**Department of Philosophy**

Jahangirnagar University

**Proposed Syllabus for One-year M. A. Degree Program for the Students Enrolled in the Sessions of 2019- 2020, 2020 -2021 and 2021-2022 Leading to the M. A. Degree of 2020, 2021 and 2022 respectively.**

**M. A. Degree Program Total Marks 650**

M. A. Degree Program in Philosophy is of 26 Credits equivalent to 650 marks including 50 marks of viva voce. There are two groups: A and B. Students who are to take general group are required to take six courses (Two courses from group A and four courses from group B). Student who will obtain at least GPA 3.50 at 4-year level BA (Hons.) examination will be eligible to undertake a thesis of 200 marks (equivalent to 8 credits) and four courses ( Two courses from group A and two from group B). Student who will obtain at least GPA 3.25 at 4-year level BA (Hons.) examination will be eligible to undertake a research paper of 100 marks (equivalent to 4 credits) and five courses (Two courses from group A and three courses from group B) or s/he can opt for general group.

**Distribution of Marks**

**Thesis Group**

1. Thesis 200 Marks 8 Credits
2. 4 Courses (2 courses from A, 2 courses from group B.) 400 Marks 16 Credits
3. Viva Voce 50 Marks 2 Credits

Total 650 Marks 26 Credits

**General Group**

1. Research Paper 100 Marks 4 Credits
2. 5 Courses (2 courses from A, 3 courses from group B) 500 marks 20 Credits
3. Viva Voce 50 Marks 2 Credits

Total 650 Marks 26 Credits

**OR**

1. 6 Courses (2 courses from A, 4 courses from group B) 600 Marks 24 Credits
2. Viva Voce 50 Marks 2 Credits

Total 650 Marks 26 Credits

**M.A in Philosophy**

**Sessions: 2019-2020, 2020-2021, and 2021-2022**

**Examinations: 2020, 2021 and 2022**

**Units: 6.5 Credits: 26 Marks: 650**

**Group A:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course no** | **Course Title** | **Unit** | **Credit** | **Marks** |
| **Phil 501** | Contemporary Trends in Analytic Philosophy | 1 unit | 4 | 100 |
| **Phil 502** | Contemporay Trends in Ethics | 1 unit | 4 | 100 |
| **Phil 503** | Asian Philosophy | 1 unit | 4 | 100 |
| **Phil 504** | Enviornmental Ethics, Society and Policy | 1 unit | 4 | 100 |

**Group B:**

| **Course No.** | **Course Title** | **Unit** | **Credit** | **Marks** |
| --- | --- | --- | --- | --- |
| Phil 505 | Philosophy of Bangla: Recent Issues | 1unit | 4 | 100 |
| Phil 506 | Philosophy of Nāgārjuna, Śāntaraksita and Atīśa | 1unit | 4 | 100 |
| Phil 507 | Business Ethics | 1unit | 4 | 100 |
| Phil 508 | Problems of Free Will and Moral Responsibility | 1unit | 4 | 100 |
| Phil 509 | Cyber Ethics | 1unit | 4 | 100 |
| Phil 510 | Bioethics and Medical Ethics | 1 unit | 4 | 100 |
| Phil 511 | Ecological Philosophy: Deep Ecology and its Critiques | 1 unit | 4 | 100 |
| Phil 512 | Ethics of Life : Biocentrism, Biodiversity and the Variety of Life | 1 unit | 4 | 100 |
| Phil 513 | Enviornmental Justice | 1 unit | 4 | 100 |
| Phil 514 | Contemporary Theory of Justice: John Rawls and his Critics | 1 unit | 4 | 100 |
| Phil 515 | Ecotheology | 1 unit | 4 | 100 |
| Phil 516 | Comparative Religious Ethics | 1 unit | 4 | 100 |
| Phil 517 | Readings in Philosophical Topics(Mind, Matter, and God) | 1 unit | 4 | 100 |
| Phil 518 | Readings in Meaning and Reference | 1 unit | 4 | 100 |
| Phil 519 | Mathematical Logic | 1 unit | 4 | 100 |
| Phil 520 | Indian Logic | 1 unit | 4 | 100 |
| Phil 521 | Philosophy of Economics | 1 unit | 4 | 100 |
| Phil 522 | Philosophy of Ludwig Wittgenstein | 1 unit | 4 | 100 |
| Phil 523 | Contemporary Issues in Philosophy of Mind | 1 unit | 4 | 100 |
| Phil 524 | Contemporary Political Philosophy | 1 unit | 4 | 100 |
| Phil 525 | Philosophy of Anthropology | 1 unit | 4 | 100 |
| Phil 526 | Marxist Philosophy | 1 unit | 4 | 100 |
| Phil 527 | Philosophy and Policy of New Technologies | 1 unit | 4 | 100 |
| Phil 528 | Philosophy for Childern | 1 unit | 4 | 100 |
| Phil 529 | Contemporary Trends in Islamic thoughts | 1 unit | 4 | 100 |
| Phil 530 | Corporate Social Responsibility | 1 unit | 4 | 100 |
| Phil 531 | Research paper | 1 unit | 4 | 100 |

**Content of the Courses**

**Group A**

**MA 501: Contemporary Trends in Analytic Philosophy 1 Unit 4 credits 100 marks**

**Course Goals and Outcomes:**

* The goal of the course to introduce students the main trends of contemporary analytic philosophy
* Uopn completion the course students will be came up with an understanding of the gradual development of history of philosophy in general in connection with the trends of analytic philosophy.

**Course Description:** The reaction against neo-Hegelian metaphysics emphasized on Russell and More and the gradual development of the analytic philosophy with reference to the works of Wittgenstein, verficationism, W. V. Quine, D. Davision and M. Dummett, S. A. Kripke and H. Putnam, D. C. Dennet, J. A. Fodor, and J. R. Searle.

**Required Text:**

M. Dummett, *Origins of Analytical Philosophy*, 1993.

**Recommended Readings:**

1. B. Michael, *the Oxford Handbook of the History of Analytic Philosophy*, Oxford University Press, 2013.
2. Hans-Johann Glock, *What is Analytic Philosophy?*, Cambridge University Press, 2008
3. A. Martinich & E.D. Sosa, *Analytic Philosophy: An Anthology*, Wiley-Blackwell, 2001
4. Stephen P. Schwartz, *A brief History of Analytic Philosophy*, from Russell to Rawls, Wiley-Blackwell, 2012.

**MA 502: Contemporary Trends in Ethics 1 Unit 4 credits 100 marks**

**Course Goals and Outcomes:**

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

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

**Recommended Readings**

1. Harry Gensler ed, *Ethics: Contemporary Readings*, Routledge, 2003.

2. James Dreier ed *Contemporary Debates in Moral Philosophy* Blackwell Publishing, 2006

3. Aaron Zimmerman, *Moral Epistemology*, Routledge, 2010

4. Rebecca Whisnant and Peggy DesAutels eds, *Global Feminist Ethics*, Rowman and Little Field Publishers, 2010.

5. Norman Kenneth Swazo ed., *Contemporary Moral Philosophy and Applied Ethics: An Anthology* , North South University, 2017.

6. Lotte Asveld & Roeser Sabine, 2009. *The Ethics of Technological Risk*, London: Earthscan publishing.

7. Bruce Bimber, 1994. “Three Faces of Technological Determinism”, In: Merritt Roe Smith & Leo Marx (eds.) *Does Technology Drive History? The Dilemma of Technological Determinism*. Cambridge, Mass., MIT Press, pp. 80-100.  Read: pp. 80-89.

8. David F. Noble, 1997. Introduction: Technology and Religion.  *The Religion of Technology: The Divinity of Man and the Spirit of Invention.* NY: Alfred A. Knopf, Read: pp. 3-6, 9-10, 229.

9. Gerald Holton, 1996.  Science and Progress Revisited.  In: Leo Marx and Bruce Mazlish (eds.) *Progress: Fact or Illusion?*  Ann Arbor: University of Michigan Press, pp. 9-26.  Read: 9-15, 20, 24.

10. Glover, Jonathan, 1984. *What Sort of People Should there Be?* London : Penguin.

11. Hayles, N. Katherine, 1999.  *How We Became Post Human: Virtual Bodies in Cybernetics*, Literature, and In

**MA 503: Asian Philosophy 1 Unit 4 credits 100 marks**

**Course Goals and Outcomes:**

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

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

**Required Text:**

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

**Recommended Readings:**

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

**Phil 504: Enviornmental Ethics, Society and Policy 1 Unit 4 credits 100 marks**

**Course Goals and Outcomes:**

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

**Course Description:**

***Anthropocentrism***

The Ethics of Responsibility, or *Sustainability*:

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

Value as human-generated; Nature as System;

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

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

Value as right responsiveness to Nature as sacred.

Indigenous relations to nature; more than an ethic;

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

***SEEDs and Scenarios***

**S**ynthetic **E**nvironmental **E**thics in **D**evelopment.

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

Aldo Leopold, *Sand County Almanac* (Oxford)

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

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

**Rethinking anthropocentrism**

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

**Sustainability**

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

**Extensionism**

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

**The Land Ethic**

Aldo Leopold, *Sand County Almanac* (“The Land Ethic” and other selections) and

Jim Cheney, “The Journey Home”, in Weston, *Invitation to Environmental Philosophy*

**Rethinking discovery and re-discovery**

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

**Beginning Ecotheology**

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

**More Ecotheology**

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

**Old Ways**

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

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

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

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

**Recommended Readings:**

1. Callicott, J. Baird (1989). *In Defense of the Land Ethic: Essays in Environmental Philosophy*. Albany: State University of New York Press.
2. Callicott, J. Baird and [Roger T. Ames](https://en.wikipedia.org/wiki/Roger_T._Ames), eds. (1989). *Nature in Asian Traditions of Thought: Essays in Environmental Philosophy*, Albany: State University of New York Press.
3. Zimmerman, Michael, ed.; J. Baird Callicott, George Sessions, Karen Warren, and John Clark, assoc. eds. (1993). *Environmental Philosophy: From Animal Rights to Radical Ecology*. Englewood Cliffs, NJ: Prentice-Hall.
4. Callicott, J. Baird (1999). *Beyond the Land Ethic: More Essays in Environmental Philosophy*, Albany: State University of New York Press.
5. Callicott, J. Baird and Michael P. Nelson (2004). *American Indian Environmental Ethics: An Ojibwa Case Study*, Upper Saddle River, NJ: Prentice-Hall.
6. Callicott, J. Baird and Clare Palmer, eds. (2005). *Environmental Philosophy: Critical Concepts in the Environment, History and Culture*, vol. 5. London: Routledge.
7. Nelson, Michael P. and J. Baird Callicott, eds. (2008) *The Wilderness Debate Rages On: Continuing the Great New Wilderness Debate*, Athens: University of Georgia Press.
8. Callicott, J. Baird and Robert Frodeman, eds.-in-chief (2009). *Encyclopedia of Environmental Ethics and Philosophy*, New York: Macmillan.
9. Gudorf, Christine and Hutchingson, J., (2003) *A Casebook in Environmental Ethics* (Georgetown University Press.
10. DesJardins, J. (2001), *Environmental Ethics: An Introduction to Environmental Philosophy* (Third edition, Wadsworth.
11. Katz, E., Light A., & Rothenberg, D. (eds.),( 2000). *Beneath the Surface: Critical Essays in the Philosophy of Deep Ecology*, Cambridge, Massachusetts: The MIT Press.
12. Naess, Arne (1989). *Ecology, Community and Life Style: Outline of an Ecosophy*, Cambridge: Cambridge University Press.
13. Rolston III, H., (2012). *A New Environmental Ethics: The Next Millennium for Life on Earth.* New York: Routledge.
14. Sagoff, M., (2002) *The Economy of the Earth: Philosophy, Law, and the Environment* (Cambridge Studies in Philosophy and Public Policy) 2nd Edition

**Group B**

**Phil 505: Philosophy of Bangla: Recent Issues 1 Unit 4 credits 100 marks**

**Course Goals and Outcomes:**

* The objective of the course is to provide an outline of philosophy of Bangal
* Uopn completion the course students will be able understand the problems and issues of the philosophies in

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

**Recommended Readings:**

1. AwmZ Kzgvi e‡›`¨vcva¨vq, *ev½vjxi ag© I `k©b wPšÍv,* becÎ cÖKvkb, KjKvZv, 1980|
2. kixd nviæb (m¤úvw`Z): *evsjv‡`‡k `k©b : HwZn¨ I cÖK…wZ AbymÜvb,*evsjv GKv‡Wgx, XvKv, 1994|
3. †gvnv¤§` Ave`yj nvB (msKjb I m¤úv`bv), *evOvwji ag©wPšÍv*, XvKv, m~wPcÎ, 2014|
4. iex›`ªbv\_ VvKzi, *AvZ¥cwiPq*, XvKv, wek¦mvwnZ¨ †K›`ª, 2007
5. gy¯Ívdv b~iDj Bmjvg (m¤úv`bv), *evOvwji AvZ¥cwiPq*, XvKv, eY©vqb, 2001
6. AvKei Avwj Lvb, *evsjv‡`‡ki mËvi A‡š^lv*, (Abyev`: Avwgbyj Bmjvg f~Bqv) XvKv, evsjv GKv‡Wgx, 2004|
7. Avng` Qdv, *evOvwj gymjgv‡bi gb*, XvKv, eyK c‡q›U, 1996|
8. dinv` gRnvi, *fvev‡›`vjb*, XvKv, gvIjv eªv`vm©, 2008|
9. Rabindranath Tagore, *The Philosophy of Our People in English Writings of Rabindranath Tagore*, Vol-3, VishvaBharati, 1993.
10. Rabindranath Tagore*, Religion of Man, in English Writings of Rabindranath Tagore* vol. 3, VishvaBharati, 1993
11. Donald H. Bishop (ed) *: Indian Thought*, Wiley Eastern Private Limited, New Delhi, 1975.Dasgupta, S.N, *Hindu Mysticism,* Chicago, 1927.

**Phil 506: Philosophy of Nāgārjuna, Śāntaraksita and Atīśa**

**1 Unit 4 credits 100 marks**

**Course goals and outcomes:**

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

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

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

**Recommended Readings:**

1. Garfield, Jay L. The Fundamental (trans. & comm. by) Wisdom of the Middle Way Nāgārjuna's*Mūlamadhyamakakārikā,* New York, Oxford, Oxford University Press, 1995
2. Blumenthal, James, *The ornament of the Middle Way: A Study of the Madhyamaka Thought of Śāntaraksita' (Including Translation of Śāntaraksita's Madhyamakālamkāra (The ornament of the Middle Way)*, New York, Snow Lion Publication, 2004
3. Śāntaraksita, *The TattvaSangraha of Śāntaraksita with the commentry of*

*Kamalaśīla*, Trans. by GanganathJha, Baroda: oriental Institute, 1937

1. Sherburne, Richard (Trans. & annotated by), *The Complete Works of Atīśa*, New Delhi, AdityaPrakashan, 2000
2. Das, Sri Sarat Chandra, *Indian Pandits in the Land of Snow*, Calcutta: Baptist Mission Press, 1893
3. Tulku, Doboom& Mullin, Glenn H., *Atisha and Buddhism in Tibet*, New Delhi, Tibet House, 1983

**Phil 507 : Business Ethics 1 Unit 4 credits 100 marks**

**Course Goals and Outcomes**:

Key aims of the course are to allow students:

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

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

A. **Knowledge and Understanding**

* Knowledge and understanding of the contributions of some key thinkers to major ethical concepts, problems and methods of reasoning in business;
* Sufficient knowledge and understanding to develop a reasoned and consistent position of her or his own about these ethical theories and to apply this knowledge to business policy and decision making.

**(B) Skills**

• The ability to appraise and assess arguments;

• The ability to reach conclusions about the strengths and weakness of arguments and to justify these conclusions with sound reasoning;

• The ability to form a constant position of her or his own about questions raised in the course;

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

**Course Description:**

**Introduction**

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

**II. The Role of Theory in Ethics**

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

**III. Developing Ethical Habits**

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

**IV. The Ethical Basis of Cost-Benefits Analysis**

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

**V. Rights and Duties**

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

**VI. Business and Its Relationship**

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

* Ethical problems in advertising
* Shareholders and Business Ethics
* Employees and Business Ethics
* Case Study: **Novartis links bonuses to ethics in bid to rebuild reputation(Link:** https://www.reuters.com/article/us-novartis-ethics/novartis-links-bonuses-to-ethics-in-bid-to-rebuild-reputation-idUSKCN1LX23B?feedType=RSS&feedName=businessNews)
* Case Study: **Millions of people uploaded photos to the Ever app. Then the company used them to develop facial recognition tools (Link:** https://www.nbcnews.com/ tech/security/millions-people-uploaded-photos-ever-app-then-company-used-them-n1003371 Consumer and Business Ethics

(Andrew Crane & Dirk Matten, *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization*, 3rd Edition, OUP oxford, 2010, pp. 252-262.)

(ii) Case Study: Rethinking Medical Ethics (Link: https:// www.forbes.com/ sites/insights-intelai/2019/02/11/rethinking-medical-ethics/**)**

* Supplier, Competitors and Business Ethics

Required Texts:

1. Stewart, David, *Business Ethics*, International edition, McGraw-Hill Companies, 1996

2. Andrew Crane & Dirk Matten, *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization*, 3rd Edition, OUP Oxford, 2010

**Recommended Readings:**

* 1. Davis, K.; R. Blomstrom (1975). *Business and Society: Environment and Responsibility*, New York: McGraw-Hill.
  2. FarnhamCastle,Corporate Social Responsibility : New Fad or Necessity,Retrieved 2008-03-07.
  3. Feltus, C.; Petit, M. (2009), æBuilding a Responsibility Model Including Accountability, Capability and Commitment”, Proceedings of the Fourth International Conference on Availability, Reliability and Security, Institute of Electrical and Electronics Engineers ( IEEE ), Fukuoka, 2009.
  4. Fombrun, C. (2000). "The value to be found in corporate reputation". Financial Times, December 4, 2000.
  5. Griffin, J. andMahon, J. (1997). "The Corporate Social Performance and Corporate Financial Performance Debate". Business and Society36: 5–31.
  6. Hemingway, C.A. (2005). "Personal Values as a Catalyst for Corporate Social Entrepreneurship". Journal of Business Ethics60 (3): 233–249.
  7. International Business Report (2008). Corporate Social Responsibility: a necessity not a choice, Grant Thornton.
  8. Jastram, Sarah (2007). "The Link Between Corporate Social Responsibility and Strategic Management". CIS Papers No.17. Centre of International Studies, Hamburg.
  9. Lin-Hi, Nick (2008). "Corporate Social Responsibility: An Investment in Social Cooperation for Mutual Advantage", Wittenberg Center for Global Ethics Discussion Paper 2008-6.

**Phil 508 : Problems of Free Will and Moral Responsibility**

**1 Unit 4 credits 100 marks**

**Course Goals and Outcomes:**

The aims of this course are:

1. to provide students clear and comprehensive conceptions of philosophical issues concerning determinism, indeterminism, compatibilism, incompatiblism, freewill and moral responsibility;

2. to make students able to interpret original philosophical texts of the relevant field;

3. to improve students’ ability to think critically, develop their own ideas, and express these ideas clearly and persuasively in writing;

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

1. to identify, describe and explain the major philosophical issues concerning determinism, indeterminism, compatibilism, incompatiblism, freewill and moral responsibility;

2. to formulate objections to a theory or to form counterarguments of their own against a theory;

3. to form arguments of their own to support a theory they prefer;

4. to apply critical thinking and reasoning skills in a wide range of career paths and courses of study.

**Course Description:** The primary aim of this course is to make a comprehensive survey of various (contemporary) philosophical theories that address problems related to free will and moral responsibility. The course focuses, with other relevant topics, on the following: determinism and indeterminism and how they are related to the issue of free will and responsibility, action-reason-agency, reactive attitude theories, higher order desires and real selves, akratic action vs. actions that manifest agency breakdown, moral obligation, moral luck, alternative possibilities and moral responsibility, the notion of ultimate responsibility, compatibilism, incompatibilism and libertarianism, predestination and divine foreknowledge, free will and modern science, etc.

**Required Texts:**

|  |  |  |
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| 1. Ishtiyaque Haji (2009) |  | *Incompatibilism's Allure: Principle Arguments for Incompatibilism*, Buffalo, NY: Broadview Press. |
| 2. Robert Kane (2005) |  | *A Contemporary Introduction to Free Will*, Oxford: Oxford University Press. |

**Recommended Readings:**

|  |  |  |
| --- | --- | --- |
| 1. Derk Pereboom (2002) |  | *Living Without Free Will,* Cambridge: Cambridge University |
| 2. Ted Honderich (1993) |  | *How Free Are You?* Oxford: Oxford University Press, Clarendon Press. |
| 3. John Martin Fischer (2006) |  | *My Way: Essays on Moral Responsibility*, Oxford: Oxford University Press. |
| 4. Ishtiyaque Haji (2002) |  | *Deontic Morality and Control*, Cambridge: Cambridge University Press. |
| 5. Randolph Clarke (2003) |  | *Libertarian Accounts of Free Will*, (Oxford: Oxford University Press. |
| 6. Saul Smilansky (2000) |  | *Free Will and Illusion*, Oxford: Oxford University Press, Clarendon Press. |
| 7. Robert Kane, ed. (2002) |  | *The Oxford Handbook of Free Will*, Oxford: Oxford University Press. |
| 8. John Martin Fischer and Mark Ravizza (1998) |  | *Responsibility and Control*, Cambridge: Cambridge University Press. |
| 9. Luis de Molina (1988) |  | *On Divine Foreknowledge*, Ithaca, NY: Cornell University  Press. (Translated with an introduction by Alfredo Freddoso.) |
| 10. Susan Wolf (1990) |  | *Freedom Within Reason*, Oxford: Oxford University  Press. |
| 11. Richard Double (1991) |  | *The Non-Reality of Free Will*, Oxford: Oxford University  Press. |
| 12. Robert Kane (1996) |  | *The Significance of Free Will*, New York: Oxford University Press. |
| 13. Alfred Mele (2006) |  | *Free Will and Luck*, New York: Oxford University Press. |
| 14. David Widerker and Michael McKenna (2003) |  | *Freedom, Responsibility, and Agency: Essays on the Importance of Alternative Possibilities*, Aldershot, UK: Ashgate Press. |
| 15. Michael J. Zimmerman (1996) |  | *The Concept of Moral Obligation*, Cambridge: Cambridge University Press. |
| 16. Mostofa Nazmul Mansur (2018) |  | *“*An Evaluation of Derk Pereboom’s Four-Case Argument*”, Copula,* Vol. 35, JU, pp. 1-16 |
| 17. \_\_\_\_\_\_\_\_\_\_\_ (2019) |  | “On Robert Kane’s Account of Self-Forming Actions”*, Copula,* Vol. 36, JU |

**Phil 509: Cyber Ethics 1 Unit 4 credits 100 marks**

**Course Goals and Outcomes:**

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

**Course Description:** The course includes the topics :

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

**Recommended Readings:**

1. Halbert, Terry &Eline Ingulli (H & I): *Cyber Ethics (2002)*

2. Hester, D, Micah & Puni J., eds (H & F): *Computers and Ethics: the cyberage (2000)*

3. Myerson, George: M. Heidegger, *Habermas and the Mobile Phone (2001)*

4. Trend David (T): *Reading Digital Culture (2001)*

5. Johnson,Deborah G.,: *Computer Ethics*, Pearson Education.

6. Spinello, Richard A. ; *Cyber Ethics : Morality and Law in Cyberspace*, 3rd Edition, Jones and Bartlett Publishers, Ontario, Canada, 2006

7. Md. Jannatul Habib and Tabatshum Nepa, “The Facet of Cyber Security: Understanding Its Global Security Paradigm and Potential Threat in Bangladesh” *Jahangirnagar University Journal of International Relations,* Vol. 7, June 2016. Page 55

8. ‡gv. Ave`yj Lv‡jK, *cÖv‡qvwMK bxwZwe`¨v,* Aemi, XvKv 2003

9. gynv¤§` Zv‡iK †PŠayix; Òevsjv‡`‡ki Av\_© mvgvwRK †cÖÿvc‡U mvBevi KvjPvi : mgm¨v I m¤¢vebvÓ *Copula*, Jahangirnagar University Studies in Philosophy Vol. 19, June 2012, Page 59

10. gynv¤§` Zv‡iK †PŠayix; Òevsjv‡`‡k mvBevi Aciva : ¯^iƒc I cÖwZ‡iv‡ai Dcvq AbymÜvbÓ *Copula*, Jahangirnagar University Studies in Philosophy Vol. 17, June 2010, Page ....

11. ‡gv. Rwni ivqnvb; ÒmvBeM© I Zvi mgvRÓ, *Copula*, Jahangirnagar University Studies in Philosophy Vol. 18, June 2011, Page 173

12. ‡kL Av`bvb dvnv` I gBbyj Bmjvg; ÒMYwg\_w¯Œqvi gva¨g wn‡m‡e mvgvwRK †hvMv‡hvM gva¨g : evsjv‡`‡ki fvP©yqvj cwigÐ‡ji Dci GKwU ch©v‡jvPbvÓ*mgvRweÁvb mgxÿv* (mgvRweÁvb Abyl` cÖKvkbv, Rvnv½xibMi wek¦we`¨vjq), msL¨v 3, 2018, c„ôv b¤^i 01 |

**Phil 510 : Bioethics and Medical Ethics 1 Unit 4 credits 100 marks**

**Course Goals and Outcomes:**

* The objective of the course is to give an account of bioethics and Medical ethics
* Upon Completion the course students will be able undersatnd the key issues of bioethics and Medical Ethics

**Course Description:**

**Bioethics:** Nature and scope of bioethics, relation of bioethics with other disciplines, necessity of bioethics in present situation.New ways of birth and formation of family, reproductive technology, surrogating and its consequences, genetic testing & screening, human gene therapy and genetic engineering.Suicide, euthanasia, abortion, ethical framework for life support decisions, the value and quality of life;Morality of organ transplantation, the supply of organs, determination of death, the experimental frontier.Ethical decision-making in science and technology, ethics of prevention and protection.

**Medical ethics:** Health, disease and the scope of medicine, relationship between the concepts of health, illness and disease.Health as normality, disease as abnormality.The physician-patient relationship, paternalism and contractual models, veracity, privacy, confidentiality, fidelity, the dual roles of physician and investigation.Informed consent: Historical background, concepts and elements of informed consent, the law and its limits, the quality of consent, competence to consent, balancing benefits, costs and risks, justification for not obtaining consent.Health-care delivery and resource allocation, analysis of some key-concepts, types of allocation, fair opportunity, criteria for evaluating allocation, the right to a decent minimum of health care, beneficence rather than justice, obligations without right, rationing scarce treatments to patients.Virtues and ideals in professional life.

**Recommended Readings:**

1. American Medical Association: Council on Ethical andJudicial Affairs: *Code of Medical Ethics: Current Opinions with Annotations*, Chicago, American Medical Association, 1981.

2. Basson, M. (ed), *Ethics, Humanism and Medicine*, New York, Alan R. Liss, 1980.

3. Beauchamp, T.L. and Childress, J. F., *Principles of Biomedical Ethics*, Oxford, OUP, 1983.

4. Charlesworth, M, *Bioethics in a Liberal Society*, Cambridge, CUP, 1993.

5. Chadwick, R. F. (ed), *Ethics, Reproduction and Genetic Control*, rev. edn. London, Routledge, 1992.

6. Chadwick, R. F., Bock, G. and Whelan (eds), *Human Genetic Information: Science, Law and Ethics*, Chichester, John Wiley, 1990.

7. Dyson, A and Harris, J. (eds,), *Ethics and Biotechnology*, London, Routledge, 1994.

8. Lewis, H. W., *Technological Risk*, New York, Norton, 1990.

9. Fulford, KWM, *Moral Theory and Medical Practice*, Cambridge, CUP, 1989.

10. Nuffield Council on Bioethics, *Genetic Screening: Ethical Issues*, London, Nuffield Council on Bioethics, 1993.

11. Ramsey, P and McCormick, R. A (eds), *Doing Evil to Achieve Good: Moral Choice in Conflict Situations*, Chicago, Loyola University Press, 1978.

12. Spicker, S. F. and Englehardt, T.H., (eds), *Philosophical and Medical Ethics: Its Nature and Significance*, Dordrecht, the Netherlands: D. Reidel, 1977.

13. Harris, J., *The Value of Life*, London, Routledge, 1985.

**Phil 511 Ecological Philosophy: Deep Ecology and its Critiques**

**1 Unit 4 credits 100 marks**

**Course Goals and Outcomes:**

* The aim of the course is to critically examine some of the major themes in contemporary environmental or ecological philosophy. The key objective is to develop a deep ecological understanding of the moral status of nature (individuals, species, ecosystems) irrespective of human-centric ethics.
* Upon completion of the course, students should be able to attain systematic insight into the views of nature from ecological, cultural and spiritual perspectives other than the dominant Western traditions, and to develop a total field-image or holistic approach toward nature through nonanthropocentric value theory.

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

**Required Texts:**

1. Arne Naess, *Ecology, Community and Life Style: Outline of an Ecosophy*, Cambridge: Cambridge University Press, 1989.
2. George Sessions (ed.), *Deep Ecology for the 21st Century: Readings on the Philosophy and Practice of the New Environmentalism*, Massachusetts: Shambhala Publications, 1995.

**Recommended Readings:**

1. Eric Katz, Andrew Light & David Rothenberg (eds.), *Beneath the Surface: Critical Essays in the Philosophy of Deep Ecology*, Cambridge, Massachusetts: The MIT Press, 2000.
2. Alan Drengson & Yuichi Inoue (eds.), *The Deep Ecology Movement: An Introductory Anthology*, California: North Atlantic Books, 1995.
3. Bill Devall & George Sessions, *Deep Ecology as if Nature Mattered*, Utah: Gibbs Smith Publisher, 1985.
4. Alan Drengson & Bill Devall (eds.), *The Ecology of Wisdom: Writings by Arne Naess*, California: Counterpoint Press, 2008.
5. David Landis Barnhill & Roger S. Gottlieb (ed.), *Deep Ecology and World Religions: New Essays on Sacred Ground*, New York: SUNY press, 2001.
6. J. Baird Callicot & Roger T. Ames (eds.), *Nature in Asian Traditions of Thought: Essays in Environmental Philosophy,* Albany: State University of New York Press, 1989.
7. Warwick Fox, *Toward A Transpersonal Ecology: Developing New Foundations for Environmentalism,* Massachusetts: Shambhala Publications, 1990.
8. Freya Mathews, *The Ecological Self,* London: Routledge, 1991.
9. Carolyn, Merchant. *Radical Ecology: The Search for A Livable World.* New York: Routledge, 2005.
10. Val Plumwood, "Nature, Self and Gender : Feminism, Environmental Philosophy and the Crtique of Rationalism" in *The Ethics of Environment,* edited by Robin Attfield, 193 – 217. Farnham: Ashgate Publishing Ltd. 2008
11. Holmes Rolston III, *A New Environmental Ethics: The Next Millennium for Life on Earth.* New York: Routledge, 2012
12. Md. Munir Hossain Talukder, *Nature and Life: Essays on Deep Ecology and Applied Ethics*, New Castle upon Tyne, UK: Cambridge Scholars Publishing, 2018

**Phil 512: Ethics of Life: Biocentrism, Biodiversity and the Variety of Life**

**1 Unit 4 credits 100 marks**

**Course Goals and Outcomes**

**Course Description:**

***Biocentrism***

Definition and Verities of Biocentrism

Concept of Life, Intrinsic Value and Moral Status in Biocentrism

**Eastern Perspective on Biocentrism**

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

**Western Perspectives on Biocentrism**

1. Albert Schweitzer on Reverence for Life
2. Kenneth Goodpaster
3. Paul Taylor on Respect for Nature

**iv. Recent Defense of Biocentrism**

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

**Biocentrism in Case of Disaster and Health Crisis**

**Biodiversity**

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

**Recommended Readings:**

* + 1. Agar, Nicholas, 2001.*Life’s Intrinsic Value: Science, Ethics, and Nature*, New York: Columbia University Press.

Chapple, Christopher Key, 2006. *Jainism & Ecology: Non-violence in the Web of Life*, Delhi: MatilalBanarsidas.

Dundas, Paul. 2002. “Limits of a Jain Environmental ethic”, in ed. Chapple*,* Christopher, *Jainism and Ecology: Non- violence in the Web of Life*,. USA: Harvard University Press.

* + 1. Callicott, J B, Crowder, L B, and K Mumford, 1999.Current Normative Concepts in Conservation.*Conservation Biology*, 13:22-35,.
    2. NRC, 1999. National Research Council.Perspectives on Biodiversity: Valuing its Role in an Ever-changing World .National Acaemy Press, Washington, DC.
    3. Jemieson, Dale, (edt), 2001. *A Companion to Environmental Philosophy*, UK: Blackwell Publishers.
    4. Sober. E, Philosophical Problems for Environmentalism. In B G Norton, editor, *The Preservation of Species: The Value of Biological Diversity*, pages 173-194. Princeton University Press, Princeton, NJ, 1986.

Lovelock, James, 1979.*Gaia : A New Look at Life on Earth*, Oxford: Oxford University Press.

Lovelock, James, 1990.*The Revenges ofGaia*: *A Biography of Our Living Earth*, New York : Bantam Books.

* 1. Lawrence E., Johnson, 2011. *A Life-Centered Approach to Bioethics: Biocentric Ethics*, Cambridge: Cambridge University Press.
  2. Murthy, S.R.N., 1997, *Vedic View of the Earth*, O.K. Printworld, New Delhi.

Schweitzer, Albert, 1929. “The Ethics of Reverence for Life,” in *Civilization and Ethics*, translated by C.T. Campion New York : Macmillan.

* 1. Schweitzer, Albert, 1987 (1923) (translated by Naish, John), Civilization and Ethics: the Philosophy of Civilization, Part II, London: Adam and Charles Black.
  2. Stenmark, Mikael, 2002, *Environmental Ethics and Policy-Making*, Ashgate Publishing Company, Aldershot.

Taylor, Paul, 1989 (1986).*Respect for Nature: A Theory of Environmental Ethics*, Princeton: Princeton University Press.

Varner, Gary E., 1998. In Nature’s Interests? Interests, Animal Rights, and Environmental Ethics, Oxford: Oxford University Press.

* 1. Warren, Marry Ann, 2007. (1997). *Moral Status, Obligations toward Persons and Other Living Things*, London: Clarendon Press. Watson, Richard A., 2003. “A Critique of Anti-Anthropocentric Biocentrism”, in *Philosophy: Ethics*. Donald C. Abel (ed.), United States: McGraw-Hill Companies Inc.

Wilson, Edward O., 1998. *Consilience : The Unity of Knowledge*, New York : Alfred A . Knopf.

Wilson, Edward O., 1984. *Biophilia* , USA : Harvard University Press.

* 1. Houtan, Kyle S Van. 2006. *Conservation as Virtue: a Scientic and Social Process for Conservation Ethics*. Conservation Biology, 20(5):1367:1372.
  2. O’Brien, Kevin, 2010. *An Ethics of Biodiversity: Christianity, Ecology and Variety of Life*, USA: Georgetown University Press.

Phil 513: Environmental Justice 1 unit 4 credit 100 marks

Course Goals and Outcomes

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

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

**Recommended Readings:**

1. Bryant, Bunyan (ed.). 1995. Environmental Justice: Issues, Policies, and Solutions. Washington, DC: Island Press.
2. Bryant, Bunyan and Paul Mohai (eds.). 1992. Race and the Incidence of Environmental Hazards: A Time for Discourse. Boulder, CO: Westview Press.
3. Bullard, Robert D. 1993. Confronting Environmental Racism: Voices from the Grassroots. Boston: South End Press.
4. Camacho, David E. (ed.). 1998.Environmental Injustice, PoliticalStruggles. Durham: Duke UniversityPress.
5. Carruthers, David. 2008. *Environmental Justice in Latin America*. MIT Press.
6. Cole, Luke W. and Sheila Foster. 2001. From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement. New York: New York University Press.
7. Hofrichter, Richard (ed.). 1993. Toxic Struggles: The Theory and Practice of Environmental Justice. Philadelphia: New Society Publishers.
8. Novotny, Patrick. 2000. Where We Live, Work, and Play: The Environmental Justice Movement and The Struggle for a New Environmentalism. Westport, CT: Praeger.
9. Pellow, David and Robert Brulle (eds.). 2005. Power, Justice and the Environment: A Critique of the Environmental Justice Movement. Cambridge: MIT Press.
10. Warren, Karen (ed.). 1997. Ecofeminism: Women, Culture, Nature. Bloomington: Indiana University Press.
11. Weaver, Jace (ed.). 1996. Defending Mother Earth: Native American Perspectives on Environmental Justice. Maryknoll, NY: Orbis Books.

**Phil 514 : Contemporary Theory of Justice: John Rawls and His Critics**

**1 unit 4 credit 100 marks**

**Course Goals and Outcomes:**

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

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

**Required Texts:**

1. Rawls, J. 1999. *A Theory of Justice* (revised edition). Harvard University Press.

2. Rawls, J. 2001. *Justice as Fairness: A Restatement*. Harvard University Press.

3. Sen, A. 2009. *The Idea of Justice*. Penguin Books. London, England.

4. Nozick, R. 1999. *Anarchy, State, And Utopia* (revised edition). Blackwell Publishers Limited. Oxford, UK.

**Recommended Readings:**

1. Freeman, S. 2003. *The Cambridge Companion to Rawls*. Cambridge UniversityPress.

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

3. Rawls, J. 1970. *The Law of People*. University of Chicago Press.

4. Daniels, N. 1996. *Justice and Justification*. Cambridge University Press.

5. Daniels, N. 1989. *Reading Rawls*. Stanford University Press.

**Phil 515: Ecotheology 1 unit 4 credit 100 marks**

**Course Goals and Outcomes:**

Aims of the Course:

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

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

* What is religion and how is it changing in today’s globalized world?
* How have religious beliefs and practices contributed to human societies ‘relations with their ecological surrounds (positively, negatively, or neutrally)? To what extent might they be “complicit “in or “responsible “for the environmental crisis?
* How are different religious communities engaging with environmental concerns today?
* How can religious beliefs and practices help resolve today’s environmental problems?
* How might the environmental movement itself be seen as a religious movement, and are there advantages and disadvantages to this (for environmentalists)?
* What knowledge, skills, and attitudes are needed to be able to work with people of faith on environmental issues? How can you practice these?

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

**Required Texts:**

**GR** *Grounding Religion: A Field Guide to the Study of Religion and Ecology*, ed. by Whitney A. Bauman, Richard R. Bohannon 11, and Kevin J. O’Brien (Rutledge, 2011).

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

**Recommended Readings:**

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

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

AGF Gottlief, R., *A Greener Faith: Religious Envir’ism & Our Planet’s Future* (Oxford UP, 2006).

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

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

**Phil 516: Comparative Religious Ethics 1 unit 4 credit 100 marks**

**Course Goals and Outcomes:**

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

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

* 1. Discuss clearly the elements of religious ethics.
  2. Develop their analytic thinking about religious moral teachings.
  3. Understand original moral teachings of major religions.
  4. Work cooperatively with diffetent faiths.
  5. Make amity among different faiths.

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

1. Nature and subject matter of comparative religious ethics.

2. Relation between religious ethics and other branches of ethics.

3. Moral crisis and religious value.

4. Importance of religious ethics.

5.Discussion on moral views/ethical teachings of Islam, Judaism, Christianity, Hinduism and Buddhism about some important ethical issues such as: virtue and vice, human rights, justice equality, war and peace, crime and punishment, value of environment, family relationship, drug abuse, animal rights, abortion, euthanasia, women rights, pornography, usury etc.

**Recommended Readings:**

1. Peggy Morgan; Clive A. Lawton, *Ethical Issues in Six Religious Traditions,* Edinburgh University Press, 2007.
2. Carmody, Denise and John Carmody*, How to Live Well: Ethics in the World Religion,* Belmont, CA: Wadsworth Publishing Company, 1988.
3. Fasching, Darrell, and Dell de Chant, *Comparative Religious Ethics: A Narrative Approach,* Oxford: Blackwell Publishers, 2001.

4. Green, Ronald, *Religion and Moral Reason: A New Method for Comparative Study,* Oxford: Oxford University Press, 1988.

5. M.H. Syed, *Human Rights in Islam: Modern Perspective,* Anmol Publications, Pvt. Ltd, New Delhi, India. 2003.

6. Dr. Parveen Shaukat, *Human Rights in Islam,* Adam Publishers, Delhi, India, 1995.

7. Mohammed Hashin Kamali, *Freedom, Equality and Justice in Islam,* Ilmiah Publishers SDN. BHD, UK, 2002.

8. Abul Fadi Mohsin Ebrahim, *Abortion, Birth Control and Surrogate Parenting : An Islamic Perspective,* American Trust Publication, 1989.

9. Lovin, Robin, *Christian Ethics : An Essential Guide,* Nashville : Abingdon Press, 2000.

10. Telushkin, Joseph, *A Code of Jewish Ethics : Volume 1 : You Shall be Holy,* New York, Random House, 2006.

11. John Murray, W.B. Erdmans, *Principles of Conduct : Aspects of Biblical Ethics,*Grand Rapids, MI, 1991.

12. Harvey, Pater, *Buddhist Ethics in Theory and Practice,* Oxford: Routledge, 2006.

13. ⎯, *An Introduction to Buddhist Ethics: Foundations,* Values and Issues, Cambridge: Cambridge University Press, 2000.

14. Roy. W. Perrett, *Hindu Ethics: A Philosophical Study,* University of Hawaii Press, Honolulu, 1998.

15. Harold, G. Coward, *Hindu Ethics: Purity, Abortion and Euthanasia,* Sri Satguru Publications, India, 1991.

16. Kwong- Loi Shun and David B. Wong (eds.), *Confucian Ethics : A Comparative Study of Self, Autonomy, and Community,* Cambridge University Press, 2004.

17. Dayanand Bhargava, *Jaina Ethics,* Motilal Banarsidass, 1968.

18. Dr. Vyanjana, Theravada Buddhist Ethics, With Special Reference to Visuddhimagga, Punthi Pustak, Calcutta, 1992

**Phil 517 Readings in Philosophical Papers (Mind, Matter and God) 1 unit 4 credit 100 marks**

**Course Goals and Outcomes:**

● The aims of this course are:

1. to provide students clear and comprehensive conceptions of philosophical issues concerning mind, matter and God;

2. to make students able to interpret original philosophical texts;

3. to improve students’ ability to think critically, develop their own ideas, and express these ideas clearly and persuasively in writing;

4. to improve students’ ability to think critically.

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

1. to identify, describe and explain the major philosophical issues concerning mind, matter and God;

2. to formulate objections to a theory or to form counterarguments of their own against a theory;

3. to form arguments of their own to support a theory they prefer;

4. to apply critical thinking and reasoning skills in a wide range of career paths and courses of study.

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

**Required Texts:**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Plato | **:** | From Myles Burnyeat, *The Theaetetus of Plato* (Selections), Hackett Publishing Company, 1990, pp. 337-38 |
| 2. | Edmund Gettier | **:** | “Is Justified True Belief Knowledge?” (Selections), *Analysis*, Vol. 23, No. 6, 1963, pp. 121-22 |
| 3. | Sextus Empiricus | **:** | From Julia Annas and Jonathan Barens (eds.), *Sextus Empiricus: Outlines of Scepticisms* (Selections), Cambridge University Press, 2000, pp. 4-11, 40-43, 49 |
| 4. | Rene Descartes | **:** | *Meditation I* (Selections), from E. S. Haldane and R. T. Ross (eds.), *Philosophical Works of Descartes,* Cambridge University Press, pp. 144-49 |
| 5. | David Hume | **:** | “Sceptical Doubts concerning the Operations of the Understanding`, From Peter Millican (ed.), *David Hume: An Enquary Concerning Human Understanding* (Selections), Oxford University Press, 2007, pp. 18-29 |
| 6. | Bertrand Russell | **:** | “The Existence of Matter” (Selections), *The Problems of Philosophy* (1912/ 1967), Oxford University Press, pp.7-12 |
| 7. | G. E. Moore | **:** | “Proof of an External World” (Selections), *Philosophical Papers*, George Allen and Unwin Ltd, 1959, pp. 145-150 |
| 8. | Rene Descartes | **:** | *Meditation II* (Selections), from E. S. Haldane and R. T. Ross (eds.), *Philosophical Works of Descartes*, Cambridge University Press, pp. 149-53 |
| 9. | Rene Descartes | **:** | *Discourse on the Method*, Part IV (Selections), from E. S. Haldane and R. T. Ross (eds.), *Philosophical Works of Descartes*, Cambridge University Press, pp. 100-01 |
| 10. | Rene Descartes | **:** | *The Passion of the Soul* (Selections), from E. S. Haldane and R. T. Ross (eds.), *Philosophical Works of Descartes*, Cambridge University Press, pp. 345-47 |
| 11. | J. J. C. Smart | **:** | “Sensation and Brain Processes” (Selections), *The Philosophical Review*, Vol. 68, No. 2, 1959, pp. 141-48, 152-53 |
| 12. | Brie Gartler | **:** | “In Defense of Mind-Body Dualism” (Selections), from Joel Feinberg and Russ Shafer-Landau, *Reason and Responsibility*, Thomson Wadsworth, 2008, pp. 285-97 |
| 13. | Frank Jackson | **:** | “What Mary Didn’t Know” (Selections), *The Journal of Philosophy*, Vol. 83, No. 5, 1986, pp. 291-93 |
| 14. | Thomas Nagel | **:** | “Free Will” (Selections), *What Does It All Mean? A Very Short Introduction to Philosophy*, Oxford University Press, 1987, pp. 47-58 |
| 15. | Harry G. Frankfurt | **:** | “Alternative Possibilities and Moral Responsibility” (Selections), *The Journal of Philosophy*, Vol. 66, No. 23, pp. 829-30, 835-37 |
| 16. | Rene Descartes | **:** | *Meditation V* (Selections), from E. S. Haldane and R. T. Ross (eds.), *Philosophical Works of Descartes*, Cambridge University Press, pp. 180-83 |
| 17. | J. L. Mackie | **:** | “Evil and Omnipotence” Mind, Vol. 64, No. 254, 1955, pp. 200-12 |

**Recommended Readings:**

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

**Phil 518: Readings in Meaning and Reference**  **1 unit 4 credit 100 marks**

**Course Goals and Outcomes:**

The aims of this course are:

1. to make students become familiar with some original thoughts concerning meaning and reference (mostly thoughts provided by the most prominent 19th, 20th and 21st century philosophers of analytic tradition.);

2. to make students able to interpret original philosophical texts of the analytic tradition;

3. to improve students’ ability to think critically, develop their own ideas, and express these ideas clearly and persuasively in writing.

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

1. to identify, describe and explain the major philosophical issues concerning meaning and reference;

2. to formulate objections to a theory or to form counterarguments of their own against a theory;

3. to form arguments of their own to support a theory they prefer;

4. to apply critical thinking and reasoning skills in a wide range of career paths and courses of study.

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

**Required Texts:**

|  |  |  |
| --- | --- | --- |
| 1. Gotlob Frege (1892) | ꞉ | “On Sense and Reference” [“Ueber Sinn and Bedeutung” in *Zeitschrft fur Philosophie. und Philosophische Kritik*, Vol. 100, pp. 25-50; translated and reprinted with the title “On Sense and Reference” in *The* *Philosophical Review*, Vol. 57, No. 3, 1948. pp. 209-230] |
| 2. Bertrand Russell (1905) | ꞉ | “On Denoting”, *Mind*, Vol. 14, No. 56, pp. 479-493 |
| 3. Alfred North Whitehead and Bertrand Russell (1910) | ꞉ | “Descriptions” (\*14) in *Principia Mathematica* (reprinted in 1997), Cambridge: Cambridge University Press, pp. 173-75 |
| 4. P. F. Strawson (1950) | ꞉ | “On Referring”, *Mind*, Vol. 59, No. 235, pp.320-344 |
| 5. H. P. Grice (1957) | ꞉ | “Meaning”, *The Philosophical Review*, Vol. 66, No. 3, pp. 377-88 |
| 6. Keith Donnellan (1966) | ꞉ | “Reference and Definite Descriptions”, The *Philosophical Review*, Vol. 75, No. 3, pp. 281-304 |
| 7. H. P. Grice (1975) | ꞉ | “Logic and Conversation”, Peter Cole and Jerry L. Morgan (eds.), *Syntax and Semantics*, Vol. 3, reappeared in A. P. Martinich (ed.), *The Philosophy of Language*, 3rd edition, Oxford: Oxford University Press, 1996, pp. 156-167 |
| 8. Saul Kripke (1977) | ꞉ | “Speaker’s Reference and Semantic reference”, *Midwest Studies in Philosophy*, Vol. 2, pp. 255-76 |
| 9. Scott Soames (2009) | ꞉ | “The Gap between Meaning and Assertion: Why What We Literally Say Often Differs from What Our Words Literally Mean”, in *Philosophical Essays*, Vol.1, Princeton & Oxford: Princeton University Press, pp. 278-297 |

**Recommended Readings:**

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

**Phil 519: Mathematical Logic**  **1 unit 4 credit 100 marks**

Course goals and Outcomes

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

**Course Description**

The course includes the following issues:

* Sentential Logic: Informal Remarks on Formal Languages, The Language of Sentential Logic, Truth Assignments, A Parsing Algorithm, Induction and Recursion, Sentential Connectives, Switching Circuits, Compactness and Effectiveness.
* First-order Logic: Preliminary Remarks, First-Order Languages, Truth and Models, A Parsing Algorithm, A Deductive Calculus, Soundness and Completeness Theorems, Models of Theories, Interpretations between Theories, Nonstandard Analysis. Undecidability, Number Theory, Natural Numbers with Successor, Other Redacts of Number Theory, A Subtheory of Number Theory, A Subtheory of Number Theory, Arithmetization of Syntax, Incompleteness and Undecidability, Recursive Functions, Second completeness Theorem, and Representing Exponentiation
* Second-order Logic:Second-Order Languages, Skolem Functions, Many-Sorted Logic, General structures

**Required Text:**

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

**Recommended Readings:**

1. Mendelson, Elliott, *Introduction to Mathematical Logic*, sixth edition, CRC press, 2015.

2. Raymond M. Smullyan, *A Beginner’s Guide Mathematical Logic*, Dover Publications, 2014.

3. Shapiro S. (ed.), *The Oxford Handbook of Philosophy of Mathematics and Logic*, Oxford University press, 2005.

Phil 520: Indian Logic 1 unit 4 credit 100 marks

Course Goals and Outcomes:

* The goal of this course is to give a detail account of indian logic
* Upon completion the course students should be able to manipulate logical rules and techniques in the issues of indian logic.

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

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

**Required Readings**

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

**Phil 521 :Philosophy of Economics 1 unit 4 credit 100 marks**

Couse Goals and Outcomes:

* The main objective of the course is to give an account of philosophy of economics and its problems and various issues raised in social welfare economics
* Upon completion the course students will be able to understand the philosophical and logical problems in economics.

**Course Description:** An attempt will be made to analyse the foundations of rational choice in economic theory, Normative model as descriptive model of rationality. Bounded rationality, logic, choice and preference, collective choice, Rational expectation hypothesis and role of values and information in economic theory amd models.

**Required Texts:**

1. Arrow. K. J., *Social and Individual Value,* John Wiley (2nd edition), 1962.
2. Sen, A. K., *Collective Choice and Social Welfare*, North-Holland, 1970.
3. Simon, H.A., *Models of Bounded Rationality*, Vol.2, MIT, 1983.

**Recommended Readings:**

1. Harold Kincaid, Don Ross, *The Oxford Handbook of Economics*, Oxford University Press, 2009.
2. Julian Reiss, Philosophy of Economics: A Contemporary Introduction,   
   Routledge, 2013.
3. Don Ross (auth.), *Philosophy of Economics*, Palgrave Macmillan UK, 2014.
4. Hausman D., Philosophy of Economics: An Antholohy, Cambridge University Press, 2007.

**Phil 522 : Philosophy of Ludwig Wittgenstein**  **1 unit 4 credit 100 marks**

**Course Goals and Outcomes:**

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

**Course Description:** The following topics will be discussed:

Difficulties of interpreting Wittgenstein. Main exegetical trends. The new-Wittgenstein (resolute reading of Wittgenstein)

The relationship between early and later Wittgenstein

Wittgenstein’s conception of philosophy (his metaphilosophy) and of the connection between life and philosophy

Wittgenstein’s method of language-games

Wittgenstein’s conception of meaning, language, and the limits of language

Wittgenstein’s view on religious language

Wittgenstein’s treatment of scepticism and of the problem of free will.

**Required Texts:**

1. Wittgenstein, L. (2009). *Philosophical Investigations*, 4th edition (trans. Anscombe, Hacker and Schulte). Chichester, West Sussex, U.K.; Malden, USA: Wiley-Blackwell. 2009. (Selected remarks)

2. Wittgenstein, L. (1969). *On Certainty*. Oxford:Basil Blackwell. (Selected remarks)

3. Wittgenstein, L. (1967). *Lectures and Conversations on Aesthetics, Psychology and Religious Belief*. Berkeley and Los Angeles: University of California Press.

4. Wittgenstein, L. (1961). *Tractatus Logico-Philosophicus*. D F Pears & B F McGuinness (Trans). (Selected propositions)

5. Kahane, G., Kanterian, E., & Kuusela, O. (2007). *Wittgenstein and his interpreters: essays in memory of Gordon Baker*. (“Introduction”)

6. Crary, A., & Read, R. (Eds.). (2000). *The New Wittgenstein*. Routledge. (“Introduction”)

**Recommended Readings:**

1. Glock, H.-J. (1996) *A Wittgenstein Dictionary*. Oxford: Blackwell.

2. Kuusela, O. (2009). *The struggle against dogmatism: Wittgenstein and the concept of philosophy*. Harvard University Press.

3. McGinn, M. (2013). *The Routledge Guidebook to Wittgenstein’s Philosophical Iinvestigations*. London etc.: Routledge.

4. Monk, R. (1990). *Ludwig Wittgenstein : The Duty of Genius*. London: Cape.

5. Moyal-Sharrock, D. (2004). *Understanding Wittgenstein's On Certainty*. Basingstoke etc.: Palgrave Macmillan.

6. Citron, Gabriel (2019). Honesty, Humility, Courage, & Strength: Later Wittgenstein on the Difficulties of Philosophy and the Philosophical Virtues. Philosophers' Imprint 19 (25).

7. Zzlvi KvwšÍ miKvi, †kdvjx ˆgÎ, B›`ªvYx mvb¨vj (m¤úv:) (2013)| wnŸU‡Mb÷vBb: RMr, fvlv I wPšÍb| KjKvZv: hv`ecyi wek¦we`¨vjq| (wbe©vwPZ Aa¨vqmg~n)

8. wcÖq¤^`v miKvi (2007)| DËic‡e©i wnŸU‡Mb÷vBb| KjKvZv: cwðge½ ivR¨ cy¯ÍK cl©r| (wbe©vwPZ Aa¨vqmg~n)

9. †gv: mvwn`yj Bmjvg (Ryb 2018)| agx©q fvlvi wfU‡Mb÷vBbxq we‡kølY| *Kcyjv*| fwjDg: XXXV | Ryb 2018| XvKv: Rvnv½xibMi wek¦we`¨vjq| c„: 37-57|

**Phil 523: Contemporary Issues in Philosophy of Mind**

**1 unit 4 credit 100 marks**

**Course Goals and Outcomes:**

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

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

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

**Recuired Text:**

Heil, J. 1998. *Philosphy of Mind: A Contemproary Introduction*. London: Routledge.

**Recommended Readings:**

* 1. Burwood, S., Gilbert, P. & Lennon, K. 1999. *Philosophy of Mind.* London: UCL Press.
  2. Feser, E. 2006. *Philosphy of Mind: A Short Introduction*, Oxford: Oneworld.
  3. Macdonald, C. 1999. *Mind – Body Identity Theories.* London: Routledge.
  4. Boden, 1990. *The Philosophy of Artificial Intelligence*.Oxford University Press. Oxford.

**Phil 524: Contemporary Political Philosophy 1 unit 4 credit 100 marks**

**Course Goals and Outcomes:**

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

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

**Required Texts:**

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

**Required Readings:**

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

**Phil 525 : Philosophy of Anthropology 1 unit 4 credit 100 marks**

**Course Goals and Outcomes:**

The objective of the course is to define and understand what is mean to be human.

Upon completion of the course the students will be able to deal with the question of metaphysics and phenomenology of human person, and interpersonal relationship.

**Course Description:** Topics include:

Nature and Scope of philosophical anthropology. Concept of man in philosophy, its nature and development. Our common humanity. Biology and Genes.

The Nature of Man: What is man? Biblical interpretation of human beings.

Man as object: Skinner’s view of human nature. Experience and the uniformity of human nature.

The subjectivity of man: Man as subject. Sartre and human nature, History and understanding, the views of Gadamer.

Man and Society: Human Nature and culture, The consequences of a socilogical approach.

Man as biological species: Evolution, Morphological and Biological criteria, Species and essences, Essence and natural kinds.

Is biology the key to the nature of man: Genes and behavior. The importance of conciousness, morality and altruism.

Strerngths and weaknesses in sociobiology: Instincts and rational appriasal, The incoherence of sociobiology, sociobiology revised.

Man and Morality: Morality and biology, Natural human sympathies, Moral disagreement, Morality and rational arguments.

Understading Man: Our common biology, Human nature and intelligibility, Man’s reason.

Human Cognition: Multiform unity of cognition, the thing-idea-language relation , the object-subject concept component, the operations of the mind, idea and sign, judgment and preposition, reasoning and argumentation, synthesis-analysis-synthesis dialectic.

The Critical Value of Cognition: The essential nature of critique,Truth, Evidence- certitude.Structures of Liberty: Will and Liberty, The Person, The love of self, the finality of the moral act, virtues, prudence and justice, person, society and civil society.

Theories of Human Nature: Plato, Marx, Freud, and Lorenz.

**Recommended Readings::**

1. Bogliolo L., *Philosophical Anthropology*, Firma KLM Pvt Ltd, India, 1994.

2. Stevension L., *Seven Theories of Human Nature*, Clarendon Press, Oxford, 1974.

3. Lorenz, K., *On Aggression*, Marjorie K. W. (trans.) New York: Bantam Books, 1971.

4. Trigg, R., *The Shaping of Man: Philosophical Aspect of Sociobiology*, Oxford: Basil Blackwell, 1992.

5. Wilson, E., *Sociobiology: The New Synthesis*, Mass: Cambridge, 1975.

**Phil 526: Marxist Philosophy**  **1 unit 4 credit 100 marks**

**Course Goals and Outcomes:**

* This is a critical study of the philosophical contributions and impact of the writings of Karl Marx. Basic texts of Marx (and sometimes Engels) are discussed. Certain Marxists, e.g., Lenin, Trotsky, Mao Tse-tung, Lukacs, Gramsci, Marcuse, and Popper may also be treated.

Topics include:

* Marx’s 19th century precursors; Marx on the origin and nature of philosophy; three sources and three aspects of Marxism; Salient features of Marxist philosophy; Basic laws of dialectical materialism; Marxist epistemology and logic; Marx’s theory of truth.
* Materialistic conception of history; the theory of class struggle and the nature of social revolution; the theory of surplus value and the concept of exploitation; the concept of man; the problem of alienation; the concept of morality, Karl Marx as a humanist.
* Marxian interpreters and critiques: Lenin, Trotsky, Mao Tse-tung, Lukacs, Gramsci, and Marcuse.

**Recommended Readings:**

* 1. Afanasyev, V. *Marxist Philosophy*, Moscow: Progress Publishers, 1963.

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

# Phil 527 : Philosophy and Policy of New Technologies 1 unit 4 credit 100 marks

# Course Goals and Outcomes

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

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

**Required Texts:**

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

**Recommended Readings:**

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

**Phil 528 : Philosophy for Children 1 unit 4 Credits 100 marks**

**Course Goals and Outcomes:**

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

It aims to demonstrate how important philosophy is to the development of critical and creative thinking for children. It aims to show teachers how they can use stories, sketches and games to translate the complexity of philosophical enquiry into manageable and profitable discussion with the children in their classes. The course looks at the background and theory behind Philosophy for Children, and then introduces the method and approach used. It uses philosophy to foster a more tolerant and cosmopolitan mindset in children.

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

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

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

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

**Books Recommended**:

* + 1. Lipman, M., and Margaret, S., *Philosophy in the Classroom*,Temple University Press, Philadelphia. 1980.
    2. Lipman , M., and Margaret, S., *Growing up with Philosophy*, Hunt Publishing Company, Iowa, 1994.
    3. Lipman, M. *Thinking in Education*, Cambridge University Press,USA,1991.

4. Lipman, M., Ann Margaret Sharp, and F. S. Oscanyan, *Philosophical Inquiry: Instructional Manual to Accompany Harry Stottlemeier's Discovery*, 2nd ed., N.J.,1979.

**Phil 529 Contemporary Trends in Islamic Thoughts 1 unit 4 credit 100 marks**

**Course goals and outcomes:**

**Course Descriptions:** This course explores the issues in Islamic philosophy dealt by the contemporary Islamic thinkers. The students are expected to be familiar with the main trends of Islamic thought in contemporary world since the eighteenth century in the fields of Epistemology, Ethics, Education, Metaphysics, Politics, Society. Special emphasis will be given on the study of following thinkers: Shah Waliullah, Jamaluddin Afgani, Allama Azad Subhani, Rashid Rigas, Amin Ahmad Islahi, Allma Iqbql, Ali Shariati, Sayyid Qutb, Allama Muhibbullah Bihari, Ashraf Ali Thanwi, Maulana Hussain Ahmad Madani, Sulayman Nadwi, Sayyid Abul Hasan Ali Nadwi, Ustaz Asha’ri of Kualalampur, Zia Gokalp Pasha, Said Halim Pasha, Seyyed Hossein Nasr.

**Recommended Readings:**

* + - 1. Dar, B.A., *A Study inIqbal’s Philosophy*, Lahore: Sh.Gholam, 1944.
      2. Esposito, J.L.(ed.), *Islam and Development, Religion and Sociological Change*, New York: Syracuse University,1980.
      3. \_\_\_\_\_\_, The Oxford History of Islam, Oxford: Oxford University Press, 1999.
    1. \_\_\_\_\_\_,(ed.)The Oxford Dictionary of Islam, Oxford University Press , 2003.
  1. Fakhry, Majid, *A History of Islamic Philosophy,* New York: Columbia University Press , 1970.
  2. Hai, S.A., *Iqbal , The Philosopher*, Dacca: Islamic Foundation, 1980.
  3. Hakim, K.A*., Islamic Ideology*, Lahore: Institute of Islamic Culture, 1980. evsjvAbyev`, mvB‡q` AvãyjnvB, Bmjvgxfveaviv, XvKv: AvjwnKgv, 2004|
  4. Iqbal M., *Reconstruction of Relegious Thought in Islam*, New Delhi: KitabBhaban, 1984.evsjv Abyev`, *Bmjv‡gag©xq PšÍvicybM©Vb,*XvKv :BmjvwgKdvE‡Ûkbevsjv‡`k, 1957|
  5. \_\_\_\_\_\_\_,*Letters to Zinnah: AllamaIqbal`s Views on the Political Future of Muslim India*, Lahore:Sh. Muhammad Ashraf , 1956.
  6. \_\_\_\_\_\_\_,*The Secrets of the Self, Trans. By Nickolson*, R.A., Lahore:Sh. Muhammad Ashraf , 1955.
  7. Moazzam, A.(ed.), *Islam and Contemporary Muslim World,* New Delhi: Light and Life Publishers, 1981.
  8. Mott, J.R., *The Muslim World of To-day*, London: Hodder and Stoughton, 1925.
  9. Mustafa, K., *Al-Ghazali`s Theory of Knowledge,* Dhaka:Ramon Publishers 2003.
  10. Nadwi S. S., *Muhammad : The Ideal Prophet*, Trans. By Ahmad, Mohiuddin, Lucknow: Academy of Islamic Research and Publication, 1981.
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Phil 530: Corporate Social Responsibility 1 unit 4 credit 100 marks

**Course Goals and Outcomes:**

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

• relate and describe the multidisciplinary, strategic, and evolving nature of Corporate Social Responsibility (CSR);

• describe and explain the wider social and environmental consequences of business decisions;

• apply ethical decision making principles in a professional or business context;

• explain the impact and implications of CSR on corporate culture;

• evaluate (from an integrated CSR viewpoint) stakeholder perspectives, environmental sustainability, marketing, governance and/or reporting issues;

• identify and analyze unstructured ethical and/or CSR issues, recognize opportunities, and formulate and evaluate options;

• formulate and defend ethical decisions and/or CSR recommendations;

• manage and organize team work; and

• demonstrate professional behaviour.

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

**Recommended Readings:**

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Research Paper

Phil 531: Research Paper 1 unit 4 credit 100 marks

Research Topic to be selected relating to philosophy.