



UNIVERSITY OF CHITTAGONG
Faculty of Arts and Humanities
Department of Philosophy

Syllabus for Master of Arts
Session: 2015-2016 & 2016-2017

Year of Examinations

MA Final Year: 2016 & 2017

Year	Course group	Course number	Marks	Credits	Sessional	Terminal	Viva-voce	Credits	Total Marks	Total Credits
2016	5	10	500	20	50	25	25	2+1+1	600	24
2017	5	10	500	20	50	25	25	2+1+1	600	24

Courses are divided into 5 (five) groups.

Each course contains 50 marks.

Students are required to take 2 (two) courses from each group.

Distribution of Marks

Course Marks $50 \times 10 =$ 500

Sessional (Class + Attendance= 25+25) 50

Terminal 25

Viva 25

Total = 600

MA Final Year
Session: 2016 & 2017

(Any two courses from each group)

	<u>Course No & Title</u>	<u>Marks</u>
Group-A:	501 Analytic Philosophy	50
	502 Philosophy of Language	50
	503 Contemporary Continental Philosophy	50
	504 Pragmatism and Humanism	50
Group-B:	505 Recent Issues in Metaphysics	50
	506 Recent Trends in Epistemology	50
	507 Philosophy of Science	50
	508 Philosophical Logic	50
Group-C:	509 Applied Philosophy	50
	510 Philosophy of Freedom	50
	511 Experimental Philosophy	50
	512 Environmental Philosophy	50
	513 Social Psychology/Applied Psychology	50
Group-D:	514 Contemporary Bangladesh Philosophy	50
	515 Contemporary Indian Philosophy	50
	516 Far-Eastern Philosophy	50
	517 Comparative Religion	50
Group-E:	518 Contemporary Political Philosophy	50
	519 Distributive Justice	50
	520 Feminist Philosophy	50
	521 Philosophy of Education	50
	522 Game Theory	50

Group A

Course: Phil – 501

Marks 50

Analytic Philosophy

This course is aimed mainly at those who wish to develop more deeply into advanced research of theoretical and practical philosophical questions based on the perspective of Analytic Philosophy. It will cover late 19th and early 20th century works by authors like Frege, Russell, Moore and Wittgenstein on Logic, Language, Ontology, Epistemology and Ethics.

Course: Phil – 502

Marks 50

Philosophy of Language

Philosophy of language examines the influence of philosophical theories on the analysis of language, focusing on the critical analysis of the relationship between the philosophy of language and linguistics. In this course, students will be expected to gather thorough knowledge on the topics discussed in the prescribed text and a general knowledge of the problems that are marked in the recommended books.

Course: Phil – 503

Marks 50

Contemporary Continental Philosophy

Contemporary Continental Philosophy is the most widely influential branch of philosophical enquiry. It deals with intriguing analyses of aspects of human life and our world in the context of the study of social, cultural, political, media, literary or art theory. This course will concentrate both phenomenology and existential movement covering with Husserl's Phenomenology-Crisis of European Man, Intentionality, Phenomenological Reduction, Transcendental Idealism together with Heidegger, Sartre, Merleau Ponty. In addition some preliminary concepts like hermeneutics, structuralism, post-structuralism/ deconstructionism and post-modernism will also be discussed.

Course: Phil -504

Marks 50

Pragmatism & Humanism

The purpose of the course is to make the students acquainted with some salient features of pragmatism and humanism. Discussion will be based on the texts prescribed.

Texts :

W. James : *Pragmatism: A New Name for Some Old Ways of Thinking*, New York, 1907 (Selected Chapters)

F. C. S. Schiller: *Studies in Humanism*, London, Macmillan & Co., 1907 (Selected Chapters)

Group B

Course: Phil - 505

Marks 50

Recent Issues in Metaphysics

In this course we will mainly examine *some* (though not all) interrelated topics that have gained importance in contemporary analytic metaphysics, like substance-hood, modality, grounding, causality, truth-making, and time.

Suggested Readings/Texts/References:

Here is a tentative list suggesting what we will be reading. The listed items are all books now; our readings may be, however, narrowed down to more specific chapters/excerpts in most cases. We will also add some relevant recent papers (which are likely not included in any books) in the list. If needed, we may also cover some relevant classic papers published earlier.

Books Recommended:

Michael J. Louxe, 2006. *Metaphysics: A Contemporary Introduction*, Routledge

Theodor Sider, John Hawthorn, and Dean Zimmerman (eds), 2007. *Contemporary Debates in Metaphysics* , Blackwell, Oxford

Barry Dainton 2010 *Time and Space* Second edition 2010, Acumen Publishing Limited

Course: Phil - 506

Marks 50

Recent Trends in Epistemology

This course examines topics of recent trends in epistemology. Topics include: Knowledge, Rationality and Science, Epistemological Logic, Explanationism and Fallibilism, Epistemology of Perception, Overview of Gettier's Problem, Epistemic closure principles, Responding to Skepticism, Naturalistic Epistemology, Feminist Epistemology, Contextualism in Epistemology, Virtue Epistemology, Moral Epistemology, Religious Epistemology, Ethno-epistemology and Evolutionary Epistemology.

Recommended Books:

Ram Neta (ed.), *Current Controversies in Epistemology*, Routledge, 2014.
Vincent Hendricks and Duncan Pitchard (ed.), *New Waves in Epistemology*, Palgrave Macmillan, 2007.
Robert Audi, *A Contemporary Introduction to the Theory of Knowledge*, (3rd Edition).
Stanford Encyclopedia of Philosophy

Course: Phil – 507

Marks 50

Philosophy of Science

The purpose of this course is to make the students acquainted with the nature and the main issues of philosophy of science. It includes the following topics: A unified view of the nature of philosophy of science, Verificationism, Testability, Falsificationism and Scientific Explanation. Is science inductive or deductive? Science, method and decision; science and justification with reference to Karl Popper. Kuhn's views regarding the structure of scientific revolutions; Feyerabend's epistemological anarchism; Lakatos and the methodology of scientific research programme. Uniformity of nature and the cause-effect relationship in science.

Books Recommended:

A J Ayer, *Language, Truth and Logic*, New York, 1952.
B Brodie, *The Calculus of Chemical Operations*, London, 1976.
R S Cohen and *Logical and Epistemological Studies in*

M W. Wartofsky, M.W. (ed.),	<i>Contemporary Physics</i> , Boston, 1974.
W C Dampier,	<i>A History of Science</i> , Cambridge University Press, 1987.
P. Feyerabend, P H Feigl and M. Brodbeck (ed.)	<i>Against Method</i> , London, 1975. <i>Readings in the Philosophy of Science</i> , New York, 1953.
M Hesse	<i>The Revolutions and Reconstructions in the Philosophy of Science</i> , Sussex, 1980.
L W H Hull,	<i>History and Philosophy of Science</i> , Longmans, 1959.
G A Khan	<i>Epistemological Negativism and Scientific Knowledge</i> , Dhaka: Jatiya Grantha Prakashan, 2002.
T S Lijm	<i>The Structure of Scientific Revolution</i> , Chicago University Press, 1970.
I Lakatos	<i>Proofs and Refutations</i> , Cambridge, 1976.
E Mach,	<i>The Analysis of Sensations</i> , tr. C.M. Williams, New York, 1969.
-----	<i>Popular Scientific Lectures</i> , tr. T.J. McCormack, Chicago, 1898.
J S Mill,	<i>A System of Logic</i> , London, 1872.
K Popper,	<i>Conjectures and Refutations</i> , New York, 1963.
-----	<i>The Logic of Scientific Discovery</i> , London, 1959.
W. Whewell,	<i>The Philosophy of Inductive Sciences</i> , London, 1840.
Md Abdul Mannan,	<i>Progress and Truth in Scientific Change</i> , Lambert, Jarmany, 2012.
গালিব আহসান খান,	<i>বিজ্ঞান, পদ্ধতি ও প্রগতি</i> , ঢাকাঃ জাতীয় গ্রন্থ প্রকাশন, ২০০১।
-----	<i>বিজ্ঞানের দর্শন</i> , ঢাকাঃ জাতীয় গ্রন্থ প্রকাশন, ২০০২।

Course: Phil - 508

Marks 50

Philosophical Logic

Logical forms explain both the detailed problems involved in finding logical forms and also the theoretical underpinnings of philosophical logic. This course includes topics on Philosophical logic, the philosophy of logic, philosophy and logic, The proposition, necessity, analyticity and the aprior existence, presuppositions and Descriptions; Truth: The Pragmatic, Coherence and Correspondence theories. Truth: similarities, deflation, indefinability and evaluation, Meaning, reference, Verification and use, Truth, Meaning, Realism and Anti Realism; Idealism and Relativism.

Text:

A.C. Grayling, *Philosophical Logic*, 3rd Edition (selected chapters)

S. Haack, *Philosophy of Logic* (selected chapters)

Group C

Course: Phil – 509

Marks 50

Applied Philosophy

This course will focus on various topics in applied philosophy. It will include some of the more well-known issues, e.g. relationship (Human bonds – Natural, Legal and Social; Duties and Obligations towards each other; Marital and Family bonds; Gender Questions –Personal relationship and morality), family and parenthood (Philosophical foundations – Parental rights – Concept of generation –authenticity of Parenthood- Caring Children), autonomy and self-respect (Autonomy and obstacles to freedom), human rights (Classification of rights – Content of human rights – Human rights and Cultural diversity, Human Rights and Responsibilities) Comparison between individual rights and collective rights and responsibilities, Humanity’s attempts to establishing international humanitarian law.), and peace (Peace and peace keeping -- causes and consequences of war, -- Theories of war).Issues related to the nature of applied philosophy will be raised throughout the course in connection with the various specific problems like terrorism, law and ethics, poverty and hunger, quota system, welfare and good governance,

intellectual property rights, information technology, human wickedness and philosophy of love and hate.

Books Recommended:

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| B Almond & D Hill (ed.) | <i>Applied Philosophy</i> , London and New York, Routledge, 1991. |
| B Almond (ed.), | <i>Introducing Applied Ethics</i> , Oxford U.K. and Cambridge USA, Blackwell Publications, 1995. |
| M Ceadel, | <i>Thinking About Peace and War</i> , Oxford, Oxford University Press, 1987. |
| R Dillon, | <i>Dignity, Character and Self-Respect</i> , London, 1995. |
| H Steiner, | <i>An Essay on Rights</i> , London and Boston, Routhledge, 1998. |
| W H Titus, | <i>Ethics for Today</i> , American Book Company, New York, 1954. |
| L Wittgenstein, | <i>Culture and Value</i> , trans. Petes Winch, Chicago, Chicago University Press, 1980. |

Course: Phil - 510

Marks 50

Philosophy of Freedom

The course is designed to introduce some theories and practices of freedom such as conscious human action, knowledge and individuality, factors of life, monism and the philosophy of freedom, world purpose and life purpose, value of life, individual and the genus, moral imagination etc.

Text:

Rudolf Steiner, *The Philosophy of Freedom*

Course: Phil - 511

Marks 50

Experimental Philosophy

This course will introduce students to Experimental Philosophy. Most works in this field utilizes survey research in order to discern the source of the various intuitions people have to philosophical thought experiments. In addition to surveying prominent work in Experimental Philosophy, the course will consider potential limitations as well as

potential further applications of this methodology. The following topics will be studied in this course: Normativity and Epistemic Institutions Semantics, Cross-Cultural Style, Identification, Situational Constraint, and Social Cognition: Studies in the Attribution of Moral Responsibility: Is Incompatibilism Intuitive?: Moral Responsibility and Determinism: The Cognitive Science of Folk Intuitions, The Concept of Intentional Action: A Case Study in the Uses of Folk Psychology, Bad Acts.: Some Problems for Juror Impartiality, Intentional Action: Two-and-a-Half Folk Concepts?, Empirical Philosophy and Experimental Philosophy: Abstract + Concrete=Paradox, How Are Experiments Relevant to Intuitions?

Text:

Joshua Knobe and Shaun Nichols (Ed.)-- *Experimental Philosophy* (selected chapters)

Course: Phil – 512

Marks 50

Environmental Philosophy

The course explores key philosophical issues regarding the moral status of nature (individuals, species, eco-systems) and whether this status differs substantially from the status of human. No less fundamental than the ethical issue is the ontological one regarding what nature is. This cannot be discussed independently of how a given culture understands (construes) nature, be it as spirited, sacred, inherently valuable or as soulless material, a reservoir of resources solely of instrumental value. Do humans see themselves as a part of nature or as apart from nature? Particular emphasis will be given to the significance of technology in shaping, both philosophically and pragmatically, society's relationship with nature.

Prescribed Books:

Rolston, *Environmental Ethics*

Zimmerman (and others), *Environmental Philosophy: From Animal Rights and Radical Ecology.*

Social Psychology or Applied Psychology

Social Psychology

The students will select either social psychology or applied psychology. This course will introduce you to the concepts and ideas in the area of social psychology. Social Psychology aims to discover the different ways in which people interact with other individuals, groups, and the larger society as a whole, as well as why people act in certain ways. This course will include Methods of social psychology, socialization (nature, process and agents of socialization and their roles, culture and personal), attitude (nature, formation, change, measurement of attitude, individual and group norms), individual and group (types of group, primary, secondary and multiple group membership, group dynamics, pressure), leadership (types and function) and nature of crowd behavior, rumor, propaganda, public opinion and its function and measurement.

Recommended Books:

D Kretch, *Individual in Society*

S Sagent & R C William, *Social Psychology*

T M New Comb, *Social Psychology*

O Klinegerg, *Social Psychology*

Or, Applied Psychology

This course will be a broad ranging exploration of modern psychology and its present day uses to the individual. Changing roles, rules, and choices as well as health and healing techniques and philosophies available today will be discussed as they apply to the individual functioning in modern industrial society. Following topics will be considered as contents of the course: applied psychology in education, teacher student relationship, influence of social environmental learning, Psychology applied in working situation, employment psychology, training of personnel, human relation with working situation, psychology and psychiatry, diagnosis of mental illness, treatment of mental illness counseling and psychotherapy.

Books recommended:

H Hepner *Psychology Applied to Life and Work.*

R Gegne and F Leishman *Psychology and Human performance*

J Stephens *Educational Psychology*
J Deese *The Psychology of Learning*
P J McDonald *Educational Psychology*
J Tiftin and E S McCornic *Industrial Psychology*
A Anastasi *Field of Applied Psychology*
R White *The Abnormal Psychology*
N Cameron *Personality Development and Psychopathology*

Group D

Course: Phil – 514

Marks 50

Contemporary Bangladesh Philosophy

An analysis and evaluation of the main concepts related to Philosophy of Life, Materialistic Philosophy, Religion and Civilization, Life and Divine World, Synthetic Philosophy, Rabbaniath Philosophy and Reconstruction of the Philosophy of Life discussed by Barkatullah, G. C. Dev, Abul Hashem and Dewan Mohammed Azraf.

Texts:

মোহাম্মদ বরকতুল্লাহ, মানুষের ধর্ম

G C Dev, *Aspirations of the Common Man*

Abul Hashem, *The Creed of Islam*

দেওয়ান আজরফ, জীবন দর্শনের পুনর্গঠন

Course: Phil – 515

Marks 50

Contemporary Indian Philosophy

A study of the contemporary developments in Indian Philosophy since the 19th century and their effects upon the present day philosophical thinking. Special attention will be paid to the works of Raja Rammohan Roy, Swami Vivekanda, Sri Aurobindo, Mohandas Karamchand Gandhi and Krishna Chandra Bhattacharjee.

Books Recommended:

T M P Mahadevan and G.V. Saroja-- *Contemporary Indian Philosophy*

Basant Kumar Lal, *Contemporary Indian Philosophy*,

B G Roy, *The Philosophy of Rabindranath Tagore*

V S Narayan, *Rabindranath Tagore: a Philosophical Study*

Swami Vivekananda, *Complete Works of Swami Vivekananda*, Vol. I-VIII.
Roman Rolland, *The Life of Vivekananda and the Universal Gospel*, Tr.
Malcolm Smith.
Swami Yogeshwaranand, *Teachings of Swami Vivekananda*,
S K Maitra, and others, Krishnachandra Bhattacharja Memorial Volume.
Sri Aurobindo – *Life Divine*

Course: Phil – 516

Marks 50

Far-Eastern Philosophy

The course introduces religious philosophy of Asia with references to selected Asian philosophers. It includes the discussion of the relationship between Western and Eastern philosophical thoughts regarding ethics, reality, theology and political theory.

This course is the essence of the selected religious philosophy of Asia. The class emphasizes open discussions about Asian philosophical ideas and thoughts to relate the contemporary ethical and political issues so that the students can incorporate those ideas to their lives.

Recommended Books:

H. Gene Blocker and Christopher I. Starling: *Japanese Philosophy*
Bryan W. Van Nordon. *Introduction to Classical Chinese Philosophy*

Course: Phil – 517

Marks 50

Comparative Religion

The aim of this course is to offer an exposition, comparison and evaluation of different religious phenomena found in scriptures, ethical teachings and philosophies of different religious traditions. The natural outcome of this study should lead the enthusiastic students to develop the universal brotherhood of man and to instill love in them. Topics include: God, Worship and Prayer, Sin and atonement, problem of evil, purpose of life in the individual, family and society, life after death, salvation and enlightenment, self- cultivation and spiritual growth, mystical union.

Text:

World Scripture: A Comparative Anthology of Sacred Texts, International Religious Foundation, New York, 1991

Books Recommended:

আজিজুন্নাহার ইসলাম ও কাজী

নূরুল ইসলাম,

তুলনামূলক ধর্ম এবং অন্যান্য প্রসঙ্গ

Group E**Course: Phil – 518****Marks 50*****Contemporary Political Philosophy***

An analysis and evaluation of the main ideas like justice, freedom, happiness, equality, and self-realization of the great political philosophers (e.g. Plato, Hobbes, Locke, Mill, and Marx) and of their theories of human nature and their blueprint.

Books Recommended:

Quinton, Anthony

Raphael

K R Monogure

Marx and Engels

William Ebnestein

Bhandari

M. N. Roy

Robert Mozick

David Miller

*Contemporary Political Philosophy**Problems of Political Philosophy**Nationalism**Communists Manifesto**Modern Political Thought**History of European Political
Philosophy**Radical Humanism**Anarchy, State and Utopia**Social Justice***Course: Phil – 519****Marks 50*****Distributive Justice***

This course is an introduction regarding the theories of ethics and distributive justice and will attempt to apply those theories to real world problems and current events. It will cover Utilitarianism, Egalitarianism, Libertarianism, Feminist normative theory, Marxism, communitarianism and John Rawls. The ultimate goal of the course is to enable students to form theoretically grounded moral judgments on contemporary political and social problems. Special emphasis will be given to answer the following questions: What is justice? Should society have a just distribution of wealth? What is a just distribution? One that is equal, lets

people keep what they earn, promotes overall happiness, gives people what they deserve or something else?

Text:

Will Kymlicka – Contemporary Political Philosophy: An Introduction (Oxford University Press, 2002).

Course: Phil – 520

Marks 50

Feminist Philosophy

An analysis of philosophical issues of special interest in feminism and women issues. Topics typically include overview of the encyclopedia sub-entries in general, feminism and class, feminism and disability, feminism, human rights, global feminism, and human trafficking, feminism and race/ethnicity, feminism, sex, and sexuality.

Text:

Alison Stone – *An Introduction to Feminist Philosophy*

Course: Phil – 521

Marks 50

Philosophy of Education

It refers to either the academic field of philosophy of education or to one of any educational philosophies that promote a specific type or vision of education and/or which examine the definition, goals and meaning of education. Topics include: Idealism ,Realism, Scholasticism, Pragmatism: John Dewey, William James , Richard Rorty; Analytic philosophy, Richard Stanley Peters; Existentialist, Critical theory, Paulo Freire; Other Continental thinkers: Martin Heidegger, Hans-Georg Gadamer, Jean-François Lyotard, Michel Foucault, Normative educational philosophies: Perennialism, Progressivism, Essentialism, Social reconstructionism and critical pedagogy, Waldorf, Democratic education.

Books Recommended:

Nel Noddings, *Philosophy of Education*, 1995

Nel Noddings, *Philosophy of Education*, 1995.

Steven M. Cahn, *Classic and Contemporary Readings in the Philosophy of Education*, 1997.

Nigel Blake, Paul Smeyers, Richard Smith, and Paul Standish (ed.), *The Blackwell Guide to the Philosophy of Education*.

Course: Phil – 522

Marks 50

Game Theory

Logic of Preference Orderings
Rules of Decision under Ignorance
Decisions under Risk: Bayes' Theorem
Expected Utility Hypothesis
Von Neuman Morgenstern Utility Theory
Criticism of Utility Theory: Allais's Paradox
Game Theory: Concepts
Two Person Zero Sum Games
Nash Equilibrium
Two person Nonzero Sum Games: Failures of the Equilibrium Concept: The Prisoner's Dilemma
The Clash of Wills
the Predictor Paradox
Cooperative Games
Bargaining Games
Social Choice: Arrows Theorem
its Conditions and Proof.

Books Recommended:

H Riff

Decision Analysis: Introductory Language on choices under uncertainty.

D Lucc & H Raiffa

Games and Decision

J E Fround

Modern Elementary Statistics

M Simon

Models of Bounded Rationality, Vol, II.

J C Harseny

Games and Bargaining.

K J Arrow

Social Choice and Individual Value

J E Green

Consumers Theory