

Syllabus (MA)
Sessions: 2021-2022, 2022-2023, 2023-2024
Examinations: 2022, 2023, 2024

Syllabus Summary

The Department of Philosophy at Jahangirnagar University is one of Bangladesh's most respected Philosophy departments. The department's research is primarily directed in two broad areas of philosophy: (i) **Ethics** (Western and Eastern) including applied and practical ethics, business ethics, environmental ethics, metaphysics of ethics; and (ii) **Analytic Philosophy** including logic, philosophy of language and philosophy of mind. Besides, the interests of faculties of the department range across contemporary and historical topics in philosophy that include areas like Epistemology, Metaphysics, Philosophy of Science, Aesthetics, Social and Political Philosophy, Chinese and Japanese Philosophy, philosophical thoughts of Muslim and Indian intellectuals, etc. The one-Year Graduate Program (Master of Arts) of the department offers courses focusing on five different modules which are worth of 26 credits and 650 marks in total.

Credits and Marks

Total Credit: 26

Total Marks: 650

Students' Groups:

Group A: General without research paper

Group B: General with research paper

Group C: Thesis

Course Requirements:

Group A: 6 courses confirming *at least* 1 course from each module.

Group B: 5 courses confirming *at least* 1 course from each module as well as 1 course relevant to his/her field of research.

Group C: 4 courses from any four modules conforming at 1 course relevant to his/her field of research.

Modules:

Module A: General Philosophy

Module B: Western Philosophy

Module C: Eastern Philosophy

Module D: Ethics and Responsibility

Module E: Logic, Language and Mind

Module A: General Philosophy

Course No.	Course Title	Unit and Credit	Marks
PHI 501	Post-modernism	1 Unit; 4 Credits	100
PHI 502	Contemporary Political Philosophy	1 Unit; 4 Credits	100
PHI 503	Philosophy for Children	1 Unit; 4 Credits	100
PHI 504	Philosophy of Literature	1 Unit; 4 Credits	100
PHI 505	Ecological Philosophy: Deep Ecology and its Critics	1 Unit; 4 Credits	100
PHI 506	Corporate Social Responsibility	1 Unit; 4 Credits	100
PHI 507	Philosophy and Policy of New Technologies	1 Unit; 4 Credits	100
PHI 508	Ecotheology	1 Unit; 4 Credits	100

Module B: Western Philosophy

Course No.	Course Title	Unit and Credit	Marks
PHI 509	Contemporary Epistemology and Metaphysics	1 Unit; 4 Credits	100
PHI 510	Readings in Philosophical Topics	1 Unit; 4 Credits	100

	(Mind, Matter and God)	Credits	
PHI 511	Moore, Russell and Their Critics	1 Unit; 4 Credits	100
PHI 512	Marxist Philosophy and Its Critics	1 Unit; 4 Credits	100
PHI 513	Derrida, Foucault and Their Critics	1 Unit; 4 Credits	100
PHI 514	Logical Positivism	1 Unit; 4 Credits	100

Module C: Eastern Philosophy

Course No.	Course Title	Unit and Credit	Marks
PHI 515	Asian Philosophy	1 Unit; 4 Credits	100
PHI 516	Contemporary Indian Philosophy	1 Unit; 4 Credits	100
PHI 517	Contemporary Chinese and Japanese Philosophy	1 Unit; 4 Credits	100
PHI 518	Contemporary Trends in Islamic Thoughts	1 Unit; 4 Credits	100
PHI 519	Philosophy of Bengal: Recent Issues	1 Unit; 4 Credits	100
PHI 520	Philosophy of Nāgārjuna, Śāntaraksita and Atīśa	1 Unit; 4 Credits	100
PHI 521	Philosophy of Sahaj	1 Unit; 4 Credits	100
PHI 522	Vedanta Philosophy	1 Unit; 4 Credits	100

PHI 523	Sufism and Sufis (Arabian-Persian, Indian and Bengali)	1 Unit; 4 Credits	100
---------	--	-------------------	-----

Module D: Ethics and Responsibility

Course No.	Course Title	Unit and Credit	Marks
PHI 524	Contemporary Trends in Ethics	1 Unit; 4 Credits	100
PHI 525	Problems of Free Will and Moral Responsibility	1 Unit; 4 Credits	100
PHI 526	Contemporary Theory of Justice: John Rawls and his Critics	1 Unit; 4 Credits	100
PHI 527	Environmental Ethics, Society and Policy	1 Unit; 4 Credits	100
PHI 528	Comparative Religious Ethics	1 Unit; 4 Credits	100
PHI 529	Environmental Justice	1 Unit; 4 Credits	100
PHI 530	Bioethics and Public Health Ethics	1 Unit; 4 Credits	100
PHI 531	Ethics of Life: Biocentrism, Biodiversity and the Variety of Life	1 Unit; 4 Credits	100
PHI 532	Business Ethics	1 Unit; 4 Credits	100
PHI 533	Cyber Ethics	1 Unit; 4 Credits	100

Module E: Logic, Language and Mind

Course No.	Course Title	Unit and Credit	Marks
PHI 534	Topics in Logic (Classical and Non-classical)	1 Unit; 4 Credits	100
PHI 535	Mathematical Logic	1 Unit; 4 Credits	100
PHI 536	Modal and Epistemic Logic	1 Unit; 4 Credits	100
PHI 537	Indian Logic	1 Unit; 4 Credits	100
PHI 538	Contemporary Philosophy of Language	1 Unit; 4 Credits	100
PHI 539	Pragmatics and Semantics	1 Unit; 4 Credits	100
PHI 540	Readings in Frege and Russell	1 Unit; 4 Credits	100
PHI 541	Readings in Meaning and Reference	1 Unit; 4 Credits	100
PHI 542	Philosophy of Wittgenstein (Early and Late)	1 Unit; 4 Credits	100
PHI 543	Contemporary Issues in Philosophy of Mind	1 Unit; 4 Credits	100

Research Paper and Thesis

Course No.	Course Title	Unit and Credit	Marks
PHI 544	Research Paper	1 Unit; 4 Credits	100
PHI 545	Dissertation	2 Unit; 8 Credits	200

Viva-Voce	½ Unit 2 Credit	50
Total	34 Credit	650

Module A: General Philosophy

Course No.	Course Title	Unit and Credit	Marks
PHI 501	Post-modernism	1 Unit; 4 Credits	100
PHI 502	Contemporary Political Philosophy	1 Unit; 4 Credits	100
PHI 503	Philosophy for Children	1 Unit; 4 Credits	100
PHI 504	Philosophy of Literature	1 Unit; 4 Credits	100
PHI 505	Ecological Philosophy: Deep Ecology and its Critics	1 Unit; 4 Credits	100
PHI 506	Corporate Social Responsibility	1 Unit; 4 Credits	100
PHI 507	Philosophy and Policy of New Technologies	1 Unit; 4 Credits	100

PHI 508	Ecotheology	1 Unit; 4 Credits	100
---------	-------------	----------------------	-----

Content of the Courses

MA PHI 501: Post-modernism

1 Unit 4 credits 100 marks

Course Goals and Outcomes:

1. What is Postmodernism? Its nature and subject-matter
2. Postmodernism and the Revaluation of Modernity
3. Different Trends of Structuralism:
Ferdinand De Saussure, Levi-Struuss, Jacques Lacan.
4. Critical Theory and Frankfurt School with Special References to
Horkheimer, Adorno, Marcuse and Habermas.
5. a. Phenomenology: Husserl and Merleau Ponty
b. Hermeneutics: Gadamer and Ricoeur
6. Postmodern Marxist Trends: Lukacs. Gramsci and Althusser and
Frederic Jameson.
7. Michael Foucault: Theory of Knowledge, Power Theory and his
philosophy.
8. Jacques Derrida: Theory of Deconstruction and Linguistic Philosophy
9. Antithetical Radicalism
a. Richard Rorty, b. Jean Baudrillard and c. Lyotard.
10. Postmodern Feminism and Psychoanalytic Theory
J. Kristeva, Irigaray, Cixous.

Recommended Readings :

1. 1995, The Polity Reader in Social Theory, Polity Reader, Polity Reader Press,
Basil Blackwell Ltd. UK.
2. 1999, Twentieth-Century Continental Philosophy, Edited, Richard Kearney,
Routledge, London. Rpt.
3. Delanty, Gerard, 2000, Modernity and Post-modernity: Knowledge, Power and the
Self , London, Sage **Publications**.
4. Bertens, Hans, 1995, The Idea of the Postmodern, Routledge: London.
5. Silverman Hugh J, 1990 ,(Edited) Postmodernism-Philosophy and The Arts
Routledge, London.
6. Wood David(Edited) , 1992, Derrida: A Critical Reader: Blackwell, Oxford &
Cambridge USA.
৭. হোসেন, পারভেজ ও আলম, ফয়েজ (সম্পাদিত) , ২০০৬, জ্যাক দেরিদা : পাঠ ও বিবেচনা, সংবেদ প্রকাশনা.
৮. মৈত্র, শেফালি, ২০০৩, নৈতিকতা ও নারীবাদ, নিউ এজ পাবলিশার্স লিঃ কলকাতা.

MA PHI 502: Contemporary Political Philosophy 1 Unit 4 credits 100 marks

Course Goals and Outcomes:

- The aim of the course is to introduce students to fundamental issues in contemporary political philosophy, in particular, nature of contemporary political philosophy, theories of justice, theories of rights, citizenship theories, immigration policy, democratic values, the idea of liberty, multiculturalism and contemporary debates in political philosophy.
- Upon completion of the course, students should be able to understand more advanced issues and arguments in political philosophy and reflect on the relative advantages and also the limitations of contemporary political theories.

Course Description: The course explores contemporary political philosophical issues such as liberty, justice, democracy, equality, freedom, market mechanism, community, minority rights, cultural rights, identity, citizenship, diversity, multiculturalism, feminism, statelessness, immigration and refugee rights. The theories to be discussed here are: utilitarianism, liberalism, libertarianism, Rawls' justice as fairness, Barry's justice as impartiality, Dworkin on equality, Marxism, communitarianism, multiculturalism, deliberative democracy, citizenship theory, feminism, identity and global justice.

Required Texts:

1. Kymlicka, Will, 2002, *Contemporary Political Philosophy: An Introduction*, Oxford: Oxford University Press.

Recommended Readings:

1. Goodin, Robert E. & Pettit, Philip (eds.), 2019, *Contemporary Political Philosophy: An Anthology*, NJ, Wiley Blackwell.
2. Derek Matravers & Jon Pike, 2003, *Debates in Contemporary Political Philosophy: An Anthology*, New York, Routledge.
3. Wolff, Jonathan, 2016, *Introduction to Political Philosophy*, Oxford: Oxford University Press.
4. Steven M. Cahn, 2014, *Political Philosophy: The Essential Texts*, Oxford, Oxford University Press.
5. Steven B. Smith, 2012, *Political Philosophy*, New Haven, Yale University Press.
6. Matt Zwolinski, 2014, *Arguing About Political Philosophy*, New York, Routledge.

MA PHI 503 : Philosophy of Children

1 unit 4 credit 100 marks

Course Goals and Outcomes:

This course will offer training in the use of philosophical enquiry in the curriculum to foster a cosmopolitan mindset in young people.

It aims to demonstrate how important philosophy is to the development of critical and creative thinking for children. It aims to show teachers how they can use stories, sketches and games to translate the complexity of philosophical enquiry into manageable and profitable discussion with the children in their classes. The course looks at the

background and theory behind Philosophy for Children, and then introduces the method and approach used. It uses philosophy to foster a more tolerant and cosmopolitan mindset in children.

The course also introduces participants to the origins, theory and practice of Philosophy for Children. It shows how the technique is used in the classroom and, illustrates how it can be used to address specific areas of children's education e.g. living in a multicultural classroom/society. Students discover a series of materials that can be used or adapted for use in their own classroom, and gain first-hand experience of using the philosophy for children methodology in a practical session.

By the end of this course, students should have an understanding of:

- Why philosophy is important in the elementary school classroom
- The background and theory of Philosophy for Children
- How to translate the complexity of philosophical enquiry into a manageable thought and discussion process for young learners
- How to source suitable materials and how to adapt them to their own class
- How Philosophy for Children can be adapted to focus on a specific aspect of education e.g. tolerance.

Course Description: This course will focus on theoretical and practical issues in Philosophy for Children, including pedagogical theory and strategy, curriculum assessment and development, the relationship of Philosophy for Children to various philosophical traditions, and related topics in critical thinking, moral education, and philosophy of education.

Recommended Readings:

1. Lipman, M., and Margaret, S., 1980, *Philosophy in the Classroom*, Philadelphia, Temple University Press.
2. Lipman, M., and Margaret, S., 1994, *Growing up with Philosophy*, Iowa, Hunt Publishing Company.
3. Lipman, M. 1991, *Thinking in Education*, USA. , Cambridge University Press.
4. Lipman, M., Ann Margaret Sharp, and F. S. Oscanyan, 1979, *Philosophical Inquiry: Instructional Manual to Accompany Harry Stottlemeier's Discovery*, N.J., 2nd ed.

MA PHI 504: Philosophy of Literature

1 Unit 4 credits 100 marks

Course Goals and Outcomes:

Course Description: Literature as an art form is one of the very influential aspects of human life. At any stage in human civilization, different types of literary works such as prose fiction, poetry, drama, and some other approaches expressed with literary devices have been serving multiple purposes for human society. It depicts the culture or reality of human society and even gives some directions to reform or change the prevailing social system. So the understanding and evaluation of the literature is a very important aspect of human life. Philosophy also deals with some fundamental aspects of human life. Though the two disciplines are to be separated in their methods and motivation, there are

some significant matters of cooperation between the two branches. Philosophy may guide literature by providing its proper methods. It can also evaluate literary works in normative, pragmatic and many other logical viewpoints. Literary criticism or evaluation of artwork is one of the subject matters of aesthetics which is an important branch of philosophy. On the other hand, it is also a matter of philosophical discussion whether philosophy through literature is to be considered as a justified way of expressing philosophical thought. These sorts of issues or problems have been discussed throughout the history of philosophy. There are many theories or philosophical views regarding these aspects.

This course aims to provide a discussion of the theories. Students of this course will know some Western and Eastern renowned philosophical thoughts regarding literature. These sorts of issues or problems have been discussed throughout the history of philosophy. There are many theories or philosophical views regarding these aspects.

This course aims to provide a discussion of the theories. Students of this course will know some Western and Eastern renowned philosophical thoughts regarding literature.

Course Description: Some important philosophical theories in the history of Western and Eastern philosophy are incorporated into this course. The theories of the following Philosophers get the preference :

- A. Western Philosophers: Plato, Aristotle, Longinus, Kant, Dostoevsky, Tolstoy, Marx, Sartre, Wordsworth, Philip Sidney.
- B. Eastern Philosophers: Bharata Muni, his followers and critics; Abhinava Gupta and his school, Ranindranath Tagore, Jibonananda Dash.

Course Details: It is to be expected that after completing this course the following aspects might be ensured:

1. Students of this course can know the classical or some important literary theories.
2. They may be able to comprehend the impact of literary works on various affairs of our personal and social life.
3. They can achieve the skills to understand the proper worth of literature.
4. They can be able to make a critical comment on literary works.

Recommended Readings:

01. Plato, 1985, *Republic*, Translated by R. W. Sterling and W.C.Scott, W. W. Norton & Company, New York, London.
02. Plato, 1950, *Ion*, in Plato, Complete Works, edited by John M. Cooper and D.S.Hutchinson, Hackett Publishers, Cambridge.
03. Plato, *Gorgias*, Ibid.
04. Plato, *Phaedrus*, Ibid
05. Aristotle, 1965, *Poetics*, Translated by T.S. Dorsch, Penguin, London.
06. Aristotle, *Rhetorics*
07. Shelley, Percy Bysshe, 1840, *A Defence of Poetry*.
08. Sidney, Philip, 1595, *An Apology for Poetry*.

09. Wordsworth, 1802, *Preface to the Lyrical Ballads*.
10. Tolstoy, Leo, 1995, *What is Art?*, Penguin Books, New York.
11. Sartre, Jean-Paul, 1988, *What is Literature?*, Harvard University Press, Massachusetts.
12. Baldwin, Robert C. & S, James A.. McPeck, 1950, *An Introduction to Philosophy Through Literature*, New York, The Ronald Press.
13. Culler, Jonathan, 1997, *Literary Theory: A Very Short Introduction*, Oxford University Press.
14. Segal, Robert A., 2004, *Myth: A Very Short Introduction*, Oxford University Press.
15. Plato, 1985, *Symposium*, Translated by Walter Hamilton, New York, Penguin Books.
16. হোসেন, ড. মো. শওকত, ২০২১, *সাহিত্যদর্শন: প্রাচ্য ও প্রতীচ্য*, ঢাকা, জাতীয় সাহিত্য প্রকাশ।
17. হোসেন, ড. মো. শওকত, ২০১৭, *নন্দনতত্ত্ব*, ঢাকা, তিথি পাবলিকেশন।
18. হোসেন, মো. শওকত, ২০০৭, *প্লেটোর প্রেমতত্ত্ব (Symposium গ্রন্থের অনুবাদ)*, ঢাকা, তিথি পাবলিকেশন।
19. বঙ্গোপাধ্যায়, ধীরেন্দ্রনাথ, ২০১২, *সংস্কৃত অলংকার শাস্ত্র: তত্ত্ব ও সমীক্ষা*, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষৎ।
20. গুপ্ত, অতুলচন্দ্র, ২০১২, *কাব্যজিজ্ঞাসা*, ঢাকা, বিশ্বসাহিত্য কেন্দ্র।
21. মুখোপাধ্যায়, ড. বিমল কুমার, ২০১১, *মার্কসীয় সাহিত্যতত্ত্ব*, কলকাতা, দে'জ পাবলিশিং।
22. সাহা, শ্রীমতী অণিকা, ১৯৭৩, *সংস্কৃত অলংকার শাস্ত্রে দোষতত্ত্ব*, কলিকাতা, সংস্কৃতি কলেজ।
23. চন্দ্র, ড. মাধবী রানী ও তালুকদার, ময়না, ২০০৮, *সাহিত্য দর্পনে অলংকার*, ঢাকা, ঢাকা বিশ্ববিদ্যালয়।
24. মজুমদার, মোহিতলাল, ১৮৭৯, *সাহিত্য-বিচার*, কলকাতা, ইন্ডিয়ান অ্যাসোসিয়েটেড পাবলিশিং কোং প্রাইভেট লি:।
25. রেজা, তারেক, ২০১৮, *রবীন্দ্রনাথ ও কয়েকজন আধুনিক কবি*, ঢাকা, মূর্ধন্য।
26. হাবিব, রহমান, ২০০৫, *নজরুলের নন্দনতত্ত্ব*, ঢাকা, নবযুগ প্রকাশনী।
27. রায়, জীবেন্দ্র সিংহ, ১৯৮৬, *কাব্যতত্ত্ব*, কলকাতা, দে'জ পাবলিশিং।
28. বসু, বুদ্ধদেব, ২০১৫, *সাহিত্যচর্চা*, কলকাতা, দে'জ পাবলিশিং।
29. ঠাকুর, অবনীন্দ্রনাথ, ২০০৩, *বাগীশ্বরী শিল্প প্রবন্ধাবলী*, কলকাতা, আনন্দ পাবলিশার্স প্রাইভেট লিমিটেড।
30. রায়, সতেন্দ্রনাথ (সম্পাদিত) ২০১১, *রবীন্দ্রনাথের চিন্তাজগৎ: শিল্পচিন্তা*, রবীন্দ্র রচনা সংকলন, কলকাতা, গ্রন্থালয় প্রাইভেট লিমিটেড।
31. রায়, সতেন্দ্রনাথ (সম্পাদিত), ২০১১, *রবীন্দ্রনাথের চিন্তাজগৎ: সাহিত্যচিন্তা*, ঐ।
32. জোয়ার্দার, সিদ্ধার্থ শংকর, ২০১২, *দর্শন শিল্প ও সমাজ*, ঢাকা, জাতীয় সাহিত্য প্রকাশ।
33. ভট্টাচার্য, তপোধীর, ২০২২, *প্রতীচ্যের সাহিত্যতাত্ত্বিক*, ঢাকা, জাতীয় সাহিত্য প্রকাশ।
34. খান, গালিব আহসান, ২০২০, *দার্শনিক দৃষ্টিতে কাব্য ভাবনা*, জাতীয় সাহিত্য প্রকাশ।
35. পাল, সন্দীপ, ২০২১, *রবীন্দ্রনাথের দর্শনচিন্তা*, ঢাকা, জাতীয় সাহিত্য প্রকাশ।
36. রহমান, বদিউর, ২০১৫, *রসতত্ত্বের সহজপাঠ*, ঢাকা, জাতীয় সাহিত্য প্রকাশ।
37. দাশ, জীবনানন্দ, ২০১৭, *কবিতার কথা*, ফয়জুল লতিফ (সম্পাদিত), ঢাকা, বাংলা একাডেমি।
38. ভট্টাচার্য, তপোধীর, ২০২২, *প্রতীচ্যের সাহিত্যতাত্ত্বিক*, ঢাকা, জাতীয় সাহিত্য প্রকাশ।

39. গুপ্ত, রনেশ দাশ, ২০২২, *শিল্পীর সাধীনতার প্রশ্নে*, ঢাকা , জাতীয় সাহিত্য প্রকাশ ।
40. ঘোষ, ড. মনোমোহন, ২০২২, *সাহিত্যশিল্প*, ঢাকা , জাতীয় সাহিত্য প্রকাশ ।
41. চৌধুরী, সিরাজুল ইসলাম, ২০১৪, *লিও টলস্টয়: অনেক প্রসঙ্গে কয়েকটি*, ঢাকা , রোদেলা ।
42. চৌধুরী, প্রনব, ২০২২, *ধ্বনিতত্ত্ব*, ঢাকা , জাতীয় সাহিত্য প্রকাশ ।

MA PHI 505: Ecological Philosophy: Deep Ecology and its Critics

Course Goals and Outcomes:

1 Unit 4 credits 100 marks

- The aim of the course is to critically examine some of the major themes in contemporary environmental or ecological philosophy. The key objective is to develop a deep ecological understanding of the moral status of nature (individuals, species, ecosystems) irrespective of human-centric ethics.
- Upon completion of the course, students should be able to attain systematic insight into the views of nature from ecological, cultural and spiritual perspectives other than the dominant Western traditions, and to develop a total field-image or holistic approach toward nature through no anthropocentric value theory.

Course Description: The course explores key philosophical issues regarding deep ecology with an emphasis on the deep ecology movement and its historical roots, foundation of deep ecology and Arne Naess's distinction of shallow and the deep, the deep ecological self, deep ecology and world religions (Islam, Christianity, Buddhism and Hinduism), deep ecology vs social ecology, deep ecology and ecofeminism, deep ecology and the wilderness, deep ecology and aesthetics, recent development of deep ecological philosophy on the works of George Sessions, Bill Devall, Warwick Fox, Val Plumwood and Freya Mathews, deep ecological trends in Asian environmental thoughts, deep ecology and education, the critics of deep ecology, deep ecology and the 21st century.

Required Texts:

1. Arne Naess, *Ecology*, 1989, *Community and Life Style: Outline of an Ecosophy*, Cambridge, Cambridge University Press.
2. Alan Drengson & Yuichi Inoue (eds.), 1995, *The Deep Ecology Movement: An Introductory Anthology*, Berkeley, California, North Atlantic Books.
3. George Sessions (ed.), 1995, *Deep Ecology for the 21st Century: Readings on the Philosophy and Practice of the New Environmentalism*, Massachusetts, Shambhala Publications.

Recommended Readings:

1. Eric Katz, Andrew Light & David Rothenberg (eds.), 2000, *Beneath the Surface: Critical Essays in the Philosophy of Deep Ecology*, Cambridge, Massachusetts, The MIT Press.
2. Alan Drengson & Yuichi Inoue (eds.), 1995, *The Deep Ecology Movement: An Introductory Anthology*, California, North Atlantic Books.
3. Bill Devall & George Sessions, 1985, *Deep Ecology as if Nature Mattered*, Utah, Gibbs Smith Publisher.

4. Alan Drengson & Bill Devall (eds.), 2008, *The Ecology of Wisdom: Writings by Arne Naess*, California, Counterpoint Press.
5. David Landis Barnhill & Roger S. Gottlieb (ed.), 2001, *Deep Ecology and World Religions: New Essays on Sacred Ground*, New York, SUNY press.
6. J. Baird Callicot & Roger T. Ames (eds.), 1989, *Nature in Asian Traditions of Thought: Essays in Environmental Philosophy*, Albany, State University of New York Press.
7. Warwick Fox, 1990, *Toward A Transpersonal Ecology: Developing New Foundations for Environmentalism*, Massachusetts, Shambhala Publications.
8. Mathews, Freya, 1991, *The Ecological Self*, London, Routledge.
9. Carolyn, Merchant, 2005, *Radical Ecology: The Search for A Livable World*. New York, Routledge.
10. Plumwood, Val, 2008, "Nature, Self and Gender : Feminism, Environmental Philosophy and the Critique of Rationalism" in *The Ethics of Environment*, edited by Robin Attfield, 193 – 217. Farnham, Ashgate Publishing Ltd.
11. Rolston, Holmes III, 2012, *A New Environmental Ethics: The Next Millennium for Life on Earth*, New York, Routledge.
12. Talukder, Md, Munir, Hossain, 2018, *Nature and Life: Essays on Deep Ecology and Applied Ethics*, New Castle upon Tyne, UK: Cambridge Scholars Publishing.

MA PHI 506 : Corporate Social Responsibility

1 unit 4 credit 100 marks

Course Goals and Outcomes:

Corporate Social Responsibility is a course that explores the interrelationship between business, government, society at large, and the environment. Upon successfully completing this course, you should be able to:

- relate and describe the multidisciplinary, strategic, and evolving nature of Corporate Social Responsibility (CSR);
- describe and explain the wider social and environmental consequences of business decisions;
- apply ethical decision making principles in a professional or business context;
- explain the impact and implications of CSR on corporate culture;
- evaluate (from an integrated CSR viewpoint) stakeholder perspectives, environmental sustainability, marketing, governance and/or reporting issues;
- identify and analyze unstructured ethical and/or CSR issues, recognize opportunities, and formulate and evaluate options;
- formulate and defend ethical decisions and/or CSR recommendations;
- manage and organize team work; and
- demonstrate professional behaviour.

Course Description: Students become more effective decision makers by examining the meaning and role of ethics in the business environment, and the social responsibility of business organizations. Topics include the relationship between business and society; identifying stakeholders and issues; the theoretical basis of business ethics; business ethics in management and leadership; the concept of corporate social responsibility; corporate social responsibility in practice; regulating business; ownership and

governance of the corporation; environmental and business responsibilities; globalization and business responsibilities; and ethics, responsibilities, and strategy.

Recommended Readings:

1. Alessia D'Amato, Sybil Henderson, Sue Florence, (2009). *Corporate Social Responsibility and Sustainable Business*, USA, CCL Press.
2. Chatterji, M. 2015, *Corporate Social Responsibility*, Oxford University Press.
3. David Crowther, Gueler Aras. (2008), *Corporate Social Responsibility*, Book Boon Publisher.
4. David, Henderson, 2001, *Misguided Virtue: False Notion of Corporate Social Responsibility*, The Institute of Economic Affairs.
5. Zynia L. Rionda, (2002), *What is Corporate Social Responsibility?*, USA , Catalyst publisher.
6. Werther, W. B. & Chandler, D. (2011), *Strategic corporate social responsibility*.

MA PHI 507: Philosophy and Policy of New Technologies 1 unit 4 credit 100 marks Course Goals and Outcomes:

- The aim of the course is to introduce students to philosophical issues in creating and using new technologies, in particular, meaning and nature of technology, philosophical and ethical issues related to technology, theories of weighing risk and benefit in technology, precautionary principle, technology and society, policies of new technology and debates in the philosophy of technology.
- Upon completion of the course, students should be able to understand more advanced issues and arguments in the philosophy and policy of new technologies and reflect on the relative advantages and also the limitations of techno-centric life.

Course Description: The course explores nature, scope and meaning of technology, historical overview of technology, technology; philosophy and ethics, technological determinism, technological development and the risks of human and species extinction, risk management through ethics practices, ethics, reason and risk analysis, precautionary principle, agricultural intensification, intensification of animal production, GM food, genetic engineering & biotechnological policy and the problem of unintended consequences, transgenesis, Xenotransplantation, nanotechnology, Artificial Intelligence and robots, human dignity, values, and quality of life, technology and society, rethinking our relationship with technology.

Required Texts:

1. Scharff , Robert C. & Dusek, Val (eds.), 2014, *Philosophy of Technology: The Technological Conditions-An Anthology*, Sussex: Wiley Blackwell,.
2. Dusek, Val, 2006, *Philosophy of Technology: An Introduction*, MA: Blackwell Publishing,.

Recommended Readings:

1. Asveld, Lotte & Sabine, Roeser, 2009. *The Ethics of Technological Risk*, London: Earthscan publishing.
2. Bimber, Bruce, 1994. "Three Faces of Technological Determinism", In: Merritt Roe Smith & Leo Marx (eds.) *Does Technology Drive History? The Dilemma of Technological Determinism*. Cambridge, Mass., MIT Press, pp. 80-100. Read: pp. 80-89.
3. Noble, David F., 1997. Introduction: Technology and Religion. *The Religion of Technology: The Divinity of Man and the Spirit of Invention*. NY: Alfred A. Knopf, Read: pp. 3-6, 9-10, 229.
4. Holton, Gerald, 1996. Science and Progress Revisited. In: Leo Marx and Bruce Mazlish (eds.) *Progress: Fact or Illusion?* Ann Arbor: University of Michigan Press, pp. 9-26. Read: 9-15, 20, 24.
5. Glover, Jonathan, 1984. *What Sort of People Should there Be?*, London : Penguin.
6. Hayles, N. Katherine, 1999. *How We Became Post Human: Virtual Bodies in Cybernetics, Literature, and Informatics*. Chicago and London: University of Chicago Press, pp. 1-4.
7. Gubrud, Marc, 2001. "Nanotechnology and International Security"
<http://www.foresight.org/Conferences/MNT05/Papers/Gubrud/index.html>.

MA PHI 508: Ecotheology

1 Unit 4 credits 100 marks

Course Goals and Outcomes:

Ecotheology is a form of constructive theology that focuses on the interrelationships of religion and nature, particularly in the light of environmental concerns. ... The burgeoning awareness of environmental crisis has led to widespread religious reflection on the human relationship with the earth. So the aims of the course are deals with such questions: what is the relevance of religion to the perception and resolution of environmental problems? Answering this question requires some understanding of what religion is and how it is changing in today's world. This course will explore various understandings of religion in its relationship to environment/ecology/nature. It will examine the development of the field of "Eco-theology" and the so-called religious-environmental movement, assess various religious communities' responses to today's environmental issues, and consider historical, cultural, ecological, and scriptural/theological bases for beliefs and practices related to the environment across various traditions. Speakers from different faith traditions and student research presentations will form a significant part of the class.

Course objectives: The course is designed to help you answer the following questions:

- What is religion and how is it changing in today's globalized world?
- How have religious beliefs and practices contributed to human societies' relations with their ecological surrounds (positively, negatively, or neutrally)? To what extent might they be "complicit" in or "responsible" for the environmental crisis?
- How are different religious communities engaging with environmental concerns today?

- How can religious beliefs and practices help resolve today's environmental problems?
- How might the environmental movement itself be seen as a religious movement, and are there advantages and disadvantages to this (for environmentalists)?
- What knowledge, skills, and attitudes are needed to be able to work with people of faith on environmental issues? How can you practice these?

Course Description: Religion, ecology, ecological crisis, nature and kinds of ecological crisis. Religion about ecology. Ecology about religion and what isn't religion. The Lynn White debate; Growth of the field of Religion and Ecology, the 'greening' of religions; relationship among human nature and God; debates within the field of Semitic religions. South Asian traditions: Hinduism, Buddhism, Jainism. Chinese & East Asian traditions: Japanese religion. Spiritual ecology: environmentalism as religion, Deep ecology & ecofeminism. Globalization, interfaith activism & green pilgrimage. Religious environmentalism in action.

Required Texts:

GR *Grounding Religion: A Field Guide to the Study of Religion and Ecology*, ed. by Whitney A. Bauman,

Richard R. Bohannon 11, and Kevin J. O'Brien (Rutledge, 2011).

TSE *This Sacred Earth: Religion, Nature, Environment*, ed. by Roger Gottlieb, 2d ed. (Rutledge, 2004.)

Recommended Readings:

WRE Foltz, R., ed., (Wadsworth, 2003), *Worldviews, Religion, & the Environment*.

Oxford Gottlieb, Roger, ed., 2006, *Oxford Handbook of Religion and Ecology*, Oxford UP.

AGF Gottlieb, R., 2006, *A Greener Faith: Religious Envir'ism & Our Planet's Future*, Oxford UP.

DGR Taylor, B., 2009., *Dark Green Religion: Nature Spirituality & the Planetary Future*, U. Calif. Press,

ENR Taylor, B., et al., 2005, *Encyclopedia of Religion & Nature*, 2 vols. (Thoemmes Continuum,)

Module B: Western Philosophy

Course No.	Course Title	Unit and Credit	Marks
PHI 509	Contemporary Epistemology and Metaphysics	1 Unit; 4 Credits	100
PHI 510	Readings in Philosophical Topics (Mind, Matter and God)	1 Unit; 4 Credits	100
PHI 511	Moore, Russell and Their Critics	1 Unit; 4	100

		Credits	
PHI 512	Marxist Philosophy and Its Critics	1 Unit; 4 Credits	100
PHI 513	Derrida, Foucault and Their Critics	1 Unit; 4 Credits	100
PHI 514	Logical Positivism	1 Unit; 4 Credits	100

Content of the Courses

MA PHI 509: Contemporary Epistemology and Metaphysics

Course Goals and Outcomes:

1 unit 4 credit 100 marks

Traditional account of knowledge, structure of knowledge and justification, epistemic closure, naturalized epistemology and the a priori, virtue epistemology and value of knowledge, knowledge and context, debates in contemporary epistemology.

Some historical reflections regarding the nature of metaphysics, metaphysical arguments, the problem of universal: metaphysical realism and nominalism; substance, individuals, personal identity, causation and laws of nature, time, metaontology.

Recommended Readings:

- Audi, R., 2009, *Epistemology: a contemporary introduction to the theory of knowledge*, 2nd Edition New York, Routledge
- Ayer, A. J., 1956, *The Problem of Knowledge*, London, Macmillan.
- Chisholm, R. M., 1992, *Theory of knowledge*, 3rd Edition New Jersey, Prentice Hall, Englewood, Cliffs.
- Bonjour, L., 1985, *The Structure of Empirical Knowledge*, Cambridge, M. A.; Harvard University Press.
- Dancy, J., 1985, *Introduction to Contemporary Epistemology*, Oxford, Blackwell.
- Steup, M and Sosa, E (eds.), 2005, *Contemporary Debates in Epistemology*, Oxford, Blackwell.
- Clay, M and Lehrer, K (eds), 1989, *Knowledge and Skepticism*, Boulder, Co: Westview Press.
- Sosa, E; Kim, J and Macgrath, M (eds.), 2008, *Epistemology: an introduction*, Malden, Blackwell.
- Pears, D. F. (eds.), 1957, *The Nature of Metaphysics*, London, Macmillan.
- Taylor, A. E., 1927, *Elements of Metaphysics*, London, Methuen.
- Loux, M. J., 1998, *Metaphysics: a contemporary introduction*, London, Routledge.
- Hamlyn, D. W., 1984, *Metaphysics*.
- Flew, A. (eds.), *Essays in Conceptual Analysis*.
- Quinton, A., 1973, *The Nature of Things*, London, Routledge and Kegan Paul.

- Strawson, P. F., 1959, *Individuals*, London, Methuen.

MA PHI 510: Readings in Philosophical Topics 1 unit 4 credit 100 marks
(Mind, Matter, and God)

Course Goals and Outcomes:

- The aims of this course are:
 1. to provide students clear and comprehensive conceptions of philosophical issues concerning mind, matter and God;
 2. to make students able to interpret original philosophical texts;
 3. to improve students' ability to think critically, develop their own ideas, and express these ideas clearly and persuasively in writing;
 4. to improve students' ability to think critically.
- Upon successful completion of this course, it is expected that students will be able:
 1. to identify, describe and explain the major philosophical issues concerning mind, matter and God;
 2. to formulate objections to a theory or to form counterarguments of their own against a theory;
 3. to form arguments of their own to support a theory they prefer;
 4. to apply critical thinking and reasoning skills in a wide range of career paths and courses of study.

Course Description: selected sections from various philosophical papers on issues related to Mind, Matter and God will be read. The course focuses on the following topics: the nature and scope of human knowledge; issues concerning the mind/body problem and how the mental relates to the physical; issues related to free will and moral responsibility; issues concerning whether it is possible to reconcile the existence of an all-good and all-powerful God with the apparent existence of evils and sufferings; issues concerning whether we can have morality without God and religion.

1. Plato : From Myles Burnyeat, 1990, *The Theaetetus of Plato* (Selections), Hackett Publishing Company, pp. 337-38
2. Edmund Gettier : 1963, "Is Justified True Belief Knowledge?" (Selections), *Analysis*, Vol. 23, No. 6, pp. 121-22
3. Sextus Empiricus : From Julia Annas and Jonathan Barends (eds.), 2000, *Sextus Empiricus: Outlines of Scepticisms* (Selections), Cambridge University Press, , pp. 4-11, 40-43, 49
4. Rene Descartes : *Meditation I* (Selections), from E. S. Haldane and R. T. Ross (eds.), *Philosophical Works of Descartes*, Cambridge University Press, pp. 144-49
5. David Hume : "Sceptical Doubts concerning the Operations of the Understanding", From Peter Millican

- (ed.), 2007, *David Hume: An Enquiry Concerning Human Understanding* (Selections), Oxford University Press, pp. 18-29
6. Bertrand Russell : “The Existence of Matter” (Selections), (1912/1967), *The Problems of Philosophy* Oxford University Press, pp.7-12
 7. G. E. Moore : “Proof of an External World” (Selections),1959, *Philosophical Papers*, George Allen and Unwin Ltd, pp. 145-150
 8. Rene Descartes : *Meditation II* (Selections), from E. S. Haldane and R. T. Ross (eds.), *Philosophical Works of Descartes*, Cambridge University Press, pp. 149-53
 9. Rene Descartes : *Discourse on the Method*, Part IV (Selections), from E. S. Haldane and R. T. Ross (eds.), *Philosophical Works of Descartes*, Cambridge University Press, pp. 100-01
 10. Rene Descartes : *The Passion of the Soul* (Selections), from E. S. Haldane and R. T. Ross (eds.), *Philosophical Works of Descartes*, Cambridge University Press, pp. 345-47
 11. J. J. C. Smart : “Sensation and Brain Processes” (Selections), 1959, *The Philosophical Review*, Vol. 68, No. 2, pp. 141-48, 152-53
 12. Brie Gartler : “In Defense of Mind-Body Dualism” (Selections), from Joel Feinberg and Russ Shafer-Landau, 2008, *Reason and Responsibility*, Thomson Wadsworth, pp. 285-97
 13. Frank Jackson : “What Mary Didn’t Know” (Selections), 1986, *The Journal of Philosophy*, Vol. 83, No. 5, pp. 291-93
 14. Thomas Nagel : “Free Will” (Selections), 1987, *What Does It All Mean? A Very Short Introduction to Philosophy*, Oxford University Press, pp. 47-58
 15. Harry G. Frankfurt : “Alternative Possibilities and Moral Responsibility” (Selections), *The Journal of Philosophy*, Vol. 66, No. 23, pp. 829-30, 835-37
 16. Rene Descartes : *Meditation V* (Selections), from E. S. Haldane and R. T. Ross (eds.), *Philosophical Works of Descartes*, Cambridge University Press, pp. 180-83

17. J. L. Mackie : “Evil and Omnipotence” *Mind*, Vol. 64, No. 254, 1955, pp. 200-12

Required Texts:

Recommended Readings:

1. Elliot Sober : 1990, *Core Questions in Philosophy: A Text with Readings*, Macmillan Publishing Company.
2. Lewis Vaughn : 2012, *Great Philosophical Arguments: An Introduction to Philosophy*, Oxford University Press.

MA PHI 511: Moore, Russell and Their Critics

1 unit 4 credit 100 marks

Course Goals and Outcomes:

Text:

Moore, G E, 1922, *Philosophical Studies* (select chapters), London and NY.

Following Articles by Russell:

1. “The Logic of Relations”
2. “On Denoting”
3. “On the Relations of the Universals and the Particulars”
4. “On the Nature of Acquaintances”
5. “The Philosophy of Logical Atomism”
6. “Logical Atomism”

Text:

Marsh, Robert Charles (ed)., 1956, *Logic and Knowledge (1901-1950)*, London: George Allen and Unwin Ltd.

MA PHI 512: Marxist Philosophy and Its Critics

1 unit 4 credit 100 marks

Course Goals and Outcomes:

- This is a critical study of the philosophical contributions and impact of the writings of Karl Marx. Basic texts of Marx (and sometimes Engels) are discussed. Certain Marxists, e.g., Lenin, Trotsky, Mao Tse-tung, Lukacs, Gramsci, Marcuse, and Popper may also be treated.
Topics include:
 - Marx’s 19th century precursors; Marx on the origin and nature of philosophy; three sources and three aspects of Marxism; Salient features of Marxist philosophy; Basic laws of dialectical materialism; Marxist epistemology and logic; Marx’s theory of truth.
 - Materialistic conception of history; the theory of class struggle and the nature of social revolution; the theory of surplus value and the concept of exploitation; the concept of man; the problem of alienation; the concept of morality, Karl Marx as a humanist.

- Marxian interpreters and critiques: Lenin, Trotsky, Mao Tse-tung, Lukacs, Gramsci, and Marcuse.

Recommended Readings:

1. Afanasyev, V. 1963, *Marxist Philosophy*, Moscow: Progress Publishers.
2. Bottomore, T.B. (ed.) 1963, *Karl Marx: Early Writings*, London. Cornforth, Maurice. *Dialectical Materialism*, Calcutta : National Book Agency Pvt. Ltd, 1988.
3. Institute of Social Science (ed.). 1985, *Fundamentals of Marxist-Leninist Philosophy*, Moscow: Progress Publishers.
4. Lenin, V. I, 1960, *Collected Works*, London: Lawrence & Wishart.
5. Marx, K. 1954, 1956 and 1959, *Capital*, Vols. I, II & III, Moscow: Progress Publishers.
6. _____, 1967, *The Communist Manifesto*, Penguin.
7. _____, 1947, *The Poverty of Philosophy*, Moscow: Progress Publishers.
8. _____, 1981, *Economic and Philosophic Manuscripts of 1844*, Moscow: Progress Publishers.
9. _____ 1981, *The Holy Family*, Moscow: Progress Publishers.
10. Marx, K and Engels, F, 1971, *The German Ideology*, Moscow: Progress Publishers.
11. Marx, K., Engels, F., and Lenin, V.I., 1976, *On Dialectical Materialism*, Moscow: Progress Publishers.
12. Oizerman, T.I., 1973, *Problems of the History of Philosophy*, Moscow: Progress Publishers.
13. Popper, Karl, 1966, *The Open Society and its Enemies*, Princeton, N. J.: Princeton University Press.
14. Roemer, John (ed.), 1986, *Analytical Marxism*, Cambridge: Cambridge University Press.
15. Rosen, Michael, 1996, *On Voluntary Servitude*, Cambridge: Polity Press.
16. Sayers, Sean, 1990, 'Marxism and the Dialectical Method: A Critique of G.A. Cohen', in S. Sayers (ed.), *Socialism, Feminism and Philosophy: A Radical Philosophy Reader*, London: Routledge.
17. Singer, Peter, 2000, *Marx: A Very Short Introduction*, Oxford: Oxford University Press.
18. Sober, E., Levine, A., and Wright, E.O. 1992, *Reconstructing Marx*, London: Verso.
19. Schaff, A. *Marxism and Human Individual*, New York: McGraw-Hill, 19.
20. Wolff, Jonathan, 2002, *Why Read Marx Today?*, Oxford: Oxford University Press.
21. Wolff, Robert Paul, 1984, *Understanding Marx*, Princeton, NJ: Princeton University Press.
22. Wood, Allen, 1981, *Karl Marx*, London: Routledge; second edition, 2004.
23. Wood, Allen, 1972, 'The Marxian Critique of Justice', *Philosophy and Public Affairs*, 1: 244–82.

MA PHI 513: Derrida, Foucault and Their Critics

1 unit 4 credit 100 marks

Course Goals and Outcomes:

The philosophy of Derrida and Foucault will be discussed with reference to their critiques.

Recommended Readings:

- Derrida, Jacques, 2001, Selections from *On Cosmopolitanism and Forgiveness*, London, Routledge.
- _____, Selections from *Dialogue and Deconstruction*. eds. Michelfelder and Palmer
- _____, 1992, Selections from *Acts and Literature*, ed. Derek Attridge, NY, Routledge.
- Foucault, M., Paris: Gallimard, 1966, *The Order of Things*, translated by Alan Sheridan, New York: Vintage, 1973.
- _____, Paris: Gallimard, 1969, *The Archaeology of Knowledge*, translated by Allan Sheridan, New York: Harper and Row, 1972.
- Dreyfus, H. and P. Rabinow, 1983, *Michel Foucault: Beyond Structuralism and Hermeneutics*, 2nd edition, Chicago: University of Chicago Press.
- Eribon, Dider, 1992, *Michel Foucault*, Betsy Wing (trans.), Cambridge MA: Harvard University Press.
- Falzon, C., O'Leary, T, and Sawicki, J. (eds.), 2013, *A Companion to Foucault*, Oxford: Blackwell.

MA PHI 514: Logical Positivism

1 unit 4 credit 100 marks

Course Goals and Outcomes:

Logical positivism, which developed in Europe in the second and third decade of the twentieth century, had an immense success. It influenced various areas: post-world war analytical philosophy, the establishing of philosophy of science as a discipline and the wide-spread use of logical and mathematical methods as a means of solving philosophical problems, mainly in the philosophy of language. Yet, nowadays, there is a feeling, that logical positivism lost both its influence and its good reputation, so much as there are those who treat it as a "philosophical scarecrow" rather than a real philosophic attitude.

What led to this change?

In the course we'll try to answer this question. First, we'll look at the scientific developments and the philosophical attitudes that served as background to its rise. Then, we'll get acquainted with its main views, as well as with the major criticisms these views received. In conclusion, we'll try to figure out what were the reasons for the rise and fall of logical positivism, and see what we can still learn from it today.

Recommended Topics and References

Logical Analysis

Introduction: An Historical Overview

Philosophy... " by Hacker

Frege, "On Concept and Object," and "Thought"

Russell, "On Denoting," and Husserl, Essential Distinctions

Logical Positivism

Ayer, *Language, Truth and Logic*, Intro plus Chapters 1&2

" Chapters 3&4

Chapters TBA

Wittgenstein, *The Blue Book*, pp vii-74

Ordinary Language

Wittgenstein Discussion Continued, add *Brown Book*, pp 77-125

Austin, *How To Do....*,

Austin, Lectures 7-12

Tarsky, "The Semantic Conception of Truth,"

Module C: Eastern Philosophy

Course No.	Course Title	Unit and Credit	Marks
PHI 515	Asian Philosophy	1 Unit; 4 Credits	100
PHI 516	Contemporary Indian Philosophy	1 Unit; 4 Credits	100
PHI 517	Contemporary Chinese and Japanese Philosophy	1 Unit; 4 Credits	100
PHI 518	Contemporary Trends in Islamic Thoughts	1 Unit; 4 Credits	100
PHI 519	Philosophy of Bengal: Recent Issues	1 Unit; 4 Credits	100
PHI 520	Philosophy of Nāgārjuna, Śāntaraksita and Atīśa	1 Unit; 4 Credits	100
PHI 521	Philosophy of Sahaj	1 Unit; 4 Credits	100
PHI 522	Vedanta Philosophy	1 Unit; 4 Credits	100

PHI 523	Sufism and Sufis (Arabian-Persian, Indian and Bengali)	1 Unit; 4 Credits	100
---------	--	-------------------	-----

Content of the Courses

MA PHI 515: Asian Philosophy

1 unit 4 credit 100 marks

Course Goals and Outcomes:

- The aim of the course is to introduce students to Asian philosophical and cultural traditions and to understand how these rich and varied traditions influence peoples' minds in shaping their worldviews, values and perceptions about life and the universe.
- Upon completion of the course, students should be able to analyze significant features of the metaphysical, epistemological, and ethical theories discussed in or illustrated by the Asian philosophical, cultural and religious texts and be able to explain how these theories can provide justified answers to some of the fundamental questions.

Course Description: In search of answers to some fundamental questions about life and the universe, when we turn to Asia, we find a quite diverse and alternative perspectives to Western philosophy. This course will concentrate on the Indian, Chinese, Japanese, Buddhist and Islamic philosophical traditions. Topics of discussion include the nature, problems, and methods of eastern philosophy; the concept of reality; time; self; knowledge; morality; human nature; enlightenment; wisdom; nothingness; the meaning and value of life and death; the nature of the good life; and the quest for salvation and enlightenment.

Required Text:

1. Joel Kupperman, 2007, *Classic Asian Philosophy: A Guide to the Essential Texts*, Oxford: Oxford University Press.

Recommended Readings:

1. Koller, John, M., 2018, *Asian Philosophies*, New York, Routledge.
2. Baird, Forrest E, & Heimbeck, Raeburne, 2006, *Asian Philosophy*, New York, Routledge.
3. David Jones & ER Klein (eds.), 2010, *Asian Texts—Asian Contexts: Encounters with Asian Philosophies and Religions*, New York: Suny Press.
4. Jeeloo Liu & Douglas L. Berger, 2014, *Nothingness in Asian Philosophy*, New York: Routledge.
5. Joel Mark & Roger T. Ames, 1995, *Emotions in Asian Thought: A Dialogue in Comparative Philosophy*, New York, Suny Press.
6. Brian Carr & Indira Mahalingam (eds.), 2005, *Companion Encyclopedia of Asian Philosophy*, New York, Routledge.
7. Leaman, Oliver, 2001, *Encyclopedia of Asian Philosophy*, London, Routledge.
8. Leaman, Oliver, 2009, *Islamic Philosophy: An Introduction*, Cambridge, Polity Press.

9. Nasr, Seyyed, Hossein, *Islamic Philosophy from its Origin to the Present: Philosophy in the Land of Prophecy*, New York, Suny Press.

MA PHI 516: Contemporary Indian Philosophy **1 unit 4 credit 100 marks**

Course Goals and Outcomes:

The course of Contemporary Indian Philosophy discusses generally about contemporary philosophers of Indian. It introduces the fundamental literary works of contemporary philosophers with the special references to their spiritual and social movements.

Course Outcomes

CO 1: Overall understanding of the nature and characteristics of contemporary Indian philosophy and the prominent figures in the context of Indian Renaissance.

CO 2: Comprehensive study of Neo-Vedanta as the conspicuous trend in contemporary Indian philosophy.

CO 3: Descriptive study of the different expressions of Neo-Vedanta in prominent contemporary thinkers.

CO 4: Comprehensive study of the synthesis of western and Indian views with special reference to Sri. Aurobindo and K. C. Bhattacharyya.

CO 5: Analytic study of the radically divergent positions held by J. Krishnamurti and B. R. Ambedkar.

CO 6: Exploratory study of M M Sharif metaphysical interpretation of Islamic theology.

Course Details:

K. C. Bhattacharyya: *Concept of Philosophy, Subject as Freedom, The Absolute and its Alternative Forms and Interpretation of Maya.*

Pandit Badrinath Shukla,

Kalidas Bhattacharyya,

Daya Krishna,

Bimol Krish Motilal :

Moral Dilemmas in the Mahabharata

Ethics and Epics : Philosophy, Culture and Religion

Ethics and Epics : The Collected Essays of Bimal Krishna Matilal, Vol II

Arindam Chakrabarti,

We will further discuss the philosophy of four contemporary gurus, leaders, personas: touch on their social and political interpretation of the classic notion of mokṣa ("freedom").

Swami Vivekananda: *Man, Universal Religion and Practical Vedanta.*

Sri. Aurobindo: *Reality as "Sat-Cit-Ananda", Three Phases of Reality-evolution, Mind and Supermind, Integral Yoga.*

Ramana Maharshi

MK Gandhi,

Jiddu Krishnamurti,

Swami Vivekananda : *Man, Universal Religion and Practical Vedanta.* and

Sri Aurobindo : Reality as “Sat-Cit-Ananda”, Three Phases of Reality-evolution, Mind and Supermind, Integral Yoga.

S. Radhakrishnan: God and the Absolute, Intellect and Intuition and The Idealist View of Life.

B. G. Tilak: Interpretation of the Gita.

Rabindranath Tagore:

Man and God, Religion of Man.

M. K. Gandhi: Truth, Non-Violence, Critique of Modern Civilisation.

B. R. Ambedkar: Critique of Social Evils and Neo-Buddhism.

touch on their social and political interpretation of the classic notion of mokṣa ("freedom").

Rokeya Sakhawat Hossain :

Thought and Philosophy:

- *Nari-Srishti* (Creation of Women)
- *Mukti-phal* (The Fruit of Emancipation)
- *Padmarag* ("Essence of the Lotus") (novel) (1924)
- *Abarodhbasini* ("The Secluded Women") (1931)
- *Boligarto* (short story)
- *Narir Adhikar* ("The Rights of Women"), an unfinished essay for the Islamic Women's Association
- *Jnan-phal* (The Fruit of Knowledge)

Vandana Shiva :

Seeds and Capitalism, Chipko and Eco-femismism, Eco-movement and Ethics.

Reference:

- 1, T. M. P. Mahadevan & C. V. Saroja. Contemporary Indian Philosophy. Madras, 1985. English.
- 2, Basant Kumar Lal. Contemporary Indian Philosophy. Delhi: Motilal Banarsidass, 1999. English.
- 3, Benay Gopal Ray. Contemporary Indian Philosophers. Allahabad 1957. English.
- 4, V. S. Naravane. Modern Indian Thought. Bombay: Asia Publishing House, 1964. English.
- 5, Swami Vivekananda. Practical Vedanta. Calcutta: Advaita Ashrama, 1964. English.
- 6, Sri. Aurobindo. Integral Yoga. Pondicherry: Sri Aurobindo Ashram Publication Department, 1972. English.
- 7, R. Tagore: 1961, Religion of Man, London.
- 8, K. C. Bhattacharyya, 1983, Studies in Philosophy, Delhi.
- 9, Prabhu: The Mind of the Mahatma,
- 10, J. Krishnamurti, 1997, Freedom from the Known, San Francisco.
- 11, B. R. Ambedkar, 1979, Writings and Speeches, Maharashtra.

Misra, R. S. : The Integral Advaitism of Sri Aurobindo. 2. Datta, D. M. : The Philosophy of Mahatma Gandhi. 3. Narvane, V. S. : Modern Indian Thought. 4. Lal, B. K. : Contemporary Indian Philosophy 5. Sinha, R. C. : Concepts of Reason and Intuition. Mohammad A. Quayum and Md. Mahmudul Hasan. “A Feminist Foremother: Critical Essays on Rokeya Sakhawat Hossain.” *Intellectual Discourse* 25 (2) (2017). Mahmudul Hasan, “Commemorating Rokeya Sakhawat Hossain and Contextualising her Work in South Asian Muslim Feminism,” *Asiatic*, Vol. 7, No. 2, December 2013 39. ভূঁইয়া, আনোয়ারুল্লাহ (সম্পাদিত), ২০১২. *রোকেয়া: চিন্তার উত্তরাধিকার*, রোদেলা প্রকাশনী, ঢাকা। ভূঁইয়া, আনোয়ারুল্লাহ (সম্পাদিত), ২০১২. *রোকেয়া যুক্তিবাদ নবজাগরণ ও শিক্ষা সমাজতত্ত্ব*, রোদেলা প্রকাশনী, ঢাকা।

MA PHI 517: Contemporary Chinese and Japanese philosophy

Course goals and outcomes:

1 unit 4 credit 100 marks

This course is intended to give students a general knowledge of the contemporary philosophical developments in China and Japan. Major Chinese philosophers in this period include: K'ang Yu-wei, Chang Tung-sun, Hsiung Shih-li, Fung Yu-lan, and Mao Tse-tung. On the contemporary Japanese philosophical scenes students will have a general knowledge of the Early-Modern Confucianism in Japan as well as the critique of Western Philosophy by modern Japanese philosophers.

Books Recommended:

- Briere, O. *Fifty Years of Chinese Philosophy 1898-1950*. Trans. Laurence G. Thompson. London: George Allen and Unwin, 1956.
- Chan, Wing-tsit, ed. 1963, *A Source Book in Chinese Philosophy*. Princeton: Princeton University Press.
- Fung, Yu-lan. 1976, *A Short History of Chinese Philosophy*. Ed. Derk Bodde. New York: The Free Press.
- Koller, John M. 1985, *Oriental Philosophies*, 2nd ed., New York: Charles Scribner's Sons.
- Y.K. Soo, Francis. 1981, *Mao Tse-tung's Theory of Dialectic*, Dordrecht, the Netherlands: D. Reidel Publishing Co.

MA PHI 518: Contemporary Trends in Islamic Thoughts

Course goals and outcomes:

1 unit 4 credit 100 marks

Course Descriptions: This course explores the issues in Islamic philosophy dealt by the contemporary Islamic thinkers. The students are expected to be familiar with the main trends of Islamic thought in contemporary world since the eighteenth century in the fields of Epistemology, Ethics, Education, Metaphysics, Politics, Society. Special emphasis will be given on the study of following thinkers: Shah Waliullah, Jamaluddin Afgani, Allama Azad Subhani, Rashid Rigas, Amin Ahmad Islahi, AllmaIqbql, Ali Shariati, Sayyid Qutb, Allama Muhibbullah Bihari, Ashraf Ali Thanwi, Maulana Hussain

Ahmad Madani, Sulayman Nadwi, Sayyid Abul Hasan Ali Nadwi, UstazAsha'ri of Kuala Lumpur, Zia Gokalp Pasha, Said Halim Pasha, Seyyed Hossein Nasr.

Recommended Readings:

1. Dar, B.A., 1944, *A Study in Iqbal's Philosophy*, Lahore, Sh. Gholam.
2. Esposito, J.L.(ed.), 1980, *Islam and Development, Religion and Sociological Change*, New York:, Syracuse University.
3. _____, 1999, *The Oxford History of Islam*, Oxford, Oxford University Press.
4. _____,(ed.) 2003, *The Oxford Dictionary of Islam*, Oxford University Press.
2. Fakhry, Majid, 1970, *A History of Islamic Philosophy*, New York, Columbia University Press .
3. Hai, S.A., *Iqbal* , 1980, *The Philosopher*, Dacca, Islamic Foundation.
4. Hakim, K.A., 1980, *Islamic Ideology*, Lahore: Institute of Islamic Culture, . বাংলা অনুবাদ, হাই, সাইয়েদ, আব্দুল, ২০০৪, ইসলামী ভাবধারা, ঢাকা, আলহিকমা ।
5. Iqbal M., 1984, *Reconstruction of Religious Thought in Islam*, New Delhi, Kitab Bhaban. বাংলা অনুবাদ, ১৯৫৭, ইসলামে ধর্মীয় চিন্তার পুনর্গঠন, ঢাকা, ইসলামিক ফাউন্ডেশন বাংলাদেশ ।
6. _____, 1956, *Letters to Zinnah: Allama Iqbal's Views on the Political Future of Muslim India*, Lahore, Sh. Muhammad Ashraf .
7. _____, 1955, *The Secrets of the Self*, Trans. By Nickolson, R.A., Lahore, Sh. Muhammad Ashraf .
8. Moazzam, A.(ed.), 1981, *Islam and Contemporary Muslim World*, New Delhi, Light and Life Publishers.
9. Mott, J.R., 1925, *The Muslim World of To-day*, London, Hodder and Stoughton.
- Mustafa, K., 2003, *Al-Ghazali's Theory of Knowledge*, Dhaka, Ramon Publishers.
- Nadwi S. S., 1981, *Muhammad : The Ideal Prophet*, Trans. By Ahmad, Mohiuddin, Lucknow: Academy of Islamic Research and Publication.
- Nadwi, Syed Abul Hasan Ali Hasani, 1973, *Islam and the World* (with a forward by Qutub, Saiyid), Trans. By Kidwai, Mohammad Asif, Lucknow: Academy of Islamic Research and Publication.
- 1982 ,*Pathway to Madina*, Lucknow: Academy of Islamic Research and Publication.
10. _____, 1973, *Faith versus Materialism*, Lucknow: Academy of Islamic Research and Publication 1.
11. Nasr, Seyyed Hossein, 1976, *Man and Nature, The Spiritual Crisis of Modern Man*, London, George Allen and Unwin.
19. _____, 1978, *An Introduction to Islamic Cosmological Doctrines*, Great Britain, Thames and Hudson Ltd.
20. _____, 1968, *Science and Civilization in Islam*, Cambridge (Mass.), Harvard University Press.
21. _____, 1976, *Islam and the Plight of Modern Man*, London and New York, Longman.
22. _____, 2006, *Islamic philosophy from its origin to the present*, New York, State University of New York Press.

23. Quasem, M.A., 2011, *Salvation of the Soul and the Islamic Act of Devotion*, 3rd (ed.), Dhaka, Research Publication.
24. Qutb, 2006, *Sayyid Milestones*, (ed.), Birmingham, Maktabah Booksellers and Publishers.
25. Shariati, A.(ed.), 1989, *A History of Muslim Philosophy*, 2 vols., India, Low Price Publications.
26. Sharif, M.M., 1964, *About Iqbal and His Thought*, Lahore, Institute of Islamic Culture.
27. _____, 1963, *A History of Muslim Philosophy*, vols.1,2., Pakistan Philosophical Congress.
28. Turnet, Bryan S., 2003, *Islam: Critical Concepts in Sociology*, London , Routledge.
29. Wahid, Syed Abdul , 1964, *Thoughts and Reflections of Iqbal*, Lahore, Sh. Muhammad Ashraf.
30. Wali Allah, 2005, *The Conclusive Argument From God: Shah Wali Allah of Delhi's Hujjat al-Baligha*, Trans. By Hermansen, Marcia K., New Delhi Kitab Bhavan.
31. Choudhury G W, 1991, *Islam and the Contemporary World*, Academic Publishers.
32. Jafri, S.H.M, 2001, *Political and Moral Vision of Islam As Explained by Ali B. Abi Talib*, Institute of Islamic Culture, Lahore.
34. Bilgrami, H.H., 1966, *Glimses of Iqbals' Mind and Thought*, Lahore,
৩৫. শাহ ওয়ালী উল্লাহ মুহাম্মদেসী দেহলভী (রহঃ), ২০০১, হুজ্জাতুল্লাহিল বালিগাহ, প্রথম খণ্ড, অনু: আখতার ফারুক, রশীদ বুক হাউস,
৩৬. _____, হুজ্জাতুল্লাহিল বালিগাহ, দ্বিতীয় খণ্ড, অনু: আখতার ফারুক ও অন্যান্য, " , ২০০১
কুতুব, মোহাম্মদ, (অনুবাদ), ১৯৯৭, *ভ্রান্তির বেড়া জালে ইসলাম*, ঢাকা, আধুনিক প্রকাশনী ।
৩৭. সুবহানী, আল্লামা আজাদ , চৈত্র ১৩৮২, *বিপ্লবী নবী*, অনুবাদ মুজিবুর রহমান, ঢাকা, আহমেদ পাবলিশিং হাউস ।
৩৮. ইসলামিক ফাউন্ডেশন বাংলাদেশ, ১৯৮৬-১৯৯৬, *ইসলামী বিশ্বকোষ*, পঁচিশ খণ্ড, ঢাকা, ইসলামিক ফাউন্ডেশন বাংলাদেশ ।
৩৯. সালমান, মাওলানা মোহাম্মদ, ২০০২, আল্লামা সাইয়েদ আবুল হাসান আলী নদভী (রহ.) জীবন ও কর্ম, আল ইরফান পাবলিকেশন্স ।
৪০. আবুল ফাতাহ মুহাঃইয়াহুইয়া, ২০১৬, ইসলামী অর্থনীতির আধুনিক রূপায়ন, আল-আমীন রিসার্চ একাডেমী বাংলাদেশ ।
৪১. _____, ২০১১, দেওবন্দ আন্দোলন : ইতিহাস ঐতিহ্য অবদান, আল-আমীন রিসার্চ একাডেমী বাংলাদেশ ।
৪২. ইউনুস, আ খ ম, ২০০৩, মরণোত্তর জীবন সম্পর্কে ইসলাম ও হিন্দু ধর্ম, আলহিকমা পাবলিকেশন্স ।
৪৩. ড. মুশতাক আহমদ, মাওলানা, ২০১৪, শায়খুল ইসলাম সাইয়দ হুসাইন আহমদ মাদানী (রহঃ), মাকতুবা তুল আযহার, ঢাকা ।
৪৪. ড. ইনাম-উল-হক, মুহাম্মদ, ২০০৩, ভারতের মুসলমান ও স্বাধীনতা আন্দোলন, বাংলা একাডেমী ঢাকা ।
৪৫. ড. মুফতি রশিদ আহমদ, ২০১৪, আল্লামা মুহাম্মদ ইকবালের কাব্যে ইসলামের রূপরেখা, যমযম পাবলিকেশন্স ।

MA PHI 519: Philosophy of Bengal: Recent Issues 1 unit 4 credit 100 marks

Course Goals and Outcomes:

- The objective of the course is to provide an outline of philosophy of Bengal
- Upon completion the course students will be able to understand the problems and issues of the philosophies in

Course Description: The course will focus on the following topics: Origin and background of the development of philosophical standpoints of recent cultural extent of Bengal, the scope of recent philosophical issues in Bengal, common identity of the people of Bangladesh, the ontic existence of Bangladesh, ideals of Bangladesh liberation movement, identity of Bangalee Muslim and de-colonization of Western thought and philosophers of contemporary Bangla. The course will focus on the analysis of ideas of the topics: different trends in contemporary philosophy, construction of the concept concerning body, construction of the concept of woman, philosophical thought of the subaltern people: nature of the philosophical concept of contemporary Baul, narrative opera singer and Sufi practitioner.

Recommended Readings:

১. বন্দ্যোপাধ্যায়, অসিত, কুমার, ১৯৮০, *বাঙ্গালীর ধর্ম ও দর্শনচিন্তা*, কলকাতা, নবপত্র প্রকাশন।
২. হারুন, শরীফ (সম্পাদিত), ১৯৯৪, *বাংলাদেশে দর্শন: ঐতিহ্য ও প্রকৃতি অনুসন্ধান*, ঢাকা, বাংলা একাডেমী।
৩. হাই, মোহাম্মদ, আবদুল (সংকলন ও সম্পাদনা), ২০১৪, *বাঙালির ধর্মচিন্তা*, ঢাকা, সূচিপত্র।
৪. ঠাকুর, রবীন্দ্রনাথ, ২০০৭, *আত্মপরিচয়*, ঢাকা, বিশ্বসাহিত্য কেন্দ্র।
৫. ইসলাম, মুস্তাফা নূরউল (সম্পাদনা), ২০০১, *বাঙালির আত্মপরিচয়*, ঢাকা, বর্ণায়ন।
৬. খান, আকবর আলি, ২০০৪, *বাংলাদেশের সত্তার অন্বেষণ*, (অনুবাদ: আমিনুল ইসলাম ভূইয়া) ঢাকা, বাংলা একাডেমী।
৭. ছফা, আহমদ, ১৯৯৬, *বাঙালি মুসলমানের মন*, ঢাকা, বুক পয়েন্ট।
৮. মজহার, ফরহাদ, ২০০৮, *ভাবান্দোলন*, ঢাকা, মাওলা ব্রাদার্স।
৯. Tagore, Rabindranath, 1993, *The Philosophy of Our People in English Writings of Rabindranath Tagore*, Vol-3, VishvaBharati.
১০. Tagore, Rabindranath, 1993, *Religion of Man, in English Writings of Rabindranath Tagore* vol. 3, VishvaBharati.
১১. Donald H. Bishop (ed), 1975, *Indian Thought*, Wiley Eastern Private Limited, New Delhi
১২. Dasgupta, S.N, 1927, *Hindu Mysticism*, Chicago.

MA PHI 520: Philosophy of Nagarjuna, Santaraksita and Atisa

Course goals and outcomes:

1 unit 4 credit 100 marks

- The course will focus on the analysis of the ideas discussed in Nāgārjuna's *Mūlamadhyamakakārikā* (The Fundamental Wisdom of the Middle Way).
- Upon completion of the course, students should be able to understand the philosophy of Nāgārjuna, Śāntaraksita and Atīśa.

Course Description: Śāntaraksita's concept of truth, Yogācāra-Madhyamaka synthesis, the neither-one-nor-many argument, self-cognizing cognition and other topics included in *Madhyamakālamkāra* (The ornament of the Middle Way) will be discussed.

The course will include the ideas of Atīśa. Topics to be discussed are: concept of two truths, lamrim theory, the middle way and some other topics included in *Bodhi-patha-pradīpa* (A lamp for the Enlightenment Path) and *Bodhi-mārga-Pridīpam-Pañjikā-nāma* (Commentary on the Difficult Points of the Lamp for Enlightenment Path).

Recommended Readings:

1. Garfield, Jay L.1995, *The Fundamental (trans. & comm. by) Wisdom of the Middle Way Nāgārjuna's Mūlamadhyamakakārikā*, New York, Oxford, Oxford University Press.
2. Blumenthal, James, 2004, *The ornament of the Middle Way: A Study of the Madhyamaka Thought of Śāntaraksita' (Including Translation of Śāntaraksita's Madhyamakālamkāra (The ornament of the Middle Way)*, New York, Snow Lion Publication.
3. Śāntaraksita, 1937, *The TattvaSangraha of Śāntaraksita with the commentry of Kamalaśīla*, Trans. by GanganathJha, Baroda: oriental Institute.
4. Sherburne, Richard (Trans. & annotated by), 2000, *The Complete Works of Atīśa*, New Delhi, AdityaPrakashan.
5. Das, Sri Sarat Chandra, 1893, *Indian Pandits in the Land of Snow*, Calcutta: Baptist Mission Press.
6. Tulku, Doboomb & Mullin, Glenn H., 1983, *Atisha and Buddhism in Tibet*, New Delhi, Tibet House.

MA PHI 521: Philosophy of Sahaj

1 unit 4 credit 100 marks

Course goals and outcomes:

Background of the Philosophical development of the concept Sahaj: SahajiaBuddhist, VaisnavaSahajia andBaul philosophy. Influence of Hindu tantra, Nathtatva and Sufism.

The following topics will be covered:

- a) Identity: Concept of self: I, We and the Other
- b) I-ness: Knowledge of *veda* and *aveda*
- c) Concept of the Absolute: Realization of the Universal self
- d) Cosmogony and function of man
- e) Happiness and pleasure
- f) Good and evil
- g) Knowledge, devotion and love
- h) Sexuality, cognition and emotion
- i) Inner culture and outer practice
- j) Concept of self-redemption
- k) Concept of death and continuity of Sahaj
- l) Sahajananda

Within the scope of this course students may converse with the practicing Sahajiasadhakas and Gurus. They can participate in *Sadhusanga* and understand from the sadhus.

Books Recommended:

1. Dasgupta , Shashibhusan, 1946, *Obscure Religious Cults*, University of Calcutta.
2. Dimock , Edward, C., 1966, *The Place of the Hidden Moon*, The University of Chicago.
3. Das , Sri, Paritosh, 1988, *Sahajia Cult of Bengal and Pancha Sakha Cult of Orissa*, Calcutta, Firma KML Private Limited.
4. Donald S. Lopez Jr, 1995, *Religions of India in Practice*, Princeton New Jersey, Princeton University Press.
5. Tony K. Stewart, 2010, *The Final Word: The Caitanya Caritamrta and the grammar of Religious tradition*, New York, Oxford University Press.
6. বসু , শ্রী মনীন্দ্রমোহন (সম্পাদিত), ১৯৩২, *সহজিয়া সাহিত্য*, কলিকাতা, কলিকাতা বিশ্ববিদ্যালয়।
7. দাস , আকিঞ্চন, ১২৮৬, *বিবর্ত বিলাস*, বউ বাজার, ইন্ডিয়ান ট্রেডস এসসিয়েশন।
8. দাস , মুকুন্দ, ১২১৩, *সিদ্ধান্ত চন্দ্রোদয়*, মুর্শিদাবাদ।

MA PHI 522: Vedanta Philosophy

1 unit 4 credit 100 marks

Course goals and outcomes:

MA PHI 523: Sufism and Sufis

1 unit 4 credit 100 marks

(Arabian-Persian, Indian and Bengali)

Course goals and outcome

Course Description: Sufism is a sort of mystic view or way of achieving an inward relationship with the Ultimate Being. It is widely known as Islamic mysticism. Sufism emerged early on in Islamic History. It has a notable impact on human culture, especially in the culture of the Eastern World. This course on Sufism aimed to provide some important lessons focusing on the basic concepts of Sufi doctrine from a philosophical viewpoint with special reference to some Sufi saints or scholars in the world.

Course Contents: This course is intended to provide some basic and advanced knowledge of Sufism. It also includes its protagonists throughout the history of the world. The following topics and studies are encompassed in this course.

1. Nature and scope of Sufism, origin and development of Sufi doctrine, fundamental principles of Sufism, Sufi paths, Sufism and neo-Platonism, Sufism and other religious mysticisms.
2. Some renowned Sufi saints and scholars: Ali al-Hujwiri, Hasan Al Basri, Rabia Basri, Ibrahim Ibn Adham, Mansur Al Hallaj, Dhul-Nun al-Mesri, Junaid Baghdadi, Abdul Qadir Gilani, Imam al-Ghazali, Jalal al-Din Muhammad Rumi, Muhyiddin Ibn Arabi, Moinuddin Chishti, Sharfuddin Ahmed Maneri and Abu al-Nagib Suhrawardi.

Course Outcome:

It is to be expected that after completing the lesson provided by the course the following aspects will be ensured:

1. Students of this course can know the basic themes and principles of Sufism.

2. They can know the historical development of this doctrine.
3. They can be acquainted with the great Sufi saints and scholars of this mystic movement.
4. Students of this course will also understand the philosophical significance of this doctrine.

Recommended Readings:

Module D: Ethics and Responsibility

Course No.	Course Title	Unit and Credit	Marks
PHI 524	Contemporary Trends in Ethics	1 Unit; 4 Credits	100
PHI 525	Problems of Free Will and Moral Responsibility	1 Unit; 4 Credits	100
PHI 526	Contemporary Theory of Justice: John Rawls and his Critics	1 Unit; 4 Credits	100
PHI 527	Environmental Ethics, Society and Policy	1 Unit; 4 Credits	100
PHI 528	Comparative Religious Ethics	1 Unit; 4 Credits	100
PHI 529	Environmental Justice	1 Unit; 4 Credits	100
PHI 530	Bioethics and Public Health Ethics	1 Unit; 4 Credits	100
PHI 531	Ethics of Life: Biocentrism, Biodiversity and the Variety of Life	1 Unit; 4 Credits	100
PHI 532	Business Ethics	1 Unit; 4 Credits	100
PHI 533	Cyber Ethics	1 Unit; 4 Credits	100

Content of the Courses

MA PHI 524: Contemporary Trends in Ethics

1 unit 4 credit 100 marks

Course Goals and Outcomes:

- The aim of the course is to introduce students to contemporary major trends in ethics and the debates among different ethical theories.
- Upon completion of the course, students should be able to understand more advanced issues and arguments in ethics and reflect on the relative advantages and also the limitations of recent ethical theoretical debates.

Course Description: The course explores nature, scope and subject-matter of contemporary ethical theories and debates. Topics include: Cultural relativism, Subjectivism and Super Naturalism, Justifying the Moral Claims, The Golden Rule, Moral Facts and explanations, Moral epistemology, Moral Nihilism, Abductive Moral Knowledge, The reliability of Moral Judgments and Feminist ethics.

Recommended Readings

1. Norman Kenneth Swazo ed., 2017, *Contemporary Moral Philosophy and Applied Ethics: An Anthology*, North South University.
2. Aaron Zimmerman, 2010, *Moral Epistemology*, London: Routledge.
3. Rebecca Whisnant and Peggy Des Autels, 2010, *Global Feminist Ethics*, Rowman and Little Field Publishers.
4. Lotte Asveld & Roeser Sabine, 2009, *The Ethics of Technological Risk*, London: Earthscan publishing.
5. James Dreier ed, 2006, *Contemporary Debates in Moral Philosophy*, Blackwell Publishing.
6. Genslered, Harry, 2003, *Ethics: Contemporary Readings*, London: Routledge.
7. Hayles, N. Katherine, 1999, *How We Became Post Human: Virtual Bodies in Cybernetics*, Literature and In.
8. David F. Noble, 1997, "Introduction: Technology and Religion", *The Religion of Technology: The Divinity of Man and the Spirit of Invention*, NY: Alfred A. Knopf, Read: pp. 3-6, 9-10, 229.
9. Gerald Holton, 1996, *Science and Progress Revisited*, In: Leo Marx and Bruce Mazlish (eds.) *Progress: Fact or Illusion?* Ann Arbor: University of Michigan Press, pp. 9-26. Read: 9-15, 20, 24.
10. Bruce Bimber, 1994, "Three Faces of Technological Determinism", In: Merritt Roe Smith & Leo Marx (eds.) *Does Technology Drive History? The Dilemma of Technological Determinism*. Cambridge: Mass., MIT Press, pp. 80-100. Read: pp. 80-89.
11. Glover, Jonathan, 1984, *What Sort of People Should there Be?* London: Penguin.

MA PHI 525: Problems of Free Will and Moral Responsibility

Course Goals and Outcomes:

1 unit 4 Credits 100 marks

The aims of this course are:

1. to make students capable of analyzing critically various thoughts concerning free will and moral responsibility;
2. to make students able to interpret original philosophical texts of the relevant field;
3. to improve students' ability to think critically, develop their own ideas and express these ideas clearly and persuasively in writing.

Upon successful completion of this course, it is expected that students will be able-

1. to identify, describe and explain the major philosophical issues concerning determinism, indeterminism, compatibilism, incompatibilism, freewill and moral responsibility;
2. to formulate objections to a theory or to form counterarguments of their own against a theory;
3. to form arguments of their own to support a theory they prefer;
4. to apply critical thinking and reasoning skills in a wide range of career paths and courses of study.

Course Description: This course is an advanced course in which some original papers concerning free will and moral responsibility will be studied. The focus of the course ranges across the principle of alternative possibilities, determinism, indeterminism, compatibilism, incompatibilism, self-forming actions, Kant's maxim: 'ought' implies 'can', punishment in a deterministic world, praiseworthiness and blameworthiness and other related topics.

Required Texts:

1. John Martin Fischer, 2006, *My Way: Essays on Moral Responsibility*, Oxford University Press, pp.63-83.
2. Derk Pereboom, 2003, *Living Without Free Will*, Cambridge: Cambridge University, pp. 110-126.
3. Saul Smilansky, 2002, "Free Will, Fundamental Dualism and the Centrality of Illusion", in Kane, ed., *the Oxford Handbook of Free Will*, pp. 489-505.
4. Ishtiyaque Haji, 2001, "Self-Deception and Blameworthiness", *Journal for the Theory of Social Behaviour*, volume 31, Issue 3/pp. 279-295.
5. Robert Kan, 2000, "The Dual Regress of Free Will and the Role of Alternative Possibilities", *Philosophical Perspective*, 14, *Action and Freedom*, 2000.
6. Peter Van Inwagen, 1999, "MORAL RESPONSIBILITY, DETERMINISM AND THE ABILITY TO DO OTHERWISE", *The Journal of Ethics* 3:341-350.
7. Robert Kane, 1996, "Freedom, Responsibility and Will-Setting", *Philosophical Topics*, vol. 24, no. 2, p.76.

8. Galen Strawson, 1994, "The Impossibility of Moral Responsibility", *Philosophical Studies: An International Journal for Philosophy in the analytic Tradition*, pp. 5-24
9. Walter Sinnott-Armstrong, 1984, "'Ought' Conversationally Implies 'Can'", *The Philosophical Review*, Vol.93 No.2, pp. 249-261.
10. Harry G. Frankfurt, 1969, "Alternative Possibilities and Moral Responsibility", *The Journal of Philosophy*, pp.829-839.

Recommended Readings:

1. Mostofa Nazmul Mansur, 2019, "On Robert Kane's Account of Self-Forming Actions", *Copula*, Vol. 36, JU
2. Mostofa Nazmul Mansur, 2018, "An Evaluation of Derk Pereboom's Four-Case Argument", *Copula*, Vol. 35, JU, pp. 1-16
3. Ishtiyaque Haji, 2009, *Incompatibilism's Allure: Principal Arguments for Incompatibilism*, Buffalo, NY: Broadview Press.
4. John Martin Fischer, 2006, *My Way: Essays on Moral Responsibility*, Oxford: Oxford University Press.
5. Alfred Mele, 2006, *Free Will and Luck*, New York: Oxford University Press.
6. John Martin Fischer, 2006, *My Way: Essays on Moral Responsibility*, Oxford University Press.
7. Robert Kane, 2005, *A Contemporary Introduction to Free Will*, Oxford: Oxford University Press.
8. Randolph Clarke, 2003, *Libertarian Accounts of Free Will*, (Oxford: Oxford University Press.
9. Derk Pereboom, 2002, *Living Without Free Will*, Cambridge: Cambridge University
10. Ishtiyaque Haji, 2002, *Deontic Morality and Control*, Cambridge: Cambridge University Press.
11. Robert Kane, ed., 2002, *The Oxford Handbook of Free Will*, Oxford: Oxford University Press.
12. Saul Smilansky, 2001, "Free Will: From Nature to Illusion", *Proceedings of the Aristotelian Society*, Vol. 101, pp. 71-95.
13. Saul Smilansky, 2000, *Free Will and Illusion*, Oxford: Oxford University Press, Clarendon Press.
14. John Martin Fischer and Mark Ravizza, 1998, *Responsibility and Control*, Cambridge: Cambridge University Press.
15. Ishtiyaque Haji, 1998, *Moral Appraisability: Puzzles, Proposals and Perplexities*, Oxford University Press, New York.
16. Robert Kane, 1996, *The Significance of Free Will*, New York: Oxford University Press.

17. Michael J. Zimmerman, 1996, *The Concept of Moral Obligation*, Cambridge: Cambridge University Press.
18. Ted Honderich, 1993, *How Free Are You?* Oxford: Oxford University Press, Clarendon Press.
19. Richard Double, 1991, *The Non-Reality of Free Will*, Oxford: Oxford University Press.
20. Susan Wolf, 199, *Freedom Within Reason*, Oxford: Oxford University Press.
21. Luis de Molina, 1988, *On Divine Foreknowledge*, Ithaca, NY: Cornell University Press. (Translated with an introduction by Alfredo Freddoso.)
22. David Widerker and Michael McKenna, 2003, *Freedom, Responsibility, and Agency: Essays on the Importance of Alternative Possibilities*, Aldershot, UK: Ashgate Press.

MA PHI 526: Contemporary Theory of Justice: John Rawls and his Critics

Course Goals and Outcomes:

1 unit 4 credit 100 marks

- This course will focus exclusively on Rawls' account of justice within the state of well-defined political community. Since Rawls has received several responses, this course will analyze some of the criticisms from different thinkers.
- Students will achieve an understanding of Rawls' deepest ideas and some of the debates they have ignited and this will provide a topography of contemporary political philosophy.

Description: John Rawls is the most important political philosopher of the 20th Century. His work revived political philosophy as a systematic and wide-ranging discipline in its own right, one that asked fundamental questions about human nature, the justification of social institutions, the best interpretations of welfare, equality, liberty, and right. Most philosophers now disagree with at least large chunks of Rawls's Theory of Justice. But his work remains central to contemporary debates. This course will focus on Rawls' idea of justice and will analyze the well-known criticisms from different philosophers to assess whether Rawls' theory of justice will help resolving social injustice in the present world.

Required Texts:

1. Sen, A, 2009, *The Idea of Justice*. London, England: Penguin Books.
2. Rawls, J, 2001, *Justice as Fairness: A Restatement*. Harvard University Press.
3. Rawls, J, 1999, *A Theory of Justice* (revised edition). Harvard University Press.
4. Nozick, R, 1999, *Anarchy, State, And Utopia* (revised edition), UK, Oxford: Blackwell Publishers Limited.

Recommended Readings:

1. Rawls, J. 2005, *Political Liberalism*, Columbia University Press.

2. Freeman, S. 2003, *The Cambridge Companion to Rawls*, Cambridge University Press.
3. Daniels, N. 1996, *Justice and Justification*, Cambridge University Press.
4. Daniels, N. 1989, *Reading Rawls*, Stanford University Press.
5. Rawls, J. 1970, *The Law of People*, University of Chicago Press.

MA PHI 527: Environmental Ethics, Society and Policy

Course Goals and Outcomes:

1 unit 4 credit 100 marks

The primary aim of this course is to enable students to understand and articulate the fundamental ethical and cultural values at stake in environmental questions as well as the history and diversity of the general frameworks out of which those values arise. In this course we explore five environmental-ethical frameworks:

Course Description:

Anthropocentrism

The Ethics of Responsibility, or *Sustainability*:

humanity's long-term well-being and Earth's well-being as a whole;

Value as human-generated; Nature as System;

Ethical Extensionism, or the "Expanding Circle": Value as objective; Nature as an object of value.

Religious Environmental Ethics or *Ecotheology*: re-conceiving right relation, stewardship, and justice beyond the human community and then within it;

Value as right responsiveness to Nature as sacred.

Indigenous relations to nature; more than an ethic;

Value as intersubjective (beyond the human); Nature as a participant in ethical relation.

Sends and Scenarios

Synthetic Environmental Ethics in Development.

Weston, *An Invitation to Environmental Philosophy* (Oxford).

Aldo Leopold, *Sand County Almanac* (Oxford)

Michael Northcott, *A Moral Climate: The Ethics of Global Warming* (Orbis).

Gary Snyder, *The Practice of the Wild* (Perseus) *A 21st Century Ethical Toolbox*, Chapter 4 ("Taking Values Seriously"), Chap 6 ("The Ethics of Happiness")

Rethinking anthropocentrism

A 21st Century Ethical Toolbox, Chapters 5 ("The Ethics of the Person") and 8 ("The Ethics of Relationship").

Sustainability

Excerpts from Andre Edwards, "The Sustainability Revolution", and Weston, "Sustainability as an Ethics"

Extensionism

Holmes Rolston, “Ethics on the Home Planet” and Val Plumwood, “Paths Beyond Human-Centredness” in Weston, *Invitation to Environmental Philosophy*

The Land Ethic

Aldo Leopold, *Sand County Almanac* (“The Land Ethic” and other selections) and Jim Cheney, “The Journey Home”, in Weston, *Invitation to Environmental Philosophy*

Rethinking discovery and re-discovery

“Defloration”, from Frederick Turner’s *Beyond Geography*, and Barry Lopez, “The Rediscovery of North America” (Moodle)

Beginning Ecotheology

Michael Northcott, *A Moral Climate*, Chapter 2 and Selections from Roger Gottlieb, *A Greener Faith* (Moodle)

More Ecotheology

Northcott, *A Moral Climate*, Chapters 3 and 8

Old Ways

David Abram, “A More Than Human World”, in Weston, *Invitation to Environmental Philosophy*,

Gary Snyder, “The Etiquette of Freedom” and “The Woman Who Married a Bear”, from *The Practice of the Wild*

Gregory Cajete, selections from *Look to the Mountain: An Ecology of Indigenous Education*

Anthony Weston, “Multicentrism” <http://www.umweltethik.at/download.php?id=399>

Recommended Readings:

1. Rolston III, H., 2012, *A New Environmental Ethics: The Next Millennium for Life on Earth*. New York: Routledge.
2. Callicott, J. Baird and Robert Frodeman, eds.-in-chief, 2009, *Encyclopedia of Environmental Ethics and Philosophy*, New York: Macmillan.
3. Nelson, Michael P. and J. Baird Callicott, eds., 2008, *The Wilderness Debate Rages On: Continuing the Great New Wilderness Debate*, Athens: University of Georgia Press.
4. Callicott, J. Baird and Clare Palmer, eds., 2005, *Environmental Philosophy: Critical Concepts in the Environment, History and Culture*, vol. 5. London: Routledge.
5. Callicott, J. Baird and Michael P. Nelson, 2004, *American Indian Environmental Ethics: An Ojibwa Case Study*, Upper Saddle River: NJ, Prentice-Hall.
6. Gudorf, Christine and Hutchingson, J., 2003, *A Casebook in Environmental Ethics*, Georgetown University Press.
7. Sagoff, M., 2002, *The Economy of the Earth: Philosophy, Law, and the Environment* Cambridge: Studies in Philosophy and Public Policy, 2nd Edition.

8. DesJardins, J., 2001, *Environmental Ethics: An Introduction to Environmental Philosophy*, Third edition, Wadsworth.
9. Katz, E., Light A., & Rothenberg, D. eds., 2000, *Beneath the Surface: Critical Essays in the Philosophy of Deep Ecology*, Cambridge, Massachusetts: The MIT Press.
10. Callicott, J. Baird 1999, *Beyond the Land Ethic: More Essays in Environmental Philosophy*, Albany: State University of New York Press.
11. Callicott, J. Baird, 1989, *In Defense of the Land Ethic: Essays in Environmental Philosophy*, Albany: State University of New York Press.
12. Callicott, J. Baird and Roger T. Ames, eds., 1989, *Nature in Asian Traditions of Thought: Essays in Environmental Philosophy*, Albany: State University of New York Press.
13. Naess, Arne, 1989, *Ecology, Community and Life Style: Outline of an Ecosophy*, Cambridge: Cambridge University Press.
14. Zimmerman, Michael, ed.; J. Baird Callicott, George Sessions, Karen Warren, and John Clark, assoc. eds., 1993, *Environmental Philosophy: From Animal Rights to Radical Ecology*, Englewood Cliffs: NJ, Prentice-Hall.

MA PHI 528: Comparative Religious Ethics 1 unit 4 credit 100 marks

Course Goals and Outcomes:

This course provides a field of study that explores what different religious traditions say regarding some important ethical questions. This course aims to provide the tools and knowledge to understand, evaluate and compare to the ethical views/moral teachings and motivations of the religious traditions of Islam, Judaism, Christianity, Hinduism, Buddhism, Jainism and Confucianism.

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

2. discuss clearly the elements of religious ethics;
3. develop their analytic thinking about religious moral teachings;
4. understand original moral teachings of major religions;
5. work cooperatively with different faiths;
6. make amity among different faiths.

Course Description: The major topics included in this course are:

1. Nature and subject matter of comparative religious ethics;
2. Relation between religious ethics and other branches of ethics;
3. Moral crisis and religious value;
4. Importance of religious ethics;
5. discussion on moral views/ethical teachings of Islam, Judaism, Christianity, Hinduism and Buddhism about some important ethical issues such as: virtue and vice, human rights, justice equality, war and peace, crime and

punishment, value of environment, family relationship, drug abuse, animal rights, abortion, euthanasia, women rights, pornography, usury etc.

Recommended Readings:

1. Peggy Morgan; Clive A. Lawton, 2007, *Ethical Issues in Six Religious Traditions*, Edinburgh University Press.
2. Telushkin, Joseph, 2006, *A Code of Jewish Ethics : Volume 1 : You Shall be Holy*, New York: Random House.
3. Harvey, Peter, 2006, *Buddhist Ethics in Theory and Practice*, Oxford: Routledge.
4. Kwong- Loi Shun and David B. Wong eds., 2004, *Confucian Ethics: A Comparative Study of Self, Autonomy, and Community*, Cambridge University Press.
5. M.H. Syed, 2003, *Human Rights in Islam: Modern Perspective*, New Delhi, India: Anmol Publications, Pvt. Ltd.
6. Mohammed Hashin Kamali, 2002, *Freedom, Equality and Justice in Islam*, UK: Ilmiah Publishers SDN. BHD.
7. 11. John Murray, W.B. Erdmans, 1991, *Principles of Conduct : Aspects of Biblical Ethics*, MI: Grand Rapids,.
8. Fasching, Darrell, and Dell de Chant, 2001, *Comparative Religious Ethics: A Narrative Approach*, Oxford: Blackwell Publishers.
9. Lovin, Robin, 2000, *Christian Ethics : An Essential Guide*, Nashville : Abingdon Press.
10. Harvey, Peter, 2000, *An Introduction to Buddhist Ethics: Foundations, Values and Issues*, Cambridge: Cambridge University Press.
11. Roy. W. Perrett, 1998, *Hindu Ethics: A Philosophical Study*, Honolulu: University of Hawaii Press.
12. Dr. Parveen Shaukat, 1995, *Human Rights in Islam*, Delhi, India: Adam Publishers.
13. Dr. Vyanjana, 1992, *Theravada Buddhist Ethics, With Special Reference to Visuddhimagga*, Calcutta: Punthi Pustak.
14. Harold, G. Coward, 1991, *Hindu Ethics: Purity, Abortion and Euthanasia*, India: Sri Satguru Publications.
15. Abul Fadi Mohsin Ebrahim, 1989, *Abortion, Birth Control and Surrogate Parenting : An Islamic Perspective*, American Trust Publication.
16. Carmody, Denise and John Carmody, 1988, *How to Live Well: Ethics in the World Religion*, Belmont, CA: Wadsworth Publishing Company.
17. Green, Ronald, 1988, *Religion and Moral Reason: A New Method for Comparative Study*, Oxford: Oxford University Press.
18. Dayanand Bhargava, 1968, *Jaina Ethics*, Motilal Banarsidass.

Course Goals and Outcomes

- The aim of the course is to introduce students to contemporary major theories in environmental justice, Rights and policies and the debates among them.
- Upon completion of the course, students should be able to understand more advanced issues and arguments in environmental justice, rights, and environmental inequality and reflect on the relative advantages and also the limitations of recent environmental justice theories.

Course Description: Environmental justice is a major concern for political and social philosophers around the globe. The main aim of this course is to gain deep insight into the issues of equity and justice pertaining to the environmental affairs. Topics include: the principles of environmental justice, theoretical approaches in environmental justice, paradigms in environmental justice, environmental inequality, distribution of burdens of environmental pollution and its health consequences, nature of environmental injustice and inequity, environmental racism, sharing the environmental amenities and distribution of burdens of environmental hazards, racism, corporate pollution and environmental justice, the political economy of waste, recycling and pollution, culture and the environment, environmental politics, historical background of the environmental justice movement.

Recommended Readings:

1. Carruthers, David, 2008, *Environmental Justice in Latin America*, MIT Press.
2. Pellow, David and Robert Brulle eds., 2005, *Power, Justice and the Environment: A Critique of the Environmental Justice Movement*. Cambridge: MIT Press.
3. Cole, Luke W. and Sheila Foster, 2001, *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*. New York: New York University Press.
4. Novotny, Patrick, 2000, *Where We Live, Work, and Play: The Environmental Justice Movement and The Struggle for a New Environmentalism*, Westport, CT: Praeger.
5. Camacho, David E. ed., 1998, *Environmental Injustice, Political Struggles*, Durham: Duke University Press.
6. Warren, Karen ed., 1997, *Ecofeminism: Women, Culture, Nature*. Bloomington: Indiana University Press.
7. Weaver, Jace ed., 1996, *Defending Mother Earth: Native American Perspectives on Environmental Justice*. Maryknoll, NY: Orbis Books.
8. Bryant, Bunyan ed., 1995, *Environmental Justice: Issues, Policies, and Solutions*, Washington DC: Island Press.

9. Bullard, Robert D. 1993, *Confronting Environmental Racism: Voices from the Grassroots*, Boston: South End Press.
10. Hofrichter, Richard ed., 1993, *Toxic Struggles: The Theory and Practice of Environmental Justice*. Philadelphia: New Society Publishers.
11. Bryant, Bunyan and Paul Mohai eds., 1992, *Race and the Incidence of Environmental Hazards: A Time for Discourse*. Boulder, CO: Westview Press.

MA PHI 530: Bioethics and Public Health Medical Ethics

Course Goals and Outcomes:

1 unit 4 credit 100 marks

- The objective of the course is to give an account of Bioethics and Medical ethics.
- Upon completion of the course, students will be able to understand the key issues of Bioethics and Medical Ethics.

Course Description:

Bioethics: Nature and scope of bioethics, the relation of bioethics with other disciplines, the necessity of bioethics in present contexts. New ways of birth and formation of family, reproductive technology, surrogating and its consequences, genetic testing and screening, human gene therapy and genetic engineering (Case: CRISPR'd babies). Assisted suicide, euthanasia, abortion, ethical frameworks for decisions to withhold or withdraw life-sustaining interventions, and the value and quality of life (Case: Nancy Cruzan). The morality of organ transplantation and the commodification of organs (Case: monkey-human embryos). Ethical decision-making in the era of science and technology, the ethics of prevention and protection.

Medical ethics: Health, disease and the scope of medicine, relationship

between the concepts of health, illness and disease. Health as normality, disease as an abnormality. The physician-patient relationship, paternalism and contractual models, veracity, privacy, confidentiality, fidelity, and the dual roles of physician and investigation. Informed consent: Historical background, concepts and elements of informed consent, the law and its limits, the quality of consent, competence to consent, balancing benefits, costs and risks, justification for not obtaining consent (Case: Compensation payments for sterilization). Health-care delivery and resource allocation, analysis of some key concepts, types of allocation, fair opportunity, criteria for evaluating allocation, the right to a decent minimum of health care, beneficence rather than justice, and obligations without right (Case: Community Health Clinics of Bangladesh).

Recommended Readings:

1. Subbaraman, Nidhi., 2021 , "First monkey–human embryos reignite debate over hybrid animals." *Nature* 592, no. 7855 497-497.
2. Beauchamp, T.L. and Childress, J. F., 2019, *Principles of Biomedical Ethics*, Oxford, OUP.
3. Colby, William H., 2019, "Nancy Cruzan and the withhold versus withdraw dilemma." *The American Journal of Bioethics* 19, no. 3 1-2.
4. Greely, Henry T., 2019, "CRISPR'd babies: human germline genome editing in the 'He Jiankui affair'." *Journal of Law and the Biosciences* 6.1 111-183.
5. O'Neill, Onora, 2017, "Some limits of informed consent." In *The Elderly*, pp. 103-106. *Routledge*.
6. Daniels, Norman., 2016, "Resource allocation and priority setting." *Public health ethics: cases spanning the globe*, 61-94.
7. Sandel, Michael J, 2007, *The case against perfection: Ethics in the age of genetic engineering*, Harvard university press.
8. Mackenzie, Catriona, and Natalie Stoljar, eds, 2000, *Relational autonomy: Feminist perspectives on autonomy, agency, and the social self*, Oxford University Press.
9. Lewis, H. W., 1990, *Technological Risk*, New York: Norton,.
- 10.9. Fulford, KWM, 1989, *Moral Theory and Medical Practice*, Cambridge: CUP.
11. Dyson, A and Harris, J. (eds.), 1994, *Ethics and Biotechnology*, London : Routledge.
12. Charlesworth, M, 1993, *Bioethics in a Liberal Society*, Cambridge: CUP.
13. Chadwick, R. F. (ed), 1992, *Ethics, Reproduction and Genetic Control*, rev. edn. London: Routledge.
14. Cleland, John, and W. Parker Mauldin., 1991, "The promotion of family planning by financial payments: the case of Bangladesh." *Studies in Family Planning* 22.1 1-18.
15. Chadwick, R. F., Bock, G. and Whelan (eds), 1990, *Human Genetic Information: Science, Law and Ethics*, Chichester, John Wiley.
16. Harris, J., 1985, *The Value of Life*, London: Routledge.
17. Basson, M. (ed), 1980, *Ethics, Humanism and Medicine*, New York :Alan R.Liss.
18. Ramsey, P and McCormick, R. A (eds), 1978, *Doing Evil to Achieve Good: Moral Choice in Conflict Situations*, Chicago: Loyola University Press.
19. Spicker, S. F. and Englehardt, T.H., (eds), 1977, *Philosophical and Medical Ethics: Its Nature and Significance*, Dordrecht, the Netherlands: D. Reidel.
20. Ellul, Jacques, 1962, "The technological order", *Technology and culture* 3, no. 4 394-421.

21. *American Medical Association: Council on Ethical and Judicial Affairs: Code of Medical Ethics: Current Opinions with Annotations*, Chicago: American Medical Association, 1981.
22. Huber, Machteld, J. André Knottnerus, Lawrence Green, Henriëtte Van Der Horst, Alejandro R. Jadad, Daan Kromhout, Brian Leonard et al., 2011, "How should we define health?" *Bmj* 343.
23. Nuffield Council on Bioethics, 1993, *Genetic Screening: Ethical Issues*, London: Nuffield Council on Bioethics.

MA PHIL 531: Ethics of Life: Biocentrism, Biodiversity and the Variety of Life

Course Goals and Outcomes:

1 unit 4 credit 100 marks

Course Description:

Biocentrism

Definition and Verities of Biocentrism

Concept of Life, Intrinsic Value and Moral Status in Biocentrism

Eastern Perspective on Biocentrism

Indian Theo-philosophical Tradition as Conceptual Resources of Biocentrism :Vedism, Jainism and Buddshim.

Western Perspectives on Biocentrism

i. Albert Schweitzer on Reverence for Life

ii. Kenneth Goodpaster

iii. Paul Taylor on Respect for Nature

iv. Recent Defense of Biocentrism

Nicholas Agar, James Sterba, Robin Attfield, and Allan Carter

Biocentrism in Case of Disaster and Health Crisis

Biodiversity

Why Biodiversity Matters, Value of Biodiversity, Social Justice and the Conservation and Preservation of Biodiversity Land Ethics and Biodiversity.

Recommended Readings:

1. Lawrence E., Johnson, 2011, *A Life-Centered Approach to Bioethics: Biocentric Ethics*, Cambridge: Cambridge University Press.
2. O'Brien, Kevin, 2010, *An Ethics of Biodiversity: Christianity, Ecology and Variety of Life*, USA: Georgetown University Press.
3. Chapple, Christopher Key, 2006, *Jainism & Ecology: Non-violence in the Web of Life*, Delhi: Matilal Banarsidas.
4. Houtan, Kyle S Van. 2006, Conservation as Virtue: a Scientific and Social Process for Conservation Ethics. *Conservation Biology*, 20(5):1367:1372.

5. Dundas, Paul, 2002, "Limits of a Jain Environmental ethic", in ed. Chapple, Christopher, *Jainism and Ecology: Non-violence in the Web of Life*,. USA: Harvard University Press.
6. Stenmark, Mikael, 2002, *Environmental Ethics and Policy-Making*, Ashgate Publishing Company, Aldershot.
7. Agar, Nicholas, 2001, *Life's Intrinsic Value: Science, Ethics, and Nature*, New York: Columbia University Press.
8. Jemieson, Dale, (edt), 2001, *A Companion to Environmental Philosophy*, UK: Blackwell Publishers.
9. Callicott, J B, Crowder, L B, and K Mumford, 1999, Current Normative Concepts in Conservation. *Conservation Biology*, 13:22-35,.
10. NRC, 1999, National Research Council. *Perspectives on Biodiversity: Valuing its Role in an Ever-changing World* , Washington, DC , National Acaemy Press.
11. Varner, Gary E., 1998, *In Nature's Interests? Interests, Animal Rights, and Environmental Ethics*, Oxford: Oxford University Press.
12. Wilson, Edward O., 1998, *Consilience : The Unity of Knowledge*, New York: Alfred A . Knopf.
13. Murthy, S.R.N., 1997, *Vedic View of the Earth*, O.K. Printworld, New Delhi.
14. Lovelock, James, 1990, *The Revenges of Gaia: A Biography of Our Living Earth*, New York: Bantam Books.
15. Sober. E, 1986, Philosophical Problems for Environmentalism. In B G Norton, editor, *The Preservation of Species: The Value of Biological Diversity*, pages 173-194., Princeton, NJ: Princeton University Press.
16. Wilson, Edward O., 1984, *Biophilia* , USA: Harvard University Press.
17. Lovelock, James, 1979, *Gaia : A New Look at Life on Earth*, Oxford: Oxford University Press.
18. Schweitzer, Albert, 1929, "The Ethics of Reverence for Life," in *Civilization and Ethics*, translated by C.T. Campion New York, Macmillan.
19. Schweitzer, Albert, 1987 (1923) (translated by Naish, John), *Civilization and Ethics: the Philosophy of Civilization, Part II*, London: Adam and Charles Black.
20. Warren, Marry Ann, 2007, (1997), *Moral Status, Obligations toward Persons and Other Living Things*, London: Clarendon Press. Watson, Richard A., 2003, "A Critique of Anti-Anthropocentric Biocentrism", in *Philosophy: Ethics*. Donald C. Abel (ed.), United States: McGraw-Hill Companies Inc.
21. Taylor, Paul, 1989 (1986), *Respect for Nature: A Theory of Environmental Ethics*, Princeton: Princeton University Press.

Course Goals and Outcomes:

Key aims of the course are to allow students:

- To explore some key ethical concepts, theories and method of reasoning.
- To recognize the relevance of those concepts and ethical theories to the understanding and critical assessment of issues relating to business such as, corporate social responsibility (CSR), relationship between employees and employers, consumers and sellers, buyers and suppliers, competitors, and so forth.
- To appreciate what philosophy is and the way in which it is relevant to practical issues.
- write more organized and argumentative assignments/essays.
- To appreciate what applied ethics is and the way in which it is relevant to business issues.
- To develop critical thinking skills.
- To write more organized and argumentative assignments/essays.

On completion of the course a student should be able to demonstrate:

A. Knowledge and Understanding

- Knowledge and understanding of the contributions of some key thinkers to major ethical concepts, problems and methods of reasoning in business;
- 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 business policy and decision making.

B. Skills

- The ability to appraise and assess arguments;
- • The ability to reach conclusions about the strengths and weakness of arguments and to justify To develop critical thinking skills.

To these conclusions with sound reasoning;

- The ability to form a constant position of her or his own about questions raised in the course;
- The ability to recognize issues of moral concern in trade and major ethical dilemmas corporate business face these days;
- The ability to identify ethical issues that are relevant in real life locally and globally;
- The ability to focus on the assessment of various socio-economic and political issues arise from Bangladesh perspective that are pertinent to corporate business, adulterated food, drug trafficking, arms trade, syndicate activities, stock business, and share market, etc.

Course Description:

Introduction

- An introduction to Ethics with special reference to Business ethics.
- Ethics and choice; Why ethics is important; Hobbes on the state of nature and civil society; The limits to self-interest.

II. The Role of Theory in Ethics

- Casuistry and its Problems
- The advantage of ethical theory; The importance of ethics for business.
- Challenges to business ethics
- Some philosophical distinctions
- How to use case studies
- Case Study: DAYTON HUDSON CORPORATION: CONSCIENCE CONTROL

III. Developing Ethical Habits

- Virtue theory; the search for wellbeing; Virtue as excellence.
- Intellectual and moral virtues, the moral disposition, and intrinsic and instrumental goods.
- Business and profits; the individual and the organization;
- The role of moderation; moral development.
- Case Study: BUILDING A CORPORATE CULTURE AT LORAIN PRODUCTS

IV. The Ethical Basis of Cost-Benefits Analysis

- Utilitarianism, hedonistic and ideal utilitarianism, act and rule utilitarianism.
- Utilitarian application in business; utilitarian defenses of the free market.
- Case Study: AIR BAGS AND AUTOMOBILE MANUFACTURERS

V. Rights and Duties

- Morality and rights; moral reasoning
- The principle of universality, the principle of respect and the principle of autonomy.
- Right and fairness; the morality of the market place.
- Case Study: LIVING AND DYING WITH ASBESTOS

VI. Business and Its Relationship

Business and long-term considerations; the company and the customer.

- Ethical problems in advertising
- Shareholders and Business Ethics
- Employees and Business Ethics
- Case Study: **Novartis links bonuses to ethics in bid to rebuild reputation** (Link: <https://www.reuters.com/article/us-novartis-ethics/novartis->

[links-bonuses-to-ethics-in-bid-to-rebuild-reputation-idUSKCN1LX23B?feedType=RSS&feedName=businessNews](https://www.nbcnews.com/tech/security/millions-people-uploaded-photos-ever-app-then-company-used-them-n1003371)

- Case Study: **Millions of people uploaded photos to the Ever app. Then the company used them to develop facial recognition tools** (**Link:**<https://www.nbcnews.com/tech/security/millions-people-uploaded-photos-ever-app-then-company-used-them-n1003371> Consumer and Business Ethics (Andrew Crane & Dirk Matten, *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization*, 3rd Edition, OUP oxford, 2010, pp. 252-262.)
- (ii)CaseStudy:RethinkingMedical Ethics
(**Link:**<https://www.forbes.com/sites/insights-intelai/2019/02/11/rethinking-medical-ethics/>)
- Supplier, Competitors and Business Ethics

Required Texts:

1. Andrew Crane & Dirk Matten, 2010, *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization*, 3rd Edition, Oxford: OUP.
2. Stewart, David, 1996, *Business Ethics*, International edition, McGraw-Hill Companies.

Recommended Readings:

1. Feltus, C.; Petit, M., 2009, "Building a Responsibility Model Including Accountability, Capability and Commitment", Proceedings of the Fourth International Conference on Availability, Reliability and Security, Institute of Electrical and Electronics Engineers (IEEE), Fukuoka.
2. International Business Report, 2008, Corporate Social Responsibility: a necessity not a choice, Grant Thornton.
3. Lin-Hi, Nick, 2008, "Corporate Social Responsibility: An Investment in Social Cooperation for Mutual Advantage", *Wittenberg Center for Global Ethics Discussion Paper 2008-6*.
4. Jastram, Sarah, 2007, "The Link Between Corporate Social Responsibility and Strategic Management". CIS Papers No.17. *Centre of International Studies, Hamburg*.
5. Hemingway, C.A., 2005, "Personal Values as a Catalyst for Corporate Social Entrepreneurship", *Journal of Business Ethics*60 (3): 233–249.
6. Fombrun, C., 2000, "The value to be found in corporate reputation", *Financial Times*.
7. Griffin, J. and Mahon, J., 1997,"The Corporate Social Performance and Corporate Financial Performance Debate", *Business and Society* 36: 5–31.

8. Davis, K.; R. Blomstrom, 1975, *Business and Society: Environment and Responsibility*, New York: McGraw-Hill.
9. Farnham Castle, *Corporate Social Responsibility : New Fad or Necessity*, Retrieved 2008-03-07.

MA PHI 533: Cyber Ethics

1 unit 4 credit 100 marks

Course Goals and Outcomes:

- The main focus of the course is to introduce the problems of Cyber ethics.
- Upon completion the course students should be able understand the crucial issues of Cyber ethics.

Course Description: The course includes the topics :

Digitization, Virtual Community and Cyber Culture. Past and Future Technologies. Progressive and Reactionary. Virtuality and Cyberspace. Network Information. Ethical Theory and “Is Digital Media Different?” Social Computing and Democracy, Regulation and Demographics. Crime including Hacking & Viruses, Identity, Theft & Password, Intellectual Property including Copy Rights, Patents & Trade Secrets. First Amendment including Minors Online; Hate Speech, Decency & Obscenity (Pornography) and Censorship. Online Dating and Sexuality, Privacy, Confidentiality, Surveillance & related Issues, Pervasive Computing. Wireless & Warez and Dystopian Backlash.

Recommended Readings:

12. Md. Jannatul Habib and Tabatshum Nepa, June 2016, “The Facet of Cyber Security: Understanding Its Global Security Paradigm and Potential Threat in Bangladesh” *Jahangirnagar University Journal of International Relations*, Vol. 7. Page 55.
13. Spinello, Richard A., 2006, *Cyber Ethics : Morality and Law in Cyberspace*, 3rd Edition, Ontario, Canada, Jones and Bartlett Publishers.
14. Hester, D, Micah & Puni J., eds (H & F), 2000, *Computers and Ethics: the cyberage*.
15. Myerson, George: M. Heidegger, 2001, *Habermas and the Mobile Phone* .
16. Trend David (T) , 2001, *Reading Digital Culture* .
1. Hilbert, Terry & Eline Ingulli (H & I), 2002, *Cyber Ethics*
17. Johnson, Deborah G.,: *Computer Ethics*, Pearson Education.
18. ফাহাদ, শেখ, আদনান ও ইসলাম, মইনুল, ২০১৮ “গণমিথসক্রিয়ার মাধ্যম হিসেবে সামাজিক যোগাযোগ মাধ্যম : বাংলাদেশের ভার্সুয়াল পরিমণ্ডলের উপরএ কটি পর্যালোচনা” *সমাজবিজ্ঞান সমীক্ষা* (সমাজবিজ্ঞান অনুষদ প্রকাশনা, জাহাঙ্গীরনগর বিশ্ববিদ্যালয়), সংখ্যা ৩, , পৃষ্ঠা নম্বর ০১ ।
19. চৌধুরী, মুহাম্মদ, তারেক, June 2012, “বাংলাদেশের আর্থ সামাজিক প্রেক্ষাপটে সাইবার কালচার : সমস্যা ও সম্ভাবনা” *Copula*, Jahangirnagar University Studies in Philosophy Vol. 19, Page

59.

20. রায়হান, মো, জহির, 2011, “সাইবর্গ ও তার সমাজ”, *Copula*, Jahangirnagar University Studies in Philosophy Vol. 18, June Page 173.

21. খালেক, মো, আবদুল, ২০০৩, *প্রায়োগিক নীতিবিদ্যা*, ঢাকা: অবসর।

22. চৌধুরী, মুহাম্মদ, তারেক “বাংলাদেশে সাইবার অপরাধ : স্বরূপ ও প্রতিরোধের উপায় অনুসন্ধান” *Copula*, Jahangirnagar University Studies in Philosophy Vol. 17.

Module E: Logic, Language and Mind

Course No.	Course Title	Unit and Credit	Marks
PHI 534	Topics in Logic (Classical and Non-classical)	1 Unit; 4 Credits	100
PHI 535	Mathematical Logic	1 Unit; 4 Credits	100
PHI 536	Modal and Epistemic Logic	1 Unit; 4 Credits	100
PHI 537	Indian Logic	1 Unit; 4 Credits	100
PHI 538	Contemporary Philosophy of Language	1 Unit; 4 Credits	100
PHI 539	Pragmatics and Semantics	1 Unit; 4 Credits	100
PHI 540	Readings in Frege and Russell	1 Unit; 4 Credits	100
PHI 541	Readings in Meaning and Reference	1 Unit; 4 Credits	100
PHI 542	Philosophy of Wittgenstein (Early and Late)	1 Unit; 4 Credits	100
PHI 543	Contemporary Issues in Philosophy of Mind	1 Unit; 4 Credits	100

Content of the Courses

MA PHI 534 : Topics in Logic (Classical and Non-classical)

1 unit 4 credit 100 marks

Course goals and Outcomes:

A. Classical logic and its criticisms: Nature and characteristics of modern logic , *De re* and *de dicto* distinction, Axiomatic system, Existence as predicate, Unreliability of classical propositional logic, Inexpressibility of classical predicate logic, Criticism of LEM and LNC, Future contingency and the idea of neuter.

B. Many-valued logics: Its nature and motivation, historical background, Lukasiewicz's L3 and L4 matrix, Morgans five-valued logic.

C. Modal logic: its nature and motivation, historical background, ideas of truth and possible world, standard models for modal logic, Lewis' systems S1-S5, Strict implication, The schemas D,T,K,B and natural deduction.

D. Relevance logic and entailment: its nature and motivation, historical background, the systems of relevance logic, semantics in relevance logic, the calculus of entailment.

E. Intuitionistic logic: its nature and motivation, mathematical constructivism, probability, bivalence and the meaning of logical constants, Brouwer-Heyting-Kolmogorov interpretation.

F. Susan Haack's idea of deviant logic: rival versus supplementary logics, deviant versus extended logics, reasons for deviance.

Books Recommended:

1. Wansing, H, 2001, *Essays on Non-Classical Logic*, World Scientific.
2. Priest, G., 2001, *An Introduction to Non-Classical Logic*, Cambridge University Press.
3. Gabbay, D. M., Franz Guenther, 1983, *Elements of Classical Logic*, Kluwer Academic Publishers.

MA PHI 535 : Mathematical Logic

1 unit 4 credit 100 marks

Course goals and Outcomes:

- The aim of this course is to provide an introduction to major issues in mathematical logic.
- Upon completion the course students will be able to understand formal language, logical tools and so on.

Course Description

The course includes the following issues:

- Sentential Logic: Informal Remarks on Formal Languages, The Language of Sentential Logic, Truth Assignments, A Parsing Algorithm, Induction and

Recursion, Sentential Connectives, Switching Circuits, Compactness and Effectiveness.

- First-order Logic: Preliminary Remarks, First-Order Languages, Truth and Models, A Parsing Algorithm, A Deductive Calculus, Soundness and Completeness Theorems, Models of Theories, Interpretations between Theories, Nonstandard Analysis. Undecidability, Number Theory, Natural Numbers with Successor, Other Redacts of Number Theory, A Subtheory of Number Theory, A Subtheory of Number Theory, Arithmetization of Syntax, Incompleteness and Undecidability, Recursive Functions, Second completeness Theorem, and Representing Exponentiation
- Second-order Logic: Second-Order Languages, Skolem Functions, Many-Sorted Logic, General structures

Required Text:

1. Herbert. B. Enderton, 2001, *A Mathematical Introduction to Logic* (2nd Edition), Academic Press.

Recommended Readings:

1. Mendelson, Elliott, 2015, *Introduction to Mathematical Logic*, sixth edition, CRC press.
2. Raymond M. Smullyan, 2014, *A Beginner's Guide Mathematical Logic*, Dover Publications.
3. Shapiro S. (ed.), 2005, *The Oxford Handbook of Philosophy of Mathematics and Logic*, Oxford University press.

MA Phil 536 : Modal and Epistemic Logic

1 unit 4 credit 100 marks

Course Goals and Outcomes:

Part 1: Modal Logic: Introduction: Truth and possible worlds, The system of S5. Logical Preliminaries: Syntax, Models, Truth, and Validity, Filtrations, Systems of modal logic, Axiomatizability, Maximality and Lindenbaum's Lemma, Soundness, Completeness, and Canonical models, Decidability, and the Finite Model Property, Standard models for modal logics: Standard models, The schemas D, T, B, 4, and 5, The schema $G^{k,l,m,n}$, Generated models. Normal Systems of modal logic: Normal systems, Replacement and Duality, the schemas D, T, B, 4, and 5, Modalities, Maximal sets in normal systems, Determination and Decidability for normal systems: Soundness, Postscript on Modalities, Completeness: basic theorems, Determination, $KG^{k,l,m,n}$, Decidability. Deontic Logic: Standard Deontic Logic, Obligation and Time, Past Tense Obligation.

Part 2: Epistemic Logic: Introduction: Epistemic and Doxastic Logic, Dynamic Epistemic Logic, Information, belief and knowledge; Basic System S5: Language, Semantics, Axiomatisation; Group notions of knowledge: Language, Semantics, Axiomatisation, Logic for belief.

Books Recommended:

1. Ditmarsch, H., Hoek, W., & Kooi, B., 2006, *Dynamic Epistemic Logic*, New

- York: Springer, (Chapters: 1& 2)
2. Chellas, B. F., 1980, *Modal Logic: An Introduction* Cambridge: CUP, (Chapters:1- 6)

MA PHI 537: Indian Logic

1 unit 4 credit 100 marks

Course Goals and Outcomes:

- Students will be expected to study the following topics: Logical rules and techniques in *Sanskrit* Grammar, the methodology of knowledge (*pramana-sastra*), the logic of justification (*hetu-vidya*), the science of enquiry (*anviksiki*) and the study of reasoning (*tarka-sastra*).

Course Description:The Course includes the following issues:

- Vaiscsika and old Nyaya logic: The nature of definition theory of perception, the theory of inference, Syllogism, Induction, Theory of Causation and fallacies, Jaina Logic: Theory of judgment and the doctrine of anekautavda. Critical reflection of the Jaina logic Mimansa logic: The view of intrinsic validity. Purva Minansa: Theory of Pramana including the concepts of perception, inference and sabda or testimony. The logic of Jaimini, Pravbhakara and Kumarilbhatta. Vedanta logic: Theory of Inference and perception. Sankara's concept of the Inadequacy of logical knowledge. Buddhist logic. Early Buddhist theory of perception, theory of inference, the development through Nagarjuna, Asanga, Vasudandhu, Dignaga, Dharmakirti and Jnanasrmitra. Navya Nyaya logic. The works of Gangesa Upadhyaya and Vacaspati Misra.

Books Recommended:

- Matilal, Bimal Krishna, 2005, *Epistemology, Logic and Grammar in Indian Philosophical Analysis*, Oxford University Press.
- Matilal, Bimal Krishna, 2001, *The Word and the World: Indian's Contribution to the Study of Language*, Oxford University Press, New Dehli.
- Matilal, Bimal Krishna, 1999, *The Character of Logic in India*, Oxford.
- Radhakrisnan, S., 1987, *Indian Philosophy; 2 vols*, London: George Allen & Unwin.
- Matilal, Bimal Krishna, 1986, *Perception: An essay on Classical Indian Theory of Knowledge*, Oxford.
- Donald H. Bishop (ed.), 1975, *Indian Thought: An Introduction*, Wiley Eastern Private Limited, New Delhi.
- Barlingay, S.S., 1965, *A Modern Introduction to Indian Logic*, Delhi.
- Sastri, S.K., 1951, *A Primer of Indian Logic*, The Madras Law Journal Press, Mylapore, Madras.

MA PHI 538: Contemporary Philosophy of Language 1 unit 4 credit 100 marks

Course Goals and Outcomes:

Philosopher's concern with language, the problem of meaning and truth, truth and semantic ascent, Tarski's definition of truth, semantics for natural languages, logic and conversation, logical grammar.

Books Recommended:

- Lycan, W. G., 1999, *Philosophy of Language: a contemporary introduction*, London, Routledge.
- Davidson, D and Harman ,G (eds), 1975, *The Logic of Grammar*, California, Dikenson Publishing Co.
- Chappell, V. C.,1970, *Ordinary Language: essays in philosophical method*, Prentice Hall Inc. Englewood Cliffs, NJ.
- _____,1970, *Philosophy of Logic*, Prentice Hall Inc. Englewood Cliffs, N J.
- Haack, S, 1970, *Philosophy of Logics*,Cambridge, CUP.
- Quine, W. V. O, 1966, *From a Logical Point of View*, 2nd Edition, Cambridge, Mass. M.I.T. Press.
- Alston, W. P, 1964, *Philosophy of Language*, Prentice Hall Inc. Englewood Cliffs, N J.
- _____,1960, *Word and Object*, Prentice-Hall Inc..Englewood Cliffs, N J.

MA PHI 539: Pragmatics and Semantics 1 unit 4 credit 100 marks

Course Goals and Outcomes:

This course is an introduction to semantics and pragmatics. Semantics concerns about the study of conventional and compositional meaning, while pragmatics concerns about the study of interactional meaning. The aim of this course is to give the students an understanding of the concepts of semantics and pragmatics.

Course Description:

This course covers the following topics:

(A)Semantics

Preliminaries: Introduction, Semantics and Semiotics, Semantics in a model Grammar, Some important assumptions. **Meaning, Thought and Reality:** Reference, Reference as a theory of meaning, mental representations and Words, Concepts and Thinking.

Semantic Description: Word meaning, Sentence relations and Truth, Sentence semantics1: Situations and Sentence semantics2: Participants.

Formal Semantics: Model-Theoretical Semantics, Translating English into a Logical Meta-language, The Semantics of the Logical Meta-language, The semantic interpretation of predicate logic symbols, Checking the Truth-Value of Sentences, Word Meaning: Meaning Postulates, Natural Language Quantifiers and Higher Order Logic, Intentionality, Dynamic Approaches to Discourse.

(B) Pragmatics

The Scope of pragmatics: The origin and historical vagaries of the term *pragmatics*, defining pragmatics.

Deixis: philosophical and descriptive approaches to Deixis, Various types of Deixis.

Conventional implicature: Grice's theory of implicature, Revisions, problems and applications of conventional implicature.

Presupposition: Historical background of presupposition, the problematic properties of presupposition, and Kinds of explanation.

Required Texts:

1. Saeed. J. I. 2009, *Semantics*, Wiley-Blackwell.(selected chapters: 1-5)
2. Palmer, F. R., 1991, *Semantics*, Cambridge University Press, (Selected Chapters: 1-5)
3. Levinson, S. C. 1983, *Pragmatics*, Cambridge University Press, (Selected Chapters: 1-4)

MA PHI 540: Readings in Frege and Russell

1 unit 4 credit 100 marks

Course Goals and Outcomes:

Introduction to the work of the three greatest philosophers in the 20th-century “empiricist” tradition. Attention will be given to Frege’s philosophy of language, with particular focus on his article “On Sense and Reference” (“*Über Sinn und Bedeutung*”), Russell’s Logical Atomism (1900-1925), along with his theories of knowledge, existence, meaning and mind will be addressed. Finally, the students will have a thorough understanding of Wittgenstein’s *Tractatus Logico-Philosophicus*.

Books Recommended:

1. Lycan. W. G., 1999, *Philosophy of Language: a contemporary introduction*, London: Routledge.
2. Carl, Wolfgang, 1994, *Frege's Theory of Sense and Reference*, Cambridge: Cambridge University Press.
3. Sainsbury, R. M, 1985, *RUSSELL*, London: Routledge & Kegan Paul.
4. Passmore, J, 1968, *A Hundred Years of Philosophy*, London: George Allen & Unwin.
5. Wittgenstein, L., 1961, *Tractatus Logico-Philosophicus*. Translated by D. F. Pears and B F McGuinness, with the Introduction by Bertrand Russell, London: Routledge & Kegan Paul.
6. Wittgenstein, L., 1958, *Philosophical Investigations*. Translated by G.E.M Anscombe, Published by Basil Blackwell.
7. Russell, Bertrand, 1956, *Logic and Knowledge: Essays 1901-1950*, edit. R.C. Marsh, London: George Allen and Unwin Ltd.
8. Mia, Sajahan, 1998, *Russell's Theory of Perception (1905-1919)*, Dhaka: Dhaka University.

Course Goals and Outcomes:

The aims of this course are

- to make students become familiar with some original thoughts concerning meaning and reference (mostly thoughts provided by the most prominent 19th, 20th and 21st century philosophers of analytic tradition.);
- to make students able to interpret original philosophical texts of the analytic tradition;
- to improve students' ability to think critically, develop their own ideas, and express these ideas clearly and persuasively in writing.

Upon successful completion of this course, it is expected that students will be able

- to identify, describe and explain the major philosophical issues concerning meaning and reference;
- to formulate objections to a theory or to form counterarguments of their own against a theory;
- to form arguments of their own to support a theory they prefer;
- to apply critical thinking and reasoning skills in a wide range of career paths and courses of study.

Course Description: Some original papers on meaning and reference authored by 19th, 20th and 21st century philosophers of analytic tradition will be read. The course focuses, with other relevant topics, on the following: sentence-meaning and speaker's meaning, semantic meaning and pragmatic meaning, conventional and conversational implicatures, distinction between meaning and assertion as well as a general study of meaning, puzzles about the law of identity (in the context of propositional attitude) and the law of excluded middle (in the context of empty descriptions) and the puzzle about self-contradiction (in the context of true negative existential sentences), theories of reference and definite descriptions with special emphasis on Frege's theory of reference and Russell, Strawson and Donnellan's theories of descriptions, different uses of definite descriptions (namely, the attributive and referential uses of definite descriptions), speaker's reference and semantic reference, etc.

Required Texts:

1. Gotlob Frege (1892) : "On Sense and Reference" ["Ueber Sinn andBedeutung" in *Zeitschrift fur Philosophie. und PhilosophischeKritik*, Vol. 100, pp. 25-50; translated and reprinted with the title "On Sense and Reference" in *ThePhilosophical Review*, Vol. 57, No. 3, 1948. pp. 209-230]
2. Bertrand Russell (1905) : "On Denoting", *Mind*, Vol. 14, No. 56, pp. 479-493
3. Alfred North Whitehead : "Descriptions" (*14) in *Principia Mathematica* (reprinted in 1997), and Bertrand Russell

- (1910) Cambridge: Cambridge University Press, pp. 173-75
4. P. F. Strawson (1950) : “On Referring”, *Mind*, Vol. 59, No. 235, pp.320-344
5. Keith Donnellan (1966) : “Reference and Definite Descriptions”, *The Philosophical Review*, Vol. 75, No. 3, pp. 281-304
6. Michael Devitt (2004) : “The Case for Referential Descriptions” in Marga Reimer and Anne Bezuidenhout (eds) *Descriptions and Beyond*, Oxford: Clarendon Press, pp. 280-305
7. Kent Bach (2004) : “Descriptions: Points of Reference”, in Marga Reimer and Anne Bezuidenhout (eds) *Descriptions and Beyond*, Oxford: Clarendon Press, pp. 189-229
8. H. P. Grice (1975) : “Logic and Conversation”, Peter Cole and Jerry L. Morgan (eds.), *Syntax and Semantics*, Vol. 3, reappeared in A. P. Martinich (ed.), *The Philosophy of Language*, 3rd edition, Oxford: Oxford University Press, 1996, pp. 156-167
9. Saul Kripke (1977) : “Speaker’s Reference and Semantic reference”, *Midwest Studies in Philosophy*, Vol. 2, pp. 255-76
10. Scott Soames (2009) : “The Gap between Meaning and Assertion: Why What We Literally Say Often Differs from What Our Words Literally Mean”, in *Philosophical Essays*, Vol.1, Princeton & Oxford: Princeton University Press, pp. 278-297

Recommended Readings:

1. Abbott , Barbara, 2010, *Reference*, Oxford: Oxford University Press.
2. Morris, Michael, 2007, *An Introduction to the Philosophy of Language*, Cambridge: Cambridge University Press
3. Luntly, Michael, 1999, *Contemporary Philosophy of Thought: Truth, World and Content*, Oxford: Blackwell Publishers Ltd.
4. Taylor, Kenneth, 1998, *Truth and Meaning: An Introduction to the Philosophy of Language*, Oxford: Blackwell Publishers Ltd.
5. Neale, Stephen, 1990, *Descriptions*, Massachusetts: The MIT press.
6. Mansur, Mostofa Nazmul, “Russell’s Theory of Descriptions and Donnellan’s Distinction between the Attributive and Referential Uses of Descriptions”, *Copula*, Vol. 28, JU, pp. 75-109

MA PHI 542 : Philosophy of Wittgenstien (Early and Late)

Course Goals and Outcomes:

1 unit 4 credit 100 marks

- The aim of the course is to help students to grasp some of the basic ideas of Wittgenstein's philosophy.
- Upon completion of the course, students should be able to think on issues of traditional philosophy in light of Wittgenstein's non-traditional methods.

Course Description: The following topics will be discussed:

- Difficulties of interpreting Wittgenstein;
- Main exegetical trends;
- The new-Wittgenstein (resolute reading of Wittgenstein);
- The relationship between early and later Wittgenstein;
- Wittgenstein's conception of philosophy (his metaphilosophy) and of the connection between life and philosophy;
- Wittgenstein's method of language-games;
- Wittgenstein's conception of meaning, language, and the limits of language;
- Wittgenstein's view on religious language;
- Wittgenstein's treatment of skepticism and of the problem of free will.

Required Texts:

1. Kahane, G., Kanterian, E., & Kuusela, O., 2007, *Wittgenstein and his interpreters: essays in memory of Gordon Baker*. ("Introduction")
2. Crary, A., & Read, R. (Eds.), 2000, *The New Wittgenstein*. Routledge. ("Introduction")
3. Wittgenstein, L., 1969, *On Certainty*, Oxford: Basil Blackwell. (Selected remarks)
4. Wittgenstein, L., 1967, *Lectures and Conversations on Aesthetics, Psychology and Religious Belief*. Berkeley and Los Angeles, University of California Press.
5. Wittgenstein, L., 1961, *Tractatus Logico-Philosophicus*. D F Pears & B F McGuinness (Trans). (Selected propositions)
6. Wittgenstein, L., (2009). *Philosophical Investigations*, 4th edition (trans. Anscombe, Hacker and Schulte). Chichester, West Sussex, U.K.; Malden, USA: Wiley-Blackwell. 2009. (Selected remarks)

Recommended Readings:

1. Citron, Gabriel, 2019, Honesty, Humility, Courage, & Strength: Later Wittgenstein on the Difficulties of Philosophy and the Philosophical Virtues. *Philosophers' Imprint* 19 (25).
2. McGinn, M., 2013, *The Routledge Guidebook to Wittgenstein's Philosophical Investigations*. London etc, Routledge.
3. Moyal-Sharrock, D., 2004, *Understanding Wittgenstein's On Certainty*. Basingstoke etc.: Palgrave Macmillan.
4. Monk, R., 1990, *Ludwig Wittgenstein : The Duty of Genius*. London: Cape.
5. Glock, H.-J., (1996), *A Wittgenstein Dictionary*, Oxford: Blackwell.

৬. Kuusela, O., (2009), *The struggle against dogmatism: Wittgenstein and the concept of philosophy*, Harvard University Press.
৯. ইসলাম, মো: সাহিদুল, জুন ২০১৮, ধর্মীয় ভাষার ভিটগেনস্টাইনীয় বিশ্লেষণ। *কপুলা*। ভলিউম: XXXV, ঢাকা: জাহাঙ্গীরনগর বিশ্ববিদ্যালয়। পৃ: ৩৭-৫৭।
৮. প্রিয়ম্বদা সরকার, ২০০৭, উত্তর পর্বের হিটগেনস্টাইন। কলকাতা, পশ্চিমবঙ্গ রাজ্য পুস্তকপর্ষৎ। (নির্বাচিত অধ্যায়সমূহ)
৭. সরকার, তুষার, কান্তি, মৈত্র, শেফালী, সান্যাল, ইন্দ্রাণী (সম্পা:), ২০১৩, হিটগেনস্টাইন: জগৎ, ভাষা ও চিন্তন। কলকাতা, যাদবপুর বিশ্ববিদ্যালয়। (নির্বাচিত অধ্যায় সমূহ)

MA PHI 543: Contemporary Issues in Philosophy of Mind

Course Goals and Outcomes:

1 unit 4 credit 100 marks

- The aim of this course is to examine the contemporary theories in philosophy of mind and to compare and contrast among these theories for understanding the philosophical and scientific perspectives regarding the nature of mind.
- Completion of the course will help students to recognize the problems in various theories regarding the nature of mind and to assess the possibility of resolving the mind-body problem focusing on the nature and pattern of artificial intelligence.

Course Description: The course explores contemporary approaches – including scientific approaches – to explain what mind is. Can any of these views account for consciousness? Do they explain how thoughts can be about things? Do they allow that our mental states cause our actions? How do we know when something has a mind? Does mind work as a computational machine? The following issues will be discussed in details:

- Consciousness: Dennett on consciousness, Functionalism, Eliminativism, Epiphenomenalism, Russellian Monism, Consciousness and Content ;
- Mental Content: Propositional Attitudes, Status of Intentionality, Self – knowledge;
- Metaphysics of mind: Supervenience, Psychophysical theories (Logical Behaviorism, Identity theory and Anomalous monism) Mental Causation, Personal Identity;
- Artificial intelligence and mind-body problem in philosophy of mind.

Required Text:

1. Chalmers, David J., 2002, *Philosophy of Mind: classical and contemporary readings*, New York, Oxford University Press.
2. Heil, J., 1998, *Philosophy of Mind: A Contemporary Introduction*. London: Routledge.

Recommended Readings:

1. Feser, E. 2006, *Philosophy of Mind: A Short Introduction*, Oxford, Oneworld.
2. Burwood, S., Gilbert, P. & Lennon, K., 1999, *Philosophy of Mind*. London, UCL Press.
3. Macdonald, C., 1999, *Mind – Body Identity Theories*. London, Routledge.

4. Boden, Margaret A., 1990, *The Philosophy of Artificial Intelligence*, Oxford, Oxford University Press .

Research Paper and Thesis

Course No.	Course Tital	Unit and Credit	Marks
PHI 544	Research Paper	1 unit; 4 Credits	100
PHI 545	Dissertation	2 Unit; 8 Credits	200

Viva-voce	1/2 Unit 2 Credit	50
Total	34 Credits	650