberty, and Democracy.

A. Social Philosophy:

This course examines the nature and scope of social philosophy, relation of social philosophy to other disciplines, the norms or principles that establish and justify societies and determine the rights and responsibilities of a society in relation to its own members, of the members in relation to each other and to society as a whole, and of a society in relation to other societies. The course considers the application of these principles to such issues as justice, human rights, political and social institutions, and world community. The course will investigate one of the central questions of philosophy: How should we, as human beings, live together? What values should we adopt so that we may best fulfill our natures as individual and social beings? What sort of society should we be aiming for and "How can this goal be attained?"

B. Political Philosophy:

This course is intended as an introduction to political philosophy. Three broad themes that are central to understanding political life are focused upon: the polis experience (Plato, Aristotle), the sovereign state (Machiavelli, Hobbes), constitutional government (Locke), and democracy (Rousseau, Tocqueville). In this course we will delve one of the central questions of political philosophy: how should we organize our society and its governing bodies? To be more precise, we will focus on questions such as: (1) What is the function of a government? (2) What good(s) should a government and its member's value? (3) What responsibilities does a government have to its members? (4) What responsibilities does it have to other governments and their members?

Recommended Readings:

1. Brennan, J. 2016, *Political Philosophy: An Introduction*, Cato Institute.
1. Feinberg, J. 1973, *Social Philosophy*, Pearson Publication, Uk.
2. Hobbes, T. 1981, *Leviathan*, Penguin Books Publisher.
3. Mackenzie, J. S. 2016, *An Introduction to Social Philosophy*, Macmillan and Co., Uk.
4. Medearis, J. 2001, Joseph Schumpeter's Two Theories of Democracy, Harvard University Press.
5. Mill, J.S. 1859, *On Liberty*, Agora Publications, USA.
6. Raphael, D.D. 198, *Problems of Political Philosophy*, Humanities Press Ltd.
7. Rawls, J. 1999. *A Theory of Justice* (revised edition). Harvard University Press
8. Rawls, J. 2001. *Justice as Fairness: A Restatement*. Harvard University Press.
9. Rousseau, J.J. 1895, *The Social Contract*, Swan Sonnenschein & Co.

Phil 408: Research Methodology and Its Applications

1 unit 4 credit 100 marks

Course Goals and Outcomes:

The aim of this subject is to understand art and craft of the research. Student will be able to demonstrate how to identify research problem, design a good research question, plan and design research proposal, select method of data collection, manage the research process, acquire skills for data collection and analysis. They will learn how to write report, research paper, and dissertation systematically. Students will examine various types of data collection method, design questionnaire and apply in their research activities. The subject also aims to provide students with practical advice on doing research. It makes students aware of the range of research methods that can be employed to collect data, and the variety of approaches of data analysis. Students will be able to learn pitfalls of research. Provide insights into overall research process, student will learn how to effectively write their research findings and communicate the audience. An awareness of what constitutes good and poor research. Student will be able to undertake independently a research project.

Course Description:

A. Research Methodology

1. Research as a Creative and Strategic Thinking Process Types of Research, Objective of Research, Research Approach, Research Rationale, Inquiry, Research Mode, Stepping of Research Process, and Literature Review with example.
2. Research Paradigm, World Views and Research Theories
3. Elements of Research –Developing Research Questions, Indicators of Good Research, Research Strategies-Qualitative and quantitative Research

4. Values, Ethics and role of Power in Research
5. Research Design, Research Proposal Design
6. Conceptualization, Operationalization Measurement
7. The Logic of Sampling, Unit of Analysis,
8. Research Types, Methods and Tools – Facilitating Change through Research
9. Data Collection, Analysis and Processing and Investigating Complexities of the Social World

B. Writing Research

Research Proposal and Paper writing

(i) How to Write a Research Proposal: Content and options

Class Practice: Write a sample of ideal philosophical research proposal

(ii) How to Write a Philosophical Paper

Write a sample article on philosophy

The Paper (within 35000 words) should follow the structure:

Abstract: (250 words: Precise information of the articles.

Introduction: The **Introduction** should give a distinct description of the problem. Particularly, introduction will propose an approach or solution. It should be very clear, precise to the reader.

Method : In this section students should be explained in details the ways and technique by which he will handle the Problems.

Description: A simple description of the problems

Critical Response: the student should raise some questions about the problem and response the problems with the pros and cons.

Conclusion : A short review of the article with mentioning findings.

References :

Student must use particular (unique) style of references while: quoting and paraphrasing.

(i) How to Reference,

(ii) Different Types of Reference Style:

MLA (Modern Language Association of America) format, Harvard format, ACS (American Chemical Society), AGLC (Australian Guide to Legal Citation), AGPS/AGIMO, AMA (American Medical Association), APA (American Psychological Association),

(iii) Why do you use quotations and references?

What is citing, what is Bibliography, Quotation, and paraphrase.

(iv) How to Reference of Internet Sources.

(v) Copyright, Intellectual Property Rights and Its Philosophical Debate.

(vi) Plagiarism: What is plagiarism? Different Means of Plagiarism?

Required Texts:

1. Babbie, Earl. 2013. *The Practice of Social Research*, 13 Edition, Wadsworth, USA.
2. Booth, W. Colomb, G.G & William, J.M 2008. *The Craft of Research*, The University of Chicago Press, USA
3. Bryman, Alan. 2012 *Social Research Methods*, Oxford University Press, New York, USA.
4. Leary, ZinaO. 2004. *The Essential Guide of Doing Research*, Sage Publications, Los Angeles, USA.

Recommended Readings:

1. Research Methodology: An Introduction
<http://www.newagepublishers.com/samplechapter/000896.pdf>
2. Research Methodology, http://www.ihmctan.edu/PDF/notes/Research_Methodology.pdf
3. Dawson, Catherine, 2002, *Practical Research Methods*, New Delhi, UBS Publishers' Distributors
4. Kothari, C.R., 1985, *Research Methodology- Methods and Techniques*, New Delhi, Wiley Eastern Limited.
5. Kumar, Ranjit, 2005, *Research Methodology-A Step-by-Step Guide for Beginners*, (2nd.ed.), Singapore, Pearson Education.
6. "Tips on writing a philosophy paper"
<http://www.public.asu.edu/~dportmor/tips.pdf>
7. <http://www.fas.harvard.edu/~phildept/files/ShortGuidetoPhilosophicalWriting.pdf>
8. দর্শন গবেষণা-পদ্ধতি : ড. এন এইচ এম আবু বকর (সম্পাদিত), রোদেলা, ঢাকা।