

Title of the Curriculum:
Outcome-Based Education (OBE)
of
the Department of Philosophy

Four-year Undergraduate Program
Sessions: 2023-24, 2024-25, 2025-26, 2026-27



Department of Philosophy
University of Dhaka

CURRICULUM

Curriculum Committee

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With contributions from

All faculty members

**Department of Philosophy
University of Dhaka**

Part A

1. Title of the Academic Program

Undergraduate Program in Philosophy

2. Name of the University

University of Dhaka

3. Vision of the University

Cultivate and enable individuals as dynamic human capital poised to make a lasting national and global impact

4. Mission of the University

The set missions of the university are:

Mission	Statements
UM 1: Transformative Education	To provide transformative education by enabling students to embrace lifelong learning and fostering a sustainable knowledge-based society through the continuous pursuit of scholarship and technology.
UM 2: Collaborative Research and Innovation	To build collaborative research and innovation hubs, leveraging partnerships to expand the boundaries of technological advancement.
UM 3: Educational Ecology	To develop an educational ecosystem that fosters excellence, transparency, and accountability.
UM 4: Community Engagement	To engage with relevant stakeholders and communities in building a just, fair, and sustainable world.
UM 5: Ethical Responsibility	To empower students to become ethically responsible global citizens for positive societal impact.
UM 6: National Heritage	To instill a deep sense of national heritage and pride, cultivating a connection to our historical roots and global inheritance.

5. Name of the Degree

Undergraduate in Philosophy

6. Name of the Faculty Offering the Program

Faculty of Arts

7. Name of the Program Offering Entity

Department of Philosophy

8. Vision of the Department of Philosophy

Cultivate students with deep philosophical understanding, global perspectives, and cultural awareness, and robust critical thinking and ethical leadership skills, fostering positive change locally and globally while contributing to intellectual discourse.

9. Mission of the Department of Philosophy

The Department of Philosophy at the University of Dhaka strives to cultivate a transformative educational environment where students acquire advanced critical thinking and analytical skills, effective communication abilities, and a strong foundation in ethical reasoning. Our mission is to empower graduates with a global awareness of diverse philosophical traditions, enabling them to contribute meaningfully to the intellectual, cultural, and ethical fabric of Bangladesh and the broader international community.

We are dedicated to providing a comprehensive academic experience that fosters research competence, interdisciplinary integration, and a commitment to lifelong learning and professional development. Through rigorous programs and a rich intellectual environment, we aim to shape graduates who not only excel in their careers but also embody the values of ethical leadership and cultural awareness.

Our mission is to nurture a vibrant community of thinkers who engage deeply with philosophical inquiry, actively address societal challenges, and contribute to positive change in our interconnected world. By instilling a passion for lifelong learning and a commitment to ethical decision-making, we seek to empower our students to become dynamic intellectuals and visionary leaders dedicated to the betterment of society in home and abroad.

10. Description of the Program

The Department of Philosophy has been an integral part of the academic landscape since the inception of the Faculty of Arts at the University of Dhaka on July 01, 1921. Initially, it was one of the ten independent departments within the Faculty.

The department offers a comprehensive range of programs, including a four-year Undergraduate Program, a one-year M. A. program, a two-year M. Phil. program, and a four-year Ph.D. program. The integrated BA (Hons.) program is now designated as an Undergraduate Program. It has specific missions, as stated above, aimed at meeting the basic requirements concerning philosophy, its unique elements, and related fields.

Eligibility for admission to the Undergraduate Program is open to students who have successfully passed the SSC and HSC examinations (after 12 years of schooling) or examinations equivalent to HSC of Bangladesh Boards of Intermediate and Secondary Education, with the required GPA. Admission is highly competitive, and the University

Admission Committee establishes a standard of academic attainment at the SSC and HSC levels each year. Selection for admission is based on merit through admission tests.

The Department of Philosophy is committed to maintaining high academic standards and providing students with a challenging and enriching educational experience.

11. Program Educational Objectives (PEOs)

The educational objectives of the Undergraduate Program in philosophy are designed to provide a well-rounded education that prepares philosophy graduates for a variety of career paths while emphasizing the development of critical thinking, ethical reasoning, communication skill, the ability to integrate knowledge across disciplines, and cultural awareness. Hence, the Department of Philosophy seeks to:

PEOs	Statements
PEO 1	Enable graduates to demonstrate advanced critical thinking and analytical skills, including the ability to evaluate complex ideas, arguments, and information from diverse perspectives.
PEO 2	Strengthen written and oral communication skills, enabling graduates to express complex philosophical ideas clearly and persuasively to diverse audiences.
PEO 3	Equip graduates with a deep understanding of ethical theories and the ability to apply ethical reasoning to address real-world issues, fostering a sense of responsibility and ethical decision-making.
PEO 4	Facilitate graduates to integrate philosophical concepts with other disciplines, recognizing the interconnectedness of knowledge and demonstrating the ability to apply philosophical insights to diverse fields.
PEO 5	Develop strong research skills, including the ability to formulate research questions, conduct scholarly investigations, and critically evaluate existing literature in philosophy.
PEO 6	Create cultural and global awareness for understanding the diversity of philosophical traditions and perspectives across different cultures and regions.
PEO 7	Prepare graduates for lifelong learning and professional development, adapting to new ideas and evolving fields within philosophy or related professional areas.

12. Program Learning Outcomes (PLOs)

The learning outcomes of the program are designed to provide specific and measurable targets that, when achieved, contribute to the fulfillment of the broader PEOs. They guide the curriculum and assessment processes, ensuring that students acquire the knowledge and skills necessary to meet the department's overarching goals and prepare for successful careers and contributions to society. Hence, the Department of Philosophy prepares students to have the ability to:

PLOs	Statements
PLO 1	Demonstrate the ability to evaluate arguments philosophically, identifying assumptions, logical fallacies, evaluating evidence, constructing sound reasoning, and the strengths and weaknesses of various perspectives.
PLO 2	Develop effective written and oral communication skills, articulating complex philosophical ideas with clarity, coherence, and persuasiveness to diverse audience.
PLO 3	Apply ethical theories to analyze and resolve real-world ethical dilemmas, demonstrating the ability to make reasoned, ethically sound, and responsible decisions.
PLO 4	Integrate philosophical concepts with those from other disciplines, recognizing and demonstrating the interconnectedness of knowledge and applying philosophical insights to interdisciplinary contexts.
PLO 5	Acquire research skills, including the ability to formulate relevant research questions, conduct scholarly investigations, and contribute to the academic discourse in philosophy.
PLO 6	Exhibit an understanding of diverse philosophical traditions and global perspectives, applying cultural awareness to philosophical analysis and recognizing the global impact of philosophical ideas.
PLO 7	Cultivate a commitment to lifelong learning, adapting to new philosophical ideas and staying informed about evolving philosophical areas, while also pursuing opportunities for continuous professional development.

13. Graduate Attributes

Attributes	Specific Skills	Descriptions of the skills
Pedagogical Expertise and advanced knowledge of philosophy	<ul style="list-style-type: none"> • Critical Thinking Skills • Communication Skills • Problem-Solving Abilities • Teaching Ethics and Morality • Interdisciplinary Perspective • Research and Analytical Skills • Adaptability and Open-mindedness 	<ol style="list-style-type: none"> 1) Philosophy graduates will have skills essential for developing a deeper understanding of complex topics and for teaching others to think critically, as they are well-equipped with the tools for rigorous analysis and evaluation of arguments. 2) Philosophy graduates will excel in written and verbal communication. They will be capable of articulating complex ideas clearly and concisely, which is crucial for effectively conveying advanced knowledge to students. 3) Philosophy graduates will be adept at identifying and solving problems through logical reasoning. This ability is valuable in addressing challenges in the learning

		<p>environment and helping students navigate complex subjects.</p> <p>4) Philosophy involves discussions about ethics and morality. Graduates in philosophy are equipped to engage students in thoughtful conversations about ethical issues, fostering a deeper understanding of morality and its implications.</p> <p>5) Philosophy often intersects with other disciplines, as will be apparent from the course curriculum described later. So, graduates will bring an interdisciplinary approach to their teaching, incorporating insights from various fields to enrich the learning experience for students.</p> <p>6) Philosophy graduates will be skilled in conducting research and analyzing information. This skill set can be applied to continually advancing their knowledge and helping students develop strong research and analytical abilities.</p> <p>7) Philosophy encourages individuals to question assumptions and be open to new ideas. Graduates will bring this open-mindedness to the classroom, creating an environment where diverse perspectives are valued and students are encouraged to explore different viewpoints.</p>
Interpersonal Skills	<ul style="list-style-type: none"> • Effective Communication • Active Listening • Empathy • Conflict Resolution • Persuasion and Negotiation • Teamwork and Collaboration • Cultural Sensitivity 	<p>1) Philosophy majors will be skilled communicators, both in writing and verbally. They can express complex ideas clearly and engage in meaningful conversations with others.</p> <p>2) Philosophical inquiry involves careful listening and understanding of different perspectives. Graduates in philosophy will develop strong active listening skills, which contribute to effective communication and collaboration.</p> <p>3) The study of philosophy often involves exploring different ethical and moral perspectives, fostering empathy for diverse</p>

		<p>viewpoints. This empathy can be valuable in interpersonal relationships and understanding others' perspectives.</p> <p>4) Philosophy graduates are trained to analyze and address conflicts through logical reasoning. This skill can be applied to resolving interpersonal conflicts in a fair and constructive manner.</p> <p>5) Philosophy majors often develop the ability to construct persuasive arguments and negotiate effectively. These skills can be useful in professional settings and in everyday interactions.</p> <p>6) Philosophy often involves group discussions and collaborative learning. Graduates may bring a collaborative mindset to their interactions, working well in team environments and valuing collective problem-solving.</p> <p>7) Philosophy encourages an appreciation for diverse perspectives and cultural differences. Graduates may demonstrate cultural sensitivity, recognizing and respecting the diversity of individuals and ideas.</p>
Professional Skills	<ul style="list-style-type: none"> • Analytical Skills • Research Proficiency • Writing and Communication Skills • Problem-Solving Aptitude • Adaptability • Ethical Decision-Making • Leadership Potential 	<p>1) Philosophy majors develop strong analytical abilities, allowing them to break down complex problems, analyze arguments, and make informed decisions.</p> <p>2) Philosophy programs often emphasize research skills, enabling graduates to conduct thorough and critical research, which is valuable in many professional settings.</p> <p>3) Philosophy graduates excel in written and verbal communication, allowing them to articulate ideas clearly, produce well-structured documents, and effectively communicate complex concepts.</p> <p>4) Philosophy equips graduates with strong problem-solving skills, as they are trained to approach issues systematically, identify core problems, and develop reasoned solutions.</p>

		<p>5) Philosophy involves grappling with a wide range of ideas and concepts. Graduates often develop adaptability, enabling them to navigate diverse challenges and adjust to changing circumstances in the workplace.</p> <p>6) The study of ethics is a central component of philosophy. Graduates will be equipped with the ability to make sound ethical decisions, an essential skill in various professional roles.</p> <p>7) Philosophy majors often possess leadership qualities, including the ability to think critically, make informed decisions, and inspire others. These skills contribute to effective leadership in various professional contexts.</p>
Communication Skills	<ul style="list-style-type: none"> • Clarity of Expression • Persuasive Communication • Active Listening • Effective Writing Skills 	<p>1) Philosophy graduates will be able to articulate complex ideas with precision and clarity. They will have skill in presenting information straightforwardly and understandably.</p> <p>2) Philosophy graduates will be proficient in constructing and delivering persuasive arguments. They will be capable of influencing and convincing others through well-reasoned communication.</p> <p>3) Philosophy graduates will strongly engage in conversations and actively seek to understand others. They will be skillful in empathetic listening and responding thoughtfully to different perspectives.</p> <p>4) Philosophy graduates will have strong proficiency in written communication, including essay composition and report writing. They will be able to convey ideas coherently and persuasively in written form.</p>
Critical Thinking and Creative Skills	<ul style="list-style-type: none"> • Innovative Problem-Solving • Originality in Thought • Metaphorical and Analogical Reasoning 	<p>1) Philosophy graduates will approach problems from unique angles, fostering innovative and creative problem-solving skills.</p> <p>2) Philosophy graduates will think critically and independently, contributing to the development of original and creative ideas.</p>

	<ul style="list-style-type: none"> • Imaginative Exploration • Synthesis of Ideas • Inquisitiveness and Curiosity • Critical Creativity 	<p>3) Philosophy graduates will explore and construct metaphors and analogies, enhancing the ability to make connections between seemingly disparate concepts, fostering creative thinking.</p> <p>4) Philosophical inquiries often involve speculative and imaginative thinking, encouraging graduates to explore novel ideas and possibilities.</p> <p>5) Philosophy graduates are skilled at synthesizing diverse concepts and perspectives, leading to the creation of new frameworks and perspectives.</p> <p>6) The philosophical mindset often includes a deep curiosity about the world and a willingness to question assumptions, contributing to a continuous exploration of ideas.</p> <p>7) Philosophy encourages graduates will approach creativity with a critical eye, ensuring that creative ideas are well-founded and logically sound.</p>
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14. Mapping Mission of the University with PEOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

PEOs	UM 1	UM 2	UM 3	UM 4	UM 5	UM 6
PEO 1	4	4	4	4	4	4
PEO 2	3	2	4	4	4	4
PEO 3	3	4	4	4	4	4
PEO 4	2	4	2	2	2	4
PEO 5	3	4	3	2	4	4
PEO 6	2	3	2	1	4	1
PEO 7	4	2	2	3	2	4

15. Mapping PLOs with the PEOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7
PLO 1	4	4	4	3	4	2	4
PLO 2	4	4	3	3	4	3	4
PLO 3	4	4	4	4	4	4	4

PLO 4	4	3	4	4	3	3	2
PLO 5	4	4	4	3	4	3	2
PLO 6	3	3	3	2	3	4	4
PLO 7	4	4	4	2	2	4	4

Part B

16. Structure of the Curriculum

- 16.1. Duration of the Program: 4 years
- 16.2. Number of Semesters: 8
- 16.3. Admission Requirements: Every academic year, the University of Dhaka sets the admission criteria for the Undergraduate Program, which the Department of Philosophy adheres to.
- 16.4. Total Minimum Credit Requirement to Complete the Program: 140
- 16.5. Total Class Weeks in a Semester: 15 weeks
- 16.6. Minimum CGPA Requirements for Graduation: 2.00
- 16.7. Maximum Academic Years of Completion: 6 years
- 16.8. Category of the Courses:

Course Code	Course Title	Credits
General Education Courses (GED): 7 Courses (7×4= 28 Credits)		
PHIL 102	Bangladesh Studies	4
PHIL 103	Psychology	4
PHIL 104	English Language	4
PHIL 204	Economics	4
PHIL 207	Sociology and Anthropology	4
PHIL 208	Fundamentals of Information Communication Technology	4
PHIL 309	Muslim Thoughts: Contemporary Trends and Issues	4
Core Courses (CC): 25 Courses (25×4=100 Credits)		
PHIL 101	Introduction to Philosophy (A)	4
PHIL 105	Introduction to Philosophy (B)	4
PHIL 106	History of Western Philosophy: Ancient and Medieval	4
PHIL 107	General Logic: Deduction	4
PHIL 108	Introduction to Ethics	4
PHIL 201	General Logic: Induction	4
PHIL 202	History of Western Philosophy: Modern	4
PHIL 203	Political Philosophy: Ancient to Modern	4

PHIL 205	Symbolic Logic	4
PHIL 206	Ancient Philosophical Classics: Plato and Aristotle	4
PHIL 301	Development of Muslim Philosophy	4
PHIL 302	Indian Philosophy	4
PHIL 303	Social Philosophers	4
PHIL 304	Moral Theories of Kant and Mill	4
PHIL 305	Philosophy of the Bangalee: Ancient to Modern	4
PHIL 306	Modern Philosophical Classics: Hume and Kant	4
PHIL 307	Epistemology	4
PHIL 308	Philosophy of Education	4
PHIL 401	Contemporary Western Philosophy	4
PHIL 402	Applied Philosophy	4
PHIL 403	Environmental Philosophy	4
PHIL 404	Research Methodology	4
PHIL 405	Philosophy of Mind	4
PHIL 406	Philosophy of Science	4
PHIL 407	Philosophy of Religion	4
Elective Course (EC): 1 Course from the Following Two (1×4=4 Credits)		
<p>In the 8th semester, students will have the option to choose, as an elective, between writing an undergraduate thesis paper or taking an additional course. Eligibility to write the thesis paper is determined based on the CGPA earned until the 6th semester, with a maximum of 25% of the students from an academic session qualifying. Those not included in the top 25% based on CGPA or those uninterested in writing the thesis paper will instead take the course on Aesthetics.</p>		
PHIL 408	Thesis Paper	4
PHIL 409	Aesthetics	4
Partial Courses: One Partial Unit in Each Semester (8×1=8 Credits)		
Course Title		Credits
Tutorial Class* and Oral Examination** *Each class is divided into tutorial groups of 10-15 students. A teacher designated by the departmental Academic Committee (AC) meets with each group once a week for an hour and evaluates them through assignments, presentations, discussions, and/or participation. **At the end of each semester, students are required to participate in an oral examination conducted by the Examination Committee designated by the departmental AC.		8

17. Semester-wise Distribution of Courses

Required Credit Hours: 140

Distribution of Credits

General Education Courses	7×4	28 Credits
Core Courses	25×4	100 Credits
Elective Course: Undergraduate Thesis/Aesthetics	1×4	04 Credits
Partial Course: Tutorial Class and Oral Examination	8×1	08 Credits
Total		140 credits

Course Code	Course Title	Credits	Marks
First Year, First Semester			
PHIL 101	Introduction to Philosophy (A)	4	100
PHIL 102	Bangladesh Studies	4	100
PHIL 103	Psychology	4	100
PHIL 104	English Language	4	100
	Tutorial Class and Oral Examination	1	5+20=25
First Year, Second Semester			
PHIL 105	Introduction to Philosophy (B)	4	100
PHIL 106	History of Western Philosophy: Ancient and Medieval	4	100
PHIL 107	General Logic: Deduction	4	100
PHIL 108	Introduction to Ethics	4	100
	Tutorial Class and Oral Examination	1	5+20=25
Second Year, Third Semester			
PHIL 201	General Logic: Induction	4	100
PHIL 202	History of Western Philosophy: Modern	4	100
PHIL 203	Political Philosophy: Ancient to Modern	4	100
PHIL 204	Economics	4	100
	Tutorial Class and Oral Examination	1	5+20=25
Second Year, Fourth Semester			
PHIL 205	Symbolic Logic	4	100
PHIL 206	Ancient Philosophical Classics: Plato and Aristotle	4	100
PHIL 207	Sociology and Anthropology	4	100
PHIL 208	Fundamentals of Information Communication Technology	4	100
	Tutorial Class and Oral Examination	1	5+20=25
Third Year, Fifth Semester			
PHIL 301	Development of Muslim Philosophy	4	100

PHIL 302	Indian Philosophy	4	100
PHIL 303	Social Philosophers	4	100
PHIL 304	Moral Theories of Kant and Mill	4	100
PHIL 305	Philosophy of the Bangalee: Ancient to Modern	4	100
	Tutorial Class and Oral Examination	1	5+20=25
Third Year, Sixth Semester			
PHIL 306	Modern Philosophical Classics: Hume and Kant	4	100
PHIL 307	Epistemology	4	100
PHIL 308	Philosophy of Education	4	100
PHIL 309	Muslim Thoughts: Contemporary Trends and Issues	4	100
	Tutorial Class and Oral Examination	1	5+20=25
Fourth Year, Seventh Semester			
PHIL 401	Contemporary Western Philosophy	4	100
PHIL 402	Applied Philosophy	4	100
PHIL 403	Environmental Philosophy	4	100
PHIL 404	Research Methodology	4	100
	Tutorial Class and Oral Examination	1	5+20=25
Fourth Year, Eighth Semester			
PHIL 405	Philosophy of Mind	4	100
PHIL 406	Philosophy of Science	4	100
PHIL 407	Philosophy of Religion	4	100
PHIL 408 or PHIL 409	Thesis Paper* or Aesthetics**	4	100
	Tutorial Class and Oral Examination	1	5+20=25

*The maximum enrolment of this course should not exceed 25% of the total students of the batch.

**The maximum enrolment of this course should not exceed 75% of the total students of the batch.

Part C

18. Description of All Courses of the Program including the Required Information for Each Course

Course Code: PHIL 101	Course Title: Introduction to Philosophy (A)	
Credits: 6	Marks: 100	Course Type: CC

Rationale of the Course

This course offers an examination of the nature of philosophy itself, its methodologies, epistemological considerations, and various theories concerning truth and the origins and essence of our world. Through this exploration, students gain a deeper understanding of how philosophical frameworks inform our understanding of reality. Overall, the course is designed to cultivate in students both a critical and comprehensive perspective on life and the cosmos. By engaging with philosophical discourse, students are empowered to grapple with complex ideas, refine their analytical skills, and develop a deeper appreciation for the interconnectedness of philosophical thought with broader intellectual and existential inquiries.

Course Learning Outcomes (CLOs)

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

CLO 1	Define the origin, nature, and scope of philosophy, categorizing key philosophical concepts using appropriate terminology. Analyze the objectives and functions of philosophy, comparing and contrasting its utility in various contexts such as personal development, societal advancement, and intellectual inquiry.
CLO 2	Evaluate different methods of philosophy including authoritarianism, dialectic, dogmatism, criticism, and analysis, discerning their strengths, weaknesses, and applications in philosophical discourse. Examine the relationship between philosophy and other pursuits such as science, religion, and common sense, synthesizing insights to understand how philosophical inquiry intersects with and enriches these disciplines.
CLO 3	Identify and categorize sources of knowledge including rationalism, empiricism, and critical theory, interpreting the implications of each approach for understanding the nature and acquisition of knowledge. Compare and contrast idealism and realism as philosophical perspectives on the nature and object of knowledge, applying critical thinking skills to evaluate their respective merits and limitations.
CLO 4	Critically assess the problem of the possibility of knowledge, examining various responses to skepticism such as agnosticism and phenomenalism, and formulating reasoned arguments to support or challenge these positions.

CLO 5	Differentiate between correspondence, coherence, and pragmatic theories of truth, demonstrating understanding by providing examples and illustrating how each theory operates in philosophical discourse. Analyze the strengths and weaknesses of each theory of truth, evaluating their applicability in different contexts and considering their implications for philosophical inquiry.
CLO 6	Compare and contrast creationism and evolution as theories explaining the origin and nature of the earth, integrating scientific evidence and philosophical perspectives to evaluate their validity and coherence. Evaluate different theories of evolution including mechanical, teleological, creative, and emergent, synthesizing insights from biology, philosophy, and other relevant disciplines to assess their explanatory power and philosophical implications.

Course Contents

Topics	Required Session(s)/Hours	CLOs
Unit One: Meaning and Nature Origin, nature and scope of philosophy Objective and functions of philosophy Utility of philosophy Methods of Philosophy: authoritarianism, dialectic, dogmatism, criticism and analysis. Philosophy and other pursuits: science, religion and common-sense.	10	CLO 1
Unit Two: Epistemology Sources of knowledge: rationalism, empiricism, critical theory of Kant, intuitionism. The nature and object of knowledge: idealism and realism. The problem of the possibility of knowledge: skepticism and reactions to skepticism. Agnosticism and phenomenalism.	10	CLO 1, CLO 2, CLO 3, CLO 4
Unit Three: Theories of truth Correspondence, coherence and pragmatic theories.	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5
Unit Four: Origin and nature of the earth Creation and evolution Theories of evolution: Mechanical, teleological, creative and emergent.	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	2	3	4	4	4	4	4
CLO 2	4	4	3	4	4	4	4
CLO 3	3	2	4	2	3	2	2

CLO 4	4	4	4	2	4	2	3
CLO 5	3	4	3	3	3	3	2
CLO 6	4	4	4	4	4	3	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Define the origin, nature, and scope of philosophy, categorizing key philosophical concepts using appropriate terminology. Analyze the objectives and functions of philosophy, comparing and contrasting its utility in various contexts such as personal development, societal advancement, and intellectual inquiry.	1-7	12 21 22 43	2, 5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 4, AR 8
CLO 2	Evaluate different methods of philosophy including authoritarianism, dialectic, dogmatism, criticism, and analysis, discerning their strengths, weaknesses, and applications in philosophical discourse. Examine the relationship between philosophy and other pursuits such as science, religion, and common sense, synthesizing insights to understand how philosophical inquiry intersects with and enriches these disciplines.	1-7	12 21 22 43	5, 7, 8, 9, 11	4	Tutorial and Class Participation, Midterm, Final, Viva-voce AR 1, AR 4, AR 8
CLO 3	Identify and categorize sources of knowledge including rationalism, empiricism, and critical theory, interpreting the implications of each approach for understanding the nature and acquisition of knowledge. Compare and contrast idealism and realism as philosophical perspectives on the nature and object of	1-7	12 21 22 43	5, 7, 8, 9, 11	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 4, AR 8

	knowledge, applying critical thinking skills to evaluate their respective merits and limitations					
CLO 4	Critically assess the problem of the possibility of knowledge, examining various responses to skepticism such as agnosticism and phenomenalism, and formulating reasoned arguments to support or challenge these positions.	1-7	12 21 22 43	5, 7, 8, 9, 11	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 4, AR 8
CLO 5	Differentiate between correspondence, coherence, and pragmatic theories of truth, demonstrating understanding by providing examples and illustrating how each theory operates in philosophical discourse. Analyze the strengths and weaknesses of each theory of truth, evaluating their applicability in different contexts and considering their implications for philosophical inquiry.	1-7	12 21 22 43	5, 7, 8, 9, 11	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 4, AR 8
CLO 6	Compare and contrast creationism and evolution as theories explaining the origin and nature of the earth, integrating scientific evidence and philosophical perspectives to evaluate their validity and coherence. Evaluate different theories of evolution including mechanical, teleological, creative, and emergent, synthesizing insights from biology, philosophy, and other relevant disciplines to assess their explanatory power and philosophical implications.	1-7	12 21 22 43	5, 7, 8, 9, 11	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 4, AR 8

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Recommended Readings

Bunnin, Nicholas and E.P. Tsui-James (Ed.) *The Blackwell Companion to Philosophy*, 2nd ed., Oxford: Blackwell, 2003.

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_____, *দর্শন ভাবনা, সমস্যা ও সম্ভাবনা*, ঢাকা: অ্যাডর্ন পাবলিকেশন, ২০০৯।

খান, গালিব আহসান, *দর্শনের প্রয়োজনীয়তা*, ঢাকা: প্যাপিরাস, ২০০৪।

দেব, গোবিন্দচন্দ্র, *তত্ত্ববিদ্যা সার*, ঢাকা: কেন্দ্রীয় বাংলা উন্নয়ন বোর্ড, ১৯৬৬।

বারী, মুহম্মদ আবদুল, *দর্শনের কথা*, ঢাকা: হাসান বুক হাউস, ১৯৮৮।

মতীন, আবদুল ও প্রদীপ রায় (অনুদিত), *দর্শনের রূপরেখা*, ঢাকা: অবসর, ২০১৫।

রহমান, এম. মতিউর ও আবদুল হাই ঢালী, *দর্শনের মূলনীতি*, ৫ম সংস্করণ, ঢাকা: অবসর, ২০১৫.

Course Code: PHIL 102

Course Title: Bangladesh Studies

Credits: 4

Marks: 100

Course Type: GED

The OBE-based curriculum for this course will be provided by the Faculty of Arts at the University of Dhaka.

Course Code: PHIL 103

Course Title: Psychology

Credits: 4

Marks: 100

Course Type: GED

Rationale of the Course

This course is tailored to equip students with the essential knowledge and understanding of psychology as a biological science, enabling them to grasp human behavior, cognition, and emotions. It encompasses an array of topics, including methods, sub-fields of psychology, the psychological basis of behavior, and the central nervous system. Moreover, it delves into the intricacies of motivation, emotion, conflict, adjustment, mental health, re-adjustment techniques, attention, perception, learning, remembering, forgetting, intelligence, and personality testing. By

providing insights into the complexities of the mind, the course aims to foster critical thinking, research skills, and empathy among students. Ultimately, it seeks to contribute to their personal growth, raise awareness about mental health, and facilitate a broader understanding of social dynamics.

Course Learning Outcomes (CLOs)

At the end of the course students will be able to:

CLO 1	Recall psychological concepts, theories, and research methodologies.
CLO2	Explain the principles of various psychological theories and analyze their applications.
CLO3	Apply psychological concepts to day to day life context and problem solving.
CLO4	Critically evaluate research studies, psychological phenomena and assess the validity of theories.
CLO5	Formulate judgements about the effectiveness of different approaches and research methods in psychology.
CLO6	Develop and design research ideas, research designs showcasing a synthesis of knowledge.

Course Contents

Topics	Required Session(s)/ Hours	CLOs
Unit One: Introduction Definition and scope of psychology Historical background of psychology Methods of psychology Psychology as a bio-social science Psychological behavior	8	CLO 1, CLO 2, CLO 3
Unit Two: The Nervous system Nervous system Structure and functions of the central nervous system Classifications of nervous system Spinal cord and its function Brain functions and its classification Gland system and its classification Classifications and functions of Endocrine gland system	6	CLO 1, CLO 2, CLO 3, CLO 5
Unit Three: Motivation		CLO 1, CLO 2, CLO 5, CLO 6

<p>Characteristics of motivation</p> <p>Characteristics of motivational behavior</p> <p>Motivation cycle</p> <p>Classification of motivation and their differences</p>	4	
<p>Unit Four: Emotion</p> <p>Differences between feelings and Emotion</p> <p>Relation between motivation and emotion</p> <p>Theories about motivation and emotion</p> <p>Functions of emotion</p> <p>Theories regarding emotion</p> <p>Difference between traditional theory and James theory of emotion</p>	6	CLO 1, CLO 2, CLO 3, CLO 5
<p>Unit Five: Conflict and Adjustment</p> <p>Relation among stress, frustration, conflict and adjustment</p> <p>Causes of stress (frustration conflict)</p> <p>Classification of conflict</p> <p>Rationality and irrationality in adjustment to personal problems</p> <p>Some methods of adjustment</p>	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5
<p>Unit Six: Attention</p> <p>Definition of attention</p> <p>Characteristics of attention</p> <p>Shifting of attention</p> <p>Attention and processing of information</p> <p>Factors of attention</p> <p>Psychology of attention</p>	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5
<p>Unit Seven: Perception</p> <p>Definition of Perception</p> <p>Distinction between Sensation and perception</p> <p>Characteristics of perception</p> <p>Psychological basis of perception</p> <p>Influence of Motivation of perception</p> <p>Errors in Perception</p>	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Unit Eight: Learning Definition of learning Factors of learning Classifications of learning Theories of learning	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 6
Unit Nine: Remembering and Forgetting Definition of memory Information processing theory Proactive and Retroactive Inhibition Why we forget Proactive and retroactive inference: The before and after of forgetting Memory dysfunctions: Afflictions of forgetting	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Unit Ten: Intelligence What is intelligence Theories of intelligence The biological basis of intelligence Measurement of intelligence	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5
Unit Eleven: Testing Personality Definition of personality Types of personality Traits of personality Measurement of personality	4	CLO 1, CLO 2, CLO 2, CLO 4

Mapping CLOs with PLOs

[Types of Correlation:1: No Correlation :2: Weak: 3: Moderate: 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	4	4	4	4	3	4	4
CLO 2	4	4	4	3	3	4	3
CLO 3	4	4	4	4	3	4	4
CLO 4	4	3	3	4	3	4	4
CLO 5	4	3	4	4	3	4	3
CLO 6	4	4	4	4	4	4	4

SI. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Recall psychological concepts, theories, and research methodologies.	1-7	12, 21, 23	1, 2, 4, 5, 10	4	Tutorial, Class participation, Midterm, Final, Viva-voce, AR 1, AR 2,
CLO 2	Explain the principles of various psychological theories and analyze their applications.	1-7	12, 31, 36, 42, 43, 44	8, 9, 10, 11	5, 8, 10	Tutorial, Class participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 5
CLO 3	Apply psychological concepts to day to day life context and problem solving.	1-7	22, 32, 34, 36, 43, 44	12, 7	10, 11, 12, 16, 17	Tutorial, Class participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 6, AR 7
CLO 4	Critically evaluate research studies, psychological phenomena and assess the validity of theories.	1-7	22, 33, 36, 37, 43	2, 5, 7, 10	4, 10, 16	Tutorial, Class participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 6, AR 7
CLO 5	Formulate judgements about the effectiveness of different approaches and research methods in psychology.	1-7	23, 31, 32, 33, 37, 42, 44	4, 5, 8, 10	4	Tutorial, Class participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 6, AR 9
CLO 6	Develop and design research ideas, research designs showcasing a synthesis of knowledge.	1-7	12, 42, 43, 44	5, 6, 7, 8, 9, 10	4	Tutorial, Class participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 7, AR 8

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Recommended Readings

Andrews, T.G. (Ed), *Methods of Psychology*, New York: Wiley, 1948.

Bartlett, F.C., *Remembering: A Study in Experimental and Social Psychology*, Cambridge: Cambridge University press, 1995.

Boring, E.G., *Sensation and Perception in the History of Experimental Psychology*, New York: Appleton-century Crofts, 1989.

Dember, W.N. *Psychology of Perception*, New York: Holt, Rinehart and Winston Inc., 1960.

Eysenck, H.J., *Dimensions of Personality*, New Brunswick, Transaction Publishers, 1998.

Feldman, R.S. *Understanding Psychology*, New York: McGraw-Hill, 1987.

Guilford, J.P. *Personality*, New York: McGraw-Hill, 1959.

Guthrie, E. R., *The Psychology of Learning*, New York: Harper and Row, 1952.

Hilgard, E. R. *Introduction to Psychology*, New York: Harcourt, 1979.

Hull, C.L., *Principles of Behavior: An Introduction to Behavior Theory*, New York: Appleton century Crofts, 1966.

Morgan, C.T. and R.A. King, *Introduction to Psychology*, New York: McGraw-Hill, 1966.

আলী, মোহাম্মদ রওশন, *আধুনিক মনোবিজ্ঞান*, ঢাকা: মল্লিক ব্রাদার্স, ১৯৯২।

সরকার, নীহার রঞ্জন, *মনোবিজ্ঞান ও জীবন*, ৮ম সংস্করণ, ঢাকা: জ্ঞানকোষ প্রকাশনী, ১৯৯১।

মনোবিজ্ঞান শব্দকোষ, সম্পাদনা, ইউনিভার্সিটি প্রেস লিমিটেড, ১৯৮৭।

Course Code: PHIL 104	Course Title: English Language
Credits: 4	Marks: 100
	Course Type: GED

Rationale of the Course

This course is to equip students with fundamental skills essential for effective communication through the written word. Through a structured curriculum, students will develop proficiency in constructing sentences, crafting paragraphs, composing essays, and engaging in various forms of writing. By immersing themselves in the art of writing, students will not only increase their linguistic abilities but also cultivate critical thinking and analytical ability. Through reading a curated selection of at least five essays, meticulously chosen by the Academic Committee of the Department, students will be encouraged to use different writing styles, techniques, and perspectives. This reading experience will serve as a foundation upon which students can understand the philosophical write up.

Course Learning Outcomes (CLOs)

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

CLO 1	Demonstrate knowledge and understanding of: <ul style="list-style-type: none">• Various grammatical concepts such as tenses, articles, prepositions, subject-verb agreement, clauses, and conditionals.• Transformation of sentences including active-passive voice, reported speech, and sentence variation.• Vocabulary building techniques including correct and precise diction, affixes, prefixes, and suffixes, idiomatic expressions, and levels of appropriateness in language usage.• Strategies for working with sentences and paragraphs including sentence variety, clarity, correctness, and paragraph structure.• Shifting ideas from paragraphs to essays, including essay development through examples, comparison and contrast, definition, and classification.
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	<ul style="list-style-type: none"> • Reading strategies such as skimming, scanning, predicting, analyzing, and interpreting various texts, as well as précis writing techniques. • <i>Anthology of Prose</i> readings selected by the Academic Committee, encompassing a range of topics and authors, and the ability to apply these readings to their own writing.
CLO 2	<p>Apply their knowledge and understanding to:</p> <ul style="list-style-type: none"> • Identify and correct grammatical errors in sentences. • Transform sentences from active to passive voice and vice versa, and accurately report speech. • Expand vocabulary through the use of affixes, prefixes, and suffixes, and employ idiomatic expressions appropriately. • Create well-structured paragraphs with clear topic sentences, supporting details, and coherent transitions. • Develop essays by organizing ideas effectively using examples, comparison and contrast, definition, and classification. • Implement various reading strategies to comprehend and analyze different texts effectively. • Utilize readings from the <i>Anthology of Prose</i> to enhance their own writing, integrating insights gained from the selected essays.
CLO 3	<p>Analyze:</p> <ul style="list-style-type: none"> • The structure and coherence of sentences and paragraphs, identifying and rectifying issues related to clarity and correctness. • The effectiveness of different writing styles and techniques employed in the <i>Anthology of Prose</i> readings. • The relationship between grammatical concepts and their application in writing. • The components of well-developed essays, including the arrangement of ideas and supporting evidence. • The strategies employed in speed reading and précis writing, evaluating their efficacy in comprehending and summarizing texts.
CLO 4	<p>Evaluate:</p> <ul style="list-style-type: none"> • The appropriateness and effectiveness of vocabulary usage in different contexts. • The coherence and unity of paragraphs in conveying ideas. • The strengths and weaknesses of various essays in the <i>Anthology of Prose</i>, considering aspects such as argumentation, clarity, and relevance. • The impact of reading strategies on comprehension and analysis of texts. • The significance of interlinking reading experiences with writing in enhancing analytical and writing skills.
CLO 5	<p>Demonstrate their ability to:</p> <ul style="list-style-type: none"> • Generate sentences with varied structures and styles. • Construct well-developed paragraphs with clear topic sentences and supporting details. • Develop cohesive and organized essays by integrating examples, comparisons, definitions, and classifications. • Apply effective reading strategies to extract key information and synthesize ideas into précis. • Integrate insights from the <i>Anthology of Prose</i> readings into their own writing, demonstrating creativity and critical thinking.
CLO 6	<p>Synthesize:</p>

	<ul style="list-style-type: none"> Grammatical concepts and writing techniques to produce coherent and polished written work. Vocabulary building strategies with precise diction to convey ideas effectively. Reading strategies and analytical skills to interpret and evaluate various texts critically. Insights from the Anthology of Prose readings with their own perspectives and experiences, fostering a deeper understanding of language and literature.
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Course Contents

Topics	Required Session(s)/Hours	CLOs
Unit One: Grammar: Tenses, articles, prepositions, subject-verb agreement, clauses, 12 conditionals. Transformation of Sentences: Active-passive; reported speech, sentence variation.	12	CLO 1
Unit Two: Vocabulary building: Correct and precise diction; affixes, prefixes and 12 suffixes; idiomatic expressions; level of appropriateness; colloquial and informal; standard and formal.	12	CLO 1, CLO 2, CLO 3, CLO 4
Unit Three: Working with sentences and paragraphs: Sentence variety; generating 12 sentences. Sentence clarity and correctness. Linking sentences to form paragraphs. Paragraph structure: Topic sentence, developing paragraphs with specific details and examples, terminator; paragraph unity and coherence.	12	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5
Unit Four: Shifting ideas from paragraph to essay: Essay development by examples, comparison and contrast, definition and classification.	12	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Unit Five: Reading Strategies and Speed reading: Skimming, scanning, predicting, internecline, analyzing and interpreting variety of text, précis writing.	12	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	2	3	4	4	4	4	4
CLO 2	4	4	3	4	4	4	4
CLO 3	3	2	4	2	3	2	2
CLO 4	4	4	4	2	4	2	3

CLO 5	3	4	3	3	3	3	2
CLO 6	4	4	4	4	4	3	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	<p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • Various grammatical concepts such as tenses, articles, prepositions, subject-verb agreement, clauses, and conditionals. • Transformation of sentences including active-passive voice, reported speech, and sentence variation. • Vocabulary building techniques including correct and precise diction, affixes, prefixes, and suffixes, idiomatic expressions, and levels of appropriateness in language usage. • Strategies for working with sentences and paragraphs including sentence variety, clarity, correctness, and paragraph structure. • Shifting ideas from paragraphs to essays, including essay development through examples, comparison and contrast, definition, and classification. • Reading strategies such as skimming, scanning, predicting, analyzing, and interpreting various texts, as well as précis writing techniques. • <i>Anthology of Prose</i> readings selected by the Academic Committee, 	1-7	12 21 22 23 31- 37	2, 5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 4, AR 8

	encompassing a range of topics and authors, and the ability to apply these readings to their own writing.					
CLO 2	<p>Apply their knowledge and understanding to:</p> <ul style="list-style-type: none"> Identify and correct grammatical errors in sentences. Transform sentences from active to passive voice and vice versa, and accurately report speech. Expand vocabulary through the use of affixes, prefixes, and suffixes, and employ idiomatic expressions appropriately. Create well-structured paragraphs with clear topic sentences, supporting details, and coherent transitions. Develop essays by organizing ideas effectively using examples, comparison and contrast, definition, and classification. Implement various reading strategies to comprehend and analyze different texts effectively. Utilize readings from the Anthology of Prose to enhance their own writing, integrating insights gained from the selected essays. 	1-7	12 21 22 23 31- 37	5, 7, 8, 9, 11	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 4, AR 8
CLO 3	<p>Analyze:</p> <ul style="list-style-type: none"> The structure and coherence of sentences and paragraphs, identifying and rectifying issues related to clarity and correctness. 	1-7	12 21 22 23 31- 37	5, 7, 8, 9, 11	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 4, AR 8

	<ul style="list-style-type: none"> • The effectiveness of different writing styles and techniques employed in the Anthology of Prose readings. • The relationship between grammatical concepts and their application in writing. • The components of well-developed essays, including the arrangement of ideas and supporting evidence. • The strategies employed in speed reading and précis writing, evaluating their efficacy in comprehending and summarizing texts. 					
CLO 4	<p>Evaluate:</p> <ul style="list-style-type: none"> • The appropriateness and effectiveness of vocabulary usage in different contexts. • The coherence and unity of paragraphs in conveying ideas. • The strengths and weaknesses of various essays in the <i>Anthology of Prose</i>, considering aspects such as argumentation, clarity, and relevance. • The impact of reading strategies on comprehension and analysis of texts. • The significance of interlinking reading experiences with writing in enhancing analytical and writing skills. 	1-7	12 21 22 23 31- 37	5, 7, 8, 9, 11	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 4, AR 8
CLO 5	<p>Demonstrate their ability to:</p> <ul style="list-style-type: none"> • Generate sentences with varied structures and styles. 	1-7	12 21 22 23	5, 7, 8, 9, 11	4	Tutorial and Class Participation, Midterm, Final,

	<ul style="list-style-type: none"> Construct well-developed paragraphs with clear topic sentences and supporting details. Develop cohesive and organized essays by integrating examples, comparisons, definitions, and classifications. Apply effective reading strategies to extract key information and synthesize ideas into précis. Integrate insights from the <i>Anthology of Prose</i> readings into their own writing, demonstrating creativity and critical thinking. 		31-37			Viva-voce, AR 1, AR 4, AR 8
CLO 6	<p>Synthesize:</p> <ul style="list-style-type: none"> Grammatical concepts and writing techniques to produce coherent and polished written work. Vocabulary building strategies with precise diction to convey ideas effectively. Reading strategies and analytical skills to interpret and evaluate various texts critically. Insights from the <i>Anthology of Prose</i> readings with their own perspectives and experiences, fostering a deeper understanding of language and literature. 	1-7	12 21 22 23 31-37	5, 7, 8, 9, 11	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 4, AR 8

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√

Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Recommended Readings

Anthology of Prose: Students are required to read essays selected by the Academic Committee of the Department and then use their reading experiences in their own writing so that they can interlink the two skills.

1. English prose (Topics will be changed every year)
 1. Bertrand Russell, *The Rise of Greek Civilization*
 2. Bertrand Russell, *The Italian Renaissance*
 3. Bertrand Russell, *The Romantic Movement*
 4. Immanuel Kant, *What is Enlightenment?*
 5. Jean Jacques Rousseau, *The Object of Education*
 6. Mary Wollstonecraft, *The Rights and Involved Duties of Mankind Considered*
 7. John Stuart Mill, *On Liberty: Introductory*
 8. Leo Tolstoy: *Three Questions*
 9. Rabindranath Tagore, *The Religion of Man- Man's Universe*
 10. Rabindranath Tagore, *The Relation of Individual to the Universe*
 11. Rabindranath Tagore, *East and West*
 12. Govinda Chandar Dev, *Basic Human Values*
 13. Govinda Chandar Dev, *New Morality*
 14. Abdul Matin, *Successful Living End and Means*
 15. G.R. Kirby & J.R. Goodpaster, *Creative Thinking*

Course Code: PHIL 105	Course Title: Introduction to Philosophy (B)	
Credits: 6	Marks: 100	Course Type: CC

Rationale of the Course

Expanding upon the foundational principles students learned in the course entitled “Introduction to Philosophy (A), this course explores cosmology, ontology (metaphysics), philosophical anthropology, axiology, and the philosophy of religion. These areas of inquiry enable students to engage with profound questions about existence, the nature of being, human identity, value systems, and the role of religion in shaping our understanding of the universe. Overall, the course is designed to cultivate in students both a critical and comprehensive perspective on life and the cosmos. By engaging with philosophical discourse, students are empowered to grapple with complex ideas, refine their analytical skills, and develop a deeper appreciation for the interconnectedness of philosophical thought with broader intellectual and existential inquiries.

Course Learning Outcomes (CLOs)

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

CLO 1	Describe the historical development of concepts of matter from ancient to modern philosophers, identifying key viewpoints and theories regarding the nature of matter. Analyze philosophical conceptions of space and time, contrasting perceptual and conceptual understandings with scientific views such as those proposed by Einstein and Stephen Hawking, and evaluating the subjective and objective aspects of space and time.
CLO 2	Evaluate different theories concerning the nature of life, including mechanism, vitalism, and emergence, synthesizing philosophical and scientific perspectives to understand their implications for our understanding of life and existence.
CLO 3	Compare and contrast theories of reality such as idealism and materialism, and identify the philosophical positions of monism, dualism, and pluralism, demonstrating understanding through examples and explanations. Analyze the implications of different ontological theories for understanding the nature of reality, examining how they address fundamental questions about existence, being, and the nature of the universe.
CLO 4	Examine the mind-body problem, distinguishing between interactionism and parallelism, and evaluating their respective strengths and weaknesses in explaining the relationship between mind and body. Evaluate philosophical perspectives on freedom of will, including indeterminism, determinism, and self-determinism, analyzing how these concepts intersect with broader questions of agency and moral responsibility.
CLO 5	Define the problem of value, categorizing types of value and exploring the subjectivity and objectivity of value judgments. Analyze the nature of value judgments, examining how subjective and objective factors influence assessments of value in various contexts.
CLO 6	Discuss different conceptions of the idea of God from religious and philosophical perspectives, identifying key similarities and differences in how God is conceptualized.

Evaluate arguments for and against the existence of God, applying critical thinking skills to assess the strengths and weaknesses of various philosophical positions.

Course Contents

Topics	Required Session(s)/Hours	CLOs
Unit Six: Ontology (Metaphysics) Theories of reality: idealism and materialism; monism, dualism and pluralism	8	CLO 1
Unit Seven: Philosophical Anthropology Mind-body problem: Interactionism and Parallelism Freedom of will: Indeterminism, determinism, Self-determinism Immortality of the soul	10	CLO 1, CLO 2, CLO 3, CLO 4
Unit Eight: Axiology The problem of value: types of value, subjectivity and objectivity of value	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5
Unit Nine: Philosophy of Religion The idea of God: Religious and philosophical God and the world Arguments for and against God's existence	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	2	3	4	4	4	4	4
CLO 2	4	4	3	4	4	4	4
CLO 3	3	2	4	2	3	2	2
CLO 4	4	4	4	2	4	2	3
CLO 5	3	4	3	3	3	3	2
CLO 6	4	4	4	4	4	3	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Describe the historical development of concepts of matter from ancient to modern philosophers, identifying key viewpoints and theories regarding the nature of matter. Analyze philosophical conceptions of space and time, contrasting perceptual and	1-7	12 21 22 43	2, 5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 4, AR 8

	conceptual understandings with scientific views such as those proposed by Einstein and Stephen Hawking, and evaluating the subjective and objective aspects of space and time.					
CLO 2	Evaluate different theories concerning the nature of life, including mechanism, vitalism, and emergence, synthesizing philosophical and scientific perspectives to understand their implications for our understanding of life and existence.	1-7	12 21 22 43	5, 7, 8, 9, 11	4	Tutorial and Class Participation, Midterm, Final, Viva-voce AR 1, AR 4, AR 8
CLO 3	Compare and contrast theories of reality such as idealism and materialism, and identify the philosophical positions of monism, dualism, and pluralism, demonstrating understanding through examples and explanations. Analyze the implications of different ontological theories for understanding the nature of reality, examining how they address fundamental questions about existence, being, and the nature of the universe.	1-7	12 21 22 43	5, 7, 8, 9, 11	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 4, AR 8
CLO 4	Examine the mind-body problem, distinguishing between interactionism and parallelism, and evaluating their respective strengths and weaknesses in explaining the relationship between mind and body. Evaluate philosophical perspectives on freedom of will, including indeterminism, determinism, and self-determinism, analyzing how these concepts intersect with broader	1-7	12 21 22 43	5, 7, 8, 9, 11	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 4, AR 8

	questions of agency and moral responsibility.					
CLO 5	Define the problem of value, categorizing types of value and exploring the subjectivity and objectivity of value judgments. Analyze the nature of value judgments, examining how subjective and objective factors influence assessments of value in various contexts.	1-7	12 21 22 43	5, 7, 8, 9, 11	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 4, AR 8
CLO 6	Discuss different conceptions of the idea of God from religious and philosophical perspectives, identifying key similarities and differences in how God is conceptualized. Evaluate arguments for and against the existence of God, applying critical thinking skills to assess the strengths and weaknesses of various philosophical positions.	1-7	12 21 22 43	5, 7, 8, 9, 11	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 4, AR 8

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Recommended Readings

Bunnin, Nicholas and E.P. Tsui-James (Ed.) *The Blackwell Companion to Philosophy*, 2nd ed., Oxford: Blackwell, 2003.

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ইসলাম, আমিনুল, *জগৎ জীবন দর্শন*, ঢাকা: মাওলা ব্রাদার্স, ২০১১।

_____, *দর্শন ভাবনা, সমস্যা ও সম্ভাবনা*, ঢাকা: অ্যাডর্ন পাবলিকেশন, ২০০৯।

খান, গালিব আহসান, *দর্শনের প্রয়োজনীয়তা*, ঢাকা: প্যাপিরাস, ২০০৪।

দেব, গোবিন্দচন্দ্র, *তত্ত্ববিদ্যা সার*, ঢাকা: কেন্দ্রীয় বাংলা উন্নয়ন বোর্ড, ১৯৬৬।

বারী, মুহম্মদ আবদুল, *দর্শনের কথা*, ঢাকা: হাসান বুক হাউস, ১৯৮৮।

মতীন, আবদুল ও প্রদীপ রায় (অনূদিত), *দর্শনের রূপরেখা*, ঢাকা: অবসর, ২০১৫।

রহমান, এম. মতিউর ও আবদুল হাই ঢালী, *দর্শনের মূলনীতি*, ৫ম সংস্করণ, ঢাকা: অবসর, ২০১৫।

Course Code: PHIL 106	Course Title: History of Western Philosophy: Ancient and Medieval	
Credits: 4	Marks: 100	Course Type: CC

Rationale of the Course

This course is intended to introduce students to the historical survey of major philosophers from the ancient Greeks to the Medieval era. It exposes the students to the historical development of metaphysical, epistemological, and ethical ideas in the Western philosophical tradition. Students will actively engage with fundamental questions concerning metaphysical, epistemological, and ethical issues of the past to foster their development of critical thinking abilities. The course underscores the practical application of various methodologies to assess the coherence of ideas, emphasizing skill development. By examining the history of Western philosophy with an emphasis on Greek philosophy from Thales to Aristotle and selected medieval philosophers from Augustine to Scholastic philosophers students will be able to explain, and evaluate historically important philosophical arguments from the ancient through the medieval period and evaluate the impacts of their thoughts to today's new normal world.

Course Learning Outcomes (CLOs)

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

CLO 1	Define and recall the nature, and different periods of the history of philosophy as well as the need for studying the history of philosophy.
CLO 2	Recapitulate the key ideas of Western thinkers from Thales to Scholastic philosophers, including the debate around virtue, justice, truth and the possibility of a rational explanation of the universe.
CLO 3	Examine and evaluate historically important philosophical arguments from the ancient to the medieval period.
CLO 4	Analyze the works of "the great people of the past and medieval" and apply the impacts of their thoughts on today's new normal world.
CLO 5	Critically identify the strengths and weaknesses of the great philosophers' thought and appreciate both the uniqueness and universality of their ideas.
CLO 6	Recognize and articulate philosophical problems regarding being, knowledge, morality, and meaning of life and construct own arguments and ideas based on philosophical speculation.

Course Contents

Topics	Required Session(s)/Hours	CLOs
Nature of the history of philosophy Different periods of the history of philosophy Need for studying history of philosophy Brief discussion on Greek philosophy	2	CLO 1
Problems of the Ionians: Cosmology: Thales, Anaximander and Anaximenes	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Importance of the Ionians in the history of philosophy		
Pythagoras and Pythagorean school of thought Number-theory	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Short introduction to Eleatic school Philosophical views of the Eleatics Xenophanes: pantheism Parmenides: philosophy of permanence Zeno: arguments against multiplicity and motion	8	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Heraclitus: Philosophy of change	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Empedocles: Four element theory Atomism: Democritus and Leucippus Anaxagoras: concept of nous	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Anthropocentric philosophy Relativistic views on epistemology and ethics: Protagoras, Gorgias and Thrasymachus	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Socrates: Rebuttal of sophistry, epistemology and Ethical teaching	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Epistemology: Allegory of the cave, metaphor of the divide line, theory of the ideas Ethical teaching	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Aristotle as the historian of philosophy Refutation of Plato's theory of ideas Aristotle's view on knowledge	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Brief outline of Neo-Platonism Philosophical views of Neo-Platonism	2	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Brief history of medieval period Nature of medieval philosophy, Misconceptions against medieval philosophy	2	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
St. Augustine: The Manicheans' dualistic thought and their influence over Augustine City of God St. Anselm: Neo-Platonic influence, Ontological arguments Ibn Rushd: Metaphysics St. Aquinas: Existence of God, synthesis between religion and philosophy Duns Scotus W. Ockham	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Main features of Scholastic Philosophy, purposes and phases	2	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	4	4	4	4	4	4	4
CLO 2	4	4	4	4	4	4	4
CLO 3	3	2	4	2	4	2	2
CLO 4	4	4	4	2	4	2	3
CLO 5	4	4	4	3	4	3	2
CLO 6	4	4	4	4	4	3	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Define and recall the nature, and different periods of the history of philosophy as well as the need for studying the history of philosophy.	1-7	21, 22	2, 5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 9
CLO 2	Recapitulate the key ideas of Western thinkers from Thales to Scholastic philosophers, including: the debate around virtue, justice, truth and the possibility of a rational explanation of the universe.	1-7	21, 22	4, 5, 7, 8, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 3	Examine and evaluate historically important philosophical arguments from the ancient to the medieval period.	1-7	12, 21, 22, 36, 42, 46	4, 5, 6, 7, 8, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 7, AR 9
CLO 4	Analyze the works of “the great people of the past and medieval” and apply the impacts of their thoughts on today's new normal world.	1-7	21, 22, 36, 37, 42	2, 5, 6, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 5	Critically identify the strengths and weaknesses of the great philosophers’ thought and appreciate both the uniqueness and universality of their ideas.	1-7	21, 22, 33, 35, 36, 42	3, 5, 6, 7, 8, 10	3, 4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR

						1, AR 2, AR 7, AR 9
CLO 6	Recognize and articulate philosophical problems regarding being, knowledge, morality, and meaning of life and construct own arguments and ideas based on philosophical speculation.	1-7	12, 42, 46	1, 4, 5, 6, 7, 8, 9, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 7, AR 9

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Recommended Readings

Allan, D.J., *The Philosophy of Aristotle*, Oxford: Oxford University Press, 1970.

Aristotle, *Metaphysics*, Eng. tr. W.D. Ross, Oxford: Clarendon Press, 1970, বাংলা অনুবাদ, আবদুল জলিল মিয়া, এরিস্টটলের অধিবিদ্যা, ঢাকা : বাংলা একাডেমী, ১৯৮৮।

Armstrong, A.H., *An Introduction to Ancient Philosophy*, London: Clarendon Press, 1959.

Burnet, J., *Early Greek Philosophy*, London: Adam and Charles Blach, 1963.

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- Cornford, F.M., *Before and After Socrates*, Cambridge: The University Press, 1965.
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- Gottlieb, Anthony. *The Dream of Reason: A History of Philosophy from the Greeks to the Renaissance*, New York: W. W. Norton & Company, 2002.
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- Shand, John. (Ed.), *Central Works of Philosophy: Ancient And Medieval*, Montreal: McGill - Queens University Press, 2005.
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- Stace, W.T., *A Critical History of Greek Philosophy*, London: Macmillan, 1962.
- Stumpf, S.E., *Socrates to Sartre: A History of Philosophy*, New York: McGraw-Hill Book, 1975.
- Taylor, A.E. (Ed.), *Aristotle*, London: Prentice Hall, 1963.
- Taylor, C.C.W. (Ed.), *From the Beginning to Plato: Routledge History of Philosophy*, (V. 1), London and New York: Routledge, 2003.
- Thilly, F.A., *A History of Philosophy*, Allahabad: Central Book Depot, 1973.
- Zeller, E., *Outlines of the History of Greek Philosophy*, New York: Routledge & Kegan Paul, 1963.
- ইসলাম, আমিনুল, *পশ্চাত্য দর্শনের ইতিহাস: থেলিস থেকে হিউম*, ১ম খণ্ড, ঢাকা: মাওলা ব্রাদার্স, ২০০৯।
- ইসলাম, আমিনুল, *পশ্চাত্য দর্শন: প্রাচীন ও মধ্যযুগ*, ঢাকা: মাওলা ব্রাদার্স, ২০১৪।
- ফারুক, গোলাম, *প্লেটো: দর্শন ও রাষ্ট্রচিন্তা*, ঢাকা: অবসর, ২০০২।

রায়, তারকচন্দ্র, *পাশ্চাত্য দর্শনের ইতিহাস: প্রাচীন ও মধ্যযুগ*, প্রথম খণ্ড, গ্রীক দর্শন ও মধ্যযুগের দর্শন, কলিকাতা: কলিকাতা বিশ্ববিদ্যালয়, ১৩৬২।

হালিম, আবদুল, *গ্রীক দর্শন: প্রজ্ঞা ও প্রসার*, ঢাকা: বাংলা একাডেমী, ১৯৭৫।

হালিম, আবদুল, *পাশ্চাত্য দর্শনের ইতিহাস: মধ্যযুগ*, ঢাকা: বাংলা একাডেমী, ২০১০।

Course Code: PHIL 107	Course Title: General Logic: Deduction
Credits: 4	Marks: 100
	Course Type: CC

Rationale of the Course

The course on general logic, specifically focusing on deductive reasoning, serves as an essential foundation for students to understand and apply logical principles in various contexts. It is designed to provide an introductory survey of deductive logic, covering techniques to discern correct from incorrect reasoning. The course structure is designed to cover the key principles of deductive logic as outlined in I. M. Copi's *Introduction to Logic*. Topics include the nature of deductive reasoning, categorical and propositional logic, syllogistic reasoning, logical fallacies, and methods of proof. Practical exercises and examples will be integrated throughout the course to reinforce learning and application. By the conclusion of the course, students will have developed a solid understanding of deductive logic and acquired practical skills for distinguishing valid from invalid arguments. They will be equipped with the tools to critically evaluate reasoning processes and make informed judgments.

Course Learning Outcomes (CLOs)

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

CLO 1	Define logic and some fundamental concepts and understand the necessity of studying logic.
CLO 2	Explain the nature of deductive reasoning, truth and validity.
CLO 3	Learn and apply the uses of language particularly multiple functions of language, and also understand the fallacy that occur in language.
CLO 4	Define terms used in propositions, and delineate categorical propositions, syllogism and its nature with types.
CLO 5	Discuss definition, purposes of definition, verbal disputes and definition, types of definition, techniques for defining and the rules for definition by Genus and Difference.
CLO 6	Understand the necessity of symbols, argument forms and argument, statement forms and statement, formal proof of validity.

Course Contents

Topics	Required Session(s)/Hours	CLOs
Definition of logic and some elementary concepts including deductive and inductive reasoning, and the nature of argument, comparison between truth and validity	10	CLO 1, CLO3, CLO4
Basic functions of language in logic	4	CLO 1, CLO 2, CLO 4
Fallacy and its classifications	4	CLO 1, CLO 2, CLO 4, CLO5, CLO6
Definition, classification of definition and the purpose of definition, rules for definition by genus and difference	4	CLO 1, CLO 4, CLO 5, CLO6
Proposition, categorical proposition and its classification, the traditional square of proposition	10	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Nature of syllogism, standard-form categorical syllogism, the formal nature of syllogistic argument	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Venn diagram technique for testing syllogism	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
The value of special symbols, conditional statements and material implication, Argument forms and argument, statement forms and statement, paradox of material implication	10	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Rules of inference, rules of replacement, formal proof of validity, proving invalidity, conditional proof, the strengthened rule of conditional proof	10	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	3	3	2	2	1	1	4
CLO 2	4	4	4	1	4	1	4
CLO 3	3	3	1	3	1	3	1
CLO 4	4	4	1	4	4	1	4
CLO 5	4	4	4	4	4	4	1
CLO 6	4	4	4	4	4	4	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Define logic and some fundamental concepts and understand the necessity of studying logic.	1-7	12, 21, 22, 31, 32	5, 7, 8, 9	4,10	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 7, AR9
CLO 2	Explain the nature of deductive reasoning, truth and validity.	1-7	12, 21, 22, 46	5, 7, 8, 9	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 7, AR 9
CLO 3	Learn and apply the uses of language particularly multiple functions of language, and also understand the fallacy that occur in language.	1-7	12, 21, 22, 36	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 2, AR 7, AR 9
CLO 4	Define terms used in propositions, and delineate categorical propositions, syllogism and its nature with types.	1-7	12, 21, 22, 36	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 2, AR 7, AR 9
CLO 5	Discuss definition, purposes of definition, verbal disputes and definition, types of definition, techniques for defining and the rules for definition by Genus and Difference.	1-7	12, 21, 22, 32, 33, 36, 42	5, 7, 8, 9	4,10,16	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 6	Understand the necessity of symbols, argument forms and argument, statement forms and statement, formal proof of validity.	1-7	12, 43, 44, 46	5, 7, 8, 9	4	Tutorial, Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√

Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Required Text

I. M. Copi, *Introduction to Logic*, 5th edition, New York: Macmillan, 1970.

Recommended Readings

Cohen, M.R. and E. Nagel, *An Introduction to Logic and Scientific Method*, New Delhi: Allied Publisher, 1990.

Copi, I.M. and K.B. Jackson, *Informal Logic*, 2nd ed., New York: Macmillan, 1992.

Joseph, H.W.B., *An Introduction to Logic*, Oxford: Clarendon Press, 1967.

Stebbing, L.S., *A Modern Introduction to Logic*, London: Methuen, 1963.

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হোসাইন, সৈয়দ কমরুদ্দিন, *যুক্তিবিদ্যা পরিচয়*, ২য় সংস্করণ, ঢাকা: প্রভাতী লাইব্রেরী, ২০০১।

Course Code: PHIL 108	Course Title: Introduction to Ethics
Credits: 4 Marks: 100	Course Type: CC

Rationale of the Course

This course will introduce the students with moral issues of everyday life—issues of right and wrong and good and evil that have puzzled and provoked thinkers for hundreds of years. It will deal with some important ethical theories including: the duty ethics of Kant, utilitarianism of Bentham and Mill; ethical relativism and the virtue ethics of Plato and Aristotle; Islamic approach to ethics: with a special focus on enjoining good and forbidding evil. It will address the issue—whether there are objective truths about how we ought to live, or ethics is ultimately a matter of subjective opinions and desires.

Course Learning Outcomes (CLOs)

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

CLO 1	Define various ethical terms, such as morality, virtue, and moral judgment, and ethical dichotomies, such as right/wrong, good/evil, just/unjust, as well as the major traditional theories, and Islamic concept of morality.
CLO 2	Explain the basic moral issues: such as right/wrong, good/evil, just/ unjust, happiness, and goal of life.
CLO 3	Apply their knowledge of morality/ethics in different spheres of life.
CLO 4	Analyze and solve socio-ethical problems.
CLO 5	Evaluate the social, national, and international issues in the light of morality.
CLO 6	Create a morally congenial atmosphere at different levels.

Course Contents

Topics	Required Session(s)/Hours	CLOs
Introduction: Nature of Ethics, Branches of ethics: Normative ethics; Meta-ethics; Practical ethics; Environmental ethics, Utility of ethics, Nature of Islamic ethics.	5	CLO 1, CLO 2, CLO 3,
Relation of Ethics to Other Subjects: Ethics and Religion, Ethics and Psychology, Ethics and Sociology.	5	CLO 1, CLO 2, CLO 4,
Postulates of Morality: Views on the nature of the postulates of morality, Freedom of will: determinism, indeterminism, and self-determinism.	3	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5
Moral Judgment - Its Nature, Subject and Object: Nature of moral judgment, Subject of moral judgment, Object of moral judgment.	5	CLO 1, CLO 2, CLO 3,
Relationship Between Individual and Society: Various theories about the relationship.	4	CLO 1, CLO 5, CLO 6
Punishment and Its Justification: Various philosophical theories of punishment, Islamic concept and theory of punishment.	4	CLO 1, CLO 5, CLO 6
Moral Progress: Nature of moral progress, Law of moral progress, Conditions of moral progress Islamic ethics: enjoining good and forbidding evil.	4	CLO 1, CLO 2, CLO 4
Normative Ethics and Its Theories: Deontological theories, Consequentialist theories, Virtue ethics.	4	CLO 1, CLO 2, CLO 4
Theories of Moral Standard: Moral Relativism, Hedonism and Utilitarianism.	6	CLO 1, CLO 2

Theories of Moral Standard (continued): Deontological theories, Moral Evolutionism, Moral Intuitionism, Moral Perfectionism.	12	CLO 1, CLO 2, CLO 6
Greek Virtue Ethics: Ethics of Socrates, Plato's virtue ethics, Aristotle's notions of eudaimonia and virtue.	8	CLO 1, CLO 2, CLO 6

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	4	4	3	4	4	3	3
CLO 2	4	4	3	3	3	3	3
CLO 3	3	4	4	3	3	3	2
CLO 4	3	3	4	2	3	2	4
CLO 5	4	3	4	3	3	3	4
CLO 6	4	4	4	3	3	3	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Define various ethical terms, such as morality, virtue, and moral judgment, and ethical dichotomies, such as right/wrong, good/evil, just/unjust, as well as the major traditional theories, and Islamic concept of morality.	1-7	21, 22	2, 5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 9
CLO 2	Explain the basic moral issues: such as right/wrong, good/evil, just/unjust, happiness, and goal of life.	1-7	21, 22	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 3	Apply their knowledge of morality/ ethics in different spheres of life.	1-7	12, 21, 22, 36, 42, 46	4, 5, 6, 7, 8, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 7, AR 9
CLO 4	Analyze and solve social ethical problems.	1-7	21, 22, 42	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR

						1, AR 2, AR 7, AR 9
CLO 5	Evaluate the social, national, and international issues in the light of morality.	1-7	21, 22, 33, 35, 36, 42	3, 5, 6, 7, 8, 10	3, 4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 6	Create a morally congenial atmosphere at different levels.	1-7	12, 42, 46	1, 4, 5, 6, 7, 8, 9, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 7, AR 9

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Recommended Readings

Ashby, Warren. *A Comprehensive History of Western Ethics: What Do We Believe?* New York: Prometheus Books, 1997.

Benson, J., *Environmental Ethics: An Introduction with Readings*, London: Routledge, 2000.

- Frankena, W.K., *Ethics*, New Delhi: Prentice-Hall, 1995.
- Honer, S.M. et. al. (Eds.), *Invitation to Philosophy*, California: Wadsworth, 1982.
- Jardins, J.R.D., *Environmental Ethics: An Introduction to Environmental Philosophy*, Belmont: Wadsworth, 2001.
- Lillie, W., *An Introduction to Ethics*, London: Methuen, 1966.
- Mabbott, J.D., *An Introduction to Ethics*, London: Hutchinson, 1966.
- Mackenzie, J.S., *A Manual of Ethics*, London: University Tutorial Press, 1980.
- Porter, B.F., *The Good Life: Alternatives in Ethics*, New York: Macmillan, 1980.
- Scherer, Donald and Thomas Attig. (Eds.), *Ethics and the Environment*, New Jersey: Prentice-Hall, 1983.
- Singer, P., *Practical Ethics*, Cambridge: Cambridge University Press, 1981. অনুবাদ, প্রদীপ রায়, *ব্যবহারিক নীতিবিদ্যা*, ঢাকা: বাংলা একাডেমী, ২০০৪।
- Taylor, P.W., *Principles of Ethics: An Introduction*, California: Wadsworth, 1975.
- Wellmar, C., *Morals and Ethics*, New Jersey: Prentice Hall, 1988.
- খানম, রাশিদা আখতার, *নীতিবিদ্যা: তত্ত্ব ও বিশ্লেষণ*, ঢাকা: জাতীয় গ্রন্থ প্রকাশ, ২০০২।
- খালেক, এ.এস.এম. আবদুল, *প্রায়োগিক নীতিবিদ্যা*, ঢাকা: অনন্যা, ২০০৩।
- ঢালী, আবদুল হাই, *নীতিবিদ্যা: আদর্শনিষ্ঠ ও পরানীতিবিদ্যা*, ঢাকা: পুঁথিঘর, ১৯৯৪।
- বারী, মুহম্মদ আবদুল, *নীতিবিদ্যা*, ঢাকা: প্রজ্ঞালোক, ১৯৯৫।

Course Code: PHIL 201	Course Title: General Logic: Induction
Credits: 4	Marks: 100
	Course Type: CC

Rationale of the Course

The course on general logic, focusing on inductive reasoning, serves as a foundational exploration of the principles and techniques involved in reasoning from specific instances to general principles. It is designed to provide students with an introductory survey of inductive logic, equipping them with techniques to discern correct from incorrect reasoning. The course structure is designed to cover the key principles of inductive logic as outlined in I. M. Copi's *Introduction to Logic*. Topics include the nature of inductive reasoning, types of inductive arguments, probabilistic reasoning, causal reasoning, and methods for evaluating inductive arguments. Practical exercises and examples will be integrated throughout the course to reinforce learning

and application. By the conclusion of the course, students will have developed a solid understanding of inductive logic and acquired practical skills for distinguishing strong from weak inductive arguments. They will be equipped with the tools to critically evaluate reasoning processes and make informed judgments, particularly in contexts where empirical evidence and probability play key roles.

Course Learning Outcomes (CLOs)

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

CLO 1	Define logic and some fundamental concepts and understand the necessity of logic.
CLO 2	Make a comparison between inductive and inductive reasoning, nature of analogy and the argument by analogy, truth and validity.
CLO 3	Delineate Mill's causality with the methods of experimental inquiry, principle of elimination.
CLO 4	Explain the value of science, nature of explanation, difference between scientific and unscientific explanation, crucial experiments and ad hoc hypothesis.
CLO 5	Understand the nature of probability, alternative concepts of probability and the probability calculus.
CLO 6	Construct a philosophy through logic and reasoning in the every sphere of life.

Course Contents

Topics	Required Session(s)/Hours	CLOs
Definition of logic, necessity of studying logic and some elementary concepts including the nature of argument, comparison between truth and validity,	10	CLO 1, CLO3, CLO4
Comparison between deductive and inductive reasoning, types of induction, epistemic risk	4	CLO 1, CLO 2, CLO 4
Nature of analogy, types of analogy, criteria for appraising analogical argument.	4	CLO 1, CLO 2, CLO 4, CLO5, CLO6
Causality, principle of elimination, method of agreement, strength and weakness of the method od agreement	8	CLO 1, CLO 4, CLO 5, CLO6
Method of difference, joint method of agreement and difference, method of concomitant variation, method of residues.	10	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Nature of hypothesis, role of hypothesis in establishing the relation between cause and effect.	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Science and hypothesis	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Explanation, scientific and unscientific explanation, evaluating scientific explanation.	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Probability, alternative conceptions of probability, expectation or expected value.	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
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Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	3	3	2	2	1	1	4
CLO 2	4	4	4	1	4	1	4
CLO 3	3	3	1	3	1	3	1
CLO 4	4	4	1	4	4	1	4
CLO 5	4	4	4	4	4	4	1
CLO 6	4	4	4	4	4	4	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Define logic and some fundamental concepts and understand the necessity of logic.	1-7	12, 21, 22, 31, 32	5, 7, 8, 9	4,10	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 7, AR 9
CLO 2	Make a comparison between deductive and inductive reasoning, nature of analogy and the argument by analogy, truth and validity.	1-7	12, 21, 22, 46	5, 7, 8, 9	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 7, AR 9
CLO 3	Delineate Mill's causality with the methods of experimental inquiry, principle of elimination.	1-7	12, 21, 22, 36	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 2, AR 7, AR 9
CLO 4	Explain the value of science, nature of explanation, difference between scientific and unscientific explanation, crucial experiments and ad hoc hypothesis.	1-7	12, 21, 22, 36	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 2, AR 7, AR 9
CLO 5	Understand the nature of probability, alternative concepts of probability and the probability calculus.	1-7	12, 21, 22, 32, 33,	5, 7, 8, 9	4,10,16	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR

			36, 42			1, AR 2, AR 7, AR 9
CLO 6	Construct a philosophy through logic and reasoning in the every sphere of life.	1-7	12, 43, 44, 46	5, 7, 8, 9	4	Tutorial, Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Required Text

I. M. Copi, *Introduction to Logic*, 5th edition, New York: Macmillan, 1970.

Recommended Readings

Cohen, M.R. and E. Nagel, *An Introduction to Logic and Scientific Method*, New Delhi: Allied Publisher, 1990.

Copi, I.M. and K.B. Jackson, *Informal Logic*, 2nd ed., New York: Macmillan, 1992.

Joseph, H.W.B., *An Introduction to Logic*, Oxford: Clarendon Press, 1967.

Stebbing, L.S., *A Modern Introduction to Logic*, London: Methuen, 1963.

ওহমান, এম. মতিউর, *প্রচলিত পাশ্চাত্য যুক্তিবিদ্যা*, ৫ম সংস্করণ, ঢাকা: নভেল পাবলিশিং হাউস, ২০১০।

হোসাইন, সৈয়দ কমরুদ্দিন, *যুক্তিবিদ্যা পরিচয়*, ২য় সংস্করণ, ঢাকা: প্রভাতী লাইব্রেরী, ২০০১।

Course Code: PHIL 202	Course Title: History of Western Philosophy: Modern	
Credits: 4	Marks: 100	Course Type: CC

Rationale of the Course

This course offers students a profound exploration of the Western intellectual landscape of the 17th and 18th centuries, delving into the pivotal contributions that shaped the emergence of the modern worldview. Beginning with an overview of the Renaissance, Reformation, and Scientific Revolution – contexts pivotal for philosophical inquiry – it traces the chronological evolution of thought, highlighting the seminal works and ideas of key figures including Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Fichte, Schelling, and Hegel. Through an emphasis on metaphysics, epistemology, and philosophy of mind, students gain a nuanced understanding of the foundational concepts underpinning contemporary Western philosophy, fostering critical thinking and analytical skills essential for navigating complex philosophical terrain. This course not only serves as a journey through the rich intellectual heritage of Western philosophy but also equips students with invaluable tools for understanding and engaging with modern thought, empowering them for personal and intellectual growth across disciplines.

Course Learning Outcomes (CLOs)

At the end of the course students will be able to:

CLO 1	Recall and identify key philosophical concepts, movements, and figures from the 17th and 18th centuries, demonstrating comprehension of their historical significance and context.
CLO 2	Explain the fundamental principles and theories of metaphysics, epistemology, and philosophy of mind developed by major Western philosophers during the period, demonstrating comprehension of their philosophical frameworks and implications.
CLO 3	Apply philosophical methodologies and critical thinking skills to analyze and evaluate primary texts and secondary sources related to the works of Descartes, Hume, Kant, and other influential philosophers of the era, demonstrating the ability to interpret and synthesize complex philosophical arguments.
CLO 4	Deconstruct and analyze philosophical arguments and texts, identifying underlying assumptions, logical fallacies, and implications, and evaluating their strengths and weaknesses, demonstrating proficiency in critical analysis and reasoning.
CLO 5	Assess the significance and impact of philosophical ideas and movements on the development of modern Western thought, critically evaluating their relevance to contemporary philosophical discourse and societal issues, and forming well-reasoned judgments based on evidence and reasoning.

CLO 6	Synthesize their understanding of the history of modern Western philosophy by constructing original arguments and interpretations, engaging in scholarly discourse, and developing innovative approaches to philosophical inquiry, demonstrating creativity, originality, and intellectual autonomy.
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Course Contents

Topics	Required Session(s)/ Hours	CLOs
The Modern World View Introduction: Characteristics of modern philosophy From Medieval to Modern: the revolution begins The Renaissance and the Reformation The Scientific Revolution Francis Bacon: Religion and philosophy, Theory of knowledge, Idols, Inductive method	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Rene Descartes Descartes's <i>Discourse on the Method</i> and <i>Meditations on First Philosophy</i> Descartes' method of skepticism Descartes' rationalism Existence of God and the external world Notion of substance	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Spinoza Substance, qualities and modes Pantheism Theory of knowledge	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Leibniz Theory of Monads Pre-established harmony Theory of knowledge	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
John Locke Theory of ideas Theory perception Theory of substance Primary and secondary qualities Theory of knowledge	10	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
George Berkeley Refutation of Locke's distinction between primary and secondary qualities Subjective idealism	5	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

David Hume Theory of mind; Theory of perception Problem with induction Theory of causation	7	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Immanuel Kant Kant's problem of metaphysics Kant's Copernican Revolution Critical idealism Kant's synthesis: Theory of knowledge Agnosticism	8	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Post-Kantian Philosophy Characteristics Idealism of Fichte Schelling's philosophy of nature	3	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Hegel Hegel's logic and dialectics Hegel's absolute idealism Philosophy after Hegel	5	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Mapping CLOs with PLOs

[Types of Correlation:1: No Correlation :2: Weak: 3: Moderate: 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	3	4	4	4	3	4	4
CLO 2	4	4	4	4	3	3	3
CLO 3	4	4	4	4	4	3	4
CLO 4	3	4	2	4	4	4	3
CLO 5	4	4	4	4	3	4	3
CLO 6	4	4	3	4	3	4	4

SI. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Recall and identify key philosophical concepts, movements, and figures from the 17th and 18th centuries, demonstrating comprehension of their historical significance and context.	1-7	21, 22	2, 5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 9

CLO 2	Explain the fundamental principles and theories of metaphysics, epistemology, and philosophy of mind developed by major Western philosophers during the period, demonstrating comprehension of their philosophical frameworks and implications.	1-7	21, 22	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 3	Apply philosophical methodologies and critical thinking skills to analyze and evaluate primary texts and secondary sources related to the works of Descartes, Hume, Kant, and other influential philosophers of the era, demonstrating the ability to interpret and synthesize complex philosophical arguments.	1-7	12, 21, 22, 36, 42, 46	4, 5, 6, 7, 8, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 7, AR 9
CLO 4	Deconstruct and analyze philosophical arguments and texts, identifying underlying assumptions, logical fallacies, and implications, and evaluating their strengths and weaknesses, demonstrating proficiency in critical analysis and reasoning.	1-7	21, 22, 42	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 5	Assess the significance and impact of philosophical ideas and movements on the development of modern Western thought, critically evaluating their relevance to contemporary philosophical discourse and societal issues, and forming well-reasoned judgments based on evidence and reasoning.	1-7	21, 22, 33, 35, 36, 42	3, 5, 6, 7, 8, 10	3, 4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 6	Synthesize their understanding of the history of modern Western philosophy by constructing original arguments and interpretations, engaging in scholarly discourse, and	1-7	12, 42, 46	1, 4, 5, 6, 7, 8,	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1,

	developing innovative approaches to philosophical inquiry, demonstrating creativity, originality, and intellectual autonomy.			9, 10		AR 2, AR 3, AR 7, AR 9
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Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Recommended Readings

Basson, A.H., *David Hume*, London: Pelican Philosophy Series, 1958.

Brown, Stuart. (Ed.), *British Philosophy and the Age of Enlightenment: Routledge History of Philosophy*, (V. 5), London and New York, Routledge, 1996.

Clarke, D. M. (Ed.), *George Berkeley: Philosophical Writings*, Cambridge: Cambridge University Press, 2008.

Chappell, V. (Ed.), *The Cambridge Companion to Locke*, Cambridge: Cambridge University Press, 1994.

- Chappell, V.C. (Ed.), *Hume*, New York: Doubleday, 1966.
- Fogelin, R. J., *Routledge Philosophy Guidebook to Berkeley and the Principles of Human Knowledge*, London: Routledge, 2001.
- Gardner, S., *Routledge Philosophy Guidebook to Kant and the Critique of Pure Reason*, London: Routledge, 1999.
- Hume, David, *An Enquiry Concerning Human Understanding*, Calcutta: Progressive Publishers, 1999.
- Kemp J., *The Philosophy of Kant*, London: Macmillan, 1968.
- Laird, J., *Hume's Philosophy of Human Nature*, London: Oxford University Press, 1967.
- Lavine, T. Z., *From Socrates to Sartre: The Philosophic Quest*, New York: Bantam Books, 1984.
 অনুবাদ, শাফি বাশার খান, *সক্রেটিস থেকে সার্ত্রে: দার্শনিক অন্বেষণ*, ঢাকা: অঙ্কুর প্রকাশনী, ২০১৮।
- Lowe, E. J., *The Routledge Guidebook to Locke's Essay Concerning Human Understanding*, London: Routledge, 2013.
- Newman, L. (Ed.), *The Cambridge Companion to Locke's "Essay Concerning Human Understanding,"* Cambridge: Cambridge University Press, 2007.
- Noonan, H. W., *Hume on Knowledge*, London: Routledge, 1999.
- Parkinson, G.H.R. (Ed.), *Renaissance and Seventeenth-century Rationalism: Routledge History of Philosophy*, (V. 4), London and New York, Routledge, 1993.
- Prichard, H. A., *Kant's Theory of Knowledge*, Oxford: Oxford University Press, 1909.
- Russell, B., *History of Western Philosophy*, London: George Allen and Unwin, 1946. বাংলা অনুবাদ, প্রদীপ রায়, *পাশ্চাত্য দর্শনের ইতিহাস*, ঢাকা: অবসর, ২০০৬।
- Rutherford, Donald. (Ed.), *The Cambridge Companion to Early Modern Philosophy*, Cambridge: Cambridge University Press, 2006.
- Scruton, R., *A Short History of Modern Philosophy: From Descartes to Wittgenstein*, London: Routledge, 1995.
- Singer, P., *Hegel: A Very Short Introduction*, Oxford: Oxford University Press, 2001.
- Smith, Norman Kemp, *The Philosophy of David Hume*, London: Macmillan, 1966.
- Solomon, Robert C. and Kathleen M. Higgins. (Eds.), *The Age of German Idealism: Routledge History of Philosophy*, (V. 6), London and New York, Routledge, 1993.

Strawson P.F., *Scepticism and Naturalism: Some Varieties*, New York: Columbia University Press, 1985.

ইমাম, পারভেজ, *হেগেল: জীবন ও দর্শন*, ঢাকা: অবসর, ২০১৪।

ইসলাম, আমিনুল, *পাশ্চাত্য দর্শনের ইতিহাস: খেলিস থেকে হিউম*, ১ম খণ্ড, ঢাকা: মাওলা ব্রাদার্স, ২০০৯।

_____, *পাশ্চাত্য দর্শনের ইতিহাস: রুশো থেকে সমকাল*, ২য় খণ্ড, ঢাকা: মাওলা ব্রাদার্স, ২০০৯।

_____, *আধুনিক পাশ্চাত্য দর্শন*, ঢাকা: মাওলা ব্রাদার্স, ৮ম মুদ্রণ, ২০০৭।

দাস, রমাশ্রী, *হিউমের ইন্কয়ারি: একটি উপস্থাপনা*, কলিকাতা: পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, ১৯৯১।

দাস, রাসবিহারী, *কান্টের দর্শন*, কলিকাতা: পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, ১৩৮৭।

রায়, তারকচন্দ্র, *পাশ্চাত্য দর্শনের ইতিহাস: নব্য দর্শন*, দ্বিতীয় খণ্ড, কলিকাতা: কলিকাতা বিশ্ববিদ্যালয়, ১৯৬২।

হোসাইন, সৈয়দ কমরুদ্দীন, *কান্টের দর্শন*, ঢাকা: বাংলা একাডেমী, ১৯৮৬।

Course Code: PHIL 203	Course Title: Political Philosophy: Ancient to Modern
Credits: 4	Marks: 100
	Course Type: CC

Rationale of the Course

This course introduces various approaches to theorizing politics, spanning ancient, medieval, and modern perspectives in political philosophy. Its goal is to acquaint students with fundamental concepts in political theory, cultivating critical and flexible thinking about politics and ideology, and fostering an understanding of how these concepts shape our social organization. By tracing back to Greek antiquity, students explore the questions, ideas, and values that have shaped political philosophy throughout history, illuminating their relevance to contemporary political thought. Through exposure to diverse philosophical traditions, students gain insights into the theoretical foundations of key political concepts and their implications for political existence. The course aims to demonstrate how political questions extend beyond mere governance, touching on broader existential and societal concerns, and by examining philosophers from various traditions, students engage with fundamental inquiries such as the nature of political communities, the ideal form of government, the influence of human nature on political decision-making, and the circumstances warranting resistance against unjust rulers.

Course Learning Outcomes (CLOs)

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

CLO 1	Develop a comprehensive understanding of key themes in ancient to modern critical thinking within political philosophy.
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CLO 2	Analyze individual philosophers' philosophies and concepts from both Western and non-Western traditions to appreciate their contributions to intellectual and political discourse.
CLO 3	Explore the dimensions of political values and concepts, including the origin and nature of the state, natural law, natural rights theory, Christianization of politics, and Machiavellism, to sharpen analytical skills and enrich discourses of political life.
CLO 4	Examine various traditions and approaches in political theory, such as secular political thought, Reformation movement, social contract theory, nationalism, and the idea of freedom, and appreciate their reflection in social living.
CLO 5	Develop skills to read and decode classic texts in political philosophy, connecting historical writings with modern socio-political problems, and utilizing philosophical thinking to propose rational solutions.
CLO 6	Critically evaluate the universality of Western political theory as a model for non-Western societies, comparing political thoughts and practices to address the divergences from normative Western political theory and its implications on concepts such as rights, freedom, sovereignty, power, constitution, and the rule of law.

Course Contents

Topics	Required Session(s)/Hours	CLOs
Kautilya: Arthar shastra, features of king and principles for Ruling State	3	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Manu: Political philosophy in <i>Manusmriti</i>	2	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Plato: Nature of the State, the Stateman, and Law	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Aristotle: Origin and Nature of the State, Rule of the Law, Theory of Slavery, Theory of Revolution	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
St. Augustine: Political Philosophy, Political Significance of the <i>City of God</i>	3	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Al Farabi: Features of the State, Administrative system, Democracy	3	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Al Ghazali: Ruling system and attributes of the ruler	3	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
St. Aquinas: History of Philosophy, Paganism VS Papal authority, unified Christian State theory of Law	3	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Marsilius: Nature of the over the church, Idea of civil community	2	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
The Renaissance and Secular Political Thought, the Reformation Movement	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Machiavelli: Machiavellism, Religion and Morality, Nationalism, Art of politics, Modern political trends	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Hobbes: State of Nature and Human Nature, Natural Law and Rights, Theory of Social Contract, Theory of Sovereignty	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Locke: State of Nature and Human Nature, Natural Law and Rights, Theory of Social Contract and Government by Consent, Theory of Property, Theory of Sovereignty	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Rousseau: State of Nature and Human Nature, Theory of Social Contract, Idea of General Will, Theory of Sovereignty	5	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Hegel: Theory of State, Nationalism, Idea of Freedom, Civil Society	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	4	4	4	4	4	4	4
CLO 2	4	4	4	4	4	4	4
CLO 3	3	2	4	2	4	2	2
CLO 4	4	4	4	2	4	2	3
CLO 5	4	4	4	3	4	3	2
CLO 6	4	4	4	4	4	3	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Develop a comprehensive understanding of key themes in ancient to modern critical thinking within political philosophy.	1-7	21, 22, 36	2, 5, 6, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 9
CLO 2	Analyze individual philosophers' philosophies and concepts from both Western and non-Western traditions to appreciate their contributions to intellectual and political discourse.	1-7	21, 22, 36	3, 5, 6, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 3	Explore the dimensions of political values and concepts, including the origin and nature of the state, natural law, natural rights theory, Christianization of politics, and Machiavellism, to sharpen analytical skills and	1-7	12, 21, 22, 36, 42, 46	4, 5, 6, 7, 8, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 7, AR 9

	enrich discourses of political life.					
CLO 4	Examine various traditions and approaches in political theory, such as secular political thought, Reformation movement, social contract theory, nationalism, and the idea of freedom, and appreciate their reflection in social living.	1-7	21, 22, 37, 42	3, 5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 5	Develop skills to read and decode classic texts in political philosophy, connecting historical writings with modern socio-political problems, and utilizing philosophical thinking to propose rational solutions.	1-7	21, 22, 33, 35, 36, 42	3, 5, 6, 7, 8, 10	3, 4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 6	Critically evaluate the universality of Western political theory as a model for non-Western societies, comparing political thoughts and practices to address the divergences from normative Western political theory and its implications on concepts such as rights, freedom, sovereignty, power, constitution, and the rule of law.	1-7	12, 36, 42, 46	1, 4, 5, 6, 7, 8, 9, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 7, AR 9

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Recommended Readings

Al Farabi, Abu Nasr, *On the Perfect State (Al Madinat al Fadilah)*, Eng. trans. Richard Walzer, Kazi publications, Revised ed., 1989.

Al Ghazali, Abu Hamid, *Counsel for Kings (Nasihah al Muluk)*, Eng. trans., Bagley, F.R.C., London: Oxford University Press, 1964

Barker, E., *Greek Political Theory*, London: Methuen, 1967.

_____, *The Political Thought of Plato and Aristotle*, New York: Russell and Russell, 1959.

_____, *Principles of Social and Political Theory*, Oxford: Clarendon Press, 1951.

Bird, Colin. *An Introduction to Political Philosophy*, Cambridge: Cambridge University Press, 2004.

Chamskya, *Kautilya's Arthashastra*, Jaico Publishing House, Inddia, 2012.

Farabi, Al, Abu Nasr, *On the Perfect State (Al Madinat al Fadilah)*, Eng. trans. Richard Walzer, Kazi publications, Revised ed., 1989. <https://www.amazon.com>

Figgis, J.N., *The Political Aspects of Saint Augustine's City of God*, Oxford: Oxford University Press, 1921.

Ghazali, Al, Abu Hamid, *Counsel for Kings (Nasihah al Muluk)*, Eng. trans., Bagley, F.R.C., London: Oxford University Press, 1964.

Goldsmith, M.M., *Hobbes' Science of Politics*, New York: Columbia University Press, 1966.

Harmon, M.J., *Political Thought from Plato to the Present*, New York: McGraw-Hill, 1964.

Knowles, Dudley. *Political Philosophy*, London: Routledge, 2001.

Lewis, E., *Medieval Political Ideas (2 Vols.)*, New York: Columbia University Press, 1954.

Macfarlane, L.J., *Modern Political Theory*, Great Britain: Nelson, 1972.

Parel, A.J., & R. C., Keith (Ed.), *Comparative Political Philosophy*, New Delhi: Sage Publications, 1992.

Quinton, A. (Ed.), *Political Philosophy*, Oxford: Oxford University Press, 1967.

Raphael, D.D., *Problems of Political Philosophy*, London: Macmillan, 1976.

Rawls, John, *Lectures on the History of Political Philosophy*; edited by Samuel Freeman, Cambridge: Harvard University Press, 2008.

Russell, B., *History of Western Philosophy*, London: George Allen and Unwin, 1946. অনুবাদ, প্রদীপ রায়, *পশ্চাত্য দর্শনের ইতিহাস*, ঢাকা: অবসর, ২০০৩।

Sabine, G.H., *A History of Political Theory*, London: Harper, 1952.

Skoble, A. J. & Machan, T. R. (Ed.), *Political Philosophy: Essential Selections*, Delhi: Pearson Education, & Dorling Kindersley Publishing, 2007.

Warrender, J.H., *The Political Philosophy of Hobbes*, Oxford: Clarendon Press, 1957.

Wright, E.H., *The Meaning of Rousseau*, Oxford: Oxford University Press, 1929.

গুলিয়েভ, ভ. ইয়ে, ও অন্যান্য, *রাজনৈতিক মতবাদের ইতিহাস*, মূল রুশ থেকে অনুবাদ, ননী ভৌমিক, ঢাকা: অবসর, ২০০৯।

চক্রবর্তী, দেবাশিস, *রাষ্ট্রচিন্তার ধারা*, কলকাতা: সেন্ট্রাল বুক পাবলিশার্স, ১৯৯৯।

দাশ, প্রাণগোবিন্দ, *রাষ্ট্রচিন্তার ইতিবৃত্ত*, কলকাতা: নিউ সেন্ট্রাল বুক এজেন্সি, ২০০০।

Course Code: PHIL 204

Course Title: Economics

Credits: 4

Marks: 100

Course Type: GED

Rationale of the Course

The Economics course serves as a fundamental pillar in academic curricula, providing students with a comprehensive understanding of the principles that underpin modern societies. It offers a framework to analyze and comprehend various aspects of human behavior, market dynamics, and resource allocation. By studying economics, students gain insights into the intricacies of decision-making processes at individual, firm, and governmental levels. Additionally, economics equips students with critical thinking skills and analytical tools necessary for addressing real-world challenges, such as poverty, inequality, and environmental sustainability. Moreover, understanding economic principles is essential for informed citizenship and effective participation in public policy debates. Overall, the Economics course cultivates a deeper appreciation of the interconnectedness of economic phenomena, empowering students to make informed decisions and contribute meaningfully to society.

Course Learning Outcomes (CLOs)

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

CLO 1	Analyze and evaluate economic theories, principles, and models to understand the drivers of individual and aggregate economic behavior.
CLO 2	Apply quantitative and qualitative methods to analyze economic data and interpret economic trends and phenomena.
CLO 3	Critically assess the impact of economic policies, institutions, and regulations on economic outcomes at local, national, and global levels.
CLO 4	Communicate effectively the implications of poverty, inequality, development and macroeconomic issues in the context of Bangladesh
CLO 5	Develop problem-solving skills by applying economic reasoning to address real-world economic challenges and propose evidence-based solutions.

Course Contents

Topics	Required Session(s)/ Hours	CLOs
Unit One: Basic Concepts Scarcity & Choice Mankiw's Ten principles of Economics The Circular Flow Model of an Economy The Production Possibilities Model Comparative Advantage and International Trade Role of Markets and Government in a Modern Economy	5	CLO 1
Unit Two: The Supply and Demand Model Supply, Demand, Equilibrium, and Elasticity	5	CLO 1, CLO 2
Unit Three: Theory of Consumer Behavior and Demand Consumer Equilibrium under Marginal Utility Analysis and Indifference Curve Analysis Derivation of Individual Demand Curve and Market Demand Curve Consumer's Surplus	5	CLO 1, CLO 2, CLO 3
Unit Four: Theory of Firm, Production, Cost and Supply Production Function, Law of Diminishing Returns vs. Returns to Scale Production with a Single Variable Input - Total, Marginal and Average Products Least-Cost Factor Combination - Equilibrium position of Tangency of the Isoquant and the Isocost line From Production to Cost - Derivation of TC Curve from Expansion Path, Derivation of other Cost Curves from TC Curve Opportunity Costs containing Explicit and Implicit Costs, Social Costs containing Private and External Costs	10	CLO 1, CLO 2, CLO 3

Unit Five: Market Structures, Pricing, and Output Perfect Competition, Monopoly, Oligopoly, and Monopolistic Competition Profit Maximization Hypothesis, Optimal Output Decision Shutdown Point and Break-even Point, Necessary and Sufficient Condition for Optimization Derivation of a Competitive Firm's Supply Curve Efficiency of Competitive Equilibrium - Producer's Surplus	5	CLO 1, CLO 2, CLO 3
Unit Six: Economic Resources Natural Resources - Land and Water Resources Bangladesh as a Developing Country Obstacles and Preconditions for Economic Development Sustainable Development for Bangladesh	10	CLO 1, CLO 4
Unit Seven: Population Its Growth, Structure and Distribution Population Problem and Family Planning	5	CLO 4, CLO 5
Unit Eight: Industry The Fourth Industrial Revolution Bangladesh Delta Plan 2100 Role of Foreign Aid and International Co-operation Fiscal Policy and Budget Free Market Economy and Globalization	15	CLO 4, CLO 5

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	3	2	2	4	2	2	3
CLO 2	3	3	2	4	4	2	3
CLO 3	2	3	3	4	3	2	3
CLO 4	2	3	3	4	3	2	3
CLO 5	2	3	2	4	4	3	3

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Analyze and evaluate economic theories, principles, and models to understand the drivers of individual and aggregate economic behavior.	1-7	21, 22, 43	5, 7	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 9

CLO 2	Apply quantitative and qualitative methods to analyze economic data and interpret economic trends and phenomena.	1-7	21, 22, 43, 44	5, 7, 8, 11	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 3	Critically assess the impact of economic policies, institutions, and regulations on economic outcomes at local, national, and global levels.	1-7	21, 22, 42, 43, 44	5, 7	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 7, AR 9
CLO 4	Communicate effectively the implications of poverty, inequality, development and macroeconomic issues in the context of Bangladesh	1-7	21, 22, 42, 43, 44	4, 5, 7	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 5	Develop problem-solving skills by applying economic reasoning to address real-world economic challenges and propose evidence-based solutions.	1-7	21, 22, 42, 43, 44	4, 5, 7, 11	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Required Texts

Mankiw, N. G. *Principles of microeconomics*, 10th ed., CENGAGE Learning Custom Publishing, 2023.

Samuelson, P.A., & W.D. Nordhaus, *Economics*, 19th ed., New York: McGraw-Hill, 2010.

Recommended Readings

Awh, Robert Y., *Microeconomics: Theory and Applications*, NY: John Wiley & Sons, 1976.

Begg, D., S. Fischer and R. Dornbusch, *Economics*, 9th ed., New York: McGraw-Hill, 2008.

Bilas, Richard, *Microeconomic Theory*, 2nd ed, NY: McGraw-Hill, 1971.

Ferguson, C.E., *Micro-Economic Theory*, New Delhi: All India Traveller Book Seller, 1983.

Khan, A.R., *The Economy of Bangladesh*, London: Macmillan, 1972.

Lipsey, R.G., *An Introduction to Positive Economics*, 3rd ed., London: ELBS, 1971.

Nicholson, W. and C. Snyder, *Intermediate Microeconomics & Its Application*, 11th ed., New York: Dryden, 2010.

Roll, Eric, *History of Economic Thought*, London: Faber and Faber, 1961.

Salvatore, D., *Theory and Problems of Microeconomic Theory*, New York: McGraw-Hill, 1983.

Samuelson, P.A., & W.D. Nordhaus, *Economics*, 19th ed., New York: McGraw-Hill, 2010.

Stanlake, G.F., *Introductory Economics*, 5th ed., Singapore: Longman, 1996.

Stonier, A.W. and D.C. Hague, *A Textbook of Economic Theory*, 4th ed., London: Longman, 1973.

U.N. *Measures of the Economic Development of Underdeveloped Countries*

Varian, Hal, *Intermediate Microeconomics*, 3rd ed., New York: Norton, 1993.

Course Code: PHIL 205	Course Title: Symbolic Logic	
Credits: 4	Marks: 100	Course Type: CC

Rationale of the Course

The Symbolic Logic course serves as a vital foundation for undergraduate students in the Department of Philosophy, offering a structured introduction to symbolic or mathematical logic. By segmenting into sentential (propositional) and predicate (quantification) logic, students develop a heightened capacity for formalizing their thought processes, thereby minimizing common errors. The prescribed text by I.M. Copi facilitates a comprehensive exploration of logical principles. Through rigorous examination the validity and invalidity of argument, students can sharpen their analytical skills, fostering a precise understanding of logical structures. This course not only cultivates a deep appreciation for logical reasoning but also equips students with essential tools for evaluating and constructing sound arguments—an invaluable asset in philosophical inquiry and broader academic pursuits. Ultimately, this course empowers students to navigate the intricacies of philosophical discourse with precision and clarity, laying a robust groundwork for their academic journey in the field of philosophy.

Course Learning Outcomes (CLOs)

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

CLO 1	Demonstrate a recall and understanding of fundamental concepts in propositional calculus, including the nature of arguments, truth, and validity, as well as the basics of symbolic logic.
CLO 2	Articulate a clear understanding of compound statements, conditional statements, and argument forms through the application of truth tables and statement forms.
CLO 3	Apply the method of deduction to construct formal proofs of validity, utilizing rules such as the Rule of Replacement, Rule of Conditional Proof, and Reductio ad Absurdum Method for proving invalidity.
CLO 4	Analyze singular and general propositions, employ quantification rules, and critically assess proofs for both validity and invalidity, through the study of quantification theory.
CLO 5	Synthesize their understanding of the logic of relations by symbolizing relations, analyzing arguments involving relations, exploring attributes of relations, and engaging with concepts like identity, definite description, and predicate variables.
CLO 6	Evaluate and critique logical truths involving quantifiers, demonstrating a nuanced understanding of how predicate variables and attributes of attributes contribute to the logical framework presented in the course content.

Course Contents

Topics	Required Session(s)/Hours	CLOs
Group A: Propositional Calculus		
Unit One: Introduction: Logic and Language What Is Logic? The Nature of Argument Truth and Validity Symbolic Logic	4	CLO 1
Unit Two: Arguments Containing Compound Statements Simple and Compound Statements Conditional Statement Argument Forms and Truth Tables Statement Forms	6	CLO 1, CLO 2, CLO 3, CLO 4
Unit Three: The Method of Deduction Formal Proof of Validity The Rule of Replacement Proving Invalidity The Rule of Conditional Proof The Rule of Indirect Proof Proofs of Tautologies The Strengthened Rule of Conditional Proof Shorter Truth Table Technique - <i>Reductio ad Absurdum</i> Method	20	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5
Group B : Predicate Calculus		
Unit Four: Quantification Theory Singular Propositions and General Propositions Proving Validity: Preliminary Quantification Rules Proving Invalidity Multiply-General Propositions Quantification Rules More on Proving Invalidity Logical Truths Involving Quantifiers	15	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Unit Five: The Logic of Relations Symbolizing Relations Arguments Involving Relations Some Attributes of Relations Identity and the Definite Description Predicate Variables and Attributes of Attributes	15	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	2	3	4	4	4	4	4
CLO 2	4	4	3	4	4	4	4
CLO 3	3	2	4	2	3	2	2
CLO 4	4	4	4	2	4	2	3
CLO 5	3	4	3	3	3	3	2
CLO 6	4	4	4	4	4	3	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Demonstrate a recall and understanding of fundamental concepts in propositional calculus, including the nature of arguments, truth, and validity, as well as the basics of symbolic logic.	1-7	12 21 22 43	2, 5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 4, AR 8
CLO 2	Articulate a clear understanding of compound statements, conditional statements, and argument forms through the application of truth tables and statement forms.	1-7	12 21 22 43	5, 7, 8, 9, 11	4	Tutorial and Class Participation, Midterm, Final, Viva-voce AR 1, AR 4, AR 8
CLO 3	Apply the method of deduction to construct formal proofs of validity, utilizing rules such as the Rule of Replacement, Rule of Conditional Proof, and Reductio ad Absurdum Method for proving invalidity.	1-7	12 21 22 43	5, 7, 8, 9, 11	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 4, AR 8
CLO 4	Analyze singular and general propositions, employ quantification rules, and critically assess proofs for both validity and invalidity, through the study of quantification theory.	1-7	12 21 22 43	5, 7, 8, 9, 11	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 4, AR 8
CLO 5	Synthesize their understanding of the logic of relations by symbolizing relations, analyzing arguments involving relations, exploring attributes	1-7	12 21 22 43	5, 7, 8, 9, 11	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 4, AR 8

	of relations, and engaging with concepts like identity, definite description, and predicate variables.					
CLO 6	Evaluate and critique logical truths involving quantifiers, demonstrating a nuanced understanding of how predicate variables and attributes of attributes contribute to the logical framework presented in the course content.	1-7	12 21 22 43	5, 7, 8, 9, 11	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 4, AR 8

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Required Text

I. M., Copi, *Symbolic Logic*, 6th ed., New York: Macmillan, 1983 (Chapters 1, 2, 3, 4 and 5).

Recommended Readings

Carney, J.D. and P.K. Scheer, *Fundamentals of Logic*, 2nd ed., New York: Macmillan, 1974.

Jeffrey, R.C., *Formal Logic: Its Scope and Limits*, New York: Macmillan, 1967.

Lemon, E.J., *Beginning Logic*, London: Thomas Nelson & Sons, 1965.

মতীন, আবদুল, *প্রতীকী যুক্তিবিদ্যা*, ৪র্থ সংস্করণ, ঢাকা: নিউ এজ, ২০০১।

রহমান, এম. মতিউর, *প্রতীকী যুক্তিবিদ্যা: বাচনিক কলন*, ৬ষ্ঠ সংস্করণ, ঢাকা: অবসর, ২০১৫।

_____, *প্রতীকী যুক্তিবিদ্যা: প্রারম্ভিক বিধেয় কলন*, ৩য় সংস্করণ, ঢাকা: অবসর, ২০১৫।

Course Code: PHIL 206	Title: Ancient Philosophical Classics: Plato and Aristotle	
Credits: 4	Marks: 100	Course Type: CC

Rationale of the Course

This course is concerned with the views of two classical philosophers – Plato and Aristotle. It is designed to provide the students with the necessary knowledge of their major theories and basic concepts as well as their contributions to epistemology, metaphysics, ethics and society. Students are expected to have a thorough knowledge of the texts. The course is divided into two Parts: the first part deals with Plato's *Republic*, second with Aristotle's *Metaphysics*.

Course Learning Outcomes (CLO)

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

CLO 1	Define and recall an introduction to the origins and foundations of the discipline including the problems that define it.
CLO 2	Read and understand difficult philosophical texts and reflect on the ideas and arguments they offer us.
CLO 3	Understand the basic concepts of epistemology and metaphysics of Plato and Aristotle, as well as the uses and applicability of cause in different sciences, to solve some important puzzles about metaphysics.
CLO 4	Analyze Plato's theory of justice and philosophy of education and know the relation between the science of theology and the science of metaphysics.
CLO 5	Critically explain why these philosophers and their works have been so influential throughout the ages.
CLO 6	Evaluate the relevance and importance of Classical philosophical ideas and theories in the history of human knowledge.

Course Contents

Topics	Required Session(s)/Hours	CLOs
Main Theme of The Republic Theory of Justice	12	CLO 1, CLO 2, CLO 3

Theory of Ideas Theory of Knowledge Education System Plato's Communism	18	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Main Theme of Metaphysics Notion of being	12	CLO 1, CLO 2, CLO 3
15 puzzles regarding metaphysics Concept of Substance Concepts of potentiality and actuality Notion of God	18	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	4	3	3	4	4	4	4
CLO 2	4	3	4	4	4	4	4
CLO 3	4	4	4	4	4	4	4
CLO 4	4	4	4	4	4	4	3
CLO 5	4	3	4	4	4	4	4
CLO 6	4	3	4	4	4	4	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Define and recall an introduction to the origins and foundations of the discipline including the problems that define it.	1-7	21, 22	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 7, AR 9
CLO 2	Read and understand difficult philosophical texts and reflect on the ideas and arguments they offer us.	1-7	21, 22, 31	5,6 , 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 2, AR 7, AR 9
CLO 3	Understand the basic concepts of epistemology and metaphysics of Plato and Aristotle, as well as the uses and applicability of cause in different sciences, to solve some important puzzles about metaphysics.	1-7	12, 21, 22, 36, 42, 46	4, 5, 6, 7, 8, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 7, AR 9

CLO 4	Analyze Plato's theory of justice and philosophy of education and know the relation between the science of theology and the science of metaphysics.	1-7	21, 22, 42	2,5, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 5	Critically explain why these philosophers and their works have been so influential throughout the ages.	1-7	21, 22, 34, 35, 36, 42	5, 6, 7, 8, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 6	Evaluate the relevance and importance of Classical philosophical ideas and theories in the history of human knowledge.	1-7	12, 36, 37, 42, 46	1,2, 5, 6, 7, 8, 10	4, 16	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 7, AR 9

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Required Texts

Part A: Text

Plato. *The Republic*, translated with an introduction by Desmond Lee, 2nd ed., Penguin Books, 1993. অনুবাদ: সরদার ফজলুল করিম, প্লেটোর রিপাবলিক, ঢাকা: বাংলা একাডেমী, ১৯৮২।

Part B: Text

Aristotle, *Metaphysics*, Eng. tr. W.D. Ross, Oxford: Clarendon Press, 1970, বাংলা অনুবাদ, আবদুল জলিল মিয়া, এরিস্টটলের অধিবিদ্যা, ঢাকা : বাংলা একাডেমী, ১৯৮৮।

Recommended Readings

Allan, D.J., *The Philosophy of Aristotle*, Oxford: Oxford University Press, 1970.

Armstrong, A. H., *An Introduction to Ancient Philosophy*, London: Clarendon Press, 1959.

Barnes, Jonathan. (Ed.) *The Cambridge Companion to Aristotle*, Cambridge: Cambridge University Press, 1995.

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Burnet, J., *Early Greek Philosophy*, London: Adam and Charles Black, 1963.

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Copleston, F., *A History of Philosophy*, Vol. I, New York: Image Books, 1962.

Conford, F.M., *The Republic of Plato*, Oxford: Oxford University Press, 1945.

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Furley, David. (Ed.), *From Aristotle to Augustine: Routledge History of Philosophy*, (V. 2), London and New York, Routledge, 2003.

Gottlieb, Anthony. *The Dream of Reason: A History of Philosophy from the Greeks to the Renaissance*, W. W. Norton & Company, 2002.

Guthrie, W.K.C., *A History of Greek Philosophy*, Cambridge: The University Press, 1969.

McKeon, R., *Introduction to Aristotle*, New York: Modern Library, 1947.

Nettleship R.L., *Lectures on the Republic of Plato*, London, 1963.

Pappas, Nickolas. *Routledge Philosophy Guidebook to Plato and the Republic*, London: Routledge, 1995.

Radhakrishnan, S. (Ed.), *History of Philosophy: Eastern and Western*, Vol. 2, London: George Allen and Unwin, 1953.

Ross, W.D. *Aristotle*, with an introduction by John L. Ackrill, 6th ed., London: Routledge, 1995.

Russell, B., *History of Western Philosophy*, London: George Allen and Unwin, 1965. অনুবাদ, প্রদীপ রায়, *পাশ্চাত্য দর্শনের ইতিহাস*, ঢাকা: অবসর, ২০০৬।

Shand, John. (Ed.), *Central Works of Philosophy: Ancient And Medieval*, Montreal: McGill - Queens University Press, 2005.

Shields, Christopher John. *Aristotle*, 2nd ed., New York: Routledge, 2014.

Shields, Christopher (Ed.), *The Blackwell Guide to Ancient Philosophy*, Oxford: Blackwell Publishing, 2003.

Stace, W.T., *A Critical History of Greek Philosophy*, London: Macmillan, 1962.

Stumpf, S.E., *Socrates to Sartre: A History of Philosophy*, New York: McGraw-Hill Book, 1975.

Taylor, A.E. (Ed.), *Aristotle*, London: Prentice Hall, 1963.

Taylor, C.C.W. (Ed.) *From the Beginning to Plato: Routledge History of Philosophy*, (V. 1), London and New York, Routledge, 2003.

Thilly, F., *A History of Philosophy*, Allahabad: Central Book Depot, 1973.

Zeller, E., *Outlines of the History of Greek Philosophy*, New York: Routledge & Kegan Paul, 1963.

ইসলাম, আমিনুল, *পাশ্চাত্য দর্শনের ইতিহাস: থেলিস থেকে হিউম*, ১ম খণ্ড, ঢাকা: মাওলা ব্রাদার্স, ২০০৯।

_____, *পাশ্চাত্য দর্শন: প্রাচীন ও মধ্যযুগ*, ঢাকা: মাওলা ব্রাদার্স, ২০১৪।

ফারুক, গোলাম, *প্লেটো: দর্শন ও রাষ্ট্রচিন্তা*, ঢাকা: অবসর, ২০০২।

রায়, তারকচন্দ্র, *পাশ্চাত্য দর্শনের ইতিহাস: প্রাচীন ও মধ্যযুগ*, প্রথম খণ্ড, গ্রীক দর্শন ও মধ্যযুগের দর্শন, কলিকাতা: কলিকাতা বিশ্ববিদ্যালয়, ১৩৬২।

হালিম, আবদুল, *গ্রীক দর্শন: প্রজ্ঞা ও প্রসার*, ঢাকা: বাংলা একাডেমী, ১৯৭৫।

Course Code: PHIL 207

Course Title: Sociology and Anthropology

Credits: 4

Marks: 100

Course Type: CC

Rationale of the Course

The Sociology and Anthropology course offers an exploration of fundamental concepts and theories that encompass various aspects of human societies and cultures. It provides students with insights into the intricate interplay between social and cultural factors and their impact on human behavior across different domains such as family, socialization, stratification, social groups, marriage, religion, economics, social evolution, and environment. By the conclusion of the course, students will have acquired a solid foundation in sociology and anthropology, enabling them to understand and analyze the complexities of human societies and cultures. They

will have developed critical thinking skills and an appreciation for the diverse ways in which social and cultural factors shape human behavior and societal structures.

Course Learning Outcomes(CLOs)

At the end of the Course, the Students will be able to:

CLO 1	Remember definition and various key terms of sociology and anthropology.
CLO 2	Develop an understanding of the nature of sociology and anthropology as a discipline and how they differ from other social sciences.
CLO 3	Apply key sociological and anthropological concepts to individuals, social and organizational issues.
CLO 4	Analyze the nature of society and culture and their role in shaping human thought and behavior.
CLO 5	Know more details about the distinct cultures around the world and evaluate the cultural differences and the importance of the culture.
CLO 6	Learn the different key terms of sociology and anthropology and can apply the terms in evaluating the different social and cultural circumstances that generates new thought.

Course Contents

Topics	Required Session(s)/ Hours	CLOs
Part A: Sociology		
Historical Background/ Emergence of Sociology Definition Nature of sociology Scope of sociology: Formalistic or specialistic school and Synthetic school Relation of sociology to other disciplines (Anthropology, Political science, Economics etc.)	8	CLO 1, CLO 2, CLO 4
Family Common features of family Types of family Functions of family	8	CLO 1, CLO 2
Community and Association Nature of community Characteristics of community Nature of association Characteristics of association Relation between community and association, their role in our social life	4	CLO 1, CLO 2, CLO 4

Social Group Nature of social group Features of social group Different types of social group: primary and secondary group Relation between primary and secondary group	4	CLO 1, CLO 2, CLO 3
Social Group Nature of social group Features of social group Different types of social group: primary and secondary group Relation between primary and secondary gr	3	CLO 1, CLO 2, CLO 3
Social Stratification Characteristics of social stratification Different types of social stratification their importance in our society.	3	CLO 1, CLO 2, CLO 3, CLO 5, CLO 6
Part B: Anthropology		
Introduction Definition of anthropology Nature and scope of anthropology, Branches of anthropology: physical anthropology, social/cultural anthropology, linguistics, and archaeology.	6	CLO 1, CLO 2
Schools of Anthropology Evolutionism, Diffusionism Functionalism ,Structuralism	5	CLO 1, CLO 2, CLO 4
Social Organization Definition of marriage Different types of marriage Origin and development of the family Different types of family Kinship and kinship-terminology.	6	CLO 1, CLO 2, CLO 4
Economic Organization Primitive economy Nature of property ownership in primitive societies Inheritance in primitive societies	5	CLO 1, CLO 2
Origin of Religion Nature of religion Sociological and psychological theory of religion Animism, animatism, and other forms of primitive religion Relation between religion and magic Relation between religion and science.	8	CLO 1, CLO 2, CLO 4

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	4	3	1	1	2	2	2
CLO 2	4	1	4	4	1	3	1
CLO 3	1	1	3	1	4	3	1
CLO 4	3	3	3	3	2	1	1
CLO 5	3	3	4	1	3	4	1
CLO 6	4	3	4	1	4	4	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Remember definition and various key terms of sociology and anthropology.	1, 2, 5, 6, 7	12, 21, 22	7, 9, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1,AR 7
CLO 2	Develop an understanding of the nature of sociology and anthropology as a discipline and how they differ from other social sciences.	1, 3, 4, 6, 7	12, 22	7, 9, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1,AR 7
CLO 3	Apply key sociological and anthropological concepts to individuals, social and organizational issues.	3, 5, 6	12, 22, 36	5, 7, 9, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1,AR 7
CLO 4	Analyze the nature of society and culture and their role in shaping human thought and behavior.	1, 2, 3, 4, 5	12, 21, 22, 42	8, 9, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1,AR 7
CLO 5	Know more details about the distinct cultures around the world and evaluate the cultural differences and the importance of the culture.	1, 2, 3, 5, 6	12, 22, 41, 42	7, 8, 9, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1,AR 7

CLO 6	Learn the different key terms of sociology and anthropology and can apply the terms in evaluating the different social and cultural circumstances that generates new thought.	1, 2, 3, 5, 6, 7	12, 21, 22, 42	7, 8, 9, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1,AR 7
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Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Recommended Readings

Abrams, H. Leon, tr. *Inquiry into Anthropology*, New York: Globe Book Company, 1976.

Barnow, Victor, *An Introduction to Anthropology*, Vol. II, 4th ed., Homewood: The Dorsey Press, 1982.

Beals, Ralph L. and Harry Hoijer, *An Introduction to Anthropology*, New York: Macmillan, 1961.

Bogardus, E.S., *The Development of Social Thought*, 4th ed., Westport: Greenwood Press, 1979.

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- Cohen, P.S., *Modern Social Theory*, London: Heinemann Educational, 1968.
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- Ginsberg, M., *Essays in Sociology and Social Philosophy*, London: Penguin Books, 1968.
- Haddon, Alfred C., *The Study of Man*, New York: AMS Press, 1979.
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- Haviland, William A., *Cultural Anthropology*, 4th ed., New York: Holt, Rinchart and Winston, 1983.
- Hobhouse, L.T., *Social Development*, London: Macmillan, 1928.
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- Mair, Lucy, *An Introduction to Social Anthropology*, Oxford: Oxford University Press, 1995.
- Morgan, Lewis H., *Ancient Society*, Calcutta: Bharati Library, 1958.
- Upadhyay, V.S. & Gaya Pandey, *History of Anthropological Thought*, New Delhi: Concept Publishing, 1993.
- চৌধুরী, আনোয়ারউল্লাহ ও সাইফুর রশীদ, *নৃ-বিজ্ঞান: উদ্ভব-বিকাশ-গবেষণা পদ্ধতি*, ঢাকা: বাংলা একাডেমী, ১৯৯৫।
- সামাদ, এবনে গোলাম, *নৃ-তত্ত্ব*, ঢাকা: কেন্দ্রীয় বাংলা উন্নয়ন বোর্ড, ১৯৬৭।
- রহমান, মুহাম্মদ হাবিবুর, *সমাজবিজ্ঞান পরিচিতি*, ঢাকা: হাসান বুক হাউস, ১৯৯৮।
- রহমান, মুহাম্মদ হাবিবুর ও সৈয়দ আলী নকী, *নৃ-বিজ্ঞান*, ঢাকা: প্রভাতী প্রকাশনী, ১৯৯৪।

Course Code: PHIL 208	Course Title: Fundamentals of Information Communication Technology	
Credits: 4	Marks: 100	Course Type: GED

The OBE-based curriculum for this course will be provided by the Faculty of Arts at the University of Dhaka.

Course Code: PHIL 301	Course Title: Development of Muslim Philosophy	
Credits: 4	Marks: 100	Course Type: CC

Rationale of the Course

This course is designed to have a thorough knowledge on the origin and development of Muslim philosophy to evaluate the scope of philosophical investigations in Islam. It is divided into two parts. The first part focusses on the historical development of the main schools of thought in Islamic traditions, i.e. theological, philosophical, political and sufi schools. The second part concerns the main thoughts of the following Muslim philosophers: al Kindi, al Farabi, Miskawayh, Ibn Sina, al Ghazali, Ibn Bajjah, Ibn Tufail, Ibn Rushd, Fakhr al Din Razi, Ibn Khaldun, Mulla Sadra and Shah Waliullah.

This course aims at providing the students with necessary knowledge and understanding of the main aspects of rational inquiry in Islam. It aims at developing a philosophical approach regarding the universe as well as life on the line of Islamic thoughts. It also aims at helping the students make connections among various theories and thoughts of renowned Muslim philosophers especially epistemology, metaphysics, axiology, social philosophy, philosophy of economics, eschatology, ethics, logic, aesthetics, environmental philosophy, etc.

Course Learning Outcomes (CLOs)

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

CLO 1	Define and recall fundamental trends, doctrine, movements and approach to Muslim philosophy and its historical development.
CLO 2	Summarize and explain the main arguments and concepts presented in different schools of Muslim philosophy, and demonstrate an understanding of the relationship among different trends of Western Philosophy.
CLO 3	Apply critical thinking skills to analyze and evaluate Muslim philosophical thoughts and apply its positive outlook in various situation of practical life.
CLO 4	Break down complex philosophical arguments into component parts for evaluation, and analyze and compare different philosophical perspectives on specific issues.
CLO 5	Examine the strengths and weakness of different philosophical doctrines, and evaluate the practical implications of philosophical inquiry and theories in diverse contexts.

CLO 6	Establish own philosophical thoughts in the basis of Muslim philosophical attitudes and approaches.
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Course Contents

Topics	Required Session(s)/Hours	CLOs
Group A		
Nature of Muslim philosophy, Difference between Muslim and Islamic philosophy, Possibility of philosophy in Islam, Sources of Muslim philosophy	4	CLO 1, CLO2, CLO3, CLO4
Rise of different schools of thoughts in Islam: political, theological and philosophical, Sources of knowledge: Aql, Naql and Kashf.	4	CLO 1, CLO 2, CLO 6
The Sunnis: Features, Four main juristic schools. The Shi'ahs: Introduction, the divisions of the Shi'ahs, Their history and doctrines, political and philosophical thoughts. The Kharijis: Standpoint of the Kharijis The Murjiyas: Main features, Liberal approach. The Sifatiyas: essence and attributes of Allah The Qadariyas and Jabariyas: Indeterminism and determinism.	8	CLO 1, CLO 3, CLO 4, CLO 6
The Mutazilas: Rationalistic approach, Divine Unity, Divine Justice The Ashariyas: Reason and revelation, Divine attributes, Beatific vision, Human action, Atomism The Zahiriyas: Main doctrine The Ikhwan al Safa: Metaphysics, epistemology and ethics	8	CLO 1, CLO 3, CLO 4, CLO 6
Sufism: Sufism and orthodox Islam, Sufi doctrines, The Sufi Paths.	6	CLO 2, CLO 3, CLO 4, CLO 6
Group B		
Al Kindi: The philosopher of the Arabs, Harmony between Philosophy and Religion, Soul and intellect	3	CLO 1, CLO 3, CLO 4, CLO 6
Al Farabi: Logic, The unity of philosophy, Theory of the Ten Intelligence, Theory of the intellect, Theory of prophecy	4	CLO 3, CLO 4, CLO 6
Ibn Sina: The body-mind relation, Theory of knowledge, God and the world, Influence of The East And The West	4	CLO 4, CLO 6
Al Ghazali: As a philosopher, as theologian and as a Sufi, Metaphysics, ethics	6	CLO 3, CLO 5, CLO 6
Ibn Rushd: Philosophy and Religion, The Way to knowledge, The way to Being	5	CLO 3, CLO 5, CLO 6

Ibn Khaldun: Contribution to the Muslim Philosophical Tradition, Natural Science	4	CLO1, CLO 3, CLO 5, CLO 6
Mulla Sadra, Integration of the Eastern Muslim and western philosophical thoughts	4	CLO1, CLO 3, CLO 5, CLO 6

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	4	1	1	4	2	4	4
CLO 2	4	4	4	4	4	4	4
CLO 3	4	4	4	4	4	2	3
CLO 4	1	4	4	4	2	4	3
CLO 5	4	4	4	3	2	1	2
CLO 6	4	4	4	4	4	3	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Define and recall fundamental trends, doctrine, movements and approach to Muslim philosophy and its historical development.	1-7	12, 21, 22, 36	2, 5, 7, 8, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 2	Summarize and explain the main arguments and concepts presented in different schools of Muslim philosophy, and demonstrate an understanding of the relationship among different trends of Western Philosophy.	1-7	12, 21, 22, 46	5, 7, 8, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 6, AR 7, AR 9
CLO 3	Apply critical thinking skills to analyze and evaluate Muslim philosophical thoughts and apply its positive outlook in various situation of practical life.	1-7	12, 21, 22, 36, 42, 46	4, 5, 6, 7, 8, 10	4, 16	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 5, AR 7, AR 9
CLO 4	Break down complex philosophical arguments into component parts for evaluation, and analyze and compare different	1-7	12, 21, 22, 42, 43,	4, 5, 6, 7, 8,	4, 16	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR

	philosophical perspectives on specific issues.		44, 46	10		1, AR 2, AR 7, AR 8,AR 9
CLO 5	Examine the strengths and weakness of different philosophical doctrines, and evaluate the practical implications of philosophical inquiry and theories in diverse contexts.	1-7	12, 21, 22, 33, 35, 36, 42, 43	5, 6, 7, 8, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 5, AR 7, AR 9
CLO 6	Establish own philosophical thoughts in the basis of Muslim philosophical attitudes and approaches.	1-7	12, 21, 22, 42, 46	1, 4, 5, 6, 7, 8, 9, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 5, AR 6, AR 7, AR 9

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Recommended Readings

Adamson, Peter and Richard C. Taylor (Eds.), *The Cambridge Companion to Arabic Philosophy*, Cambridge: Cambridge University Press, 2004.

- Ahmed, T. and M.M.A. Khan, (Ed.), *Gender in Law*, Dhaka: APH, 1998.
- Arberry, A.J., *Sufism: An Account of the Mysticism of Islam*, London: George Allen and Unwin, 1950.
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- Fakhry, M., *A History of Islamic Philosophy*, New York: Columbia University Press, 1970.
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- Hakim, Khalifa Abdul, *Islamic Ideology: The Fundamental Beliefs and Principles of Islam and their Application to Practical Life*, 7th ed., Lahore: Institute of Islamic Culture, 1974. বাংলা অনুবাদ : সাইয়েদ আবদুল হাই, *ইসলামী ভাবধারা*, ৩য় মুদ্রণ, ঢাকা: আলহিকমাহ্ পাবলিকেশন্স, ২০০৪।
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- ইসলাম, আমিনুল, *মুসলিম ধর্মতত্ত্ব ও দর্শন*, ২য় সংস্করণ, ঢাকা: মাওলা ব্রাদার্স, ২০০০।
- _____, *ইসলাম ধর্ম ও মুসলিম দর্শন*, ঢাকা: উত্তরণ প্রকাশ, ২০০৪।
- _____, (সম্পা.), *মুসলিম দর্শন ও সংস্কৃতি*, ঢাকা: মাওলা ব্রাদার্স, ২০১১।
- মোতাহহারী, মুর্তাজা, *ইসলামে নারীর অধিকার*, অনুবাদ, নূর হোসেন মজিদী ও আব্দুল কুদ্দুস বাদশা, ঢাকা: আল হুদা আন্তর্জাতিক প্রকাশনা সংস্থা, ২০০৭।
- রহমান, মো. বদিউর, *মুসলিম দর্শনের ইতিহাস*, ১ম খণ্ড, ঢাকা: নওরোজ কিতাবিস্থান, ২০০৫।
- হালিম, মো. আবদুল, *মুসলিম দর্শন: চেতনা ও প্রবাহ*, ঢাকা: বাংলা একাডেমী, ১৯৯৮।

Course Code: 302

Course Title: Indian Philosophy

Credits: 4

Marks: 100

Course Type: CC

Rationale of the Course

The rationale of Indian philosophy lies in its quest for understanding the fundamental nature of reality along with a profound exploration of fundamental questions. It covers various philosophical problems, such as the nature of the world, the nature of reality, the nature of knowledge, ethics, and the philosophy of religion. One of the distinctive features of Indian philosophy is the classification of different sources of knowledge (*pramana*) and their validity. Different schools of Indian philosophy accepted different *pramanas*, such as perception, inference, testimony, analogy, and intuition. Another important aspect of Indian philosophy is the exploration of metaphysical concepts, such as the nature of the self (*atman*), the ultimate reality (*brahman*), the categories of existence (*padartha*), the law of causation (*karma*), the cycle of rebirth (*samsara*), and the liberation from suffering (*moksha*).

Indian philosophy also has a strong ethical and practical dimension, as it is often motivated by the quest for spiritual and moral perfection. Many schools of Indian philosophy prescribed various paths or methods (*marga*) for attaining the highest good.

Course Learning Outcomes (CLOs)

At the end of the course students will be able to:

CLO 1	Recall key concepts, terminology and historical developments within various Indian philosophical traditions.
CLO 2	Explain the fundamental principles and doctrines of major Indian philosophical schools.
CLO 3	Apply philosophical concepts to analyze and interpret specific philosophical problems within Indian philosophy.
CLO 4	Compare different schools of thought, highlighting their views on metaphysics, epistemology and ethics.
CLO 5	Critically evaluate the implications of specific ethical principles and metaphysical beliefs on individual and society.
CLO 6	Construct well-reasoned arguments that integrate various philosophical concepts.

Course Contents

Topics	Required Session(s)/ Hours	CLOs
Group A: Epistemology and Logic		
Unit One: Introduction Meaning and nature of Indian philosophy Characteristic of Indian philosophy Sources of Indian philosophy	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Unit Two: Types and Problems of Knowledge <i>Prama</i> , <i>Prameya</i> and <i>pramana</i> Classifications of <i>Pramana</i>	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Unit Three: The Nature and Sources of Knowledge Problems relating to Indian knowledge Direct knowledge and indirect knowledge Classification of Jnana (knowledge) Objections against the direct sources and replies to the objections School dealing with epistemology: Carvaka, Jaina, Sankhya, Nyaya, Mimamsa and Vedanta	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Unit Four: Logic The Nature and the <i>pramanya</i> with particular reference to Nyaya school Origin and ascertainment of <i>pramanya</i> <i>Anumana</i> and <i>anumiti</i> Classification of <i>anumiti</i>	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Unit Five: Nyaya and Mimamsa Views of Logic Nyaya theory of knowledge Nyaya logic and Aristotelian logic The Nature and problem of <i>Vyapti</i> Role of tarka in establishing <i>Vyapti</i> and <i>Vyaptigraha</i> Concept of <i>paksa</i> , <i>sadhya</i> , <i>hetu</i> and <i>paramarsha</i> The Mimamsa view of intrinsic validity	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Unit Six: Jaina Theory of Judgment <i>Syadvada</i> and <i>sapta-bhanginaya</i> Comparison between the Nyaya inference schema and Buddhist inference schema	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Group B: Metaphysics and Ethics		

Unit Seven: Indian Metaphysics Charvaka and Buddhist anti-metaphysical attitudes The later development of Buddhist metaphysical schools Moral teachings of the Upanisads, Gita and of different schools of Indian philosophy Problems of suffering and salvation and implications of these in Indian philosophical schools	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Unit Eight: Chavaka Materialism and Buddhist Ethics Nature of the world Nature of the soul Repudiation of the idea God Carvaka ethics Four noble truths of Buddhism Theory of Niravana Buddha conception of self	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Unit Nine: Jaina Realism Jaina doctrine of the many-ness of reality Jaina conception of Substance Jaina doctrine of Soul: <i>Jiva ajivas</i> Jaina Ethics	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Unit Ten: Sankhya Theory of Evolution Doctrine of <i>Purusa</i> and <i>Prakriti</i> The nature of causality: <i>Satkaryavada</i> and <i>Asatkaryavada</i> Nature of Bondage Theory of Liberation (<i>Moksa</i>)	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Unit Eleven: Yoga Psychology Three-fold miseries of human life Eight-fold path Liberation of the self	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Unit Twelve: Nyaya and Vaisesika Views Nyaya Theism Nyaya conception of soul Vaisesika Atomism	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Unit Thirteen : Mimamsa and Vedanta views Mimamsa Atheism Mimamsa theory of Soul Mimamsa ethics The transcendental idealism of Vedanta Brahma Maya and the relation between <i>Jiva</i> and <i>Brahma</i> Nature of Bondage, and liberation	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
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Mapping CLOs with PLOs

[Types of Correlation:1: No Correlation :2: Weak: 3: Moderate: 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	3	4	4	4	3	4	4
CLO 2	4	4	4	4	3	3	3
CLO 3	4	4	4	4	4	3	4
CLO 4	3	4	2	4	4	4	3
CLO 5	4	4	4	4	3	4	3
CLO 6	4	4	3	4	3	4	4

SI. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Recall key concepts, terminology and historical developments within various Indian philosophical traditions.	1-7	12, 36, 43	2, 4, 5, 7, 8	4, 10	Tutorial, Class participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 4
CLO 2	Explain the fundamental principles and doctrines of major Indian philosophical schools.	1-7	43, 44	1, 5, 7	4	Tutorial, Class participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 5, AR 7

CLO 3	Apply philosophical concepts to analyze and interpret specific philosophical problems within Indian philosophy.	1-7	42, 43, 44	4, 5, 6, 7	4, 10	Tutorial, Class participation, Midterm, Final, Viva-voce, AR 3, AR 5, AR 6, AR 7
CLO 4	Compare different schools of thought, highlighting their views on metaphysics, epistemology and ethics.	1-7	42, 43, 44	4, 6, 7, 10	4, 10, 16	Tutorial, Class participation, Midterm, Final, Viva-voce, AR 6, AR 7, AR 8, AR 9
CLO 5	Critically evaluate the implications of specific ethical principles and metaphysical beliefs on individual and society.	1-7	33, 36, 42	8, 9, 10	16	Tutorial, Class participation, Midterm, Final, Viva-voce, AR 5, AR 7, AR 8, AR 9
CLO 6	Construct well-reasoned arguments that integrate various philosophical concepts.	1-7	21, 42, 36	5, 7, 8	4	Tutorial, Class participation, Midterm, Final, Viva-voce, AR 6, AR 7, AR 8, AR 9

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√

Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva- voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Recommended Readings

Chatterjee, S.C., *The Nayna theory of Knowledge*, 2nd ed., Calcutta: University of Calcutta, 1978.

_____, *Classical Indian Philosophies*, Calcutta: University of Calcutta, 1985.

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Chatterjee, S.C. and D.M.Datta, *An Introduction to Indian Philosophy*, Calcutta: University of Calcutta, 1969.

Dasgupta, S.N., *A History of Indian Philosophy*, (5 Vols.), Cambridge: Cambridge University press, 1952.

Hiriyanna, M., *Outlines of Indian Philosophy*, London: George Allen and Unwin, 1973.

Islam, A.N., *Self, Suffering and Salvation: With Special Reference to Buddhism and Islam*, Allahabad: Vohra Publishers, 1987.

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ঘোষ, রমেন্দ্রনাথ, ভারতীয় দর্শন, ঢাকা: বাংলা একাডেমী, ১৯৮২।

চক্রবর্তী, অরুণা, ন্যায়দর্শনে পরামর্শ, কলকাতা: সংস্কৃত পুস্তক ভান্ডার, ১৯৭৮।

চট্টোপাধ্যায়, দেবীপ্রসাদ, ভারতীয় দর্শন, কলকাতা: ন্যাশনাল বুক, ২০০৩।

রহমান, এম. মতিউর, ভারতীয় দর্শন ও সংস্কৃতি, ঢাকা: জাতীয় সাহিত্য প্রকাশ, ৩য় সংস্করণ, ২০১৮।

Course Code: PHIL 303	Course Title: Social Philosophers
Credits: 4	Marks: 100
	Course Type: CC

Rationale of the Course

This course aims to provide students with a comprehensive understanding of the foundational social theories and ideas. By examining the contributions, limitations, and impact of legendary social thinkers such as Ibn Khaldun, Auguste Comte, Herbert Spencer, Karl Marx, Emile Durkheim, Vilfredo Pareto, Max Weber, and Talcott Parsons, students will gain insight into the evolution of social thought and its significance in theoretical debates within social philosophy.

Course Learning Outcomes (CLOs)

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

CLO 1	Define and recall an introduction to the origins and foundations of the discipline including the problems that define it, and introduce basic knowledge and methodology to understand classical social theories.
CLO 2	Read and understand contemporary social theories and the development of society in this context, understand difficult philosophical texts, and reflect on the ideas and arguments they offer us.
CLO 3	Understand contemporary society and find the way of solving recent social problems.
CLO 4	Analyze arguments and concepts in social philosophy and know the relation between the sociological perspectives on special issues.
CLO 5	Critically explain why these philosophers and their works have been so influential throughout the world.
CLO 6	Evaluate social philosophers' ideas and social theories and show their relevance today and also evaluate different philosophical theories in relation to other relevant disciplinary approaches.

Course Contents

Topics	Required Session(s)/Hours	CLOs
Ibn Khaldun: <i>Asabiyyah</i> , Nature and Source of <i>Asabiyyah</i> Social, political, economical and religious aspects of <i>asabiyyah</i> Nation state and asabiyyah.	6	CLO 1
Auguste Comte: Methodology Positivism Knowledge-based society Law of three stages Religion of humanity	8	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Herbert Spencer: Theory of social evolution Organic theory Different types of society	8	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Karl Marx: Three sources and three components of Marxism Social Revolution Class Struggle Base and Super-structure	8	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Emile Durkheim: Division of Labor Solidarity Theory of Suicide.	8	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Vilfredo Pareto: Theory of Residue Action theory Elite theory Circulation of elite theory.	8	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Max Weber: Ideal Type Social action Authority Protestant ethic Rise of capitalism	8	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Talcott Parsons: Action theory System theory and pattern variables	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	4	4	4	4	4	4	4
CLO 2	4	4	4	4	4	4	4
CLO 3	3	4	4	4	4	4	4
CLO 4	4	4	4	4	4	4	3
CLO 5	4	4	4	3	4	4	4
CLO 6	4	4	4	4	4	3	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Define and recall an introduction to the origins and foundations of the discipline including the problems that define it, and introduce basic knowledge and methodology to understand classical social theories.	1-7	21, 22	2, 5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 9
CLO 2	Read and understand contemporary social theories and the development of society in this context, understand difficult philosophical texts, and reflect on the ideas and arguments they offer us.	1-7	12, 21, 22	5, 7, 8	4, 16	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 3	Understand contemporary society and find the way of solving recent social problems.	1-7	12, 21, 22, 36, 42, 46	4, 5, 6, 7, 8, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 7, AR 9
CLO 4	Analyze arguments and concepts in social philosophy and know the relation between the sociological perspectives on special issues.	1-7	21, 22, 42, 46	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR

						1, AR 2, AR 7, AR 9
CLO 5	Critically explain why these philosophers and their works have been so influential throughout the world.	1-7	21, 22, 35, 36, 42	5, 6, 7, 8, 10	3, 4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 6	Evaluate social philosophers' ideas and social theories and show their relevance today and also evaluate different philosophical theories in relation to other relevant disciplinary approaches.	1-7	12, 42, 46	1, 4, 5, 6, 7, 8, 10	4, 16	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 7, AR 9

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Recommended Readings

- Afanasyev, V.G., *Marxist Philosophy*, Moscow: Progress Publishers, 1980.
- Alpert, Harry, *Emile Durkheim and His Sociology*, New York: Russell and Russell, 1961.
- Barnes, H.E. (Ed.), *Introduction to the History of Sociology*, Chicago: Chicago University Press, 1970.
- Bendix, Reinhard, *Max Weber: An Intellectual Portrait*, London: Routledge & Kegan Paul, 1998.
- Black, Max. (Ed.), *The Social Theories of Talcott Parsons: A Critical Examination*, New Jersey: Prentice Hall, 1961.
- Cuzzort, R.P. and E.W. King, *Humanity and Modern Social Thought*, 2nd ed., Illinois: Dryden Press, 1976.
- Durkheim, E., *The Rules of Sociological Method*, New York: Free Press, 1938.
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- Hudson, W.H., *An Introduction to the Philosophy of Herbert Spencer: With a Biographical Sketch*, New York: Haskell House Publishers, 1974.
- Ibn Khaldun, *The Muqaddimah: An Introduction to History*, tr. by Franz Rosenthal, London: Routledge & Kegan Paul, 1958. অনুবাদ : গোলাম সামদানী কোরায়শী, *আল-মুকাদ্দিমা*, ১ম ও ২য় খণ্ড, ঢাকা: বাংলা একাডেমী, ১৯৮১।
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- Mahdi, Muhsin, *Ibn-Khaldun's Philosophy of History: A Study in the Philosophic Foundation of the Science of Culture*, Chicago: Chicago University Press, 1964.
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- Parson, T., *Essays in Sociological Theory*, Illinois: Free Press, 1958.
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- Ritzer, G., *Sociological Theory*, New York: McGraw-Hill, 1996.
- _____, *Modern Sociological Theory*, New York: McGraw-Hill, 1996.
- Weber, Max, *The Protestant Ethic and the Spirit of Capitalism*, tr. by Stephen Kalberg, London: Fitzrow Dearborn, 2001.
- _____, *From Max Weber: Essays in Sociology*, tr. and ed. by H.H. Gerth and C.W. Mills, London: Routledge and Kegan Paul, 1998.
- _____, *The Methodology of the Social Sciences*, tr. and ed. by E.A. Shils and H.A. Finch, New York: Free Press, 1949.
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- খান, বদরুল আলম (সম্পাদিত), *পুঁজিবাদের সমাজতত্ত্ব*, ঢাকা: বাংলা একাডেমী, ১৯৮৫।
- রশীদ, হাব্বুন, *মার্কসীয় দর্শন*, ২য় সংস্করণ, ঢাকা: জাতীয় সাহিত্য প্রকাশ, ২০১৪।
- নূরুজ্জামান, মোঃ, *চিরায়ত সমাজচিন্তা*, ঢাকা: নবযুগ প্রকাশনী, ২০১৩।

Course Code: PHIL 304

Course Title: Moral Theories of Kant and Mill

Credits: 4

Marks: 100

Course Type: CC

Rationale of the Course

This course serves as a foundational exploration of key ethical frameworks that have significantly shaped the landscape of moral philosophy. It is designed to provide undergraduate-level students with a comprehensive understanding of the moral theories of Immanuel Kant and John Stuart Mill, enabling them to engage deeply with the principles, critiques, and implications of these influential perspectives. Students will gain insight into the historical development of ethical theories, understanding how Kantian deontology and Mill's utilitarianism emerged as responses to distinct philosophical and social challenges. Exploring the intellectual context of these theories will enable students to appreciate the evolution of moral thought and the ongoing relevance of these frameworks to contemporary philosophical discourse. Engaging with the nuances of each

moral theory will enhance students' critical thinking skills, enabling them to evaluate and analyze complex ethical arguments. Through close examination of primary texts and scholarly interpretations, students will develop the ability to critically assess the strengths and weaknesses of Kantian and utilitarian perspectives.

Course Learning Outcomes (CLOs)

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

CLO 1	Engage in knowing the basic concepts of Kantian and utilitarian ethics, exploring the divergences and convergences in these foundational frameworks.
CLO 2	Understanding the broader ethical landscape, fostering an appreciation for the diversity of moral theories and the implications of choosing one framework over another.
CLO 3	Apply the knowledge to pursue advanced studies in ethics, political philosophy, or related fields, providing a springboard for more specialized research into the works of Kant, Mill and other moral philosophers.
CLO 4	Equip with the necessary theoretical background to contribute meaningfully to academic debates and discussions by analyzing the broader field of philosophy.
CLO 5	Enhance their ethical reasoning and decision-making skills, preparing them for evaluating the ethical challenges they may encounter in their professional and personal lives.
CLO 6	Cultivate a heightened ethical awareness that empowers students to navigate complex moral landscapes and make informed, morally defensible choices.

Course Contents

Topics	Required Session(s)/Hours	CLOs
Part A: Immanuel Kant (<i>Fundamental Principles of the Metaphysic of Morals</i>)		
The Idea of Good Will: Definition of human nature and will, different types of will, good will and its characteristics.	2	CLO 1
The Idea of Duty: definition, good will and duty, subjective and objective duty, moral duty.	8	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Categorical Imperatives: definition, imperatives, different types of imperatives, three approaches of universal formula of moral act .	5	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
The Idea of human dignity.	5	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
The Idea of freedom.	5	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
The background and general remarks about utilitarianism	5	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Part B: J. S. Mill (<i>Utilitarianism</i>)		
Definition of utilitarianism	3	CLO 1

Objections raised against utilitarianism, refutation of the objections by Mill, main theme of utilitarianism, evaluation of the arguments.	9	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Sanctions of morality External and internal sanctions, characteristics of internal sanction, sources of internal sanction, internal sanction, conscience and duty.	9	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Proofs of utilitarianism. Direct and indirect proof, Fallacies committed by J S Mill	9	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	3	4	4	3	4	4	4
CLO 2	4	3	4	4	3	4	4
CLO 3	3	2	4	2	4	3	2
CLO 4	4	4	3	2	4	2	3
CLO 5	4	4	4	3	4	3	2
CLO 6	4	4	4	4	4	3	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Engage in knowing the basic concepts of Kantian and utilitarian ethics, exploring the divergences and convergences in these foundational frameworks.	1-7	21, 22, 36	2, 5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 9
CLO 2	Understanding the broader ethical landscape, fostering an appreciation for the diversity of moral theories and the implications of choosing one framework over another.	1-7	21, 22, 36	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 3	Apply the knowledge to pursue advanced studies in ethics, political philosophy, or related fields, providing a springboard for more specialized research into the works of Kant, Mill and other moral philosophers.	1-7	21, 22, 36, 42, 46	4, 5, 6, 7, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 7, AR 9

CLO 4	Equip with the necessary theoretical background to contribute meaningfully to academic debates and discussions by analyzing the broader field of philosophy.	1-7	21, 22, 36, 42	5, 7,	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 5	Enhance their ethical reasoning and decision-making skills, preparing them for evaluating the ethical challenges they may encounter in their professional and personal lives.	1-7	21, 22, 33, 35, 36, 42	3, 5, 6, 7, 8, 10	3, 4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 6	Cultivate a heightened ethical awareness that empowers students to navigate complex moral landscapes and make informed, morally defensible choices.	1-7	12, 42, 46	1, 4, 5, 6, 7, 8, 9, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 7, AR 9

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Required Texts

Part A: Text

I. Kant, *Fundamental Principles of the Metaphysic of Morals*, tr. by T. K. Abott, London: 1949. বাংলা অনুবাদ: সাইয়েদ আবদুল হাই, *নৈতিকতার দার্শনিকতত্ত্বের মূলনীতি*, ঢাকা: বাংলা একাডেমী, ১৯৮২।

Part B: Text

J. S. Mill, *Utilitarianism*, Indianapolis: Hackett Publisher, 1979. বাংলা অনুবাদ: হাসনা বেগম, *উপযোগবাদ*, ঢাকা: বাংলা একাডেমী, ১৯৮৮।

Recommended Readings

References

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Anshutz, R.P., *The Philosophy of John Stuart Mill*, London: Macmillan, 1953.

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- Schurman, J.G., *Kantian Ethics and Ethics of Evolution: A Critical Study*, London: Macmillan, 1981.
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- Smart, J.J.C. and W. Bernard, *Utilitarianism: For and Against*, New Jersey: Prentice-Hall, 1990.
- Sullivan, Roger J., *Immanuel Kant's Moral Theory*, Cambridge: Cambridge University Press, 1989.
- Taylor, P.W., *The Philosophy of John Stuart Mill*, Oxford: Oxford University Press, 1953.
- ওয়াহাব, শেখ আবদুল, *কান্টের নীতিদর্শন*, ঢাকা: ঢাকা বিশ্ববিদ্যালয়, ১৯৮২।
- খানম, রাশিদা আখতার, *নীতিবিদ্যা: তত্ত্ব ও বিশ্লেষণ*, ঢাকা: জাতীয় গ্রন্থ প্রকাশন, ২০০২।
- বারী, মুহম্মদ আবদুল, *উপযোগবাদ: তত্ত্ব ও সমীক্ষা*, ঢাকা: বাংলা একাডেমী, ১৯৯৪।
- বেগম, হাসনা, *নিকোমেকিয়ান এথিক্স*, বাংলা অনুবাদ, ঢাকা: ঢাকা বিশ্ববিদ্যালয়, ২০০৬।
- বেগম, হাসনা, *উপযোগবাদ*, বাংলা অনুবাদ, ঢাকা: বাংলা একাডেমী, ১৯৮৮।
- হাই, সাইয়েদ আবদুল, *নৈতিকতার দার্শনিকতত্ত্বের মূলনীতি*, বাংলা অনুবাদ, ঢাকা: বাংলা একাডেমী, ১৯৮২।

Course Code: PHIL 305	Course Title: Philosophy of the Bangalee: Ancient to Modern
Credits: 4	Marks: 100
	Course Type: CC

Rationale of the Course

The Philosophy of the Bangalee course is structured to offer students a comprehensive understanding of the ancient, medieval, and modern periods of Bangalee philosophical thought. Divided into two parts, the first part delves into the secular and theological trends of Bangalee philosophy from ancient to medieval times, exploring topics such as reason and logic in ancient Bangla, and the contributions of Hindu and Buddhist thinkers like Shanta Rakshit, Shantidev, Shila Bhadra, and Atish Dipankara. It also examines the works of literary figures such as Charyapada, Joydev, Vidyapati, and Chandidas, along with the influence of Vaisnabism and mysticism in medieval Bangla, including the contributions of Sufi saints like Hazrat Shah Sultan Rumi, Hazrat Shah Jalal, Hazrat Shah Makhdum, and Hazrat Shah Amanat Khan. The second part of the course focuses on the philosophical contributions of the Bauls (Lalon Shah, Panju Shah, and Hason Raja), Rammohun Roy, Nawab Abdul Latif, Syed Ameer Ali, Swami Vivekananda, Nawab Sir Salimullah, and Begum Rokeya Sakhawat Hossain, offering students insight into the diverse philosophical heritage of Bangla spanning across different periods and intellectual traditions.

Course Learning Outcomes (CLOs)

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

CLO 1	Define and recall fundamental concepts of the Philosophy of the Bangalee, introducing students to secular and theological trends in Bangalee philosophical thought during the ancient and medieval periods.
CLO 2	Develop students' understanding of Hindu and Buddhist thinkers and scholars of Bangla, along with their respective thought systems.
CLO 3	Facilitate comprehension of basic philosophical concepts found in texts such as the <i>Charyapada</i> , works by Joydev, Vidyapati, and Chandidas, as well as exploring the influence of Vaisnabism and mysticism in medieval Bangla, including the contributions of Sufi scholars.
CLO 4	Analyze the theories of modern Bangalee philosophers, comparing and contrasting various global philosophical perspectives.
CLO 5	Critically explain the significance of Bangalee philosophy and evaluate its relevance and necessity in the broader context of human knowledge history.
CLO 6	Explore the practical applications of Bangalee philosophical theories in contemporary contexts, examining how these ideas can inform and contribute to fields such as ethics, social justice, spirituality, and cultural identity.

Course Contents

Topics	Required Session(s)/Hours	CLOs
Characteristics of Bangalee philosophy, Influence of the Brahmanism and the Upanishads. Main elements of Bangalee philosophy Origin and development of the philosophy of the Bangalee.	4	CLO 1, CLO 2, CLO 3
Shanta Rakshit: Supreme Felicity (Mahasukha), Theory of Knowledge.	2	CLO 1, CLO 2
Shanti Dev: Self, Paramita.	2	CLO 1, CLO 2, CLO 4, CLO 5, CLO 6
Shila Bhadra: Philosophy and teachings of Shila Bhadra, Vijanbada.	2	CLO 1, CLO 2, CLO 4, CLO 6
Atish Dipankara: Ascetic teachings of Atish Dipankar, Bodhipath Pradip	2	CLO 1, CLO 2, CLO 4, CLO 5, CLO 6
Importance of Charyapada in the philosophical thinking of the Bangalee, Contribution of Charyapada to the development of Bangalee philosophy Social contribution of the Bangalee after Charyapada	6	CLO 1, CLO 4, CLO 5, CLO 6

Vaishnava Philosophy of law Role of Vaishnabism to the development of the philosophy of love in Bengal Doctrine of 'Radhakrishna'	6	CLO 1, CLO 3, CLO 4, CLO 5, CLO 6
Mysticism in Medieval Bangla: Contributions of the Sufis (Hazrat Shah Sultan Rumi, Hazrat Shah Jalal, Hazrat Shah Makhdum, Hazrat Shah Amanat Khan)	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Contributions of the Bauls (Lalon Shah, Panju Shah and Hason Raja)	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Philosophy of Rammohun Roy, Social Reformation, Educational Contribution	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5
Nawab Abdul Latif: Social philosophy	4	CLO 1, CLO 2, CLO 3
Syed Ameer Ali: Social Philosophy	2	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Swami Vivekananda: Influence of Ramkrishna on life and teachings of Swami Vivekananda	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Nawab Sir Salimullah: Social Philosophy, Educational Reformation	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Begum Rokeya: Educational reformation	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	4	4	4	4	4	4	4
CLO 2	4	4	4	4	4	4	4
CLO 3	4	3	4	3	4	3	4
CLO 4	4	4	4	4	4	4	4
CLO 5	4	4	4	4	4	4	4
CLO 6	4	4	4	4	4	4	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Define and recall fundamental concepts of the Philosophy of the Bangalee, introducing students to secular and theological trends in Bangalee philosophical thought during the ancient and medieval periods.	1-7	12, 21, 22, 31, 32	5, 7, 8, 9	4, 17	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 7, AR 9

CLO 2	Develop students' understanding of Hindu and Buddhist thinkers and scholars of Bangla, along with their respective thought systems.	1-7	12, 21, 22, 46	5, 7, 8, 9	4, 10, 16	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 7, AR 9
CLO 3	Facilitate comprehension of basic philosophical concepts found in texts such as the <i>Charyapada</i> , works by Joydev, Vidyapati, and Chandidas, as well as exploring the influence of Vaisnabism and mysticism in medieval Bangla, including the contributions of Sufi scholars.	1-7	12, 21, 22, 46	5, 7, 8	4, 16	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 2, AR 7, AR 9
CLO 4	Analyze the theories of modern Bangalee philosophers, comparing and contrasting various global philosophical perspectives.	1-7	12, 21, 22, 46	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 2, AR 7, AR 9
CLO 5	Critically explain the significance of Bangalee philosophy and evaluate its relevance and necessity in the broader context of human knowledge history.	1-7	12, 21, 22, 32, 33, 36, 42	5, 7, 8, 9	4, 10, 16	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 6	Explore the practical applications of Bangalee philosophical theories in contemporary contexts, examining how these ideas can inform and contribute to fields such as ethics, social justice, spirituality, and cultural identity.	1-7	12, 43, 44, 46	5, 7, 8, 9	4, 16	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√

Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

References

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আলি, একরাম, *অতীশ দীপংকর*, কলিকাতা: প্যাপিরাস, ২০০১।

ইসলাম, আমিনুল, *বাঙালির দর্শন: প্রাচীনকাল থেকে সমকাল*, ঢাকা: মাওলা ব্রাদার্স, ২০০২।

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হাই, সাইয়েদ আবদুল, *ভারতীয় দর্শন*, ঢাকা: দি ইউনিভার্সিটি প্রেস লি., ২০০৭।

শরীফ, আহমদ, *বাঙালীর চিন্তা-চেতনার বিবর্তন ধারা*, ঢাকা: বাংলা একাডেমী, ১৯৮৭।

_____, *বাউল তত্ত্ব*, ঢাকা: পড়ুয়া, ২০০৩।

_____, *বাঙলা, বাঙালি ও বাঙালিত্ব*, ঢাকা: অনন্যা, ২০০৭।

শেখর, সৌমিত্র (সম্পাদিত), *সাহিত্য শিল্পদর্শন*, ঢাকা: পরমা পাবলিশার্স, ২০০১।

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সাদ্দ, শামসুল আলম, *চর্যাপদ, তাত্ত্বিক সমীক্ষা*, ঢাকা: অ্যাডর্ন পাবলিকেশন, ২০০৯।

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দস্তিদার, শিপ্রা রক্ষিত, *হরপ্রসাদ শাস্ত্রীর সাহিত্য কর্ম*, ঢাকা: বাংলা একাডেমী, ১৯৯২।

মুধা, শহীদুলাহ, *মহাশুভির শীলভদ্*, ঢাকা: বাংলা একাডেমী, ১৯৯৪।

চট্টোপাধ্যায়, দেবী প্রসাদ, *ভারতীয় দর্শন*, কলিকাতা: ন্যাশনাল বুক এজেন্সি প্রাইভেট লিমিটেড, ২০০৩।

_____, *লোকায়ত দর্শন*, কলিকাতা: নিউ এজ পাবলিশার্স প্রা. লি., ৩য় সংস্করণ, ১৪০৫

সরকার, মো. সোলায়মান আলী, *বাংলার বাউল দর্শন*, ঢাকা: বাংলা একাডেমী, ১৯৯২।

রহমান, ড. এম. মতিউর, *বাঙলার দার্শনিক মনীষা*, ঢাকা: জাতীয় সাহিত্য প্রকাশ, ২য় মুদ্রণ, ২০১৭।

_____, *বাঙালির দর্শন: মানুষ ও সমাজ*, ঢাকা: অবসর, ২য় সংস্করণ, ২০১৩।

_____, *বাঙালির দর্শন: ব্রাহ্ম ভাবধারা*, ১ম খণ্ড, ঢাকা: বাংলাদেশ এশিয়াটিক সোসাইটি, ১ম প্রকাশ, ২০১২।

_____, *বাঙালির দর্শন: ব্রাহ্ম ভাবধারা*, ২য় খণ্ড, ঢাকা: বাংলাদেশ এশিয়াটিক সোসাইটি, ১ম প্রকাশ, ২০১২।

_____, *বাঙালির দর্শন: ব্রাহ্ম ভাবধারা*, ৩য় খণ্ড, ঢাকা: বাংলাদেশ এশিয়াটিক সোসাইটি, ১ম প্রকাশ, ২০১২।

_____, (সম্পা.), *বাঙালির দর্শন: প্রাচীন যুগ*, ঢাকা: অবসর, ২০১৫।

_____, *বাঙালির দর্শন: মধ্য যুগ*, ১ম খণ্ড, ঢাকা: অবসর, ২০১৫।

_____, *বাঙালির দর্শন: মধ্য যুগ*, ২য় খণ্ড, ঢাকা: অবসর, ২০১৫।

_____, (সম্পা.) *শ্রী হীরেন্দ্রনাথ দত্ত-র দার্শনিক বঙ্কিমচন্দ্র*, ঢাকা: জাতীয় সাহিত্য প্রকাশ, ২য় মুদ্রণ, ২০১৭।

রাইন, রায়হান, *বাংলার দর্শন প্রাক-উপনিবেশ পর্ব*, ঢাকা: প্রথমা, ১৯১৯।

_____, (অনূদিত) *আচার্য শান্তরক্ষিতের মাধ্যমকলঙ্কার*, ঢাকা: সংবেদ প্রিন্টিং পাবলিকেশন, ২০১৭

রায়, অজয়, *আদি বাঙালি: নৃতাত্ত্বিক ও সমাজতাত্ত্বিক বিশেষণ*, ঢাকা: বাংলা একাডেমী, ১৯৯৭।

হাব্বুন, শরীফ (সম্পাদনা), *বাংলাদেশে দর্শন: ঐতিহ্য ও প্রকৃতি অনুসন্ধান*, ১ম খণ্ড, ২য় খণ্ড, ৩য় খণ্ড, ঢাকা: বাংলা একাডেমী, ১৯৯৪।

সুর, ড. অতুল, *বাঙলা ও বাঙালীর বিবর্তন*, কলিকাতা : সাহিত্য লোক, ১৯৯৪।

রায়, নীহার রঞ্জন, *বাঙ্গালীর ইতিহাস আদি পর্ব*, কলিকাতা : আশ্বিন ১৪০২।

মজুমদার, রমেশচন্দ্র, *বাংলাদেশের ইতিহাস প্রাচীন যুগ*, কলিকাতা: জেনারেল প্রিন্টার্স এবং পাবলিশার্স প্রাইভেট লি:, ২০০৫।

দে, শ্রী সত্যব্রত, *চর্যাগীতি পরিচয়, জিজ্ঞাসা*, কলিকাতা: শ্রীগোপাল প্রেস, ১৩৬৭।

চৌধুরী, ড. আব্দুল মমিন, *প্রাচীন বাংলার ইতিহাস ও সংস্কৃতি*, ঢাকা: মাওলা ব্রাদার্স, ২০০৯।

আহসান, সৈয়দ আলী, *চর্যাগীতিকা*, ঢাকা: নিউ এজ পাবলিকেশন।

Course Code: PHIL 306	Course Title: Modern Philosophical Classics: Hume and Kant
Credits: 4	Marks: 100
	Course Type: CC

Rationale of the Course

This course is concerned with the views of two classical philosophers, Hume and Kant. It is designed to provide the students with necessary knowledge of their major theories and basic concepts as well as their contributions to epistemology, metaphysics and ethics. The course is divided into two parts. The first part deals with Hume's *A Treatise of Human Nature* and the second with Kant's *Critique of Pure Reason*. Students are suggested to study this course in order to have a thorough knowledge of the prescribed two texts. The study of this course will also help the students understand some important features of knowledge/ knowing.

Course Learning Outcomes (CLOs)

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

CLO 1	Understand the nature of knowledge, traditional philosophical explanation about the nature of knowledge and the sources of knowledge.
CLO 2	Explain the nature of perception, abstract ideas, relation of ideas and matter.
CLO 3	Delineate causality, external world and skepticism.
CLO 4	Understand the epistemological and metaphysical views of Kant and evaluate his position in philosophy.
CLO 5	Explain the nature of synthetic a priori judgment, space and time as a priori form of intuition.
CLO 6	Learn the role of categories of understanding and the limits of metaphysical knowledge.

Course Contents

Topics	Required Session(s)/Hours	CLOs
Nature of knowledge, traditional philosophical explanation about the nature of knowledge and the sources of knowledge.	6	CLO 1, CLO3, CLO4
Perception, types of perception, is perception sole source of knowledge?	6	CLO 1, CLO 2, CLO 4
Concept of abstract ideas, relation of ideas and matter	6	CLO 1, CLO 2, CLO 4, CLO5, CLO6
Hume's causality, traditional explanation of causality, comparison with others on causality, external world.	10	CLO 1, CLO 4, CLO 5, CLO6
Nature of skepticism, grounds for identifying Hume as a skeptic philosopher.	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Kant's epistemological and metaphysical views.	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Nature of synthetic and analytic judgment, nature of synthetic a priori judgment.	10	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Space and time as a priori form of intuition	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Role of categories of understanding, limits of metaphysical knowledge.	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	3	3	2	2	1	1	4
CLO 2	4	4	4	1	4	1	4
CLO 3	3	3	1	3	1	3	1
CLO 4	4	4	1	4	4	1	4
CLO 5	4	4	4	4	4	4	1
CLO 6	4	4	4	4	4	4	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Understand the nature of knowledge, traditional philosophical explanation about the nature of knowledge and the sources of knowledge.	1-7	12, 21, 22, 31, 32	5, 7, 8, 9	4,10	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 7, AR9
CLO 2	Explain the nature of perception, abstract ideas, relation of ideas and matter.	1-7	12, 21, 22, 46	5, 7, 8, 9	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 7, AR 9
CLO 3	Delineate causality, external world and skepticism	1-7	12, 21, 22, 36	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 2, AR 7, AR 9
CLO 4	Understand the epistemological and metaphysical views of Kant and evaluate his position in philosophy	1-7	12, 21, 22, 36	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 2, AR 7, AR 9
CLO 5	Explain the nature of synthetic a priori judgment, space and time as a priori form of intuition	1-7	12, 21, 22, 32,	5, 7, 8, 9	4,10,16	Tutorial and Class Participation, Midterm, Final,

			33, 36, 42			Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 6	Learn the role of categories of understanding and the limits of metaphysical knowledge.	1-7	12, 43, 44, 46	5, 7, 8, 9	4	Tutorial, Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Required Texts

Part A: Text

David Hume, *A Treatise of Human Nature*, Book one, P.H. Nidditch (Ed 2nd ed., Oxford: Clarendon Press, 1978. অনুবাদ: আবু তাহা হাফিজুর রহমান, *মানব প্রকৃতির স্বরূপ অন্বেষণ*, ঢাকা: বাংলা একাডেমী, ১৯৮১।

Part B: Text

Immanuel Kant, *Critique of Pure Reason*, Eng. tr. Norman Kemp Smith, London: Macmillan, 1964.

Recommended Readings

Basson, A.H., *David Hume*, London: Pelican Philosophy Series, 1958.

Buroker, Jill Vance. *Kant's Critique of Pure Reason: An Introduction*, Cambridge: Cambridge University Press, 2006.

Chappell, V.C. (ed.), *Hume*, New York: Doubleday, 1966.

Gardner, Sebastian. *Routledge Philosophy Guidebook to Kant and the Critique of Pure Reason*, London: Routledge, 1999.

Hume, David, *An Enquiry Concerning Human Understanding*, Calcutta: Progressive Publisher, 1999.

Kemp, J., *The Philosophy of Kant*, London: Macmillan, 1968.

Laird, J., *Hume's Philosophy of Human Nature*, London: Oxford University Press, 1967.

Mackie, J.L., *The Cement of the Universe*, London: Oxford University Press, 1974.

Macnabb, D.G.C., *David Hume: His Theory of Knowledge and Morality*, London: Oxford University Press, 1963.

Noonan, Harold W., *Routledge Philosophy Guidebook to Hume on Knowledge*, London: Routledge, 1999.

Passmore, J., *Hume's Intentions*, London: Duckworth, 1980.

Price H.H., *Hume's Theory of the External World*, Oxford University Press, 1963.

Richard, H.A., *Kant's Theory of Knowledge*, Oxford: George Allen & Unwin, 1909.

Russell, B., *History of Western Philosophy*, London: George Allen & Unwin, 1946.

Smith, Norman Kemp, *The Philosophy of David Hume*, New York: Macmillan, 1966.

Strawson, P.F., *Skepticism and Naturalism: Some Varieties*, New York: Columbia University Press, 1985.

Stroud, Barry, *Hume*, London: Routledge & Kegan Paul, 1985.

Wright, John P. *Hume's 'A Treatise of Human Nature': An Introduction*, Cambridge: Cambridge University Press, 2009.

Course Code: PHIL 307	Course Title: Epistemology
Credits: 4	Marks: 100
	Course Type: CC

Rationale of the Course

This course is designed to meet specific educational objectives, providing students with a structured approach to achieving targeted learning outcomes. It focuses on cultivating cognitive skills essential for comprehending the acquisition and justification of knowledge. Students will actively engage with fundamental questions concerning the nature of knowledge and its origins, fostering the development of critical thinking abilities. The course underscores the practical application of various methodologies to assess the coherence of ideas, emphasizing skill development. Exploring the certainty of beliefs promotes intellectual humility, encouraging self-

awareness and enhancing metacognitive skills. Interdisciplinary connections with psychology, sociology, and linguistics contribute to a holistic understanding of knowledge. Examining historical and contemporary perspectives enables students to trace the evolution of philosophical ideas, fostering a comprehensive understanding of the field. Ultimately, the epistemology course equips students with analytical skills, ensuring a nuanced comprehension of human cognition and belief systems.

Course Learning Outcomes (CLOs)

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

CLO 1	Define and recall fundamental concepts in epistemology, and identify key theories and historical developments in the field.
CLO 2	Summarize and explain the main arguments and ideas presented in scholarly readings, and demonstrate an understanding of the relationship between different epistemological concepts.
CLO 3	Apply critical thinking skills to analyze and evaluate arguments in epistemic literature and apply epistemological theories to real-world examples and practical situations.
CLO 4	Break down complex epistemological arguments into component parts for evaluation, and analyze and compare different epistemological perspectives on specific issues.
CLO 5	Critique the strengths and weaknesses of different epistemological theories, and evaluate the practical implications of epistemological questions and theories in diverse contexts.
CLO 6	Construct well-reasoned arguments on epistemological issues, integrating insights from scholarly readings, and synthesize information from various sources to form a comprehensive understanding of a specific epistemological topic.

Course Contents

Topics	Required Session(s)/Hours	CLOs
Introduction: Some preliminaries about epistemology and knowledge	4	CLO 1
Skepticism: Descartes' <i>Meditations</i> , skepticism, and the problem of other minds	8	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
The Nature of Knowledge: The traditional analysis of knowledge, Gettier problem, and various approaches to Gettier problem	8	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
The Structure of Knowledge and Justification: Knowledge and justification, Agrippa's trilemma, foundationalism, infinitism, and coherentism	10	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Internalism and Externalism: The Internalism versus externalism debate, and reliabilism	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
The Sources of Knowledge: Perception, testimony and memory, a priority and inference, and trust	8	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Virtue Epistemology: The value problem, intellectual virtues, and virtue epistemology	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Social Epistemology: Social nature of individuals, social epistemology, peer disagreements, epistemic injustice, epistemology of the internet, feminist epistemology	10	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	4	4	4	4	4	4	4
CLO 2	4	4	4	4	4	4	4
CLO 3	3	2	4	2	4	2	2
CLO 4	4	4	4	2	4	2	3
CLO 5	4	4	4	3	4	3	2
CLO 6	4	4	4	4	4	3	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Define and recall fundamental concepts in epistemology, and identify key theories and historical developments in the field.	1-7	21, 22	2, 5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 9
CLO 2	Summarize and explain the main arguments and ideas presented in scholarly readings, and demonstrate an understanding of the relationship between different epistemological concepts.	1-7	21, 22	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 3	Apply critical thinking skills to analyze and evaluate arguments in epistemic literature and apply epistemological theories to real-world examples and practical situations.	1-7	12, 21, 22, 36, 42, 46	4, 5, 6, 7, 8, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 7, AR 9
CLO 4	Break down complex epistemological arguments into component parts for evaluation, and analyze and compare different	1-7	21, 22, 42	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR

	epistemological perspectives on specific issues.					1, AR 2, AR 7, AR 9
CLO 5	Critique the strengths and weaknesses of different epistemological theories, and evaluate the practical implications of epistemological questions and theories in diverse contexts.	1-7	21, 22, 33, 35, 36, 42	3, 5, 6, 7, 8, 10	3, 4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 6	Construct well-reasoned arguments on epistemological issues, integrating insights from scholarly readings, and synthesize information from various sources to form a comprehensive understanding of a specific epistemological topic.	1-7	12, 42, 46	1, 4, 5, 6, 7, 8, 9, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 7, AR 9

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Required Texts

Chisholm, Roderick M. *Theory of knowledge*, 3rd ed., Englewood Cliffs, NJ: Prentice-Hall, Inc. 1989.

Pritchard, Duncan. *What is This Thing Called Knowledge?* 4th ed., London: Routledge, 2018. [বাংলা অনুবাদ: রহমান, এম. মতিউর, *জ্ঞানের স্বরূপ জিজ্ঞাসা*, ঢাকা: অবসর, ২০২২।]

Recommended Readings

Battaly, Heather. 2008. "Virtue Epistemology." *Philosophy Compass* 3 (4): 639-663.

Battaly, Heather, ed. 2019. *The Routledge Handbook of Virtue Epistemology*. New York: Routledge.

Bergmann, Michael. 2006. *Justification without Awareness*. Oxford: Clarendon Press.

Bernecker, Sven, and Duncan Pritchard, eds. 2011. *The Routledge Companion to Epistemology*. London: Routledge.

BonJour, Laurence. 2010. *Epistemology: Classic Problems and Contemporary Responses*. Lanham, MD: Rowman & Littlefield.

BonJour, Laurence. 1985. *The Structure of Empirical Knowledge*. Cambridge: Harvard University Press.

Collier, James H., ed. 2016. *The Future of Social Epistemology: A Collective Vision*. London: Rowman & Littlefield.

Dancy, Jonathan, Ernest Sosa, and Matthias Steup, eds. 2010. *A Companion to Epistemology*. Sussex, UK: Wiley-Blackwell.

DeRose, Keith. 2009. *The Case for Contextualism*. Oxford: Clarendon Press.

Descartes, René. 1984. *The Philosophical Writings of Descartes*, Vol. II. Edited and translated by John Cottingham, Robert Stoothoff, and Dugald Murdoch. Cambridge: Cambridge University Press.

Feldman, Richard. 2003. *Epistemology*. Upper Saddle River, NJ: Prentice Hall.

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Fricke, Miranda. 2007. *Epistemic Injustice: Power and the Ethics of Knowing*. Oxford: Oxford University Press.

Fricke, Miranda, Peter J. Graham, David Henderson, and Nikolaj J. L. L. Pedersen, eds. 2020. *The Routledge Handbook of Social Epistemology*. New York: Routledge.

Gelfert, Axel. 2014. *A Critical Introduction to Testimony*. London: Bloomsbury.

Gettier, Edmund L. 1963. "Is Justified True Belief Knowledge?" *Analysis* 23 (6): 121-123.

Giladi, Paul, and Nicola McMillan, eds. *Epistemic Injustice and the Philosophy of Recognition*. New York: Routledge.

Goldman, Alvin I. 1999. *Knowledge in a Social World*. Oxford: Clarendon Press.

Goldman, Alvin I., and Dennis Whitcomb, eds. 2011. *Social Epistemology: Essential Readings*. Goldman, Alvin I.,

- Goldman, Alvin I., and Matthew McGrath. 2015. *Epistemology: A Contemporary Introduction*. Oxford: Oxford University Press.
- Grasswick, Heidi E. 2004. "Individuals-in-Communities: The Search for a Feminist Model of Epistemic Subjects." *Hypatia* 9 (3): 85-120.
- Hazlett, Alan. 2014. *A Critical Introduction to Skepticism*. London: Bloomsbury.
- Hetherington, Stephen, ed. 2012. *Epistemology: The Key Thinkers*. London: Continuum.
- Hieronymi, Pamela. 2008. "The Reasons of Trust." *Australasian Journal of Philosophy* 86 (2): 213-236.
- Kidd, Ian James, José Medina, and Gaile Pohlhaus Jr., eds. 2017. *The Routledge Handbook of Epistemic Injustice*. London: Routledge.
- Klein, Peter D. 1999. "Human Knowledge and the Infinite Regress of Reasons." *Philosophical Perspectives* 13: 297-325.
- Lackey, Jennifer. 2008. *Learning from Words: Testimony as a Source of Knowledge*. Oxford: Oxford University Press.
- Lackey, Jennifer. 2008. 2021. *Applied Epistemology*. Oxford: Oxford University Press.
- Lackey, Jennifer, and Ernest Sosa, eds. 2006. *The Epistemology of Testimony*. Oxford: Clarendon Press.
- McCain, Kevin. 2022. *Epistemology: 50 Puzzles, Paradoxes, and Thought Experiments*. New York: Routledge.
- Moser, Paul K., Dwayne H. Mulder, and J. D. Trout. 1998. *The Theory of Knowledge: A Thematic Introduction*. New York: Oxford University Press.
- Musgrave, Alan. 1993. *Common Sense, Science and Scepticism: A Historical Introduction to the Theory of Knowledge*. Cambridge: Cambridge University Press.
- Nagel, Jennifer. 2014. *Epistemology: A Very Short Introduction*. Oxford: Oxford University Press.
- Prichard, Duncan. 2005. *Epistemic Luck*. Oxford: Clarendon Press.
- Reider, Patrick J., ed. 2016. *Social Epistemology and Epistemic Agency: Decentralizing Epistemic Agency*. London: Rowman & Littlefield.
- Sosa, Ernest. 1980. "The Raft and the Pyramid: Coherence versus Foundations in the Theory of Knowledge." *Midwest Studies in Philosophy* 5: 3-25.
- Steup, Matthias, John Turri, and Ernest Sosa, eds. 2014. *Contemporary Debates in Epistemology*. Sussex, UK: Wiley-Blackwell.
- Williams, Michael. 2001. *Problems of Knowledge: A Critical Introduction to Epistemology*. Oxford: Oxford University Press.

Zagzebski, Linda. 1996. *Virtues of the Mind: An Inquiry into the Nature of Virtue and the Ethical Foundations of Knowledge*. Cambridge, UK: Cambridge University Press.

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রশীদ, মো. আবদুর, ১৯৮৯, *জ্ঞানবিদ্যা* (বাংলা অনুবাদ), ঢাকা: বাংলা একাডেমী।

Course Code: PHIL 308	Course Title: Philosophy of Education
Credits: 4	Marks: 100
	Course Type: CC

Rationale of the Course

Philosophy of education is a systematic reflection upon the variety of activities and practices by which we seek to impart knowledge and information and develop human capacities. This course explores the theory and practice of education from a philosophical perspective. It is designed to provide the students with the necessary knowledge and understanding of the nature, meaning and aim of education, the philosophical foundation of education, the necessity of education, education and social order, education and culture, education and religion, and the value of education. This course will also feature a mix of historical and contemporary texts from ancient Greeks to the present day to spur critical and creative thinking on different educational models and to explore current controversies in educational theory and practice.

Course Learning Outcomes (CLOs)

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

CLO 1	Introduce some of the central concepts in the philosophy of education, such as training, socialization, indoctrination, facts and values, and fostering autonomy.
CLO 2	Promote a greater awareness of the numerous philosophical and controversial aspects of educational theory and practice.
CLO 3	Mature the capacity for philosophical analysis and critical reflection in the context of understanding the foundations of education, its main purpose, and its essential components.

CLO 4	Develop an ability to employ aspects of philosophical analysis and reasoning, as well as critical thinking skills, in the context of the philosophy of education.
CLO 5	Recognize and explain some of the basic philosophical concepts that underlie any analysis of education, including concepts such as knowledge, learning, rationality, emotions, experience, personhood, objectivity, morality, autonomy, society, value, and transformation.
CLO 6	Construct a well-reasoned philosophy about education and educational problems as well as reflect on students' own philosophy and their role in social change in the context of the practical spheres.

Course Contents

Topics	Required Session(s)/Hours	CLOs
Meaning of and concept of education Comparison between education and philosophy of education Philosophical foundation of education Scope of Philosophy of education Formal, non-formal and informal education	10	CLO 1, CLO3, CLO4
Aims of Education The nature of educational theory Functions of education Utility of philosophy of education	8	CLO 1, CLO 2, CLO 4
Education as a social process Concept of freedom in education Education and culture Education and religion Islamic approach to education Concept of moral value and education Education and Co-curricular activities	10	CLO 1, CLO 2, CLO 4, CLO5, CLO6
Development of educational thoughts and ideas with reference to the main school of Philosophy Idealism Materialism Naturalism Pragmatism Existentialism	10	CLO 1, CLO 4, CLO 5, CLO6
Criticism of the existing system of education Rabindranath's Philosophy of education Aims, Medium of Education and Curricular of education Role of teacher Teacher-student relationship Place of nature in Rabindranath's educational thoughts	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Rousseau's educational philosophy Rousseau's view about the aim of education Rousseau's Curriculum of education	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Evaluation of Rousseau's method of teaching Dewey's educational philosophy and the aim of education Education as the reconstruction of experience Education and life Education and communication The place of formal education Dewey's theory of activity Democracy and education	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Russell's educational theory Education and patriotism Curriculum and method of teaching Role of Teacher in Bertrand Russell's educational thought	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Montessori's educational philosophy and aim Montessori's Method of Instruction Teacher in Montessori system Contributions of Montessori to the theory and practice of education	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	3	3	2	2	1	1	4
CLO 2	4	4	4	1	4	1	4
CLO 3	3	3	1	3	1	3	1
CLO 4	4	4	1	4	4	1	4
CLO 5	4	4	4	4	4	4	1
CLO 6	4	4	4	4	4	4	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Introduce some of the central concepts in the philosophy of education, such as training, socialization, indoctrination, facts and values, and fostering autonomy.	1-7	12, 21, 22, 31, 32	5, 7, 8, 9	4,10	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 7, AR9
CLO 2	Promote a greater awareness of the numerous philosophical and controversial aspects of educational theory and practice.	1-7	12, 21, 22, 46	5, 7, 8, 9	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 7, AR 9

CLO 3	Develop a capacity for philosophical analysis and critical reflection in the context of understanding the foundations of education, its main purpose and its essential components.	1-7	12, 21, 22, 36	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 2, AR 7, AR 9
CLO 4	Develop an ability to employ aspects of philosophical analysis and reasoning, as well as critical thinking skills, in the context of the philosophy of education.	1-7	12, 21, 22, 36	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 2, AR 7, AR 9
CLO 5	Recognize and explain some of the basic philosophical concepts that underlie any analysis of education, including concepts such as knowledge, learning, rationality, emotions, experience, personhood, objectivity, morality, autonomy, society, value, and transformation.	1-7	12, 21, 22, 32, 33, 36, 42	5, 7, 8, 9	4,10,16	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 6	Construct well-reasoned philosophy about education and educational problems as well as reflect on students' own philosophy and their role in social change in the context of the practical spheres.	1-7	12, 43, 44, 46	5, 7, 8, 9	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√

Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Recommended Readings

Butler, J.D., *Four Philosophies and Their Practice in Education and Religion*, New York: Harper Brothers Publishers, 1957.

Dewey, J., *Philosophy of Education*, Ames, Littlefield, 1956.

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Russell, B., *Education and the Social Order*, London: Allen & Unwin, 1932.

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খাতুন, শরিফা, *দর্শন ও শিক্ষা*, ঢাকা: বাংলা একাডেমী, ১৯৯৯।

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ঘোষ, অরুণ, *শিক্ষা বিজ্ঞানের দর্শন ও মূলতত্ত্ব*, কলিকাতা: এডুকেশনাল এন্টারপ্রাইজারস, ১৯৮৬।

হালদার, গৌরদাস, *শিক্ষা প্রসঙ্গে শিক্ষাতত্ত্ব ও পাঠক্রম চর্চা*, কলিকাতা: ব্যানার্জী পাবলিশার্স, ১৯৯৩।

ঠাকুর, রবীন্দ্রনাথ, *শিক্ষা*, কলিকাতা: বিশ্বভারতী গ্রন্থন বিভাগ, ১৯৩৭।

Course Code: PHIL 309	Course Title: Muslim Thoughts: Contemporary Trends and Issues	
Credits: 4	Marks: 100	Course Type: GED

Rationale of the Course

This course is designed to have a thorough knowledge on the contemporary main trends and issues prevailing in the Muslim world. It is having a global approach with a view to acquiring a deep knowledge of main recent issues like ethical, social and political debates. It is divided into two parts. The first part focusses on a range of issues such as humanism; human rights, the rights and status of women in Islam, feminism, self-respect, duty to others, attitude to other religions, issues related to business, professional and bioethics and environment as well as administration. It will also explore the relation between Islam and the modern science, leadership, globalization, just society, public policy, conflict and peace, terrorism and extremism, sustainable development, justice and equity, Muslim contribution to civilization, Muslim contribution to Western world. The second part includes the main thoughts of the following Muslim philosophers: Jamaluddin Afghani, Sir Sayyid Ahmad Khan, Allama Iqbal, Allama Azad Subhani, Sayyid Qutub, Ayatullah Khomeini, Morteza Motahhari, Sulaayman Nadwi, Mawlana Abul Kalam Azad, Abul Hasan Nadwi, Sayyid Badiuzzamam Nursi, Seyyed Husain Nasr, Muhammad Baqir as-Sadr, and Dewan Muhammad Azraf.

This course aims at developing a philosophical approach regarding the issues mentioned above on the line of Muslim thoughts. It also aims at helping the students to make connections among various trends and thoughts of renowned Muslim thinkers of the world.

Course Learning Outcomes (CLOs)

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

CLO 1	Define and recall fundamental issues, doctrine, movements and approach to Muslim thoughts and their historical development.
CLO 2	Summarize and explain the main arguments and concepts presented in different thinkers of the Muslim world and demonstrate an understanding of the relationship among different trends of Eastern and Western thoughts.
CLO 3	Apply critical thinking skills to analyze and evaluate Muslim thoughts and apply its positive outlook in various situation of practical life.
CLO 4	Break down complex arguments into component parts for evaluation, and analyze and compare different recent and contemporary life-related issues in rational and reasoned perspectives.
CLO 5	Examine the strengths and weakness of different contemporary philosophical, political, social and humanitarian doctrines, and evaluate the practical implications of contemporary issues and theories in diverse contexts.
CLO 6	Establish own thoughts on the basis of Muslim thinkers' attitudes and approaches.

Course Contents

Topics	Required Session(s)/Hours	CLOs
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Group A		
Group A Importance and significance of the study of recent trends and issues Nature of contemporary trends and issues in Muslim World	4	CLO 1, CLO2, CLO3, CLO4
Humanism : Religious and secular, Muslim attitudes to humanism	4	CLO 1, CLO 2, CLO 6
Human rights, the rights and status of women in Islam, feminism	4	CLO 1, CLO 3, CLO 4, CLO 6
Self-respect, duty to others, duty to neighbor, duty to the followers of the other religions	4	CLO 1, CLO 3, CLO 4, CLO 6
Doctrine related to business, professional, Bio- ethical and environmental issues	6	CLO 2, CLO 3, CLO 4, CLO 6
Terrorism and extremism, conflict and peace, leadership, public policy, globalization, justice and equity, just society and sustainable development	4	CLO 1, CLO 3, CLO 4, CLO 6
Islam and modern science, Muslim contribution to civilizations, Muslim contribution to Western thoughts	4	CLO 3, CLO 4, CLO 6
Group B		
Jamaluddin Afghani, Sir Sayyid Ahmad Khan	4	CLO 4, CLO 6
Allama Iqbal	4	CLO 3, CLO 5, CLO 6
Allama Azad Subhani, Sayyid Qutub	4	CLO 3, CLO 5, CLO 6
Ayatullah Khomeini, Morteza Motahhari	4	CLO1, CLO 3, CLO 5, CLO 6
Sulaayman Nadwi, Mawlana Abul Kalam Azad	4	CLO1, CLO 3, CLO 5, CLO 6
Abul Hasan Nadwi, Sayyid Badiuzzamam Nursi	5	CLO 3, CLO 5, CLO 6
Seyyed Husain Nasr, Muhammad Baqir as-Sadr, Dewan Muhammad Azraf	5	CLO2, CLO3, CLO4, CLO6

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	4	1	1	4	2	4	4
CLO 2	4	4	4	4	4	4	4
CLO 3	4	4	4	4	4	2	3
CLO 4	1	4	4	4	2	4	3
CLO 5	4	4	4	3	2	1	2
CLO 6	4	4	4	4	4	3	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Define and recall fundamental issues, doctrine, movements and approach to Muslim thoughts and their historical development.	1-7	12,21, 22,36	2, 5, 7, 8, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 2	Summarize and explain the main arguments and concepts presented in different thinkers of the Muslim world and demonstrate an understanding of the relationship among different trends of Eastern and Western thoughts.	1-7	12,21, 22,46	5, 7, 8, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 6, AR 7, AR 9
CLO 3	Apply critical thinking skills to analyze and evaluate Muslim thoughts and apply its positive outlook in various situation of practical life.	1-7	12, 21, 22, 36, 42, 46	4, 5, 6, 7, 8, 10	4, 16	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 5, AR 7, AR 9
CLO 4	Break down complex arguments into component parts for evaluation, and analyze and compare different recent and contemporary life-related issues in rational and reasoned perspectives.	1-7	12,21, 22, 42,43, 44,46	4, 5, 6, 7, 8, 10	4, 16	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 8, AR 9
CLO 5	Examine the strengths and weakness of different contemporary philosophical, political, social and humanitarian doctrines, and evaluate the practical implications of contemporary issues	1-7	12,21, 22, 33, 35, 36, 42,43	5, 6, 7, 8, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 5, AR 7, AR 9

	and theories in diverse contexts.					
CLO 6	Establish own thoughts on the basis of Muslim thinkers' attitudes and approaches.	1-7	12,21, 22, 42, 46	1, 4, 5, 6, 7, 8, 9, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 5, AR 6, AR 7, AR 9

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Recommended Readings

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Alam, A.Z.M. Shamsul, *Administration and Ethics*, Dhaka: Bangladesh Co-operative Book society, 1997.

As-Sadr, Muhammad Baqir, *Iqtisaduna: Our Economics*, Tehran: World Organization for Islamic Services, 1983.

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_____, *Faith versus Materialism*, Lucknow: Academy of Islamic Research, 1973.

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চাপড়া, এম উমর, *মুসলিম সভ্যতা : অবক্ষয়ের কারণ ও সংস্কারের অবশ্যকীয়তা*, অনু: মাহমুদ আহমদ, ঢাকা: বাংলাদেশ ইনস্টিটিউট অব ইসলামিক থ্যাট (বিআইআইটি) ২০১৬।

নদভী, সাইয়িদ আবুল হাসান আলী, *মুসলিম বিশ্বে ইসলাম ও পাশ্চাত্য সভ্যতার দ্বন্দ্ব*, অনু: জুলফিকার আলী নদভী, ঢাকা: মুহাম্মদ ব্রাদার্স, ২০১২।

মজিদ, মুস্তাফা, *নেতৃত্বের স্বরূপ*, ঢাকা : বাংলা একাডেমী, ১৯৯৫।

মানিক, নুরুল ইসলাম, *পরিবেশ সংরক্ষণে মহানবী (সা)*, ঢাকা : ইসলামিক ফাউন্ডেশন বাংলাদেশ, ২০০৫।

মাসুদুজ্জামান ও ফেরদৌস হোসেন, *বিশ্বায়ন: সংকট ও সম্ভাবনা*, ঢাকা: মাওলা ব্রাদার্স, ২০১২।

মুর্তাজা মোতাহহারী, শহীদ আয়াতুল্লাহ, *ইসলামে নারীর অধিকার*, অনু: নূর হোসেন মজিদী ও আব্দুল কুদ্দুস বাদশা, ইসলামী প্রজাতন্ত্র ইরান দুতাবাস, ঢাকা : আল হুদা আন্তর্জাতিক প্রকাশনা সংস্থা, ২০০৭।

মুস্তাফা, মুহাম্মদ গোলাম, *কল্যান সমাজ গঠনে মহানবী (সা)*, ঢাকা : ইসলামিক ফাউন্ডেশন বাংলাদেশ, ২০০৮।

শহীদ, সাইয়েদ কুতুব, *বিশ্বশান্তি ও ইসলাম*, অনু: গোলাম সোবহান সিদ্দিকী, ঢাকা : ইসলামিক ফাউন্ডেশন বাংলাদেশ, ২০০৪।

সালাহউদ্দীন, *মৌলিক মানবাধিকার*, অনু: মাওলানা মুহাম্মাদ আবুল বাশার আখন্দ, ঢাকা : ইসলামিক ফাউন্ডেশন বাংলাদেশ, ২০০৪।

সুলায়মান, আব্দুলহামীদ আহমাদ আবু, *ইসলামের দৃষ্টিতে রাজনৈতিক সংঘাত ও সহিংসতা নিয়ন্ত্রণ*, অনু: আকরাম ফারুক, , ঢাকা : বাংলাদেশ ইনস্টিটিউট অব ইসলামিক থ্যাট, ২০০১।

সোয়াইটসার, আলবার্ট, *সভ্যতার পতন ও পুনরুদ্ধার*, অনু: আমিনুল ইসলাম ভূইয়া, ঢাকা : পাঠক সমাবেশ, ২০১৯।

হক, মোঃ ময়নুল, ইসলাম, *পরিবেশ সংরক্ষণ ও উন্নয়ন*, ঢাকা : ইসলামিক ফাউন্ডেশন বাংলাদেশ, ২০০৭।

হামীদুল্লাহ, মুহাম্মদ, *ইসলামের বিকাশধারা*, অনু: মাওলানা আবদুল্লাহ বিন সাঈদ জালালাবাদী আল আযহারী, ঢাকা : ইসলামিক ফাউন্ডেশন বাংলাদেশ, ২০২০।

Course Code: PHIL 401	Course Title: Contemporary Western Philosophy	
Credits: 4	Marks: 100	Course Type: CC

Rationale of the Course

Contemporary Western Philosophy is the main philosophical trends and movements of the late 19th and early 20th centuries. This course focuses on the main trends of Post-Hegelian Western philosophy including 20th century idealism, especially British and Italian idealism, dialectical materialism, intuitionism, existentialism, pragmatism, neo-realism, logical positivism and post-modernism. It also concerns the rise and development of Anglo-American analytic philosophy. Philosophers such as Frege, Russell, Moore, Wittgenstein, Schlick, Carnap and Ayer contributed to analytic philosophy.

This course aims at providing the students with necessary knowledge and understanding of the main trends of Post-Hegelian philosophy and its historical development. Secondly, it aims at helping the students make connections among various trends and movements of Western philosophy of the late 19th and early 20th centuries, and pinpoint their importance in the history of human knowledge. Thirdly, it also aims at enabling the students to evaluate the successes and failures of the analytic approach to philosophy.

Course Learning Outcomes (CLOs)

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

CLO 1	Define and recall fundamental trends, doctrine, movements and approach to Post-Hegelian philosophy and its historical development.
CLO 2	Summarize and explain the main arguments and concepts presented in different trends of Post-Hegelian philosophy, and demonstrate an understanding of the relationship among different trends of contemporary Western philosophy as well as that of previous history of Western philosophy.
CLO 3	Apply critical thinking skills to analyze and evaluate in philosophical trends of contemporary Western philosophies and apply its positive outlook to various situation of practical life.
CLO 4	Break down complex philosophical arguments into component parts for evaluation, and analyze and compare different philosophical perspectives on specific issues.

CLO 5	Examine the strengths and weakness of different philosophical doctrines, and evaluate the practical implications of philosophical inquiry and theories in diverse contexts.
CLO 6	Establish own philosophical thoughts on the basis of contemporary Western philosophical trends and approaches.

Course Contents

Topics	Required Session(s)/Hours	CLOs
Main features and trends of post-Hegelian philosophy Hegelianism and Neo-Hegelianism Hegelian right versus Hegelian left	4	CLO 1, CLO2, CLO3, CLO4
Historical development of late 19 th and early 20 th century idealism British idealism: Green and Bradley Italian Idealism: Croce and Gentile	6	CLO 1, CLO 2, CLO 6
Marxist critique of the traditional philosophy: Hegel and Feuerbach Main features of dialectical materialism Basic laws of dialectical materialism	5	CLO 1, CLO 3, CLO 4, CLO 6
Existentialism of Kierkegaard Existentialism of J.P. Sartre	4	CLO 1, CLO 3, CLO 4, CLO 6
C.S. Peirce: theory of meaning William James: theory of truth John Dewey: Instrumentalism	4	CLO 2, CLO 3, CLO 4, CLO 6
Realism in Germany Neo-realism in Great Britain Critical realism in America G.E. Moore: refutation of idealism	3	CLO 1, CLO 3, CLO 4, CLO 6
Henri Bergson: intuitionism and theory of creative evolution	2	CLO 3, CLO 4, CLO 6
Overview of post-modernism Views of Derrida and Foucault	2	CLO 4, CLO 6
Rise and development of analytic philosophy Characteristics of analytic philosophy	6	CLO 3, CLO 5, CLO 6
Frege, Russell, Moore and Wittgenstein's role in analytic philosophy	4	CLO 3, CLO 5, CLO 6
Moore as a Common Sense philosopher	5	CLO1, CLO 3, CLO 5, CLO 6
Russell's contributions to analytic philosophy Russell's theory of description	5	CLO1, CLO 3, CLO 5, CLO 6
Wittgenstein's contributions to analytic philosophy Main themes of <i>Tractatus logico-philosophicus</i>	4	CLO 3, CLO 5, CLO 6
Manifesto of logical positivism Schlick, Carnap and A.J. Ayer	6	CLO2, CLO3, CLO4, CLO6

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	4	1	1	4	2	4	4
CLO 2	4	4	4	4	4	4	4
CLO 3	4	4	4	4	4	2	3
CLO 4	1	4	4	4	2	4	3
CLO 5	4	4	4	3	2	1	2
CLO 6	4	4	4	4	4	3	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Define and recall fundamental trends, doctrine, movements and approach to Post-Hegelian philosophy and its historical development.	1-7	12, 21, 22, 36	2, 5, 7, 8, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 2	Summarize and explain the main arguments and concepts presented in different trends of Post-Hegelian philosophy, and demonstrate an understanding of the relationship among different trends of contemporary Western philosophy as well as that of previous history of Western philosophy.	1-7	12, 21, 22, 46	5, 7, 8, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 6, AR 7, AR 9
CLO 3	Apply critical thinking skills to analyze and evaluate in philosophical trends of contemporary Western philosophies and apply its positive outlook to various situation of practical life.	1-7	12, 21, 22, 36, 42, 46	4, 5, 6, 7, 8, 10	4, 16	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 5, AR 7, AR 9
CLO 4	Break down complex philosophical arguments into component parts for evaluation, and analyze and compare different philosophical perspectives on specific issues.	1-7	12, 21, 22, 42, 43, 44, 46	4, 5, 6, 7, 8, 10	4, 16	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 8, AR 9

CLO 5	Examine the strengths and weakness of different philosophical doctrines, and evaluate the practical implications of philosophical inquiry and theories in diverse contexts.	1-7	12, 21, 22, 33, 35, 36, 42, 43	5, 6, 7, 8, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 5, AR 7, AR 9
CLO 6	Establish own philosophical thoughts on the basis of contemporary Western philosophical trends and approaches.	1-7	12, 21, 22, 42, 46	1, 4, 5, 6, 7, 8, 9, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 5, AR 6, AR 7, AR 9

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Recommended Readings:

Adoraitski, V.V., *Dialectical Materialism*, New York: International Publishers, 1934.

Afanasyev, V.G., *Marxist Philosophy*, Moscow: Progressive Publishers, 1980.

- Ayer, A.J., *Language, Truth and Logic*, 17th Impression, London: Victor Gollancz, 1967.
- Ammerman, R.R., *Classics of Analytic Philosophy*, New Delhi: Tata McGraw-Hill, 1965.
- Baldwin, Thomas. (Ed.), *The Cambridge History of Philosophy 1870–1945*, Cambridge: Cambridge University Press, 2008
- Bergson, H., *Creative Evolution*, tr. by Arthur Mitchel, London: Macmillan, 1941.
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- Datta, D.M., *The Chief Currents of Contemporary Philosophy*, Calcutta: University of Calcutta, 1970.
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- Passmore, J., *A Hundred Years of Philosophy*, London: George Allen and Unwin, 1968.
- Rashid, Haroon, *Normative Marxism: Making Sense of Jon Elster's Marx*, Dhaka: Jatiya Sahittya Prokash, 2007, Lap Lambert Academic Publishing, Berlin, Germany, 2017.
- Rashdall, H., *The Metaphysics of Mr. F.H. Bradley*, London: British Academy, 1914.
- Ratner, J., *The Philosophy of Dewey*, New York: Modern Library, 1939.
- Runes, D.D. (Ed.), *Twentieth Century Philosophy: Living Schools of Thoughts*, New York: Living Schools of Thought, 1947.

Russell, B., *History of Western Philosophy*, London: George Allen and Unwin, 1946. অনুবাদ, প্রদীপ রায়, *পাশ্চাত্য দর্শনের ইতিহাস*, ৩য় খণ্ড, ঢাকা: অবসর, ২০০৮।

Schwartz, Stephen P. *A Brief History of Analytic Philosophy: From Russell to Rawls*, Oxford: Wiley-Blackwell, 2012.

Soames, Scott. *The Analytic Tradition in Philosophy*, Vol. I: The Founding Giants, Princeton: Princeton University Press, 2014.

Ten, C.L. (Ed.), *The Nineteenth Century: Routledge History of Philosophy*, (V. 7), London and New York: Routledge, 1994.

Urmson, J.O., *Philosophical Analysis*, Oxford: Oxford University Press, 1956.

Warnock, G.J., *English Philosophy Since 1900*, Oxford: Oxford University Press, 1958.

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ইসলাম, আমিনুল, *সমকালীন পাশ্চাত্য দর্শন*, ৪র্থ সংস্করণ, ঢাকা: মাওলা ব্রাদার্স, ২০০১।

খথখথ, *পাশ্চাত্য দর্শনের ইতিহাস: রুশো থেকে সমকাল*, ঢাকা: মাওলা ব্রাদার্স, ২০০৯।

চাকমা. নীরুকুমার, *অস্তিত্ববাদ ও ব্যক্তি স্বাধীনতা*, ঢাকা: বাংলা একাডেমী, ১৯৮৩।

তারকচন্দ্র রায়, *পাশ্চাত্য দর্শনের ইতিহাস*, তৃতীয় খণ্ড, সমসাময়িক দর্শন, কলিকাতা: গুরুদাস চট্টোপাধ্যায়, ১৯৫৩।

বন্দ্যোপাধ্যায়, অনিল কুমার, *বিংশ শতাব্দীর পাশ্চাত্য দর্শন*, কোলকাতা: পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, ১৯৮৪।

মতীন, আবদুল, *বিশ্লেষণী দর্শন*, ঢাকা: বাংলা একাডেমী, ১৯৯৪।

মুহিত, মোঃ আব্দুল, *ভাষা দর্শন*, ঢাকা: অবসর, ১ম সংস্করণ, ২০১২।

রশীদ, হাব্বুন, *মার্কসীয় দর্শন*, ২য় সংস্করণ, ঢাকা: জাতীয় সাহিত্য প্রকাশ, ২০১৪।

রহমান, ড. এম. মতিউর (সম্পাদিত), *মার্কসীয় দর্শন: মানুষ ও সমাজ*, ১ম খণ্ড, ঢাকা: অবসর, ২০১৪।

_____, *মার্কসীয় দর্শন: মানুষ ও সমাজ*, ২য় খণ্ড, ঢাকা: অবসর, ২০১৪।

_____, *মার্কসীয় দর্শন: মানুষ ও সমাজ*, ৩য় খণ্ড, ঢাকা: অবসর, ২০১৪।

_____, *মার্কসীয় দর্শন: মানুষ ও সমাজ*, ৪র্থ খণ্ড, ঢাকা: অবসর, ২০২২।

_____, *মার্কসীয় দর্শন: মানুষ ও সমাজ*, ৫ম খণ্ড, ঢাকা: অবসর, ২০২২।

হোসাইন, সৈয়দ কমরুদ্দীন, *সমকালীন দর্শনের কয়েকটি ধারা*, ঢাকা: বাংলা একাডেমী, ১৯৯৯।

Course Code: PHIL 402

Course Title: Applied Philosophy

Credits: 4

Marks: 100

Course Type: CC

Rationale of the Course

The course entitled Applied Philosophy is designed to cultivate critical thinking, analysis, and problem-solving skills through an exploration of contemporary social, political, economic, and scientific issues. By engaging students in a diverse array of philosophical questions surrounding individual conduct and public policy, the course aims to foster a deeper understanding of personal values and the perspectives of others. Through discussions and analysis of real-world scenarios, students will develop the ability to evaluate complex problems from multiple viewpoints, honing their skills as inquirers with a critical disposition and a thirst for knowledge. Moreover, the interdisciplinary nature of the course encourages students to draw connections between philosophy and other fields, such as business, economics, politics, psychology, science, and sociology, thus providing a holistic understanding of contemporary issues. This interdisciplinary approach equips students with versatile skills and perspectives essential for navigating the complexities of modern life, fostering informed and engaged citizenship. This course thus serves as a platform for students to not only grapple with pressing societal issues but also to refine their capacity for thoughtful analysis and ethical reasoning in navigating the complexities of modern life. In this way, this course aims to not only promote intellectual growth but also empower students to meaningfully contribute to their communities and effect positive change in society.

Course Learning Outcomes (CLOs)

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

CLO 1	Recall and demonstrate familiarity with fundamental philosophical concepts and theories explored throughout the course, enabling them to articulate and recognize the significance of these foundational ideas in applied philosophy.
CLO 2	Explain the relevance of philosophical principles to contemporary social, political, and economic issues, demonstrating a comprehensive understanding of how philosophical concepts apply to real-world scenarios.
CLO 3	Proficiently apply diverse philosophical frameworks and ethical theories discussed in the course to analyze and propose solutions for real-world dilemmas and policy challenges across various societal contexts, demonstrating the capacity to navigate complex moral terrain, balance competing values and principles to develop well-reasoned and ethically sound recommendations for practical action.
CLO 4	Deconstruct complex arguments and perspectives presented in philosophical texts and discussions, identifying underlying assumptions, logical fallacies, and ethical implications to critically assess their validity and coherence.
CLO 5	Critically evaluate and compare the strengths and weaknesses of contrasting philosophical perspectives on contemporary issues, synthesizing diverse viewpoints to formulate informed judgments and ethical stances, demonstrating the capacity to discern nuance and complexity in ethical reasoning and articulate reasoned positions.
CLO 6	Synthesize insights from philosophical inquiry with interdisciplinary perspectives to propose innovative approaches to addressing contemporary challenges,

	demonstrating the ability to generate novel ideas and solutions informed by ethical reasoning and critical thinking.
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Course Contents

Topics	Required Session(s)/Hours	CLOs
Some Preliminaries about Applied Philosophy Historical development of applied philosophy Theory and practice Analytic versus value-judgements Fact-value distinction Atomistic/holistic approach The nature of applied philosophy	3	CLO 1, CLO 2, CLO 4
Power Power: as desire and different forms of it Identity power Power and knowledge Power and democracy Power as a problem Suggestions towards the solution of power as problem	5	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Justice Equality and justice Poverty and justice Justice and gender Justice in the third world and Bangladesh John Rawls and Amartya Sen on justice Justice and sustainable development Epistemic Injustice	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Respect and Self-respect Respecting people Two kinds of respect: recognition and appraisal Aspects of self-respect: conative and estimative Perspective of self-respect: psychological and moral Objective and subjective standards of self-respect Equality and respect Servility and self-respect Feminist conception of self-respect Respect vs. esteem Epistemic respect and esteem	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Autonomy Dimensions of autonomy: external and internal Liberty versus autonomy Kant's view of autonomy Mill's view of autonomy Intellectual autonomy	5	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Rights Duties, rights and claims The nature and value of rights Legal rights Human rights: Meaning and history Hohfeld's four-fold classifications of human rights John Rawls' contractual argument	5	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Multiculturalism, Communitarianism and Recognition The claims of multiculturalism Justification of multiculturalism: Recognition, equality, freedom from domination and addressing historical injustice Critique of multiculturalism Communitarianism: Universalism vs. particularism, the debate over the self, the politics of community The theory of recognition	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Terrorism Definition and aspects of terrorism Types of terrorism Terrorism and war: just war theory Terrorism and radicalism	5	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Philosophy of Law Philosophy and law Central features of the concept of law Natural law and legal positivism Austin's view of positivism Hart's conception of legal positivism Critical legal theory	5	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Market Economy Philosophy of market economy Market economy and human nature Arguments for and against market economy	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Business Ethics Historical development as a branch of knowledge Different views on the relation between business and ethics Profit-making responsibility of business Corporate social responsibility (CSR) of business Different types of CSR Ethics as a social policy Microcredit, trust and social solidarity	3	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Professional Ethics Professionalism and ethics Conflict of interest in different professions Role of ethics to resolve such conflicts	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Fake News, Propaganda and Freedom of Speech The definition and nature of fake news and propaganda Why and how they arise Philosophy of fake news and propaganda Importance of freedom of speech Philosophers on freedom of speech	3	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
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Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	4	4	4	4	4	4	4
CLO 2	4	4	4	4	4	4	4
CLO 3	4	4	4	4	4	4	4
CLO 4	4	4	4	3	4	3	3
CLO 5	4	4	4	3	4	3	3
CLO 6	4	4	4	4	4	3	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Recall and demonstrate familiarity with fundamental philosophical concepts and theories explored throughout the course, enabling them to articulate and recognize the significance of these foundational ideas in applied philosophy.	1-7	21, 22	2, 5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 9
CLO 2	Explain the relevance of philosophical principles to contemporary social, political, and economic issues, demonstrating a comprehensive understanding of how philosophical concepts apply to real-world scenarios.	1-7	21, 22	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 3	Proficiently apply diverse philosophical frameworks and ethical theories discussed in the course to analyze and propose solutions for real-world dilemmas and policy challenges across various societal contexts, demonstrating the capacity to	1-7	12, 21, 22, 36, 42, 46	4, 5, 6, 7, 8, 10	1-17	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 7, AR 9

	navigate complex moral terrain, balance competing values and principles to develop well-reasoned and ethically sound recommendations for practical action.					
CLO 4	Deconstruct complex arguments and perspectives presented in philosophical texts and discussions, identifying underlying assumptions, logical fallacies, and ethical implications to critically assess their validity and coherence.	1-7	21, 22, 42	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 5	Critically evaluate and compare the strengths and weaknesses of contrasting philosophical perspectives on contemporary issues, synthesizing diverse viewpoints to formulate informed judgments and ethical stances, demonstrating the capacity to discern nuance and complexity in ethical reasoning and articulate reasoned positions.	1-7	21, 22, 33, 35, 36, 42	3, 5, 6, 7, 8, 10	3, 4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 6	Synthesize insights from philosophical inquiry with interdisciplinary perspectives to propose innovative approaches to addressing contemporary challenges, demonstrating the ability to generate novel ideas and solutions informed by ethical reasoning and critical thinking.	1-7	12, 42, 46	1, 4, 5, 6, 7, 8, 9, 10	1-17	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 7, AR 9

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√

Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Recommended Readings

Almond, B. and D. Hill (Eds.), *Applied Philosophy*, London: Routledge & Kegan Paul, 1991.

Almond, B. (Ed.), *Introducing Applied Ethics*, Oxford: Blackwell, 1995.

Attfield, R. and B. Wilkins, (Eds.), *International Justice and the Third World*, London: Routledge, 1992.

Austin, J., *The Province of Jurisprudence Determined*, London: Weidenfeld and Nicolson, 1832

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Bauhn, P., *Ethical Aspects of Political Terrorism: The Sacrificing of the Innocent*, Lund: Lund University Press, 1989.

Bowman, J. S. and D. C. Menzel, *Teaching Ethics and Values in Public Administration Programs*, Albany: State University of New York, 1998.

Brown, J. and M. Collins, (eds.), *Military Ethics and Professionalism*, Washington, DC: National Defence University Press, 1981.

Ceadel, M., *Thinking About Peace and War*, Oxford: Oxford University Press, 1987.

Chapman, A. A., (ed.), *Ethics in Public Service*, Edinburgh: Edinburgh University Press, 1993.

Coady, C. A. J., *The Meaning of Terrorism*, Oxford: Oxford University Press, 2021.

Cohen, A. I. and C. H. Welman, (Eds.), *Contemporary Debates in Applied Ethics*, Oxford: Blackwell Publishing, 2005.

Cooper, T. L. (ed.), *Handbook of Administrative Ethics*, New York: Marcel Dekker Inc., 2001.

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- Gray, C. B. (Ed.), *The Philosophy of Law: An Encyclopedia*, 2 vols., New York: Garland Publishing, 1999.
- Haque, Nayeema, *Applied Philosophy : A New Horizon of Thought*, Dhaka: Jatiya Sahitya Prokash, 2015.
- Hart, H.L.A., *Law, Liberty and Morality*, London: Oxford University Press, 1968.
- _____, *Causation in the Law*, Oxford: Clarendon Press, 1959.
- _____, *The concept of Law*, Oxford: Clarendon Press, 1961.
- _____, *Essay in Jurisprudence and Philosophy*, Oxford: Clarendon Press, 1983.

- Honneth, Axel, *The Struggle for Recognition: The Moral Grammar of Social Conflicts*, Cambridge, MA: The MIT Press, 1995.
- Huda, Kazi A. S. M. Nurul, "Poverty Reduction and Corruption as the Moral Issues of Development Policy: Necessitating Development Ethics," *The Journal of Social Studies*, 136: 36-51, 2012.
- _____, "Can Mahatma Gandhi be Called a Third World Precursor of Development Ethics?" *The Arts Faculty Journal*, 6(8): 89-113, 2012.
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- _____, "Micro-credit, Trust, and Social Solidarity in Bangladesh: A Socio-philosophical Analysis," *Cultural Dynamics*, 32(4): 282-306, 2020.
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- Wittgenstein, L., *Culture and Value*, tr. Peter Winch, Chicago: Chicago University Press, 1980.
- Zalta, E. N. (Ed.), *Stanford Encyclopedia of Philosophy* (Online)
- পাল, সন্তোষ কুমার, *ফলিত নীতিশাস্ত্র*, ২য় খণ্ড, কলকাতা: লেভান্ত বুকস্, ২০২১।

Course Code: PHIL 403	Course Title: Environmental Philosophy	
Credits: 4	Marks: 100	Course Type: CC

Rationale of the Course

This course aims to provide students with a comprehensive understanding of environmental issues from a philosophical standpoint. It examines environmental challenges through the lens of green values, focusing on topics such as the degradation of global ecosystems, resource depletion, deforestation, deep ecology, and shallow ecology. Additionally, the course addresses global sustainability challenges, emphasizing the crisis of social ecology, ecofeminism, cultural diversity and determinism, and wildlife protection. By exploring existential questions concerning humanity and the environment, the course seeks to stimulate critical thinking regarding future generations' responsibilities, energy conservation, and the various branches of environmentalism. Students will actively engage with questions about the relationship between humans and the natural world, including environmental justice and racism, global environmental problems and globalism, environmental pollution and moral issues, and techno-centrism. Eventually, this Environmental Philosophy course equips students with analytical skills, enabling them to develop a critical perspective on the social, political, and ethical challenges regarding the environment we face today.

Course Learning Outcomes (CLOs)

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

CLO 1	Discuss the state of our environment and the causes driving its destruction in the contemporary world.
CLO 2	Identify the driving forces for ecological destruction for Bangladesh and the global environment and discuss the main changes in land use attitudes, required to create an environmentally sustainable society and civilization.
CLO 3	Explore philosophical approaches to the environment to develop well-grounded environmental perspective informed by current factual and philosophical research on end justice from regional and international contexts.
CLO 4	Critically review the core assumptions of prevailing environmental theories and the alternative profited from a holistic form for which they will possess the intellectual flexibility necessary to view the environment.
CLO 5	Explore influential environmental thinkers and contemporary philosophical discussions of current environmental issues ranging from pollution to concern for non-human creatures and global climate changes, techno-centrism, and globalism.
CLO 6	Understand the human relationship with the natural environment, including ethical, socio-political, and logical questions about how we interact with the physical world and its inhabitants and about the interpretations of the natural such as the value and rights of non-human, global environmental justice, and social ecology.

Course Contents

Topics	Required Session(s)/Hours	CLOs
Environmentalism: meaning and scope of environmentalism, environment, ecology, ecosystem.	6	CLO 1
Different positions of environmentalism, anthropocentric, non- anthropocentric and biocentric environmentalisms, deep ecology, shallow ecology, and social ecology.	8	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Philosophical attitude, land use attitude and wildlife protection attitude	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Science and environment: techno-centrism, environmental pollution and moral issues, global environmental problems and globalism.	10	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Culture and environment: culture and environmental discourse, environmental and cultural determinism, cultural diversity,	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Environmental justice: justice from regional and international context; Environment and development; Intragenerational and intergenerational justice	10	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Responsibilities to future generations: argument for and against rights of future	10	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

generations; nuclear issue and future generations.		
Ecofeminism: cultural and critical ecofeminism.	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	4	4	4	4	4	4	4
CLO 2	4	4	4	4	4	4	4
CLO 3	3	2	4	2	4	2	2
CLO 4	4	4	4	2	4	2	3
CLO 5	4	4	4	3	4	3	2
CLO 6	4	4	4	4	4	3	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Discuss the state of our environment and the causes driving its destruction in the contemporary world.	1-7	21, 22, 42	2, 5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 9
CLO 2	Identify the driving forces for ecological destruction for Bangladesh and the global environment and discuss the main changes in land use attitudes, required to create an environmentally sustainable society and civilization.	1-7	21, 22, 33, 36, 37	1, 5, 6, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 3	Explore philosophical approaches to the environment to develop well-grounded environmental perspective informed by current factual and philosophical research on end justice from regional and international contexts.	1-7	12, 21, 22, 36, 42, 46	4, 5, 6, 7, 8, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 7, AR 9
CLO 4	Critically review the core assumptions of prevailing environmental theories and the alternative profited from a holistic form for which they	1-7	21, 22, 42, 43, 46	3, 5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR

	will possess the intellectual flexibility necessary to view the environment.					1, AR 2, AR 7, AR 9
CLO 5	Explore influential environmental thinkers and contemporary philosophical discussions of current environmental issues ranging from pollution to concern for non-human creatures and global climate changes, techno-centrism, and globalism.	1-7	21, 22, 33, 35, 36, 42	3, 5, 6, 7, 8, 10	3, 4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 6	Understand the human relationship with the natural environment, including ethical, socio-political, and logical questions about how we interact with the physical world and its inhabitants and about the interpretations of the natural such as the value and rights of non-human, global environmental justice, and social ecology.	1-7	12, 33, 36, 42, 46	1, 3, 4, 5, 6, 7, 8, 9, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 7, AR 9

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Recommended Readings

- Attfield, Robin, *Environmental Ethics*, Cambridge: Polity Press, 2003.
- Benson, J., *Environmental Ethics*, London: Routledge and Kegan Paul, 2000.
- Callicot, J.B. and Frodeman, R. (Eds.), *Encyclopedia of Environmental Ethics and Philosophy*, 2 vols., Detroit: Gale Cengage Learning, 2009.
- Chatterjee, D.K. (Ed.), *Encyclopedia of Global Justice*, Heidelberg: Springer, 2011.
- Cohen, A.I. and Wellman, C.H. (Eds.), *Contemporary Debates in Applied Ethics*, Oxford: Blackwell, 2005.
- Elliot, R. (Ed.), *Environmental Philosophy*, St Lucia: University of Queensland Press, 1983.
- Huda, Kazi A. S. M. Nurul, "The Motivation Problem, Future Generations, and The Idea of 'Leaving the Earth No Worse'," *International Journal of Applied Philosophy*, 33(2): 187-202, 2019.
- Ip, King-Tak. (Ed.), *Environmental Ethics: Intercultural Perspectives*, Amsterdam: Rodopi, 2009.
- Jamieson, D. D. (Ed.), *A Companion to Environmental Philosophy*, Malden, Massachusetts: Blackwell, 2001.
- Jerdins, J.R.D., *Environmental Ethics*, Belmont: Wadsworth, 1997.
- Kennedy, G. *An Ontology of Trash: The Disposable and Its Problematic Nature*, Albany: SUNY Press, 2007.
- La Fallette, H. (Ed.), *Ethics in Practice*, Cambridge: Blackwell, 1997.
- Low, N. (Ed.), *Global Ethics and Environment*, London: Routledge, 2009.
- Minteer, B.A. (Ed.), *Nature in Common? Environmental Ethics and the Contested Foundations of Environmental Policy*, Philadelphia: Temple University Press, 2009.
- Milton, K., *Environmentalism and Cultural Theory*, London: Routledge and Kegan Paul, 1996.
- O'Riordan, T., *Environmentalism: An Overview for the Twenty-first Century*, London: Pion, 1976.
- Plumwood, Val, *Feminism and the Mastery of Nature*, London: Routledge, 1997.
- Sarker, S. *Biodiversity and Environmental Philosophy: An Introduction*, Cambridge: Cambridge University Press, 2005.
- Scherer, D. (Ed.), *Ethics and the Environment*, New Jersey: Prentice-Hall, 1983.
- Warren, K.J. (Ed.), *Ecological Feminism*, London: Routledge and Kegan Paul, 1997.

Zimmerman, M.E. (Ed.), *Environmental Philosophy: From Animal Rights to Radical Ecology*, 2nd ed., Upper Saddle River: Prentice-Hall, 1998.

উরসুল, এ. ডি. (সম্পাদিত), *দর্শন, পরিবেশবিদ্যা ও সভ্যতার সংকট*, কলকাতা: মনীষা, ১৯৯১।

খানম, রাশিদা আখতার, *নারীবাদ ও দার্শনিক প্রেক্ষাপট*, ঢাকা: সাহিত্যিকা, ২০০৫। পরিবেশ নীতিবিদ্যা, ঢাকা: জাতীয় সাহিত্য প্রকাশ, ২০০৯।

সিঙ্গার, পিটার, *ব্যবহারিক নীতিবিদ্যা*, অনুবাদ: ড. প্রদীপ রায়, ৩য় সংস্করণ, ঢাকা: অবসর, ২০১২।

Course Code: PHIL 404	Course Title: Research Methodology	
Credits: 4	Marks: 100	Course Type: CC

Rationale of the Course

The “Research Methodology” course is designed to equip philosophy students with the essential knowledge and skills required to conduct rigorous and systematic research in the field of philosophy, both theoretical and applied. By introducing students to various research methodologies, including analytical, empirical, phenomenological, and hermeneutical approaches, the course aims to foster critical thinking abilities, deepen their understanding of philosophical texts, and enhance their proficiency in academic writing and argumentation. Through practical exercises, applied projects, and workshops, students will not only learn how to formulate research questions, collect and analyze data, and interpret findings but also develop ethical awareness and communication skills necessary for scholarly inquiry. By engaging with foundational concepts and advanced techniques in philosophical research, students will be better prepared to undertake independent research projects, contribute to the academic discourse, and pursue further studies or careers in philosophy.

Course Learning Objectives(CLOs)

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

CLO 1	Recall and explain various research methodologies used in philosophy, including analytical, empirical, phenomenological, hermeneutical, historical, and comparative approaches.
CLO 2	Demonstrate a comprehensive understanding of the principles underlying different research methodologies in philosophy, elucidating their theoretical foundations and practical applications.
CLO 3	Efficiently apply critical thinking skills to analyze philosophical arguments and texts, identify logical fallacies, and evaluate the validity and soundness of premises and conclusions within diverse philosophical contexts.
CLO 4	Critically analyze philosophical texts, identify key themes, arguments, and counterarguments, and synthesize information from diverse sources to develop well-reasoned arguments.
CLO 5	Evaluate ethical considerations inherent in philosophical research, discerning ethical dilemmas, and proposing solutions grounded in ethical principles such as integrity, honesty, confidentiality, and respect for research participants.

CLO 6	Generate original research proposals, design research methodologies, and formulate research questions that contribute to the advancement of knowledge in the field of philosophy.
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Course Contents

Topics	Required Session(s)/Hours	CLOs
Introduction to Research Methodology in Philosophy <ul style="list-style-type: none"> • Definition and scope of research methodology in philosophy • Importance and relevance of research methodology in philosophical inquiry • Overview of different research methodologies in philosophy • Ethical considerations in philosophical research 	2	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Analytical and Empirical Research Methods <ul style="list-style-type: none"> • Understanding analytical and empirical approaches in philosophical research • Formulating research questions and hypotheses • Introduction to data collection techniques: surveys, experiments, and observations 	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Phenomenological and Hermeneutical Research Methods <ul style="list-style-type: none"> • Exploring phenomenological and hermeneutical methodologies in philosophy • Techniques for understanding lived experiences and interpreting texts • Engaging with phenomenological reduction and hermeneutic circle 	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Historical and Comparative Research Methods <ul style="list-style-type: none"> • Introduction to historical and comparative methods in philosophical research • Studying philosophical texts in their historical context • Analyzing philosophical systems comparatively 	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Critical Thinking in Philosophical Research <ul style="list-style-type: none"> • Developing critical thinking skills for philosophical inquiry • Identifying and evaluating arguments: deductive and inductive reasoning • Recognizing logical fallacies in philosophical discourse 	5	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Literature Review and Source Evaluation <ul style="list-style-type: none"> • Conducting literature reviews in philosophy: searching, evaluating, and synthesizing sources 	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

<ul style="list-style-type: none"> • Evaluating the credibility and relevance of philosophical texts • Developing annotated bibliographies 		
Formulating Research Proposals <ul style="list-style-type: none"> • Crafting research proposals: objectives, methodology, and significance • Writing literature review sections • Developing research designs and methodologies • Peer review and feedback 	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Data Collection Techniques <ul style="list-style-type: none"> • Hands-on experience with data collection techniques • Designing and administering surveys • Conducting interviews and focus groups • Ethical considerations in data collection, such as obtaining informed consent, ensuring confidentiality, and maintaining integrity in data handling. • Data management practices for accuracy and reliability in research outcomes 	5	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Data Analysis and Interpretation <ul style="list-style-type: none"> • Introduction to qualitative and quantitative data analysis methods in philosophical research, such as thematic analysis and content analysis, to identify patterns, themes, and meanings • Introduction to basic statistical analysis techniques applicable to philosophical research, including descriptive statistics, inferential statistics, and correlation analysis. • Interpreting Findings: Analyzing and interpreting research findings derived from qualitative and quantitative data analysis, drawing meaningful conclusions, and discussing implications for philosophical inquiry. 	5	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Writing and Argumentation <ul style="list-style-type: none"> • Structuring philosophical essays and research papers • Formulating clear and concise arguments • Incorporating evidence and reasoning effectively • Revision and Editing: Strategies for revising and editing written work to improve clarity, coherence, and effectiveness of argumentation, as well as adherence to academic writing standards and conventions. 	5	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Ethical Considerations in Philosophical Research	2	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

<ul style="list-style-type: none"> • Understanding ethical principles in philosophical research: integrity, confidentiality, and informed consent • Ethical issues in controversial topics and sensitive research areas • Institutional review boards and ethical approval processes 		
Presentation Skills and Academic Writing <ul style="list-style-type: none"> • Effective presentation techniques for philosophical research: organizing content logically, engaging the audience effectively, and responding to questions confidently. • Developing academic writing skills: clarity, coherence, and precision • Understanding citation styles and academic conventions • Feedback and improvement 	2	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Applied Projects and Workshops <ul style="list-style-type: none"> • Application of research methodologies in practical projects • Workshops on specific research techniques: peer review, citation management, and academic writing skills • Individual consultations and feedback sessions on project development 	2	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Research Project Presentations and Reflection <ul style="list-style-type: none"> • Presentation of research findings: oral presentations and written reports • Reflection on the research process: challenges, insights, and lessons learned • Peer feedback and evaluation of research projects 	2	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	4	4	4	4	4	4	4
CLO 2	4	4	4	4	4	4	4
CLO 3	3	2	4	2	4	2	2
CLO 4	4	4	4	2	4	2	3
CLO 5	4	4	4	3	4	3	2
CLO 6	4	4	4	4	4	3	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Recall and explain various research methodologies used in philosophy, including analytical, empirical, phenomenological, hermeneutical, historical, and comparative approaches.	1-7	21, 22	2, 5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1-9
CLO 2	Demonstrate a comprehensive understanding of the principles underlying different research methodologies in philosophy, elucidating their theoretical foundations and practical applications.	1-7	21, 22	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1-9
CLO 3	Efficiently apply critical thinking skills to analyze philosophical arguments and texts, identify logical fallacies, and evaluate the validity and soundness of premises and conclusions within diverse philosophical contexts.	1-7	12, 21, 22, 36, 42, 46	4, 5, 6, 7, 8, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1-9
CLO 4	Critically analyze philosophical texts, identify key themes, arguments, and counterarguments, and synthesize information from diverse sources to develop well-reasoned arguments.	1-7	21, 22, 42	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1-9
CLO 5	Evaluate ethical considerations inherent in philosophical research, discerning ethical dilemmas, and proposing solutions grounded in ethical principles such as integrity, honesty, confidentiality, and respect for research participants.	1-7	21, 22, 33, 35, 36, 42	3, 5, 6, 7, 8, 10	3, 4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1-9
CLO 6	Generate original research proposals, design research methodologies, and formulate research questions that contribute to the advancement	1-7	12, 42, 46	1, 4, 5, 6, 7, 8,	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1-9

	of knowledge in the field of philosophy.			9, 10		
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Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Recommended Readings

Allen, J. (2019). *The productive graduate student writer: How to manage your time, process, and energy to write your research proposal, thesis, and dissertation and get published*. Sterling, VA: Stylus.

APA Style Manual, 7th Ed., American Psychological Association, 2019.

Chicago Manual of Style, 17th Ed., University of Chicago Press, 2017.

Babbie, E. (2010). *The practice of social research*. California: Wadsworth.

Bacon-Shone, J. (2015). *Introduction to quantitative research methods*. HK: Graduate School, UHK.

Cappelen, H., Gendler, T. S. & Hawthorne, J. (2016). *The Oxford handbook of philosophical methodology*. Oxford: Oxford University Press.

Casteñda, H.-N. (1980). *On philosophical method*. Indiana: Nous Publications.

Collingwood, R. G. (2005). *An essay on philosophical method*. Oxford: Clarendon Press.

Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches*. Los Angeles: Sage.

Daly, C. (Ed.). (2015). *The Palgrave handbook of philosophical methods*. Hampshire: Palgrave Macmillan.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2005). *The Sage handbook of qualitative research*. London: Sage.

Dunleavy, P. (2003). *Authoring a PhD: How to plan, draft, write and finish a doctoral thesis or dissertation*. Hampshire: Palgrave Macmillan.

Eco, U. (2015). *How to write a thesis*. Cambridge, MA: The MIT Press.

Evans, D., Gruba, P., & Zobel, J. (2014). *How to write a better thesis*. Heidelberg: Springer.

Fosl, P. S., & Baggini, J. (2020). *The philosopher's toolkit: A compendium of philosophical concepts and methods*. Hoboken, NJ: Wiley Blackwell.

Johnson, W. B., & Mullen, C. A. (2007). *Write to the top! How to become a prolific academic*. New York: Palgrave Macmillan.

Kothari, C. R., & Garg, G. (2014). *Research methodology: Methods and techniques*. New Delhi: New Age Int'l (P) Ltd.

Kumar, R. (2011). *Research methodology: A step-by-step guide for beginners*. London: Sage.

Lipson, C. (2005). *How to write a BA thesis: A practical guide from your first ideas to your finished paper*. Chicago: University of Chicago Press.

May, T., & Perry, B. (2022). *Social research: Issues, methods and process*. London: Open University press.

MLA Handbook, 9th Ed., The Modern Language Association of America, 2021.

Murray, R. (2006). *How to write a thesis*. Berkshire: Open University Press.

Novikov, A. M., & Novikov, D. A. (2013). *Research methodology: From philosophy of science to research design*. Boca Raton, FL: CRC Press.

Rakover, S. S. (2007). *To understand a cat: Methodology and philosophy*. Amsterdam: John Benjamins.

Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, DC: American Psychological Association.

Sufian, A. J. M. (2009). *Methods and techniques of social research*. Dhaka: University Press Limited.

Online Resources on How to Write a Philosophy Paper

<https://dailynous.com/2024/01/23/write-philosophy-paper-online-guides/>

<https://philarchive.org/archive/SHEHTW>

https://philosophy.fas.harvard.edu/files/phildept/files/brief_guide_to_writing_philosophy_paper.pdf

<http://www.jimpryor.net/teaching/guidelines/writing.html>

<https://www1.cmc.edu/pages/faculty/akind/intro01s/writing.htm>

<https://www.phil.cam.ac.uk/system/files/documents/ugrad-handbk.pdf>

Course Code: PHIL 405	Course Title: Philosophy of Mind
Credits: 4	Marks: 100
	Course Type: CC

Rationale of the Course:

The course entitled Philosophy of Mind delves into the exploration of the concept of mind as a distinct entity, addressing the debate surrounding Descartes' dualist theory of mind and body. Descartes posits the existence of mind as a separate mental entity distinct from the physical existence of the body, leading to questions about the relationship between mental and physical events. This course examines two fundamental questions: how physiological processes give rise to mental events, and conversely, how mental events influence physical events. Additionally, the course grapples with the complexity of the brain as a system of neurons, probing into the mechanisms of conscious thought. The discourse revolves around contrasting views presented by J. A. Shaffer and Gilbert Ryle, providing students with a nuanced understanding of the mind-body problem and the nature of consciousness. Through critical analysis and debate, students gain insights into the intricacies of mental phenomena and their relationship to the physical world.

Course Learning Outcomes: (CLOs)

At the end of the Course, students will be able to:

CLO 1	Define and recall fundamental concepts in philosophy of mind, and identify key theories and historical developments in the field.
CLO 2	Summarize and explain the main arguments and ideas presented in scholarly readings, and demonstrate an understanding of the relationship between different concepts regarding the mind-body problem.
CLO 3	Apply critical thinking skills to analyze and evaluate arguments in the literature on the philosophy of mind, particularly in resolving the ongoing debate regarding whether the brain thinks or not.
CLO 4	Analyze the current debate surrounding the development of artificial intelligence, including topics such as robotics, zombies, and more.
CLO 5	Evaluate various theories concerning the relationship between the body and mind, and justify their relevance in the present era.
CLO 6	Integrate and apply knowledge from various fields to philosophical inquiries, fostering an interdisciplinary understanding of explaining the mind or certain aspects of it in a naturalistic manner.

Course Contents

Topics	Required Session(s)/Hours	CLOs
Part A: Shaffer's <i>Philosophy of Mind</i>		
Introduction The concept soul and its development to the conception of mind The varieties of mental phenomena and some theories Mind and consciousness; definition of consciousness Failure to provide an exact definition of consciousness	6	CLO 1, CLO 2
Consciousness The third-person account: its merits and difficulties The first-person account: its advantages The private-ostensive definition: some objections	6	CLO 1, CLO 4
The Subject of Consciousness Dualism: The traditional mind-body problem Objections to dualism Materialism; Identity theory and some of its difficulties The person theory: what is a person? A reconsideration of dualism.	8	CLO 1, CLO 4, CLO 5
Consciousness and the body Dualistic theories: interactionism Parallelism: the concept of causality The concept of correlation in parallelism; some objections Epiphenomenalism: mental events as by-products of physical events Paradox of epiphenomenalism	10	CLO 1, CLO 3, CLO 2
Actions Some theories: mental events as the cause of actions The theory of agency Performative theory Goals as the explanations of actions Contextual accounts of action Reasons and causes The problem of free will.	10	CLO 1, CLO 2, CLO 4
Part B: Ryle' <i>The Concept of Mind</i>		
The Official Doctrine Absurdity of the doctrine	5	CLO 1, CLO 4, CLO 5

Category Mistake and the dogma of the Ghost in the Machine Ryle's view on mind		
Intelligence and Intellect Knowing How and Knowing That Intellectualist Legend – Ryleian claim of its falsity. Ryle's arguments against intellectualist legend The fallacy of infinite regress	5	CLO 1, CLO 2, CLO 4, CLO 5, CLO 6
Dispositions and Occurrences The logic of dispositional statements Mental occurrences	5	CLO 1, CLO 2
The Will The myth of volition Freedom of the will The Bogy of Mechanism	5	CLO 1, CLO 2, CLO 4

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	2	2	1	1	2	1	1
CLO 2	3	3	1	1	1	1	1
CLO 3	4	3	4	3	1	1	3
CLO 4	4	3	4	1	3	1	1
CLO 5	4	3	1	1	1	1	1
CLO 6	4	1	1	4	1	1	3

SI NO	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Define and recall fundamental concepts in philosophy of mind, and identify key theories and historical developments in the field.	1, 2, 5	21, 22	2, 5, 7	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1,AR 7
CLO 2	Summarize and explain the main arguments and ideas presented in scholarly readings, and demonstrate an understanding of the relationship between	1, 2	21, 22	2, 5, 6, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1,AR 7

	different concepts regarding the mind-body problem.					
CLO 3	Apply critical thinking skills to analyze and evaluate arguments in the literature on the philosophy of mind, particularly in resolving the ongoing debate regarding whether the brain thinks or not.	1-4, 7	12, 36, 42, 43	5, 7	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1,AR 7
CLO 4	Analyze the current debate surrounding the development of artificial intelligence, including topics such as robotics, zombies, and more.	1, 2, 3, 5	22, 36, 42, 43	5, 7	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1,AR 7
CLO 5	Evaluate various theories concerning the relationship between the body and mind, and justify their relevance in the present era.	1, 2, 5	12, 42, 43,	7, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1,AR 7
CLO 6	Integrate and apply knowledge from various fields to philosophical inquiries, fostering an interdisciplinary understanding of explaining the mind or certain aspects of it in a naturalistic manner.	1, 4, 7	12, 21, 22, 36, 42	7, 8, 9, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1,AR 7

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Required Texts

Part A: Text

Shaffer, J.A., *Philosophy of Mind*, New Jersey, USA: Prentice Hall, 1968. অনুবাদ:

মুহম্মদ জহুরুল হক, *মনোদর্শন*, ঢাকা: বাংলা একাডেমী, ১৯৮৬।

Part B: Text

Ryle, G., *The Concept of Mind*, New York: Penguin Books, 1983. অনুবাদ: আলী আফজাল

কোরোশী, *মনের ধারণা*, ঢাকা: বাংলা একাডেমী, ২০০৬।

Reference Books

Chappell, V.C. *The Philosophy of Mind*, New York: Englewood Cliffs, 1968

Glover, J. (ed.) *The Philosophy of Mind*, Oxford: Oxford University Press, 1980.

Graham, G., *Philosophy of Mind: An Introduction*, Oxford: Blackwell, 1998.

Guttenplan, S.(ed.) *A Companion to the Philosophy of Mind*, Oxford: Blackwell, 1998.

Heil, J., *Philosophy of Mind: A Contemporary Introduction*, London: Routledge & Kegan Paul, 1998.

Lowe, E.J., *An Introduction to the Philosophy of Mind*, Cambridge: Cambridge University

Course Code: PHIL 406	Course Title: Philosophy of Science	
Credits: 4	Marks: 100	Course Type: CC

Rationale of the Course

This course provides students with a profound insight into the essential nature and critical issues surrounding scientific exploration. By examining topics such as the essence of science, distinctions between genuine science and pseudo-science, and the intricacies of scientific truth, the course provides students with a solid foundation in the philosophical underpinnings of scientific methodologies. The exploration of twentieth-century philosophical debates, including realism versus anti-realism and constructive empiricism versus scientific realism, ensures that students engage with diverse perspectives that have significantly influenced the philosophy of science. Additionally, the course dig into contemporary arguments such as the 'No miracles' argument, inference to the best explanation, and pessimistic induction, fostering a rich appreciation for the intricacies inherent in scientific reasoning. Through these philosophical inquiries, students not only cultivate analytical and critical thinking skills but also develop a profound understanding of the epistemological foundations of scientific knowledge, thereby enhancing their overall philosophical impulse.

Course Learning Outcomes (CLOs)

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

CLO 1	Demonstrate an understanding of the fundamental concepts that define the nature, scope, and significance of the philosophy of science.
CLO 2	Analyze and summarize the key contributions and perspectives of influential figures in the historical development of philosophy of science, including Francis Bacon, J.S. Mill, Whewell, Duhem, and Mach.
CLO 3	Critically evaluate and compare verificationism, testability, and falsificationism as unified views of the nature of philosophy of science
CLO 4	Critically examine Lakatos' methodology of scientific research programs, Feyerabend's epistemological anarchism, and Feminist methodology, assessing their impact on the philosophy of science.
CLO 5	Synthesize information to assess Thomas Kuhn's views on paradigm shifts, normal science, and the structure of scientific revolutions, including the role of anomalies and crisis in scientific development.
CLO 6	Critically evaluate the realism and anti-realism debate, distinguishing between observable and unobservable distinctions, analyzing concepts such as constructive empiricism, scientific realism, the 'No miracles' argument, inference to the best explanation, and pessimistic induction.

Course Contents

Topics	Required Session(s)/Hours	CLOs
Unit One: Introduction Nature, Scope and Importance of Philosophy of Science	8	CLO 1, CLO 2

Unit Two: Historical Development A historical survey of the works of Francis Bacon, J.S. Mill, Whewell, Duhem, Mach, and the development of the Vienna Circle.	10	CLO 1, CLO 2, CLO 3, CLO 4
Unit Three: A unified View of the Nature of Philosophy of Science Verificationism, testability and falsificationism.	8	CLO 1, CLO 2, CLO 3, CLO 4
Unit Four: Science, Method and Decision Lakatos and the methodology of scientific research program, Feyerabend's epistemological anarchism, Feminist methodology.	10	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5
Unit Five: Kuhn's Views Regarding Paradigm, Normal Science and Puzzle Solving His views on the anomalies and the emergence of scientific discoveries, crisis and the emergence of scientific theories, Kuhn on the structure of scientific revolutions; scientific revolutions as changes of world view.	10	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5
Unit Six: Realism and Anti-realism Debate Observable and unobservable distinctions, constructive empiricism and scientific realism, 'No miracles' argument, inference to the Best explanation, pessimistic induction.	10	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Unit Seven: Recent Issues Philosophy of Biology, Philosophy of Medicine. Feminist Philosophy of Science, Socially Responsible Science.	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	2	4	4	4	3	4	4
CLO 2	2	3	3	4	4	4	4
CLO 3	3	2	4	2	3	2	2
CLO 4	4	4	3	2	4	2	3
CLO 5	4	3	4	3	3	3	2
CLO 6	4	4	3	4	4	3	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Demonstrate an understanding of the fundamental concepts that define the nature, scope, and significance of the philosophy of science.	1-7	21, 22	1, 2, 5, 7, 8, 9	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 9
CLO 2	Analyze and summarize the key contributions and perspectives of influential figures in the historical development of philosophy of science, including Francis Bacon, J.S. Mill, Whewell, Duhem, and Mach.	1-7	12, 21, 22, 42, 43	1, 2, 5, 7, 8, 9	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 3	Critically evaluate and compare verificationism, testability, and falsificationism as unified views of the nature of philosophy of science	1-7	12, 21, 22, 42, 43	1, 2, 5, 7, 8, 9, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 7, AR 9
CLO 4	Critically examine Lakatos' methodology of scientific research programs, Feyerabend's epistemological anarchism, and Feminist methodology, assessing their impact on the philosophy of science.	1-7	12, 21, 22, 42, 43	1, 2, 5, 7, 8, 9	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 5	Synthesize information to assess Thomas Kuhn's views on paradigm shifts, normal science, and the structure of scientific revolutions, including the role of anomalies and crisis in scientific development.	1-7	12, 21, 22, 42, 43	1, 2, 5, 7, 8, 9, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 6	Critically evaluate the realism and anti-realism debate, distinguishing between observable and unobservable distinctions, analyzing concepts such as constructive empiricism, scientific realism, the 'No miracles' argument, inference to the best	1-7	12, 21, 22, 42, 43	1, 2, 5, 7, 8, 9, 10	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 3, AR 7, AR 9

	explanation, and pessimistic induction.					
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Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Recommended Readings

Ayer, A.J., *Language, Truth and Logic*, 17th Impression, London: Victor Gollancz, 1967.

_____, (Ed.), *Logical Positivism*, New York: The Free Press, 1959.

Bird, Alexander. *Philosophy of Science*, Routledge: Taylor & Francis, 1998.

Cohen, R.S. and M.W. Wartofsky, (Eds.), *Logical and Epistemological Studies in Contemporary Physics*, Boston: D. Reidel, 1974.

Dampier, W.C., *A History of Science*, Cambridge: Cambridge University Press, 1987.

Feyerabend, P., *Against Method*, London: NLB, 1975.

Gower, Barry, *Scientific Method: An Historical and Philosophical Introduction*, London: Routledge, 1997.

Hesse, M., *The Revolutions and Reconstructions in the Philosophy of Science*, Sussex: The Harvester Press, 1980.

Hull, L.W.H., *History and Philosophy of Science*, London: Longmans Green, 1959.

Khan, G.A., *Epistemological Negativism and Scientific Knowledge*, Dhaka: Jatiya Grantha Prakashan, 2002.

Kosso, Peter, *Readings in the Book of Nature: An Introduction to the Philosophy of Science*, Cambridge: Cambridge University Press, 1992.

- Kuhn, T.S., *The Structure of Scientific Revolutions*, Chicago: Chicago University Press, 1970.
- Ladyman, James, *Understanding Philosophy of Science*, London: Routledge: Taylor & Francis, 2002.
- Lakatos, I., *The Methodology of Scientific Research Programmes*, Cambridge: Cambridge University Press, 1992.
- Lakatos, I. and A. Musgrave, (Eds.), *Criticism and the Growth of Knowledge*, Cambridge: Cambridge University Press, 1978.
- Loosee, John, *A Historical Introduction to the Philosophy of Science*, Oxford: Oxford University Press, 2001.
- Mach, E., *Popular Scientific Lectures*, tr. T.J. McCormack, Chicago: The Open Court, 1898.
- Machamer, Peter and Michael Silberstein, (Eds.), *Blackwell Guide to the Philosophy of Science*, Oxford: Blackwell Publishing, 2005.
- Mill, J.S., *A System of Logic*, London: Harper and Brother, 1900.
- Nuruzzaman, Md., *Observability and Scientific Realism: Realist vs. Anti-realist*, Saarbrucken, Germany: VDM, 2010.
- _____, *Philosophy of Science: Some Aspects and Nature*, Dhaka: Jatiya Sahitya Prakash, 2011.
- Popper, K., *Conjectures and Refutations*, New York: Harper and Row, 1963.
- _____, *The Logic of Scientific Discovery*, New York: Harper and Row, 1968.
- Psillos, Stathis, *Scientific Realism: How Science Tracks Truth*, London: Routledge, 1999.
- Ramazanoglu, Caroline and Janet Holland, ed., *Feminist Methodology: Challenges and Choices*, New Delhi: Sage Publishers, 2002.
- Rosenberg, Alex, *Philosophy of Science: A Contemporary Introduction*, London: Routledge, Taylor & Francis, 2000.
- Salmon, M.H., et.al., *Introduction to the Philosophy of Science*, Englewood Cliffs: Prentice-Hall, 1992.
- Van Frassen, Bas C., *The Scientific Image*, Oxford: Clarendon Press, 1980.
- Whewell, W., *The Philosophy of the Inductive Sciences; Founded Upon their History*, New York: Johnson, 1967.
- খান, গালিব আহসান, *বিজ্ঞান, পদ্ধতি ও প্রগতি*, ঢাকা: জাতীয় গ্রন্থ প্রকাশন, ২০০৯।
- _____, *বিজ্ঞানের দর্শন*, ঢাকা: জাতীয় গ্রন্থ প্রকাশন, ২০০২।
- নূরুজ্জামান, মোঃ, *বিজ্ঞান ও প্রযুক্তির দর্শন*, ঢাকা: জাতীয় সাহিত্য প্রকাশ, ২০১৪।
- পপার, কার্ল, *নির্বাচিত দার্শনিক রচনা*, ১ম খণ্ড, অনুবাদ, আমিনুল ইসলাম ভূইয়া, ঢাকা: বাংলা একাডেমী, ২০০৭।
- _____, *নির্বাচিত দার্শনিক রচনা*, ২য় খণ্ড, অনুবাদ, আমিনুল ইসলাম ভূইয়া, ঢাকা: বাংলা একাডেমী, ২০০৮।
- _____, *নির্বাচিত দার্শনিক রচনা*, ৩য় খণ্ড, অনুবাদ, আমিনুল ইসলাম ভূইয়া, ঢাকা: বাংলা একাডেমী, ২০১০।

Course Code: PHIL 407	Course Title: Philosophy of Religion	
Credits: 4	Marks: 100	Course Type: CC

Rationale of the Course

This course is designed to provide students with an in-depth exploration of the principal philosophical trends and thoughts of major religions worldwide. It delves into religious concepts and beliefs, analyzing their intersections with classical and contemporary philosophical debates in metaphysics, epistemology, and ethics. Through rigorous examination, students engage with philosophical inquiries concerning religion, including cosmological, ontological, teleological, and moral arguments for the existence of God, as well as grappling with complex issues such as the problem of evil, the immortality of the soul, revelation and faith, religious language, and the problem of verification. By critically engaging with these philosophical questions, students develop analytical skills and gain a deeper understanding of the intricate relationship between religion and philosophy, enriching their intellectual inquiry and fostering nuanced perspectives on matters of faith and belief.

Course Learning Outcomes (CLOs)

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

CLO 1	Define and recall fundamental concepts in philosophy of religion and identify key theories and historical developments in the field, introducing the students with the nature, scope and aim of philosophy of religion.
CLO 2	Development of the ability to read and understand difficult philosophical texts and provide the students with philosophical as well as psychological basis of religion.
CLO 3	Understand the basic concepts of philosophy of religion and a capacity for philosophical analysis and critical reflection in the context of understanding the foundations of religion, its main purpose, and its essential components.
CLO 4	Analyze the theory of existence of God, identify the similarities and dissimilarities among faiths, concepts and rituals of living religions.
CLO 5	Critically explain why philosophy of religion is important and why it is so influential throughout the ages.
CLO 6	Evaluate the relevance and necessity of philosophy of religion and its theories in the history of human knowledge.

Course Contents

Topics	Required Session(s)/Hours	CLOs
Part A: Hick's <i>Philosophy of Religion</i>		
Nature, subject matter and methods of philosophy of religion History of philosophy of religion, religion and metaphysics, the question of the validity of the philosophy of religion, importance of philosophy of religion	3	CLO 1, CLO 2, CLO 3

The Judaic-Christian and Islamic Concepts of God	4	CLO 1, CLO 2
Ontological argument, first cause and cosmological arguments, design or teleological argument, theism and probability, moral arguments and their criticism	6	CLO 1, CLO 2, CLO 4, CLO 5, CLO 6
Sociological theory of religion Freudian theory of religion, the challenge of modern science	4	CLO 1, CLO 2, CLO 4, CLO 6
The Problem of Evil	4	CLO 1, CLO 2, CLO 4, CLO 5, CLO 6
Problem of Religious Language	4	CLO 1, CLO 4, CLO 5, CLO 6
The Problem of Verification, Faith and Revelation	5	CLO 1, CLO 3, CLO 4, CLO 5, CLO 6
Part B: Thouless' An Introduction to the Psychology of Religion		
Philosophy of religion with reference to psychology of religion, psychological study of religion, psychology and religion, psychological roots of religion	10	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Social factor, natural factor, mental conflict, emotional factor and intellectual factor in religion.	10	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Psychology of Prayer	3	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5
Psychology of Conversion	3	CLO 1, CLO 2, CLO 3
Mysticism	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	4	4	4	4	4	4	4
CLO 2	4	4	4	4	4	4	4
CLO 3	4	3	4	3	4	3	4
CLO 4	4	4	4	4	4	4	4
CLO 5	4	4	4	4	4	4	4
CLO 6	4	4	4	4	4	4	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Define and recall fundamental concepts in philosophy of religion and identify key theories and historical	1-7	12, 21, 22,	5, 7, 8, 9	4, 17	Tutorial and Class Participation, Midterm, Final,

	developments in the field, introducing the students with the nature, scope and aim of philosophy of religion.		31, 32			Viva-voce, AR 1, AR 7, AR 9
CLO 2	Development of the ability to read and understand difficult philosophical texts and provide the students with philosophical as well as psychological basis of religion.	1-7	12, 21, 22, 46	5, 7, 8, 9	4, 10, 16	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 7, AR 9
CLO 3	Understand the basic concepts of philosophy of religion and a capacity for philosophical analysis and critical reflection in the context of understanding the foundations of religion, its main purpose, and its essential components.	1-7	12, 21, 22, 36	5, 7, 8	4, 16	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 2, AR 7, AR 9
CLO 4	Analyze the theory of existence of God, identify the similarities and dissimilarities among faiths, concepts and rituals of living religions.	1-7	12, 21, 22, 36	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 2, AR 7, AR 9
CLO 5	Critically explain why philosophy of religion is important and why it is so influential throughout the ages.	1-7	12, 21, 22, 32, 33, 36, 42	5, 7, 8, 9	4, 10, 16	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 6	Evaluate the relevance and necessity of philosophy of religion and its theories in the history of human knowledge.	1-7	12, 43, 44, 46	5, 7, 8, 9	4, 16	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√

Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Required Texts

Part A: Text

John Hick, *The Philosophy of Religion*, London: Prentice-Hall, 1973. রহমান, ড. এম. মতিউর (সম্পাদিত), *ধর্মদর্শন*, ঢাকা: অবসর, ২০১৬।

Part B: Text

R.H. Thouless, *An Introduction to The Psychology of Religion*. বাংলা অনুবাদ: রহমান, এম মতিউর, *ধর্মমনস্তত্ত্ব পরিচিতি*, ঢাকা: অবসর, ২০১৬।

Recommended Readings

Abernethy, G.L. and F.A. Langford (Eds.), *Philosophy of Religion: A Book of Readings*, New York: Macmillan, 1962.

Burt, E.A., *Types of Religious Philosophy*, New York: Harper and Brothers, 1951.

Clark, W.H., *The Psychology of Religion: An Introduction to Religious Experience and Behaviours*, New York: Macmillan, 1958.

Flew, A. and Alasdair MacIntyre (Eds.), *New Essays in Philosophical Theology*, New York: Macmillan, 1955.

Galloway, G., *The Philosophy of Religion*, New York: T and T Clark, 1954.

Hick, John (Ed.), *Classical and Contemporary Readings in the Philosophy of Religion*, Englewood Cliffs: Prentice Hall, 1964.

Iqbal, M., *Reconstruction of Religious Thought in Islam*, Lahore: Sh. Muhammad Ashraf, 1968.

Islam, A.N., *Self, Suffering and Salvation: with Special Reference to Bhuddhism and Islam*, Allahabad: Vohra Publishers, 1987.

Macgregor, G., *Introduction to Religious Philosophy*, Boston: Houghton Mifflin Company, 1959.

Mia, A.J., *A Contemporary Philosophy of Religion*, Dhaka: Islamic Foundation Bangladesh, 1987.

Noss, John B., *Man's Religions*, 5th ed., London: Macmillan, 1963.

Quasem, M.A., *Salvation of the Soul and Islamic Devotions*, London: Kegan Paul, 1983.

_____, *Ghazali on Islamic Guidance*, Oxford: Islamic Text Society, 2007.

Trueblood, D.E., *Philosophy of Religion*, New York: Harper and Row, 1957.

Thompson, S.M., *A Modern Philosophy of Religion*, Chicago: Chicago University Press, 1955.

ইউনুস, আ খ ম, *মরণোত্তর জীবন সম্পর্কে ইসলাম ও হিন্দুধর্ম*, ঢাকা: আল হিকমাহ পাবলিকেশন্স, ২০০৩।

ইসলাম, আজিজুল্লাহর, ও কাজী নূরুল ইসলাম, *তুলনামূলক ধর্ম ও অন্যান্য প্রসঙ্গ*, ঢাকা: বাংলা একাডেমী, ২০০২।

রহমান, এম. মতিউর, *ধর্মদর্শন পরিচিতি*, ঢাকা: জাতীয় সাহিত্য প্রকাশ, ২০১৭।

Course Code: PHIL 408	Course Title: Thesis Paper
Credits: 4	Marks: 100
	Course Type: EC

Rationale of the Course

The rationale behind the undergraduate thesis lies in recognizing it as a pivotal opportunity for students to delve deeply into philosophical inquiries. It serves as an initial step towards independent research and scholarly writing, offering students a platform to explore philosophical positions, scrutinize contemporary debates, and construct coherent arguments. Through guided instruction and theoretical and practical exercises, the course aims to equip students with essential skills and knowledge necessary for effective thesis writing. Students will learn to critically analyze philosophical material, formulate research questions, design methodologies, gather and analyze data, and present their findings in a scholarly document. Moreover, the course underscores the significance of academic integrity and ethical conduct throughout the research process. Students will be guided to adhere to ethical guidelines in their research and writing, ensuring the integrity and credibility of their work. In this way, the undergraduate thesis paper serves as a preparatory stage for students embarking on the path towards independent research. While not as extensive as a Master's or PhD thesis, the undergraduate thesis represents a significant milestone in students' academic development, providing them with foundational skills and knowledge essential for future research endeavors. Through this course, students gain valuable experience in conducting independent research, refining their academic writing skills, and contributing to scholarly discourse in philosophy.

Course Learning Outcomes (CLOs)

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

CLO 1	Recall key philosophical concepts, theories, and arguments discussed in academic literature related to the chosen research topic.
CLO 2	Interpret and explain the significance of philosophical texts, theories, and debates within the broader context of the chosen research area
CLO 3	Apply philosophical concepts and methodologies to formulate research questions and design appropriate methodologies for investigating the chosen topic.
CLO 4	Analyze and evaluate the strengths and weaknesses of different philosophical arguments and perspectives relevant to the research topic.
CLO 5	Critically evaluate the credibility and validity of philosophical sources and scholarly literature used to support arguments in the thesis paper.
CLO 6	Synthesize various philosophical perspectives, arguments, and empirical evidence to construct a coherent and original thesis paper presenting a well-supported argument or analysis.

Course Contents

Topics	Required Session(s)/Hours	CLOs
Week 1: Introduction to Philosophical Inquiry and Research Process <ul style="list-style-type: none"> Overview of philosophical inquiry: nature, scope, and methods Introduction to the research process: formulating research questions, identifying relevant literature, and designing methodologies Ethical considerations in philosophical research 	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Week 2-4: Literature Review and Critical Analysis <ul style="list-style-type: none"> Conducting a comprehensive literature review: searching databases, evaluating sources, and synthesizing scholarly literature Critical analysis of philosophical texts: identifying arguments, assessing evidence, and evaluating philosophical frameworks 	10	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Week 4-6: Formulating Research Questions and Methodologies <ul style="list-style-type: none"> Refining research questions: specificity, relevance, and feasibility Designing research methodologies Sampling techniques and data collection methods in philosophical research 	8	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Week 6-8: Data Collection and Analysis <ul style="list-style-type: none"> Implementing research methodologies: gathering and analyzing data 	8	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

<ul style="list-style-type: none"> • Interpretation of findings: identifying patterns, drawing conclusions, and making inferences • Analysis in philosophical research: basic techniques and interpretation 		
Week 8-10: Writing the Thesis Paper - Part 1 <ul style="list-style-type: none"> • Structure and organization of a thesis paper: introduction, main body, and conclusion • Academic writing conventions: clarity, coherence, and conciseness • Citation styles and referencing: APA, MLA, or Chicago style 	10	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Week 11-13: Writing the Thesis Paper - Part 2 <ul style="list-style-type: none"> • Writing strategies for different sections of the thesis paper • Peer review and feedback: giving and receiving constructive criticism on draft papers • Revising and editing: refining arguments, improving clarity, and polishing prose 	10	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Week 13-14: Presentation Skills and Finalization <ul style="list-style-type: none"> • Oral presentation skills: structuring presentations, effective delivery, and handling questions • Finalizing the thesis paper: formatting, proofreading, and submission guidelines • Reflection on the research process: lessons learned, challenges faced, and future directions 	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Week 15: Thesis Paper Presentations and Wrap-Up <ul style="list-style-type: none"> • Students present their thesis research findings to the exam committee. • Peer and instructor feedback on presentations • Course wrap-up: reflections on course objectives, achievements, and next steps in academic research 	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

[Overview of the Process

Throughout the course, students will receive guidance and feedback from instructors to support their progress in developing a high-quality undergraduate thesis paper. Undertaking an undergraduate thesis spans approximately two semesters. In the initial semester (7th semester in the program), students engage in researching their chosen topic and developing a reasonably specific plan for their thesis. Ideally, they collaborate with a faculty member who will serve as their supervisor in *PHIL 408 Thesis Paper*. Subsequently, in the following semester (8th semester in the program), students focus on the actual writing process while enrolled in *PHIL 408 Thesis Paper*. Throughout both semesters, it is essential to collaborate with a faculty director who serves as the official sponsor of your thesis project. Upon completion of the thesis, students undergo an oral examination and defend their work.

The Research Proposal

To enroll in PHIL 408, students must submit and obtain approval for a thesis proposal by the end of the preceding semester. Specifically, the proposal must be submitted at least four weeks before the first day of the final exam of the preceding semester. This proposal, developed in consultation with a supervisor, is submitted to the Course Coordinator of the respective batch by that date.

The proposal primarily comprises a project description, including a statement of the thesis to be defended, with a requisite level of specificity. For instance, vague statements such as “My objective is to argue against deontology” are inadequate. Conversely, statement like “My goal is to argue that deontology can account for the value of friendship or other personal relationships” demonstrates appropriate scope and specificity. The thesis statement should be accompanied by a discussion (750–1000 words) elucidating the issue, preliminary thoughts, questions to be pursued, anticipated arguments, and more. While the completed thesis need not strictly adhere to the proposal, a substantive proposal is imperative to initiate the investigation effectively.

When the proposal is submitted, students must include explicit approval from the faculty member agreeing to supervise the project, along with a bibliography of relevant readings, accompanied by a brief statement indicating readings completed and those planned for the future.

Completion, Oral Defense, and Evaluation

A finalized thesis consisting of approximately 10,000 words, endorsed by the supervisor, must be submitted to the Chairman of the 4th-year Examination Committee at least one week before the first day of final exams for other courses in the thesis-writing semester. This timeframe allows for the committee to review the thesis and schedule an oral examination. Simultaneously, students should submit an electronic copy of the completed thesis to the Chairman of the Examination Committee for a similarity check. Following the oral examination, the Examination Committee will send the thesis to two reviewers to evaluate it and determine appropriate grades.]

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	4	4	4	4	4	4	4
CLO 2	4	4	4	4	4	4	4
CLO 3	4	4	4	4	4	4	4
CLO 4	4	4	4	4	4	4	4
CLO 5	4	4	4	4	4	4	4
CLO 6	4	4	4	4	4	4	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Recall key philosophical concepts, theories, and arguments discussed in	1-7	21, 22	2, 5, 7, 8	4	Final Thesis Submission), (i.e.,

	academic literature related to the chosen research topic.					Viva-voce, AR 1-9
CLO 2	Interpret and explain the significance of philosophical texts, theories, and debates within the broader context of the chosen research area	1-7	21, 22	5, 7, 8	4	Final (i.e., Thesis Submission), Viva-voce, AR 1-9
CLO 3	Apply philosophical concepts and methodologies to formulate research questions and design appropriate methodologies for investigating the chosen topic.	1-7	12, 21, 22, 36, 42, 46	4, 5, 6, 7, 8, 10	4	Final (i.e., Thesis Submission), Viva-voce, AR 1-9
CLO 4	Analyze and evaluate the strengths and weaknesses of different philosophical arguments and perspectives relevant to the research topic.	1-7	21, 22, 42	5, 7, 8	4	Final (i.e., Thesis Submission), Viva-voce, AR 1-9
CLO 5	Critically evaluate the credibility and validity of philosophical sources and scholarly literature used to support arguments in the thesis paper.	1-7	21, 22, 33, 35, 36, 42	3, 5, 6, 7, 8, 10	3, 4	Final (i.e., Thesis Submission), Viva-voce, AR 1-9
CLO 6	Synthesize various philosophical perspectives, arguments, and empirical evidence to construct a coherent and original thesis paper presenting a well-supported argument or analysis.	1-7	12, 42, 46	1, 4, 5, 6, 7, 8, 9, 10	4	Final (i.e., Thesis Submission), Viva-voce, AR 1-9

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 00

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember			
Understand			
Apply			
Analyze			
Evaluate			
Create			

Semester End Evaluation (SEE): Number of Marks: 100

Bloom's Category	Final Exam (i.e., Thesis Submission)	Viva-voce
Remember	√	√
Understand	√	√
Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Recommended Readings

Allen, J. (2019). *The productive graduate student writer: How to manage your time, process, and energy to write your research proposal, thesis, and dissertation and get published*. Sterling, VA: Stylus.

Dunleavy, P. (2003). *Authoring a PhD: How to plan, draft, write and finish a doctoral thesis or dissertation*. Hampshire: Palgrave Macmillan.

Eco, U. (2015). *How to write a thesis*. Cambridge, MA: The MIT Press.

Evans, D., Gruba, P, & Zobel, J. (2014). *How to write a better thesis*. Heidelberg: Springer.

Johnson, W. B., & Mullen, C. A. (2007). *Write to the top! How to become a prolific academic*. New York: Palgrave Macmillan.

Lipson, C. (2005). *How to write a BA thesis: A practical guide from your first ideas to your finished paper*. Chicago: University of Chicago Press.

Murray, R. (2006). *How to write a thesis*. Berkshire: Open University Press.

Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, DC: American Psychological Association.

Online Resources on How to Write a Philosophy Paper

<https://dailynous.com/2024/01/23/write-philosophy-paper-online-guides/>

<https://philarchive.org/archive/SHEHTW>

https://philosophy.fas.harvard.edu/files/phildept/files/brief_guide_to_writing_philosophy_paper.pdf

<http://www.jimpryor.net/teaching/guidelines/writing.html>

<https://www1.cmc.edu/pages/faculty/akind/intro01s/writing.htm>

<https://www.phil.cam.ac.uk/system/files/documents/ugrad-handbk.pdf>

Course Code: PHIL 409	Course Title: Aesthetics
Credits: 4	Marks: 100
	Course Type: EC

Rationale of the Course

This course delves into the theoretical exploration of art, aiming to elucidate its essence by defining its nature, specific function, and the criteria for its recognition and appreciation. Through an examination of strategies proposed by both classic and modern thinkers, the course addresses fundamental questions regarding the status, origin, and purpose of art. By engaging with these concepts, students gain insights into the aesthetic value of entities found in nature, enabling them to critically evaluate and appreciate artistic expressions across various contexts. Eventually, the study of aesthetics equips students with a deeper understanding of the complexities of art and its significance in human experience.

Course Learning Outcomes (CLOs)

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

CLO 1	Understand the nature and subject-matter of aesthetics, problems of aesthetics and connection with other disciplines.
CLO 2	Explain the history of aesthetics: Bangalee aesthetics, Indian aesthetics, Islamic aesthetics, Chinese aesthetics, Japanese aesthetics, Greek aesthetics, European aesthetics.
CLO 3	Learn the nature of art and the relation of art with society, reality, religion, science, morality and knowledge.
CLO 4	Delineate the aesthetic judgment: nature and classification of aesthetic judgment, theories of aesthetic judgment, modern western interpretation of aesthetic judgment, views of Kant and Leo Tolstoy on aesthetic judgment.
CLO 5	Learn the definition, nature and various forms of beauty, interpretation of beauty in the light of Bangalee, Indian and Western traditions, beauty and art, Islamic concept of beauty and art.
CLO 6	Understand the views of different aesthetic thinkers like Brajendranath Seal, Rabindranath Tagore, Avanindranath Tagore, Swami Vivekananda and Karl Marx.

Course Contents

Topics	Required Session(s)/Hours	CLOs
Aesthetics and philosophy of art, nature and definition of aesthetics, function and value of aesthetics, aesthetic and non-aesthetic attitude.	6	CLO 1, CLO 3, CLO 4
History of aesthetics: Bangalee aesthetics, Indian aesthetics, Islamic aesthetics, Chinese aesthetics, Japanese aesthetics, Greek aesthetics, European aesthetics.	8	CLO 1, CLO 2, CLO 4
Relation of aesthetics to philosophy, ethics, logic and religion.	6	CLO 1, CLO 2, CLO 4, CLO 5, CLO 6

Relation of art to society, reality, religion, science, morality and knowledge.	6	CLO 1, CLO 4, CLO 5, CLO 6
Nature and classification of aesthetic judgment, theories of aesthetic judgment, aesthetic judgment and Immanuel Kant.	6	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Nature of beauty, beauty and its various forms, beauty in the light of Indian and Western traditions.	8	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Concept of art, conceptual art and philosophical theses of art, major western theories of art, Imitationism, Expressionism, Functionalism, Emotivism and Formalism.	8	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Value of art: social, psychological and aesthetic value of art.	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
Views of different aesthetic thinkers, Brajendranath Seal, Rabindranath Tagore, Avanimdranath Tagore, Swami Vivekananda and Karl Marx.	8	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Mapping CLOs with PLOs

[Types of Correlation: 1: No Correlation; 2: Weak; 3: Moderate; 4: Strong]

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	3	3	2	2	1	1	4
CLO 2	4	4	4	1	4	1	4
CLO 3	3	3	1	3	1	3	1
CLO 4	4	4	1	4	4	1	4
CLO 5	4	4	4	4	4	4	1
CLO 6	4	4	4	4	4	4	4

Sl. No.	CLOs	Contribution to			SDG Contribution	Assessment Rubric Utilized
		PLOs	GS	PS		
CLO 1	Understand the nature and subject-matter of aesthetics, problems of aesthetics and connection with other disciplines.	1-7	12, 21, 22, 31, 32	5, 7, 8, 9	4, 10	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 7, AR 9
CLO 2	Explain the history of aesthetics: Bangalee aesthetics, Indian aesthetics, Islamic aesthetics, Chinese aesthetics, Japanese aesthetics, Greek aesthetics, European aesthetics.	1-7	12, 21, 22, 46	5, 7, 8, 9	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 7, AR 9

CLO 3	Learn the nature of art and the relation of art with society, reality, religion, science, morality and knowledge.	1-7	12, 21, 22, 36	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 2, AR 7, AR 9
CLO 4	Delineate the aesthetic judgment: nature and classification of aesthetic judgment, theories of aesthetic judgment, modern western interpretation of aesthetic judgment, views of Kant and Leo Tolstoy on aesthetic judgment.	1-7	12, 21, 22, 36	5, 7, 8	4	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 2, AR 7, AR 9
CLO 5	Learn the definition, nature and various forms of beauty, interpretation of beauty in the light of Bangalee, Indian and Western traditions, beauty and art, Islamic concept of beauty and art.	1-7	12, 21, 22, 32, 33, 36, 42	5, 7, 8, 9	4, 10, 16	Tutorial and Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9
CLO 6	Understand the views of different aesthetic thinkers like Brajendranath Seal, Rabindranath Tagore, Avandranath Tagore, Swami Vivekananda and Karl Marx.	1-7	12, 43, 44, 46	5, 7, 8, 9	4	Tutorial, Class Participation, Midterm, Final, Viva-voce, AR 1, AR 2, AR 7, AR 9

Assessment Pattern

Continuous Internal Evaluation (CIE): Number of Marks: 50

Bloom's Category	Class Attendance	Tutorial and Class Participation	Midterm Exam
Remember		√	√
Understand		√	√
Apply		√	√
Analyze		√	√
Evaluate		√	√
Create		√	√

Semester End Evaluation (SEE): Number of Marks: 50

Bloom's Category	Final Exam	Viva-voce
Remember	√	√
Understand	√	√

Apply	√	√
Analyze	√	√
Evaluate	√	√
Create	√	√

Learning Resources

Recommended Readings

- Aldrich, K.C., *Philosophy of Art*, London, Prentice- Hall, 1963.
- Arberry, A. J., *The Islamic Art of Persia*, Goodword Books, New Delhi, (reprint) 2001.
- Barlingay, S.S., *A Modern Introduction to Indian Aesthetic Theory: The Development from Bharata to Jagannath*, New Delhi: D.K. Print World Ltd., 2007.
- Burckhardt, T., *Art of Islam: Language and Meaning*, London, 1976.
- Eldridge, Richard. *An Introduction to the Philosophy of Art*, Cambridge: Cambridge University Press, 2003.
- Gaut, Berys and Dominic McIver Lopes (Eds), *The Routledge Companion to Aesthetics*, New Delhi: D.K. Printworld Ltd., 1999.
- Grabar, O., *The Formation of Islamic Art*, New Haven and London, 1973.
- Gupta, Shyamola. *Art, Beauty and Creativity: Indian and Western Aesthetics*, New Delhi: D.K. Printworld Ltd., 1999.
- Kazmi, Latif Hussain Shāh. "Islāmic Aesthetics: Art and Beauty." *Philosophy and Progress*, LXIX-LXX: 119-144, 2021
- Mukherji, Ramaranjan., *Comparative Aesthetics: Indian and Western*. Calcutta: Sankrita Pustak Bhandar, 1991.
- Nahm, M.C., *Readings in Philosophy of Art and Aesthetics*, London: Prentice- Hall, 1981.
- Nandi, Sudhir k., *Studies in Modern Indian Aesthetics*. Simla: Indian Institute of Advance Study, 1975.
- Nasr, S. H., *Islamic Art and Spirituality*, Golgonooza Press, Suffolk, 1987.
- Osborne, D. (Eds.), *Aesthetics*, Oxford: Oxford University Press, 1972.
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Part D

19. Course Coordinator

- 19.1. The Academic Committee (AC) of the Department will select a Course Coordinator for one year.
- 19.2. The Course Coordinator will prepare class routine, arrange and monitor classes and attendance of students, ensure smooth functioning of the academic work, and help the Chairman of the Examination Committee in getting questions from the question setters, holding examinations and publishing examination results.
- 19.3. The Course Coordinator will also arrange to post on the notice board the breakdown of marks in each 1-credit course (tutorial class and oral examination) at the end of every semester-final examination. Apart from the signature of the coordinator, the mark-sheet should contain signature of the Chairman of the Examination Committee as well.

20. Examination Committee:

- 20.1.** The AC of the Department will form the Examination Committee for each batch of students for one year, i.e. two semesters. The committee will include a Chairman and three other members.
In special cases, out of the three members the committee may have an external member who may be from DU or outside DU.
- 20.2.** The Course Coordinator may be a member of the examination committee, for smooth functioning of the program.
- 20.3.** If the AC decides, the Chairman and the coordinator may be the same person, but in such a case there will be no remuneration for the latter.
- 20.4.** **Chairman of the Examination Committee:** S/he will be responsible for getting questions from the course teachers, moderating and printing the questions, holding of examinations, and publication of results. If the Chairman desires, the Course Coordinator may collect the questions from the course teachers.
- 20.5.** In the case of any member of the committee falling sick, going on leave, or is unwilling to be on the committee, the AC of the Department will nominate a substitute.

21. Class Representatives

Each batch/section of students will have two class representatives (preferably one male and one female) to maintain liaison with the coordinator and the course teachers regarding their class progress and problems.

22. Duration of Examination and Types of Questions

The duration of the semester final examination is three hours. Two teachers will set the questions, which may consist of six broad questions or a combination of broad questions, short questions, and short notes, etc. Students will be required to answer four of these questions.

23. Grading/Evaluation:

23.1. Grading scale/Grades:

- 23.1.1.** At the time of evaluation all marks will be posted in numerical form. Only at the time of submitting the final grade sheet and finalizing the results in the tabulation sheet grades will be posted in both numerical form and letter form.
- 23.1.2.** Marks can be given in fraction up to two decimals. If the total marks of a course are in fraction, they should be raised to the higher whole number.
- 23.1.3.** Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA) can be in fraction up to two decimals. The second decimal will be raised to the next higher number if the third decimal number is 5 or above.
- 23.1.4.** Numerical Grades, Letter Grades, and GPA, and CGPA will be given according to the following scale:

Numerical Grades	Letter Grades	Grade Points (All Courses)
80 and above	A+	4.00
75 to less than 80	A	3.75
70 to less than 75	A-	3.50
65 to less than 70	B+	3.25
60 to less than 65	B	3.00
55 to less than 60	B-	2.75
50 to less than 55	C+	2.50
45 to less than 50	C	2.25
40 to less than 45	D	2.00
Less than 40	F	0.00
Incomplete (Does not take an exam)	I	0.00
Withdrawn (Does not attend any class and take any exam)	W	0.00

23.2. Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)

- 23.2.1. GPA for each semester will be calculated by multiplying the course credits by the Grade Points (GP) in the courses and dividing the summation of the multiplied figures by the total credits.
- 23.2.2. CGPA of more than one semester will be calculated by adding the GPA of the semesters concerned multiplied by the semester credits and dividing the result by the total credits of the semesters.

24. Attendance

- 24.1. Attendance in the four-credit courses only will be taken into consideration to determine eligibility of a student for examination.
- 24.2. Students with 75% attendance and above in each course will be eligible to sit for examinations. Students with attendance below 75% going down to 60% will be considered non-collegiate and will be allowed to sit for the examinations only after paying the required university fines.
- 24.3. Students with attendance below 60% will not be eligible to appear at the examinations.

25. Teaching and Evaluation of the 33 Four-credit Courses of 100 Marks Each

- 25.1. The courses earmarked for a semester must be taught *in* that semester, and mid-semester and semester final exams must be given in that semester.
- 25.2. Each course will be preferably taught and evaluated by two teachers.
- 25.3. Both Course-teachers will have 2 classes per week of 60 minute each for 15 weeks.
- 25.4. If a single teacher teaches a course, then he/she must have per week 4 classes of 60 minute each.

- 25.5. Even a single teacher teaches a course, the semester final test scripts are obligatorily evaluated by two teachers, one of whom must be the course teacher, and another, a suitable second examiner who may be either from DU or outside DU.
- 25.6. Each course will have 4 classes per week of 60 minutes duration each.
- 25.7. Total classes in a semester for each course in 15 weeks: $15 \times 4 = 60$
- 25.8. *The concerned teachers will post on the notice board the marks obtained by the students in the mid-semester test as soon as the results are ready.*
- 25.9. *The course teachers will also post the marks for attendance and participation on the notice board immediately after completion of the assigned part of the four-credit courses.*
- 25.10. For obtaining the undergraduate degree after the 8th semester (4th year) final examination a student must not have 'F' grade in any of the four-credit courses.

26. Marks Distribution for Each Four-credit Course

- 26.1. *Two Mid-semester Tests of 10 marks each:* $10 + 10 = 20$ Marks
One test of one-hour duration will be taken by each course teacher at his/her convenience. Marks of two tests will be added. If a single teacher teaches a course, two tests will be taken by the same teacher.
- 26.2. *Class Attendance and Participation:* $5 + 5 = 10$ Marks
Each teacher will give marks out of 5. Total of the given marks will be counted as the final marks of class attendance and participation.
Students may receive:

5 out of 5 for attendance of 90% or above
4 out of 5 for attendance between 80% and less than 90%
3 out of 5 for attendance between 70% and less than 80%
2 out of 5 for attendance between 60% and less than 70%
1 out of 5 for attendance between 50% and less than 60%
0 out of 5 for attendance below 50%

If a single teacher teaches a course, marks will be given out of 10.

- 26.3. *Quiz/Assignment (Average of the best 3 out of 5):* 10 Marks
- 26.4. *Presentation (in-person /video presentation):* 10 Marks
- 26.5. *Semester Final Examination of 3-hour duration:* 50 Marks
- 26.6. Two teachers will set questions and evaluate the scripts. Marks obtained in the semester final examinations will be the average of the two marks.

27. Teaching and Evaluation of the 8 One-credit Courses of 25 Marks Each

- 27.1. This course consists of tutorial class and oral examination.
- 27.2. Each class may be divided into small groups of 10 to 15 students.
- 27.3. One teacher designated by the AC of the Department will meet the students of one group once a week for one hour and will give marks out of 5.

- 27.4. The students will not be given any written test. They will be encouraged to discuss some topics and/or make oral presentations on some topics included in the syllabus.
- 27.5. The Examination Committee will hold oral examination at the end of every semester.
- 27.6. Total classes in a semester for each course in 15 weeks: 15
- 27.7. Total Contact/Teaching Hours in a semester for each course: 15
- 27.8. The minimum of GPA 2.00 in the eight one-credit course altogether will be required for awarding the undergraduate degree.

28. Marks Distribution for Each One-credit Course

Tutorial Class	5 Marks
Oral Examination	20 Marks
Total	25 Marks

29. Tabulator and Tabulation of Examination Results

- 29.1. Two teachers of the Department will act as tabulators. The Chairman of the Examination Committee and the Course Coordinator will select the tabulators who should preferably be members of the Examination Committee.
- 29.2. The course teachers will submit two copies of mark-sheets to the Chairman of the Examination Committee, and one copy to the Controller of Examinations of the University of Dhaka.
- 29.3. The mark-sheets submitted by the course teachers for the four-credit courses will include marks for attendance and participation, quizzes/assignments, presentations, mid-semester tests, and final examination.
- 29.4. The concerned course teacher will submit marks for the tutorial class part of the one-credit course.
- 29.5. Two tabulators will prepare average sheets and insert marks in the respective tabulation sheets. Both the tabulators will process the examination results. The semester final part of each course must go through double examination process. If the difference of marks in any course (Semesters Final) is more than 20% of full marks (50), the script will be evaluated by a third examiner.
- 29.6. The final marks obtained will be the average of the nearest two marks, or the third examiner's marks if the difference between his/her marks and the two other examiners' marks are the same.
- 29.7. The tabulators will help the Controller's office to prepare three copies of computerized tabulation sheets. The Controller's office will send one copy to the Chairman of the Department for preservation.
- 29.8. The Controller's office will publish the examination results at the end of every semester.

30. Transcripts

- 30.1. The Controller's office will issue the transcript.
- 30.2. Transcripts issued to the students will include Letter Grades, GP, GPA/CGPA. *Transcripts will not include numerical grades.*

31. Promotion and the Final Degree

- 31.1. Promotion will be year-wise. The minimum CGPA 2.00 in the four-credit courses will be required for promotion from 1st year to 2nd year (2nd semester to 3rd semester), 2nd year to 3rd year (4th semester to 5th semester), 3rd year to 4th year (6th semester to 7th semester). In such cases, grades in the first seven one-credit courses will not be taken into consideration.
- 31.2. Promotion from 1st semester to 2nd semester, 3rd semester to 4th semester, 5th semester to 6th semester, and 7th semester to 8th semester will be provided automatically to students having minimum of 60% attendance in the concerned semester.
- 31.3. For obtaining the undergraduate degree after the 8th Semester (4th year) final examination, a student must not have 'F' grade in any of the four-credit courses as well as in the combined eight one-credit courses. The minimum GP 2.00 in each four-credit course and GPA 2.00 in the eight one-credit courses altogether will be required for awarding the undergraduate degree.
- 31.4. GPA of the eight one-credit courses will be calculated only after the 8th semester (4th year) final examination by adding the numerical marks obtained in all 8 semesters and dividing the total by 2. The numerical marks obtained out of 200 must be converted into out of 100 to find out the corresponding Letter Grade and GP which, in this case, will be treated as GPA because it is the average of all 8 credits.
- 31.5. The Degree must be earned within the limit of 12 semesters, i.e. six years from the date of admission to First Semester.
- 31.6. GPA for each semester will be calculated by multiplying the course credits by the GP obtained in the courses and dividing the summation of the multiplied figures by the total credits. CGPA of more than one semester will be calculated by adding the GPA of the semesters concerned multiplied by the semester credits and dividing the result by the total credits of the semesters.

32. Retaking of Examinations and Improvement of Grades

- 32.1. *Improvement of grade/grades is applicable only for the students who get promoted.*
- 32.2. A student getting less than 'B' may improve his/her grades of any four-credit courses by retaking the examination/examinations of the course/courses only once with the available immediate next batch at his/her own risk because in such cases the grade/grades obtained earlier in the concerned course/courses will be considered cancelled although marks for attendance and mid-semester test will be retained.
 - 32.2.1. **Amendment:** "Such improvement shall be allowed only once in a course and in such case the student's previous grade remains, if the student fails to improve

his/her grade in the improvement examination.” [This amendment is as per the decision of the Dhaka University Academic Council dated 12/10/2022.]

- 32.3. A student with ‘F’ grade in any course/courses will be allowed to improve the grade/grades by retaking the examination/examinations of the concerned course/courses for the second time with the available following batch if he/she gets ‘F’ in the first improvement test/tests.
- 32.4. In the case of failure to take mid-semester test, the concerned course teacher will arrange a supplementary mid-semester test within two weeks of the first test. The students taking the supplementary mid-semester test must pay to the department office a fine of Tk 500.00 (Tk. Five Hundred) for each test.
- 32.5. Retaking of mid-semester examinations will not be allowed.
- 32.6. If a student has CGPA 2.00 in the 4th year, i.e. 7th and 8th semesters combined but has ‘F’ in any of the 7th or 8th semester four-credit courses or the aggregate of one-credit courses his/her result will be treated as **Incomplete (‘I’)**. To receive the degree the student will have the opportunity to improve his/her grade by retaking the four-credit courses with ‘F’.
- 32.7. Besides, if a student has ‘F’ in the aggregate of eight one-credit courses, which together is called ‘overall assessment,’ he/she must retake the final part of the 8th semester one-credit course. In either case, marks for attendance and presentation will be retained
- 32.8. In addition to the usual fees, a fine will be imposed for each course to be retaken as per university rules.
- 32.9. The student will have to be mentally prepared to take the test of a particular course even if it is held on the same day of his/her other examination.
- 32.10. **Incomplete Courses:** The same rules will be applicable in the case of any student getting ‘I’ in any course/courses.

33. Readmission

- 33.1. If a student is not eligible to appear at the examination due to inadequate attendance, s/he must seek readmission to study with the next batch.
- 33.2. A student failing to get the requisite CGPA, i.e., 2.00, for promotion from one year to the next year must seek readmission and will attend classes and take examinations with the first semester students of the concerned year if s/he fails to obtain GPA less than 2.00 in the four-credit courses of 1st, 3rd, 5th and 7th semester respectively. But if s/he has the minimum GPA 2.00 in the four-credit courses of 1st semester of any year s/he will take readmission and attend classes and take examinations with the students of the 2nd semester of the following year.
- 33.3. In the case of a student getting ‘W’ in any course, s/he must go for readmission to continue in a class. The AC of the Department must be convinced of the genuineness of his/her absence.
- 33.4. A student may take readmission only two times. If required, a student may take readmission twice in the same class and thus remain in the same class for three years, but the degree must be completed within twelve semesters, i.e., six years.

- 33.5. Time limit for readmission is up to a maximum of 15 days after the publication of result.
- 33.6. In the case of readmission, all grades earned earlier in the four-credit courses of the particular semester/semesters will be canceled.

34. Dropout

- 34.1. A student failing to get a minimum CGPA 2.00 even after readmission to the semester of the same year for two times will be dropped out of the program.
- 34.2. If a student getting 'F' in any course fails to improve his/her grade, even after retaking the examination twice will not be given any further chance for improvement and will be dropped out of the program.

35. Dean's List of Meritorious Students

- 35.1. *Dean's Merit List of Excellence:* The list will include the names and particulars of students who have CGPA 4.00 in the undergraduate examination.
- 35.2. *Dean's Merit List of Honor:* The list will include the names and particulars of students who have CGPA 3.85 and above but below 4.00 in the undergraduate examination.
Maximum of two students with the highest CGPA of any Department in a particular session will be included in this list. In the case of more than one student getting the same CGPA the number will increase.
- 35.3. *Dean's Merit List of Recognition:* The list will include name of the student who has the highest CGPA among the students obtaining CGPA 3.60 and above but below 3.85, in the undergraduate examination of a particular session of any Department which does not have anyone eligible for Dean's Merit Lists of Excellence and Honor.
In the case of more than one student getting the same CGPA the number will increase.
*** Students who have taken readmission or have taken any improvement examination will not be considered for the Dean's list of meritorious students.

36. Amendment and Explanation of the Rules and Regulations

- 36.1. Any major changes in the above rules will require approval of the Arts Faculty meeting and the Academic Council of the University.
- 36.2. Minor changes may be made by the Dean and Chairman of different departments of Arts Faculty with approval of the Dean's Committee.

Appendix

Legend

Generic Skills

Code	Full Description
GS 11	Knowledge: IT Knowledge
GS 12	Knowledge: Innovative Knowledge
GS 21	Communication: Oral Communication
GS 22	Communication: Written Communication
GS 23	Communication: Presentation Skills
GS 31	Interpersonal Skills: Ability to work in teams
GS 32	Interpersonal Skills: Leadership
GS 33	Interpersonal Skills: Empathy
GS 34	Interpersonal Skills: Motivation ability
GS 35	Interpersonal Skills: Reliability
GS 36	Interpersonal Skills: Appreciation of ethical values
GS 37	Interpersonal Skills: Adaptability
GS 41	Work Skills: Time management
GS 42	Work Skills: Judgment
GS 43	Work Skills: Problem formulation, solving and decision making skills
GS 44	Work Skills: Collecting and analyzing appropriate data
GS 45	Work Skills: Discipline
GS 46	Work Skills: Sense of responsibility

Professional Skills

Code	Key Words	Full Description
PS 1	Freedom of Speech	Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power and to assemble and petition for redress of grievances.
PS 2	History/Role in Shaping Communications	Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
PS 3	Gender, Race, Ethnicity, Sexual Orientation	Demonstrate an understanding of gender, race, ethnicity, sexual orientation and as appropriate other forms of diversity in domestic society in relation to mass communications.
PS 4	Diversity of Peoples and Cultures	Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
PS 5	Concepts and Theories	Understand concepts and apply theories in the use and presentation of images and information.
PS 6	Professional Ethical Principles	Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
PS 7	Critical Thinking and Creativity	Think critically, creatively and independently.
PS 8	Research Skills	Conduct research and evaluate information by methods appropriate to the communications professions in which they work.
PS 9	Writing Skills	Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purpose they serve.

PS 10	Evaluation Skills	Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
PS 11	Numeric and Statistical Skills	Apply basic numerical and statistical concepts.
PS 12	ICT	Apply current tools and technologies appropriate for the communications professions in which they work and to understand the digital world.

Course Type

Code	Full Description
Type A	
GED	General Education
CC	Core
F	Foundational
MJ	Major
MN	Minor
EC	Elective
I	Internship
Type B	
T	Theoretical
L	Lab based
P	Practical

Learning Assessment Rubric

Code	Full Description
AR 1	Rote Memorization/ Recall/ Differentiation (Identification, Enumeration, True or False, MCQs, Fill in the Blanks, Matching Type and Definition).
AR 2	Thinking critically and making judgments (Developing arguments such as in debates, reflecting, evaluating such as a film or play production qualities, assessing such as a business plan. judging).
AR 3	Solving problems and developing plans (Identifying problems, posing problems, defining problems, analyzing data, reviewing, designing experiments, planning, applying information) such as in case studies or case teaching.
AR 4	Performing procedures and demonstrating techniques (Computation, taking readings, using equipment, following laboratory procedures, following protocols, carrying out instructions) such as operating equipment.
AR 5	Managing and developing oneself (Working co-operatively, working independently, learning independently, being self-directed, managing time, managing tasks, organizing) such as event organizing and execution.
AR 6	Accessing and managing information (Researching, investigating, interpreting, organizing information, reviewing and paraphrasing information, collecting data, searching and managing information sources, observing and interpreting) such as research proposals or reports.
AR 7	Demonstrating knowledge and understanding (Describing, reporting, recounting, recognizing, identifying, relating & interrelating) such as term papers.
AR 8	Designing, Creating and Performing (Imagining, visualizing, designing, producing, creating, innovating, performing) such as a documentary project or marketing campaigns.
AR 9	Communicating (One and two-way communication; communication within a group, verbal, written and non-verbal communication. Arguing, describing, advocating, interviewing, negotiating,

	presenting; using specific written forms) such as group or individual presentations.
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SDG Contribution

Code	Description
SDG 1	No Poverty
SDG 2	Zero Hunger
SDG3	Good Health and Well Being
SDG4	Quality Education
SDG5	Gender Equality
SDG 6	Clean Water and Sanitation
SDG 7	Affordable and Clean Energy
SDG 8	Decent Work and Economic Growth
SDG 9	Industry Innovation and Infrastructure
SDG 10	Reduced Inequalities
SDG 11	Sustainable Cities and Communities
SDG 12	Responsible Consumption and Production
SDG 13	Climate Action
SDG 14	Life Below Water
SDG 15	Life on Land
SDG 16	Peace, Justice and Strong Institutions
SDG 17	Partnerships for the Goals

Thank you!