

**DEPARTMENT OF PHILOSOPHY
UNIVERSITY OF BALOCHISTAN, QUETTA
SCHEME OF STUDIES**



(Syllabus)

**PROGRAMS: BS
SUBJECT: PHILOSOPHY**

Syllabus: BS Philosophy

TEMPLATE FOR BS PHILOSOPHY

S. No.	Categories	Number of Courses Min-Max	Credit Hours Min-Max
01	Compulsory Requirement (No choice)	9	25
02	General Course to be chosen from others department	8	24
03	Discipline Specific foundation Course	10	30
04	Major Specific including Research Project/ internship	13	39
05	Elective within the Major	4	12
Total		44	136

- Total number of Credit Hours: 130
- Duration 4 years
- Semester 8
- Semester duration 16-18 weeks
- Course load per Semester 15-18 Credit Hours
- Number of Course per semester 4-6

COURSE LAYOUT FOR BS PHILOSOPHY

S. No	Compulsory Course	Credit Hours	S. No	General course (to be chosen from others department)	Credit Hours
	9 Courses			8 Courses	
	25 Credit Hours			24 Credit Hours	
01	Functional English (English-I)	3(3-0)	01	Introduction to Mass Communication	3(3-0)
02	Writing & Presentation Skills (English-II)	3(3-0)	02	Introduction to Social Work	3(3-0)
03	Communication Skill (English-III)	3(3-0)	03	Introduction to Psychology	3(3-0)
04	Language	3(3-0)	04	Introduction to Law	3(3-0)
05	Pakistan Studies	2(2-0)	05	Introduction to Management	3(3-0)
06	Islamic Studies / Ethics	2(2-0)	06	Introduction to Sociology	3(3-0)
07	Mathematics	3(3-0)	07	Introduction to Political Science	3(3-0)
08	Statistics	3(3-0)	08	Introduction to International Relations	3(3-0)
09	Introduction to computers	3(3-0)	09	Introduction to History	3(3-0)
			10	Introduction to Library Science	3(3-0)
			11	Introduction to Economic	3(3-0)
			12	Introduction to Linguistic	3(3-0)
			13	Introduction to English Literature	3(3-0)
			14	Introduction to Urdu Literature	3(3-0)
			15	Introduction to Education	3(3-0)
			16	Introduction to Anthropology	3(3-0)
			17	Introduction to Business	3(3-0)

COURSE LAYOUT FOR BS PHILOSOPHY

S. No.	Discipline Specific Foundation Courses	Major course Including Research Project/Internship	Elective Courses within the Major	Credit Hours
	10 Courses	13 Course	4 Course	
	30 Credit Hours	39 Credit Hours	12 Credit	
01	Introduction to Philosophy	Classical Muslim Thinkers	Philosophy of Religion	3(3-0)
02	Early Greek Philosophy	Early Modern Western Philosophy	Writing Philosophy	3(3-0)
03	Later Greek and Early	Later Modern Western Philosophy	Philosophy of Education	3(3-0)
04	Classical Muslim School of Thought	Modern Ethical Theories	Philosophy of Law	3(3-0)
05	Logic and Critical Thinking	Logic	Classical Chines Philosophy	3(3-0)
06	Medieval and Early Modern Western Philosophy	Muslim Thought in Sub-continent	Philosophy of History	3(3-0)
07	Introduction to Ethics	Pragmatisms	Philosophy of Art	3(3-0)
08	Metaphysics	Analytical Philosophy	Philosophy of Mind	3(3-0)
09	Epistemology	Phenomenology and Existentialism	Philosophy of Social Science	3(3-0)
10	Political Philosophy	Contemporary Political Philosophy	Ethics for other Sciences	3(3-0)
11		Critical Theory: Issues and Debates	Philosophy of Science	3(3-0)
12		Post Modern Philosophy	Contemporary Moral Philosophy	3(3-0)
13		Contemporary Philosophy of Science	Feminism Philosophy	3(3-0)
14			Contemporary Analytical Philosophy	3(3-0)
15			Meta Ethical Theories	3(3-0)
16			Administrative Ethics	3(3-0)
17			Environmental Ethics	3(3-0)
18			Philosophy of Language	3(3-0)
19			Current Philosophical Issues	3(3-0)
20			Logic and Computability	3(3-0)
21			Philosophical Logic	3(3-0)

22			Current Debates in Muslim Thought	3(3-0)
23			Islamic Modernism	3(3-0)
24			Special Western Philosophers	3(3-0)
25			Special Muslim Philosophers	3(3-0)

Course Outline

SEMESTER-I

Category	Course Code	Course Title	Credit Hours
Compulsory Course	ENG-601	Functional English (English-I)	3(3-0)
Compulsory Course	PST-601	Islamic Studies / Ethics -	2(2-0)
Compulsory Course	COMP-601	Introduction to Computers	3(3-0)
General Course		General Course -I	3(3-0)
General Course		General Course -II	3(3-0)
Foundational Course	PHIL-601	Introduction to Philosophy	3(3-0)
Total Credit Course			17(17-0)

SEMESTER-II

Category	Course Code	Course Title	Credit Hours
Compulsory Course	ENG-602	Writing & Presentation Skill (English-II)	3(3-0)
Compulsory Course	ISE-601	Pak-Studies -	2(2-0)
Compulsory Course	MATH-601	Mathematics	3(3-0)
General Course		General Course -III	3(3-0)
General Course		General Course -IV	3(3-0)
Foundational Course	PHIL-602	Early Greek Philosophy	3(3-0)
Total Credit Course			17(17-0)

SEMESTER-III

Category	Course Code	Course Title	Credit Hours
Compulsory Course	ENG-603	Communication Skill (English-III)-	3(3-0)
Compulsory Course	STAT-601	Statistics	3(3-0)
General Course		General Course -V	3(3-0)
General Course		General Course -VI	3(3-0)
Foundational Course	PHIL-603	Later Greek Philosophy	3(3-0)
Foundational Course	PHIL-604	Classical Muslim Schools of Thought	3(3-0)
Total Credit Course			18(18-0)

SEMESTER-IV

Category	Course Code	Course Title	Credit Hours
Compulsory Course	LING-601	Language (Farsi, Arabic, Greek, Latin, French, German)	3(3-0)
General Course		General Course -VII	3(3-0)
General Course		General Course -VIII	3(3-0)
Foundational Course	PHIL-605	Logic and Critical Thinking	3(3-0)

Foundational Course	PHIL-606	Medieval and Early Modern Western Philosophy	3(3-0)
Foundational Course	PHIL-607	Introduction to Ethics	3(3-0)
Total Credit Course			18(18-0)

SEMESTER - V

Category	Course Code	Course Title	Credit Hours
Foundational Course	PHIL-608	Metaphysics	3(3-0)
Foundational Course	PHIL-609	Epistemology	3(3-0)
Foundational Course	PHIL-610	Political Philosophy	3(3-0)
Major Course	PHIL-611	Classical Muslim Thinkers	3(3-0)
Major Course	PHIL-612	Early Modern Western Philosophy	3(3-0)
Elective Course (Select any one Elective Course)	PHIL-613	Philosophy of Religion	3(3-0)
	PHIL-614	Writing Philosophy	3(3-0)
	PHIL-615	Philosophy of Education	3(3-0)
	PHIL-616	Philosophy of Law	3(3-0)
	PHIL-617	Philosophy of History	3(3-0)
Total Credit Course			18(18-0)

SEMESTER - VI

Category	Course Code	Course Title	Credit Hours
Major Course	PHIL-618	Later Modern Western Philosophy	3(3-0)
Major Course	PHIL-619	Modern Ethical Theories	3(3-0)
Major Course	PHIL-620	Logic	3(3-0)
Major Course	PHIL-621	Muslim Thought in Sub-continent	3(3-0)
Elective Course (Select any one Elective Course)	PHIL-622	Philosophy of Art	3(3-0)
	PHIL-623	Philosophy of Mind	3(3-0)
	PHIL-624	Philosophy of Social Science	3(3-0)
	PHIL-625	Ethics for Other Sciences	3(3-0)
	PHIL-626	Philosophy of Science	3(3-0)
Total Credit Course			15(15-0)

SEMESTER - VII

Category	Course Code	Course Title	Credit Hours
Major Course	PHIL-627	Pragmatisms	3(3-0)
Major Course	PHIL-628	Analytical Philosophy	3(3-0)
Major Course	PHIL-629	Phenomenology and Existentialism	3(3-0)
Major Course	PHIL-630	Contemporary Political Philosophy	3(3-0)
Major Course	PHIL-631	Critical Theory: Issues and Debates	3(3-0)
Elective Course (Select any one Elective Course)	PHIL-632	Contemporary Moral Philosophy	3(3-0)
	PHIL-633	Feminism Philosophy	3(3-0)
	PHIL-634	Contemporary Analytical Philosophy	3(3-0)
	PHIL-635	Meta Ethical Theories	3(3-0)
	PHIL-636	Classical Chines Philosophy	3(3-0)
	PHIL-637	Environmental Ethics	3(3-0)
	PHIL-638	Philosophy of Language	3(3-0)
Total Credit Course			18(18-0)

SEMESTER-VIII

Category	Course Code	Course Title	Credit Hours
Major Course	PHIL-639	Post Modern Philosophy	3(3-0)
Major Course	PHIL-640	Contemporary Philosophy of Science	3(3-0)
Thesis	PHIL-641	Research Work and Presentation	6(6-0)
Elective Course (Select any one Elective Course)	PHIL-642	Current Philosophical Issues	3(3-0)
	PHIL-643	Logic and Computability	3(3-0)
	PHIL-644	Philosophical Logic	3(3-0)
	PHIL-645	Current Debates in Muslim Thought	3(3-0)
	PHIL-646	Islamic Modernism	3(3-0)
	PHIL-647	Special Western Philosophers	3(3-0)
	PHIL-648	Special Muslim Philosophers	3(3-0)
Total Credit Course			15(15-0)
TOTAL SEMESTER CREDIT HOURS			136

DETAILS OF COMPULSORY COURSES

ENGLISH I (FUNCTIONAL ENGLISH)

Course Code: ENG-601

Course Title: Functional English (English I)

Credit Hours: 3

Category: Compulsory Course

Pre-requisites: None

Course Description

This course focuses on the writing, listening and reading skill. In this course is about of parts of speech and its uses, Sentence structure, active and passive voice, analysis of phrase, and other Basic English Grammar.

Course Objectives

Enhance language & report writing skills; be able to answers to questions on a given text; improving listening by showing documentaries/films; translation skills; paragraph writing; vocabulary building.

Course Contents

Part I- Basics of Grammar

1. Parts of speech and use of articles
2. Sentence structure, active and passive voice
3. Practice in unified sentence
4. Analysis of phrase, clause and sentence structure
5. Transitive and intransitive verbs
6. Punctuation and spelling

Part II- Comprehension

1. Answers to questions on a given text

Part III- Discussion

1. General topics and every-day conversation (topics for discussion to be at the discretion of the teacher keeping in view the level of students)

Part IV- Listening

1. To be improved by showing documentaries/films carefully selected by subject teachers

Part V- Translation skills

1. Urdu to English and English to Urdu

Part VI- Paragraph writing

1. Topics to be chosen at the discretion of the teacher

Part VII- Presentation skills

1. Introduction

Note: Extensive reading is required for vocabulary building

Course Outcome

Student will have basic knowledge of functional English that can be used later on for learning higher level of English

Recommended books

a) Grammar

1. Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 1. Third edition. Oxford University Press. 1997.

2. Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 2. Third edition. Oxford University Press. 1997.
- b) Writing
1. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Françoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. Pages 20-27 and 35-41.
- c) Reading/Comprehension
1. Reading. Upper Intermediate. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1992.

ENGLISH II (TECHNICAL WRITING AND PRESENTATION SKILLS)

Course Code: ENG-602

Course Title: English II (Technical Writing and Presentation Skills)

Credit Hours: 3

Category: Compulsory Course

Pre-requisites: None

Course Description

This course design for technical writing and Presentation skills; including Essay writing, academic writing, technical report writing and progress report writing.

Course Objectives

Enhance language skills and develop critical thinking

Course Contents

- 1. Presentation skills**
- 2. Essay writing**
 - a. Descriptive
 - b. Narrative
 - c. Discursive
 - d. argumentative
- 3. Academic writing**
 - a. How to write a proposal for research paper/term paper
 - b. How to write a research paper/term paper (emphasis on style, content, language, form, clarity, consistency)

4. Technical Report writing Progress report writing

Course Outcome

Student will be able to write effectively in the professional settings.

Recommended books

1. Writing. Advanced by Ron White. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 435407 3 (particularly suitable for discursive, descriptive, argumentative and report writing).
2. College Writing Skills by John Langan. Mc=Graw-Hill Higher Education. 2004.
3. Patterns of College Writing (4th edition) by Laurie G. Kirszner and Stephen R. Mandell. St. Martin's Press.

Presentation Skills and Reading

The Mercury Reader. A Custom Publication. Compiled by norther Illinois University. General Editors: Janice Neulib; Kathleen Shine Cain; Stephen Ruffus and Maurice Scharton. (A reader which will give students exposure to the best of twentieth century literature, without taxing the taste of engineering students).

ENGLISH–III (COMMUNICATION SKILLS)

Course Code: ENG-602

Course Title: English–III (Communication Skills)

Credit Hours: 3

Category: Compulsory Course

Pre-requisites: None

Course Description

This Course is designed for the communication skill, for the development of communication skill we included practice in writing and speaking, and for the job opportunity we focuses CV and Job and others application writing.

Course Objectives

Enable the students to meet their real life communication needs; personality development (emphasis on content, style and pronunciation); improving listening by showing documentaries/films; translation skills.

Course Contents

1. Practice in writing a good, unified and coherent paragraph
2. Introduction to Essay Writing, CV and Job Application
3. Skimming and scanning, intensive and extensive, and speed reading, summary and précis writing and comprehension.

4. Letter/memo writing, minutes of meetings, use of library and internet

Course Outcome

Students will be able to communicate effectively.

Recommended books

1. Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 2. Third edition. Oxford University Press 1986. ISBN 0 19 431350 6.
 2. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Françoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 019 435405 7 Pages 45-53 (note taking).
 3. Writing. Upper-Intermediate by Rob Nolasco. Oxford Supplementary Skills. Fourth Impression 1992. ISBN 0 19 435406 5 (particularly good for writing memos, introduction to presentations, descriptive and argumentative writing).
 4. Reading. Advanced. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1991. ISBN 0 19 453403 0.
- Reading and Study Skills by John Langan
Study Skills by Richard Yorke.

ISLAMIC STUDIES

Course Code: ISE-601

Course Title: Islamic Studies

Credit Hours: 2

Category: Compulsory Course

Pre-requisites: None

Objectives:

This course is aimed at:

- 1 To provide Basic information about Islamic Studies
- 2 To enhance understanding of the students regarding Islamic Civilization
- 3 To improve Students skill to perform prayers and other worships
- 4 To enhance the skill of the students for understanding of issues related to faith and religious life.

Courses Content

Introduction to Quranic Studies

- 1) Basic Concepts of Quran
- 2) History of Quran
- 3) Uloom-ul -Quran

Study of Selected Text of Holy Quran

- 1) Verses of Surah Al-Baqra Related to Faith (Verse No-284-286)
- 2) Verses of Surah Al-Hujrat Related to Adab Al-Nabi (Verse No-1-18)
- 3) Verses of Surah Al-Mumanoon Related to Characteristics of faithful (Verse No-1-11)
- 4) Verses of Surah al-Furqan Related to Social Ethics (Verse No.63-77)
- 5) Verses of Surah Al-Inam Related to Ihkam (Verse No-152-154)

Study of Selected Text of Holly Quran

- 1) Verses of Surah Al-Ihzab Related to Adab al-Nabi (Verse No.6,21,40,56,57,58.)
- 2) Verses of Surah Al-Hashar (18,19,20) Related to thinking, Day of Judgment
- 3) Verses of Surah Al-Saf Related to Tafakar,Tadabar (Verse No-1,14)

Seerat of Holy Prophet (S.A.W) I

- 1) Life of Muhammad Bin Abdullah (Before Prophet Hood)
- 2) Life of Holy Prophet (S.A.W) in Makkah
- 3) Important Lessons Derived from the life of Holy Prophet in Makkah

Seerat of Holy Prophet (S.A.W) II

- 1) Life of Holy Prophet (S.A.W) in Madina
- 2) Important Events of Life Holy Prophet in Madina
- 3) Important Lessons Derived from the life of Holy Prophet in Madina

Introduction ToSunnah

- 1) Basic Concepts of Hadith
- 2) History of Hadith
- 3) Kinds of Hadith
- 4) Uloom –ul-Hadith
- 5) Sunnah& Hadith
- 6) Legal Position of Sunnah

Selected Study from Text of Hadith

Introduction To Islamic Law & Jurisprudence

- 1) Basic Concepts of Islamic Law & Jurisprudence
- 2) History & Importance of Islamic Law & Jurisprudence
- 3) Sources of Islamic Law & Jurisprudence
- 4) Nature of Differences in Islamic Law
- 5) Islam and Sectarianism

Islamic Culture & Civilization

- 1) Basic Concepts of Islamic Culture & Civilization
- 2) Historical Development of Islamic Culture & Civilization
- 3) Characteristics of Islamic Culture & Civilization
- 4) Islamic Culture & Civilization and Contemporary Issues

Islam & Science

- 1) Basic Concepts of Islam & Science
- 2) Contributions of Muslims in the Development of Science
- 3) Quranic& Science

Islamic Economic System

- 1) Basic Concepts of Islamic Economic System
- 2) Means of Distribution of wealth in Islamic Economics
- 3) Islamic Concept of Riba
- 4) Islamic Ways of Trade & Commerce

Political System of Islam

- 1) Basic Concepts of Islamic Political System
- 2) Islamic Concept of Sovereignty
- 3) Basic Institutions of Govt. in Islam

Islamic History

- 1) Period of Khlaft-E-Rashida
- 2) Period of Ummayyads
- 3) Period of Abbasids

Social System of Islam

- 1) Basic Concepts of Social System of Islam
- 2) Elements of Family
- 3) Ethical Values of Islam

Reference Books:

- 1) Hameedullah Muhammad, "Emergence of Islam", IRI, Islamabad
- 2) Hameedullah Muhammad, "Muslim Conduct of State"
- 3) Hameedullah Muhammad, 'Introduction to Islam
- 4) Mulana Muhammad Yousaf Islahi,"
- 5) Hussain Hamid Hassan, "An Introduction to the Study of Islamic Law" leaf Publication Islamabad, Pakistan.
- 6) Ahmad Hasan, "Principles of Islamic Jurisprudence" Islamic Research Institute, International Islamic University, Islamabad (1993)
- 7) Mir Waliullah, "Muslim Jrisprudence and the Quranic Law of Crimes" Islamic Book Service (1982)
- 8) H.S. Bhatia, "Studies in Islamic Law, Religion and Society" Deep & Deep Publications New Delhi (1989)
- 9) Dr. Muhammad Zia-ul-Haq, "Introduction to Al Sharia Al Islamia" Allama Iqbal Open University, Islamabad (2001)

PAKISTAN STUDIES

Course Code: PST-601

Course Title: Pakistan Studies

Credit Hours: 2

Category: Compulsory Course

Pre-requisites: None

Course Description

This course discusses Pakistan political history including freedom leaders and their contributions.

Course Objectives

- Develop vision of historical perspective, government, politics, contemporary Pakistan, ideological background of Pakistan.
- Study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

Course Contents Historical Perspective

1. Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-e-Azam Muhammad Ali Jinnah.
2. Factors leading to Muslim separatism
3. People and Land
4. Indus Civilization
5. Muslim advent
6. Location and geo-physical features.

MATHEMATICS

Course Code: MATH-601

Course Title: Mathematics

Credit Hours: 3

Category: Compulsory Course

Pre-requisites: None

Objectives

After completion of this course the student should be able to:

- Understand the use of the essential tools of basic mathematics;
- Apply the concepts and the techniques in their respective disciplines;
- Model the effects non-isothermal problems through different domains
- To give the basic knowledge of Mathematics and prepare the students not majoring in mathematics.

Course Contents

1. *Algebra* : *Preliminaries*: Real and complex numbers, Introduction to sets, set operations, functions, types of functions. *Matrices*: Introduction to matrices, types of matrices, inverse of matrices, determinants, system of linear equations, Cramer's rule. *Quadratic equations*: Solution of quadratic equations, nature of roots of quadratic equations, equations reducible to quadratic equations. *Sequence and Series*: Arithmetic, geometric and harmonic progressions. *Permutation and combinations*: Introduction to permutation and combinations, *Binomial Theorem*: Introduction to binomial theorem. *Trigonometry*: Fundamentals of trigonometry, trigonometric identities. *Graphs*: Graph of straight line, circle and trigonometric functions.
2. *Statistics*: *Introduction*: Meaning and definition of statistics, relationship of statistics with social science, characteristics of statistics, limitations of statistics and main division of statistics. *Frequency distribution*: Organisation of data, array, ungrouped and grouped data, types of frequency series, individual, discrete and continuous series, tally sheet method, graphic presentation of the frequency distribution, bar frequency diagram histogram, frequency polygon, cumulative frequency curve. *Measures of central tendency*: Mean, median and modes, quartiles, deciles and percentiles. *Measures of dispersion*: Range, inter quartile deviation, mean deviation, standard deviation, variance, moments, skewness and kurtosis.

Books Recommended:

1. Swokowski. E. W., 'Fundamentals of Algebra and Trigonometry', Latest Edition.

2. Kaufmann. J. E., ‘*College Algebra and Trigonometry*’, PWS-Kent Company, Boston, Latest Edition.
3. Walpole, R. E., ‘*Introduction of Statistics*’, Prentice Hall, Latest Edition.
4. Wilcox, R. R., ‘*Statistics for The Social Sciences*’,

STATISTICS

Course Code: STAT-601

Course Title: Statistics

Credit Hours: 3

Category: Compulsory Course

Pre-requisites: None

Course Objective

This course has been designed to develop the basic and necessary understanding about statistics and develop the skill in students for their thesis research.

Course Content

Unit 1. What is Statistics?

Definition of Statistics, Population, sample Descriptive and inferential Statistics, Observations, Data, Discrete and continuous variables, Errors of measurement, Significant digits, Rounding of a Number, Collection of primary and secondary data, Sources, Editing of Data. Exercises.

Unit 2. Presentation of Data

Introduction, basic principles of classification and Tabulation, Constructing of a frequency distribution, Relative and Cumulative frequency distribution, Diagrams, Graphs and their Construction, Bar charts, Pie chart, Histogram, Frequency polygon and Frequency curve, Cumulative Frequency Polygon or Ogive, Histogram, Ogive for Discrete Variable. Types of frequency curves. Exercises.

Unit 3. Measures of Central Tendency

Introduction, Different types of Averages, Quantiles, The Mode, Empirical Relation between Mean, Median and mode, Relative Merits and Demerits of various Averages. properties of Good Average, Box and Whisker Plot, Stem and Leaf Display, definition of outliers and their detection. Exercises.

Unit 4. Measures of Dispersion

Introduction, Absolute and relative measures, Range, The semi-Inter-quartile Range, The Mean Deviation, The Variance and standard deviation, Change of origin and scale, Interpretation of the standard Deviation, Coefficient of variation, Properties of variance and standard Deviation, Standardized variables, Moments and Moments ratios. Exercises.

Unit 5. Probability and Probability Distributions.

Discrete and continuous distributions: Binomial, Poisson and Normal Distribution. Exercises

Unit 6. Sampling and Sampling Distributions

Introduction, sample design and sampling frame, bias, sampling and non sampling errors, sampling with and without replacement, probability and non-probability sampling, Sampling distributions for single mean and proportion, Difference of means and proportions. Exercises.

Unit 7. Hypothesis Testing

Introduction, Statistical problem, null and alternative hypothesis, Type-I and Type-II errors, level of significance, Test statistics, acceptance and rejection regions, general procedure for testing of hypothesis. Exercises.

Unit 8. Testing of Hypothesis- Single Population

Introduction, Testing of hypothesis and confidence interval about the population mean and proportion for small and large samples, Exercises

Unit 9. Testing of Hypotheses-Two or more Populations

Introduction, Testing of hypothesis and confidence intervals about the difference of population means and proportions for small and large samples, Analysis of Variance and ANOVA Table. Exercises

Unit 10. Testing of Hypothesis-Independence of Attributes

Introduction, Contingency Tables, Testing of hypothesis about the Independence of attributes. Exercises.

Unit 11. Regression and Correlation

Introduction, cause and effect relationships, examples, simple linear regression, estimation of parameters and their interpretation. r and R^2 . Correlation. Coefficient of linear correlation, its estimation and interpretation. Multiple regression and interpretation of its parameters. Examples

Recommended Books

- 1 Walpole, R. E. 1982. "Introduction to Statistics", 3rd Ed., Macmillan Publishing Co., Inc. New York.
- 2 Muhammad, F. 2005. "Statistical Methods and Data Analysis", KitabMarkaz, Bhawana Bazar Faisalabad.

INTRODUCTION TO COMPUTERS

Course Code: COMP-601

Course Title: Introduction to Computers

Credit Hours: 3

Category: Compulsory Course

Pre-requisites: None

Course Objectives

This course is designed in view of the application of computers in wide range of areas. This course would familiarize students with basics of computer. The course will cover introduction to computer software related to psychology.

Course Contents

1. Introduction to Computers

- History of Computer Development
- Uses and Limitations
- Basic Units of Personal Computers
- 2. Introduction to Windows**
 - Why Windows?
 - Basic features of Windows
 - Starting up
 - Using Applications
 - Managing Files and Folders
 - Managing the Desktop
 - Change Settings
- 3. Introduction to MS Word**
 - Basic features of MS Word
 - Typing, editing, formatting text
 - Saving and printing
 - Making Tables in Word
- 4. Introduction to MS Excel**
 - Basic features
 - Everyday Worksheet Tasks
 - Creating and Formatting Charts
 - Printing Worksheet
- 5. Introduction to Power Point**
 - Basic Features
 - Preparing presentations using Power Point
- 6. Using Computer for online Literature Search**
 - E-books
 - E-journals
 - Data Bases

Course Outcome

After having completed this course students would be able to use window software such as MS office including MS Excel, MS Word and Power point.

Recommended Books

1. Maran, R. (1995). *Windows 95 simplified*. Foster City, C.A: IDG Books World Wide, Inc.
2. Maran, R., & Wing, K. (1997). *Teach yourself word 97*, Foster City, C.A: IDG Books world
3. wide, Inc.
4. Nelson, K.Y. (1996). *Windows 95 is driving me crazy*. Berkeley, CA: Peach Pit Press.
5. Person, R. (1993). *Using Excel Version 5 for windows*. Indianapolis: Que Corporation

DETAIL OF GENERAL COURSES

(CHOSEN FROM OTHER DEPARTMENTS)

INTRODUCTION TO MASS COMMUNICATION

Course Code: PHIL-601

Course Title: Mass Communication

Credit Hours: 3

Category: General Course

Pre-requisites: None

Course Objectives:

- This course is aimed at introducing the students with basic concept of communication and mass communication.

- This course further enables the students to understand the communication process and distinguish among various mass media

Course Contents

Definitions, types and significance. Process of Communication: source; message; channel; noise; destination; encoding; decoding; and

COMMUNICATION

feedback. Barriers in communication. Essentials of effective communication.

Dimensions of mass communication: mass media, advertising, public relations, blogging, new media etc. and Functions of mass communication. (Information, Education, Opinion Formation, Entertainment and Development.)

MEDIA OF MASS COMMUNICATION

Print Media: newspapers, magazines, periodicals, books, pamphlets, etc.

Broadcast media: Radio, TV, film. New Media: (Internet)–On-line

journalism. Traditional/Folk-Media. Comparative study of mass media, their components, functions and effects.

Recommended Books:

1. Dominick, J.R. (2006). *Dynamics of Mass Communication* (8th ed.) New York. McGraw-Hill
2. Merrill, J.C., Lee, J., Friedlander, E.J., (1994). *Modern Mass* (2nd ed). New York. Harper Collins College Publishers
3. Straubhaar, LaRose. (2002). *Media Now: Communication Media Information Age* (3rd ed.). USA. Wadsworth

INTRODUCTION TO SOCIAL WORK

Course Code: WS-601

Course Title: Introduction to Social Work

Credit Hours: 3

Category: General Course

Pre-requisites: None

OBJECTIVE

The objective of this course is to acquaint and familiarize students with the basic concepts and, scope of Social work.

CONTENTS

Introduction

1. Definition of social work
2. Philosophical base of social work
3. Generic principles of social work
4. Professional and voluntary social work
5. Islamic concept of social work
6. Modern concept of social work
 - a. Preventive
 - b. Curative
 - c. Rehabilitative
7. Social Work methods
 - a. Primary methods
 - i. Social Case work;
 - ii. Social group work
 - iii. Community organization
 - b. Secondary methods
 - i. Social Welfare Administration
 - ii. Social Research
 - iii. Social Action
8. Important fields of social work practice
 - a. Health
 - b. Education
 - c. Minorities
 - d. Begging

RECOMMENDED READINGS

1. Adams, R. (2003). *Social work and empowerment*. London: Palgrave Macmillan.
2. Ambrosino, R. (2005). *Social work and social welfare introduction*. Mexi: Thomson.
3. Bogo, M. (2007). *Social work practice*. New Dehli: Rawat Publications.
4. Catherine N. D. & Karen M.S. (2012). *Social Work Fields of Practice*. Canada: John Wiley&Sons.
5. Gautam, P.R. & Singh, R.S. (2011). *Principles and practices of Social Work*. New Delhi: Balaji Offset.
6. Healy, K. (2012). *Social work methods and skills: The essential foundations of practice*. New York: Palgrave Macmillan.
7. Hepworth, D. H. & Rooney, R. (2010). *The Direct Social Work Practice: Theory and skills*. Belmont: Brook cole.
8. Jane M. & Ronnie, E. (2006). *Practice Skills in Social Work & Welfare*. Chennai(India): Allen& Unwin.
9. Khalid, Muhammad (1990). *Sociological Theory: A Historical Perspective*. Karachi: Kifayat Academy.
10. Khalid, Muhammad (2014). *Social Work: Theory & Practice*. Karachi: Kifayat Academy.
11. Kirst-Ashman, K. (2003). *Introduction to social work and social welfare: critical thinking perspectives*. MEXI, Thomson.
12. Liz O', R. (2010). *Recording in Social Work*. UK: Hobbs, Southampton.
13. Louise, C. & Stephen, J. Y. (2011). *Social Work Practice: A Generalist Approach*. New Delhi: Asoke K. Ghosh.
14. Maidment, J. (2006). *Practice skills in social work & Welfare*. AUST: Allen & Unwin.

15. Michael, B. S. & Pam, T. (2012). *Social Work with Disabled People*. BASW Palgrave Macmillan.
16. Mohammad, N. (2005). *Social work for weaker sections*. New Dehli: Anmol Publications.
17. Rameshwari, D. & Ravi, P. (2004). *Social work Methods: Practices and Perspective*. Jaipur: Mangal Deep.
18. Rory, T. & Leonie, N. (2002). *Reflection on Current Social Work Practices*. New Zealand: Murray Lock.
19. Safdar, S. (2008). *Introduction to Social Work*. Peshawar: University of Peshawar.
20. Shah, N. A. (1994). *The Self Employed Women in Pakistan*. Karachi: P&WS + NEWS Karachi.
21. Shah, N. A. (2001). *Karachi kay Nu Umar Mehnatkash Bachechey Aur Bachchiyan: Ek Jaiza*. Karachi: Bcc & T Press University of Karachi.
22. Shah, N. A. (2004). *Karachi ki Gadagar Larkiyan: Ek Jaizao. (Social Problems in Pakistan)*. Karachi: Bcc + T Press , University Of Karachi.
23. Shah, N. A. (2015). *The Aging Home- Based Women- Workers in Karachi*. Karachi: Bcc + T Press, University Of Karachi.
24. Suresh, S. (2013). *Handbook of Social Work Skills and Knowledge*. New Delhi.
25. Thompson, N. (2010). *Theorizing Social Work Practice*. Palgrave, London.
26. Veronica, C. & Joan, O. (2012). *Social Work Practice*. BASW Palgrave Macmillan.
27. Waston, D. (2006). *Social work process and practice: approaches, knowledge and skills*. New York: Palgrave.

INTRODUCTION TO PSYCHOLOGY

Course Code: PSY-601

Course Title: Introduction to Psychology

Credit Hours: 3

Category: General Course

Pre-requisites: None

Course Objectives

- The main aim is to familiarize students with history, main concepts, methods, and theoretical frameworks in psychology.
- The course will help students appreciate the human nature and its related concepts, thereby will gain insight into human behavior and human relationships.

Course Outcome

After successful completion of this course the students will be able to:

- Have a grasp over basic concepts and theoretical perspectives explaining human behavior. They will be able to appreciate the complexity of human behavior and relationships.
- They will be able to understand Psychology as science and empirical methods used for understanding different aspects of human behavior.

Course Contents

Understanding Psychology

Psychology: Scientific perspective

Historical perspective

Schools of psychology

Methods of psychology

Ethical issues
Fields of psychology and their application

Biological Basis of Behavior

Neuron and its function
Central nervous system
Peripheral nervous system
Endocrine system

Sensation and Perception

Senses: Vision, audition, smell, taste and kinesthetic
Introduction to perception
Gestalt principles
Binocular and monocular cues
Illusions and extra sensory perception

Learning

Definition of learning
Types of learning: Classical and operant conditioning
Punishment and its effects
Latent and observational learning

Memory

Definition and types of memory
Processes and techniques of improving memory
Forgetting: Nature and causes

Cognition and Language

Concept of cognition
Problem solving
Judgment and decision making
Language development
Language and cognition
Language and culture

Intelligence and Creativity

Concept of intelligence
Theories of intelligence
Assessment of intelligence
Mental retardation
Concept of creativity and its stages

Motivation and Emotion

Introduction to motivation
Factors affecting motivation
Introduction to emotions
Types of emotions
Physiology and emotion

Theories of emotion

Personality

Defining personality
Theories of personality
Personality assessment

Social Thinking and Social Influence

Social facilitation
Attribution theory
Crowd behavior
Conformity, Obedience
Helping behavior

Recommended Books

1. Atkinson R. C., & Smith, E. E. (2000). *Introduction to psychology* (13th ed.). NY: Harcourt Brace College Publishers.
2. Coon, D., & Mitterer, J. (2008). *Introduction to psychology: Gateways to mind and behavior* (12th ed.). USA: Wadsworth Cengage Learning.
3. Fernald, L. D., & Fernald, P.S (2005). *Introduction to psychology*. USA; WMC Brown Publishers.
4. Fredrickson, B., Nolen-Hoeksema, S., Loftus, G., & Wagenaar, W. (2009). *Atkinson & Hilgard's introduction to psychology* (15th ed.). USA: Wadsworth.
5. Glassman, W.E. (2000). *Approaches to psychology*. Open University Press.
6. Hayes, N. (2000). *Foundation of psychology* (3rd ed.). UK: Thomson Learning.
7. Kalat, J. W. (2010). *Introduction to psychology*. USA: Cengage Learning, Inc.
8. Lahey, B. B. (2004). *Psychology: An introduction* (8th ed.). UK: McGraw-Hill Companies, Inc.
9. Leahey, T. H. (1992). *A history of psychology: Main currents in psychological thought*. New Jersey: Prentice-Hall International, Inc.
10. Myers, D. G. (2011). *Psychology* (10th ed.). USA: Wadsworth Publishers.

INTRODUCTION TO LAW

Course Code: LLB-601

Course Title: Introduction to Law

Credit Hours: 3

Category: General Course

Pre-requisites: None

Course Objectives:

This course developed the understanding about law and its other aspects

Course Contents:

This will be an introductory course for newly admitted students about the nature and sources of law, both Western and Islamic. It will cover definitions, functions and purposes of law, territorial nature of law, legal concepts of rights, property, persons etc.

Recommended Reading:

1. Denning, Lord. The Discipline of Law. London: Butterworths, 1979.
2. Dworkin, Ronald. Taking Rights Seriously. London: Duckworth, 1977.
3. Fuller, Lon L. The Morality of Law, (re.). Delhi: Universal, 2009. (5th I rpt.).
4. Harris, Phil, An Introduction to Law, 7th edn. Cambridge: Cambridge University Press, 2007.
5. Hart, H L A, The Concept of Law, 2nd edn. Oxford: OUP, 1997.
6. Posner Richard A. Overcoming Law. Delhi: Universal, 2007 (I.rpt.).

INTRODUCTION TO MANAGEMENT SCIENCE

Course Code: PHIL-601

Course title: introduction to management science

Credit Hours: 3

Category: Compulsory Course

Pre-requisites: None

Course Description

Students examine a basic framework for understanding the role and functions of management and an explanation for the principles, concepts and techniques that can be used in carrying out these functions. Topics include planning, organizing, staffing, leading and controlling, as well as decision-making and managing change.

Course Objectives

At the end of the course, students should be able to do the following:

- Explain management, organization and the roles of managers.
- Evaluate the need for management in an organization.
- Justify the need for planning across management levels and global operations.
- Discuss the components of a strategic plan.
- Outline the steps of the decision-making process.
- Discuss organizational structures.
- Outline the components of human resource planning.
- Describe the importance of communication and information technology.
- Assess different leadership theories.
- Discuss how to motivate employees.
- Evaluate effective team development and management.
- Discuss the control process and its elements
- Discuss the current business landscape and trends.

Course Content

Unit 1: Introduction to Management

- a. What Is Management and Why Is It Needed?
- b. Adding Value to the Organization
- c. Management as a System; Ethics and Social Responsibilities
- d. How the Environment Affects Managers

Unit 2: Planning and Decision Making

- a. The Importance of Planning
- b. The Components of a Strategic Plan
- c. The Decision-Making Process

Unit 3: Organizing, Communication and Human Resources

- a. Organizational Structure and Design
- b. Communication and Information Technology
- c. Human Resources

Unit 4: Leadership, Motivation and Understanding Groups and Teams

- a. Leadership Approaches and Theories
- b. Motivating Your Employees
- c. Managing Work Teams

Unit 5: Controlling and Managing Innovation and Change

- a. What is Control and Why Engage In It?
- b. Measuring, Monitoring and Modifying Information
- c. Managing Innovation and Change

Recommended Books

1. Robbins, S.P., DeCenzo, D.A., Coulter, M., Anderson, I.(2017) *Fundamentals of Management, (8th Canadian ed.) plus MyManagementLab w/Pearson eText-Access Card Package*. Toronto, ON: Pearson Education Canada.

INTRODUCTION TO SOCIOLOGY

Course Code: SOC-601

Course Title: Introduction to Sociology

Credit Hours: 3

Category: General Course

Pre-requisites: None

Course Objective:

The course is designed to introduce the students with sociological concepts and the discipline. The focus of the course shall be on significant concepts like social systems and structures, socio-economic changes and social processes. The course will provide due foundation for further studies in the field of sociology.

Course Outline

1. Introduction
 - a. Definition, Scope, and Subject Matter
 - b. Sociology as a Science
 - c. Historical back ground of Sociology
2. Basic Concepts
 - a. Group, Community, Society
 - b. Associations

- i. Non-Voluntary
 - ii. Voluntary
 - c. Organization
 - i. Informal
 - ii. Formal
 - d. Social Interaction
 - i. Levels of Social Interaction
 - ii. Process of Social Interaction
 - a) Cooperation
 - b) Competition
 - c) Conflict
 - d) Accommodation
 - e) Acculturation and diffusion
 - f) Assimilation
 - g) Amalgamation
- 3. Social Groups
 - a. Definition & Functions
 - b. Types of social groups
 - i. In and out groups
 - ii. Primary and Secondary group
 - iii. Reference groups
 - iv. Informal and Formal groups
 - v. Pressure groups
- 4. Culture
 - a. Definition, aspects and characteristics of Culture
 - i. Material and non material culture
 - ii. Ideal and real culture
 - b. Elements of culture
 - i. Beliefs
 - ii. Values
 - iii. Norms and social sanctions
 - c. Organizations of culture
 - i. Traits
 - ii. Complexes
 - iii. Patterns
 - iv. Ethos
 - v. Theme
 - d. Other related concepts
 - i. Cultural Relativism
 - ii. Sub Cultures
 - iii. Ethnocentrism and Xenocentrism
 - iv. Cultural lag
- 5. Socialization & Personality
 - a. Personality, Factors in Personality Formation
 - b. Socialization, Agencies of Socialization
 - c. Role & Status
- 6. Deviance and Social Control
 - a. Deviance and its types
 - b. Social control and its need
 - c. Forms of Social control
 - d. Methods & Agencies of Social control

7. Collective Behavior
 - a. Collective behavior, its types
 - b. Crowd behavior
 - c. Public opinion
 - d. Propaganda
 - e. Social movements
 - f. Leadership

Recommended Books:

1. Anderson, Margaret and Howard F. Taylor. 2001. *Sociology the Essentials*. Australia: Wadsworth.
2. Brown, Ken 2004. *Sociology*. UK: Polity Press
3. Giddens, Anthony 2002. *Introduction to Sociology*. UK: Polity Press.
4. Macionis, John J. 2006. 10th Edition *Sociology* New Jersey: Prentice-Hall
5. Tischler, Henry L. 2002. *Introduction to Sociology* 7th ed. New York: The Harcourt Press.
6. Frank N Magill. 2003. *International Encyclopedia of Sociology*. U.S.A: Fitzroy Dearborn Publishers
7. Macionis, John J. 2005. *Sociology* 10th ed. South Asia: Pearson Education
8. Kerbo, Harold R. 1989. *Sociology: Social Structure and Social Conflict*. New York: Macmillan Publishing Company.
9. Koenig Samuel. 1957. *Sociology: An Introduction to the Science of Society*. New York: Barnes and Nobel..
10. Lee, Alfred Mclung and Lee, Elizabeth Briant 1961. *Marriage and The family*.New York: Barnes and Noble, Inc.
11. Leslie, Gerald et al. 1973. *Order and Change: Introductory Sociology*Toronto: Oxford University Press.
12. Lenski, Gevbard and Lenski, Jeam. 1982. *Human Societies*. 4th edition New York: McGraw-Hill Book Company.
13. James M. Henslin. 2004. *Sociology: A Down to Earth Approach*. Toronto: Allen and Bacon.

INTRODUCTION TO POLITICAL SCIENCE

Course Code: POL-601

Course Title: Introduction to Political Science

Credit Hours: 3

Category: General Course

Pre-requisites: None

Course Objectives

The objective of this course is to introduce the students with the fundamentals of the subject of Political Science and prepare them for advanced studies in the forthcoming semesters. The very basic concepts and terminology commonly used in the further courses of studies are taught to make the students friendly with the subject.

Course Contents:

1. Definition, Nature, Scope and the sub-fields of the subject.
2. Relationship of Political Science with other social sciences, specifically International Relations, Diplomacy, Strategic Studies etc.

3. Basic concepts of Political Science such as law and constitution, power and authority, legitimacy, nation and nationalities etc.
4. State: its origin and evolution; Western and Islamic concepts of State; Forms of State: Unitary, Federation, Confederation.
5. Organs of Government: Legislature, Executive, Judiciary.
6. Forms of Government: Parliamentary, Presidential and others.

Core Books:

1. Anderson, Rodee et.al. Introduction to Political Science. Islamabad: National Book Foundation, Latest Edition.
2. HaqMazherul. Theory and Practice in Political Science. Lahore: Book land, 1996.
3. Agarwal, R. C. Political Theory: Principles of Political Science. New Delhi: S. Chand & Co., 2006.

Recommended Books:

1. Ahmad Shafi, Choudhry. Usul-e-Siyasiat (Urdu). Lahore: Standard Book Depot, 1996.
2. Bashir Ahmad, Sheikh. Riyasat Jo Ilm (Sindhi meaning Science of State). Jamshoro: Institute of Sindhalogy, University of Sindh, 1985.
3. G. Roskin, Michael. Political Science: An Introduction. London: Prentice Hall, 1997.
4. Sarwar, Mohammad. Introduction to Political Science. Lahore: IlmiKutubKhana, 1996.
5. Jackson, Robert and Dorreen Jackson. A Comparative Introduction to Political Science. New Jersey: Prentice – Hall, 1997.
6. Mackenzi, Ian ed. Political Concepts: A Reader and Guide. Edinburgh: University Press, 2005.

INTRODUCTION TO INTERNATIONAL RELATIONS

Course Code: PHIL-601

Course Title: Introduction to International Relations

Credit Hours: 3

Category: Compulsory Course

Pre-requisites: None

Course Objectives:

The objective of this course is to highlight the significance and introduce the fundamentals of International Relations to the students.

Course Contents

1. Meaning, Definition, Nature, and Scope of International Relations
2. Evolution and Development of International Relations
3. Significance of International Relations
4. Concept of Nation State
5. International System and Sub-Systems
6. Foreign Policy, National Interest, and Diplomacy
7. Power and Balance of Power
8. Regionalism and Globalization
9. State and Non-State Actors
10. Human Rights in International Relations

11. Religion, Ethics, Morality and Justice in International Relations
12. The Role of Economics in International Relations
13. The Concept of War and Peace in International Relations

Core Books:

1. Columbus, Theodore. Introduction to International Relations: Power and Justice. New Delhi: Prentice Hall, 1992.
2. Goldstine, Josha. International Relation. Washington DC: Pearson Education, 2003
3. Lawson, Stephanie. International Relations; Cambridge; Polity, 2003.

Recommended Books:

1. Amstutz, Mark R. International Conflict and Cooperation: An Introduction to World Politics. (Chicago: Brown & Benchmark, 1995)
2. Griffiths, Martin, and Callaghan, Terry O'. International Relations: The Key Concepts. London, Routledge, 2003.
3. Henderson, Conway W. International Relations: Conflict & Cooperation at the Turn of the 21st Century Boston: McGraw-Hill, 1998.
4. Jackson, Robert and Sorensen; Georg, Introduction to International Relations Theories and Approaches, Oxford: Oxford University Press, 2003.
5. Papp, Denial S; Contemporary International Relations. (2nd ed). New York: Macmillan, 1988.
6. Pearson. Frederic S., & Rochester, J. Maertu; International Relations: The Global Conditions in the Late Twentieth Century. New York: Random House, 1988.

INTRODUCTION TO HISTORY

Course Code: His-601

Course Title: Introduction to History

Credit Hours: 3

Category: General Course

Pre-requisites: None

Course Content:

- 1. What is History?**
Literal, terminological and conceptual meaning of history
- 2. Scope and Significance of History**

History as Fact
History as Process
History as Narrative
Evolution, Progress and Development
Macrocosm & Microcosm: Time, Space, Causation
History as a corrective/cohesive force;
History as a repetitive force
Continuity of History from Past to Future
- 3. Sources in history**

Ancillary sources
Auxiliary Sources

4. Nature of History:

History as social science

History as Natural Science

Being and Becoming;

Continuity and Change;

Facts and opinion/ objectivity & Subjectivity

5. History and Other Displaces:

Relationship of History with other forms of knowledge:

Natural Sciences

Social Sciences

Literature and Arts

6. Forms and Classification of History

7. Utility, Benefits & importance of History:

Lessons from Past

Historical determinism, etc.

History as Mother of All Sciences/Knowledge

Suggested Readings:

1. Burke, *Varieties of Cultural History*, Cornell University Press, 1977
2. Carlo, Ginzburg. *Clues. Myths, and the Historical Method*, John Hopkins: University Press, 1992
3. Carr, E. H., *What is History?* Harmondsworth: Penguin, 1961
4. Cohn, Bernard. *An Anthropologist among Historians and Other Essay*, Oxford University Press, 1988
5. Collingwood, R. G. *The Idea of History*. Oxford: Oxford University Press, 1978.
6. Daniels, *Studying History: How and Why*, New Jersey, 1981.
7. Gertrude Himmelfarb. *The New History and the Old*, Cambridge: Harvard University Press, 1987
8. Govranski. *History Meaning and Methods*, USA, 1969
9. Hegel. *Elements of the Philosophy of Right*. Cambridge University Press, 1991
10. Qadir, Khurram Qadir, *Tarikh Nigari Nazriyat-o-Irtiqa*, Lahore: Palgrave, 1994.
11. Qureshi, Muhammad Aslam. *A Study of Historiography*. Lahore: Pakistan Book Centre, Latest Edition.
12. Steedman. Caroline, *Dust: The Archive and Cultural History*, Manchester University Press, 2002
13. Stern Fritz, *.Varieties of History: from Voltaire to the Present*, Vintage, 2nd Edition 1975
14. Tahir Kamran, *The Idea of History Through Ages*, Lahore: Progressive Publisher, 1993
15. Lemon, M. C., *Philosophy of History*, London: Routledge, 2003
16. Marwick, Arthur, *The New Nature of History*, London, 1989, pp.31-35.

17. Roberts, Geoffrey, ed., *History and Narrative Reader*, London: Routledge, 2001.
18. Syed, M. A.,
Shafique, Muhammad,

INTRODUCTION TO LIBRARY AND INFORMATION SCIENCE

Course Code: PHIL-601

Course Title: Introduction to Library and Information Science

Credit Hours: 3

Category: Compulsory Course

Pre-requisites: None

Course Description

Library science study of issues related to libraries and the information fields. This includes academic studies regarding how library resources are used and how people interact with library systems. The organization of knowledge for efficient retrieval of relevant information is also a major research goal of library science. Being interdisciplinary, it overlaps with computer science, various social sciences, statistics, and systems analysis. It is also called "library and information science", abbreviated "LIS"

Course objectives

Upon completion of this course, the students will be able to:

1. Describe and discuss the history, philosophical bases, academic roots, conceptual structure, methodologies, and technologies related to information science and systems.
2. Understand and perform a set of basic technology tasks related to computer systems, peripherals, information systems, and the World Wide Web.
3. Describe and discuss the specializations in Information Science.
4. Describe and analyze information systems in a variety of contexts.
5. Analyze his/her own contributions to the field as well as those areas in which collegial efforts will most aid his/her work.
6. Develop a plan for achieving a well-rounded portfolio of skills in information science.

Course Content

1. Introduction to Library and Science information
2. History of library science
3. Branches, types and essence of library science
4. History of Book
5. Types of libraries
6. Information science
7. Library resources:
 - a. Information media
 - b. Types of publications
 - c. Catalogs and indexes
 - d. Classification

Recommended books

1. Buckland, Michael K., & Liu, Ziming. (1998). History of information science. In TrudiBellardo Hahn & Michael Buckland (Eds.), *Historical studies in information science*, Medford, NJ: Information Today
2. Autrey, Pamela Sanders. (1980). Using information skills. In Betty-Carol Sellen (Ed.), *What else you can do with a library degree*, Syracuse, NY: Gaylord Professional Publications.
3. Banks, Paul N. (1994). Conservation and preservation. In Wayne A. Wiegand & Donald G. Davis (Eds.), *Encyclopedia of library history*, NY: Garland Publishing.
4. Busha, Charles H., & Wedgeworth, Robert. (1993). Censorship and intellectual freedom. In Robert Wedgeworth (Ed.), *World encyclopedia of library and information services* (3rd ed.), Chicago: American Library Association.

INTRODUCTION TO ECONOMICS

Course Code: ECON-601

Course Title: Introduction to Economics

Credit Hours: 3

Category: Compulsory Course

Pre-requisites: None

Course Description

Economics is the social science of studying the production, distribution and consumption of goods and services. It is a complex social science that spans from mathematics to psychology. At its most basic, however, economics considers how a society provides for its needs. Its most basic need is survival; which requires food, clothing and shelter. Once those are covered, it can then look at more sophisticated commodities such as services, personal transport, entertainment, the list goes on. Today, this social science known as "Economics" tends to refer only to the type of economic thought which political economists refer to as *Neoclassical Economics*. It developed in the 18th century based on the idea that Economics can be analysed mathematically and scientifically

Course Objectives

- Creating awareness among individuals regarding financial management, Consumption
- Economics and individual's role as a consumer in the development of a country.
- Students learn about the distinguishing characteristic and varied functions of banking Systems, Taxation and governing principles of Micro and Macroeconomics.

Course Outline:

- .Definition of Economics
- Basic concepts of economics
- Micro economics Demand, Supply and Market
- Macro Economics Theory; Money banking and Taxation, Consumer and the Market

Reference Books:

1. Zelenak, J.M & Reibodt, W, (2008) *Consumer Economics; The Consumer in our Society*. 15th Ed McGraw Hill Companies.
2. Samuelson, Paul A, Nordhaus, W. D, (2001) *Economics*, 17th Ed McGraw Hill Company Singapore.
3. McConnell, C. (2001) *Economics*, 15th ed McGraw Hill Singapore.
4. Saeed, N.M. (2001), *Economics of Pakistan*, Imtiaz publisher, Lahore

INTRODUCTION TO LINGUISTICS

Course Code: LING-601

Course Title: Introduction to Linguistics

Credit Hours: 3

Category: General Course

Pre-requisites: None

Course description

This course will serve as an introduction to linguistics, the science of language. Linguistics is classified as a Social Science because the knowledge and use of language is an essential component in our functioning as social beings.

Course Objectives

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

1. Identify and examine their linguistic beliefs and attitudes;
2. Recognize both the diversity of language systems and their basic similarities.
3. Demonstrate familiarity with the subfields of linguistics (including phonetics, phonology, morphology, syntax, semantics, pragmatics)
4. Demonstrate familiarity with hyphenated (interdisciplinary) linguistic areas (psycholinguistics, sociolinguistics, neurolinguistics, historical linguistics, anthropological linguistics, applied linguistics)
5. Apply tools and techniques for linguistic analysis and recognize the organizing principles of language by examining these analyses.

Course content

1. Basic concepts in Linguistics: the nature of language as a human communication system
2. *Animal communication and human language*
3. Language and the brain: the grammar box, the meaning box
4. Basic principles of phonetic analysis.
5. Basic principles of phonological analysis.
6. Basic principles of morphological analysis.
7. Basic principles of syntactic analysis.
8. Language acquisition: studies of child language acquisition
9. Language in society: social variation in language use; the social meaning of language choice; "standard" and "non-standard" varieties of English, contexts of language usage

Recommended books

1. Textbook: *The Study of Language*, 2nd ed., George Yule (Cambridge: Cambridge University Press, 1996).
2. *Language Files*, 8th ed., eds. Thomas Stewart and Nathan Vaillette (Columbus: Ohio State University Press, 2001).

INTRODUCTION TO ENGLISH LITERATURE

Course Code: PHIL-601

Course Title: Introduction to English Literature

Credit Hours: 3

Category: Compulsory Course

Pre-requisites: None

Course Description

In this course, we will read and discuss works in the main genres of the short story, novel, poetry and drama. Much of the reading is difficult and substantial, and the course moves quickly. Therefore, in order to be successful in the course, you will need to allot sufficient time outside of class to do the reading and coursework, and you will need to attend, and be on time, for all lectures and discussions.

Course Objectives

- To provide a working knowledge of the characteristics of various literary genres.
- To develop analytical skills and critical thinking through reading, discussion, and written assignments.
- To broaden a student's intercultural reading experience.
- To deepen a student's awareness of the universal human concerns that is the basis for literary works.
- To stimulate a greater appreciation of language as an artistic medium and of the aesthetic principles that shape literary works.
- To understand literature as an expression of human values within an historical and social context.

Course Content

- 1. Introduction to course: what is literature and what is English literature**
- 2. Historical background of English literature**
 - a. Classical literature**
 - b. Medieval and Renaissance period**
 - c. Romantic age**
 - d. Modern period**

4. Key concepts in Literature

(Note: with *Definition, kinds, Elements characteristic and theme if any has*)

- a. Drama
- b. Poetry
- c. Short Story
- d. Novel
- e. Fiction
- f. Plot
- g. Comedy
- h. Tragedy & Tragicomedy
- i. Epic
- j. Lyric
- k. Allegory
- l. Imagery
- m. Simile
- n. Metaphor
- o. Symbol

Recommended books

1. King, Thomas. *Medicine River*. Toronto: Penguin Canada, 2014.
Type: Novel. ISBN: 978-0-14-319114-8
2. Davies, Richard, and Jerry Wowk, eds. *Inside Stories III*. Toronto: Harcourt Canada, 2002.
Type: Anthology. ISBN: 077471538
3. Davies, Richard, and Jerry Wowk, eds. *Inside Poetry*. 2nd ed. Toronto: Harcourt Canada, 2002.
Type: Anthology. ISBN: 0774715146
5. Donaldson, Chelsea. *Canadian Student Writer's Guide*. Toronto: Gage Canada, 2000.
Type: Reference ISBN: 0771513186
6. *Beowulf*, trans. Seamus Heaney (Faber and Faber, 1999)
7. *Sir Gawain and the Green Knight*, trans. Simon Armitage (Faber and Faber, 2007)
8. John Milton, *Paradise Lost* (1667, revised 1674), either ed. Alastair Fowler (2nd ed. Longman, 1998), or ed. John Leonard (Penguin, 2000)
9. Alexander Pope, *The Rape of the Lock* (1714), in *The Norton Anthology of Poetry*
10. William Wordsworth, *The Prelude* (1805 text), in *William Wordsworth: The Major Works* ed. Stephen Gill (Oxford World's Classics, 2008)
11. George Eliot, *The Mill on the Floss* (1860) ed. A.S. Byatt (Penguin, 1979)
12. T. S. Eliot, *The Waste Land* (1922) in *The Norton Anthology of Poetry*
13. Toni Morrison, *Beloved* (Vintage, 1987)

INTRODUCTION TO EDUCATION

Course Code: EDUC-601

Course Title: Introduction to Education

Credit Hours: 3

Category: General Course

Pre-requisites: None

Course Description:

Introduction to the historical, cultural, and philosophical foundations of our system of American public education. Students will reflect upon and critique their own educational experiences and articulate their own beliefs and values about teaching, learning, and schooling. Students will also examine current and historical roles, expectations, stereotypes, and characterizations that define teaching as a profession.

Course Objective

Upon successful completion of this course, students should be able to do the following:

1. describe the characteristics of an effective teacher;
2. discuss the historical foundation of the American education system;
3. discuss teacher preparation in the twenty-first century; and
4. describe how social issues influence education

Course Content

1. Introduction to Education
2. Kind of Education
3. School, Teacher and Society
4. Foundations, History, and Trends of Pakistan Education
5. Co-Education

6. Philosophical Theories of Education
7. Introduction to Early Childhood Education
8. Informal Education and Formal Education
9. Curriculum Development

Recommended Books

1. Morrish, Ivor , 1972, Sociology of Education: An Introduction (Education Books),
2. Sara D. Powell , (February 27, 2014) Your Introduction to Education: Explorations in Teaching, Enhanced Pearson eText with Loose-Leaf Version - Access Card Package (3rd Edition) 3rd Edition, Pearson; 3 edition

DETAILS OF DISCIPLINE SPECIFIC FOUNDATION COURSES

INTRODUCTION TO PHILOSOPHY

Code: PHIL-601

Title: Introduction to Philosophy

Credit Hours: 3

Category: Foundational Course

Pre-requisites: None

Introduction

This course will help students develop their understanding of the beginning of Philosophy in general. This course will help students understand the Philosophy, its History and its major focuses.

Objectives

This course will help students to know how to discuss philosophical issues and how to use language for this purpose.

Contents

1. **Introduction to Philosophy:**
 - (a) Definition of Philosophy (b) Etymology of Philosophy (c) Scope of Philosophy (d) Nature of Philosophy.
2. **Philosophical Questions** (*Note: Learning Method: Question/Answer Method*)
 - a. What Is Truth?
 - b. What is Justice?
 - c. What is Good?
 - d. What is Beauty?
 - e. What is Love?
 - f. What Is the Meaning of Life?
 - g. Is Knowledge Possible?
 - h. What Does It Mean to Be Free?
 - i. Are You Really You?
 - j. How Does the Brain Produce the Mind?
 - k. Does Happiness Define the Good?
 - l. What Makes a Society Fair or Just?
3. **Branches of Philosophy:**
 - (a) Metaphysics (b) Epistemology (c) Logic (d) Ethics (e) Political Philosophy (f) Aesthetics.
4. **Historical Background of Philosophy:**
 - (a) Ancient Greek Philosophy (c) Medieval Western and Muslim Philosophy (c) Modern Western Philosophy.
5. **Philosophy and Social Sciences:**
 - (a) Philosophy and Psychology (b) Philosophy and Sociology (c) Philosophy and Political Science (d) Philosophy and Literature

Outcome

Study of this Course will enable students to critically assess the genuineness of these problems of philosophy and will give them a vision in this concern.

Recommended books

1. Dr. Khalid Almas and Kashif Faraz Ahmed “Advanced Philosophy “Advanced A P Publisher, Lahore.
2. W. Russ Payne, “An Introduction to Philosophy” Bellevue College, 2015.
3. Edward Craig, “Philosophy A Very Short Introduction” by Oxford University Press, Inc., New York 2002.
4. Dallas M. Roark, Ph.D. “Introduction to Philosophy” Emporia State University Copyright 1982 edition, 2016.
5. Nigel Warburton “Philosophy: The Basic” published by Routledge, Fifth edition published 2013.
6. Oswald Külpe “Introduction to philosophy, translated from the German (1895), W. B. Pillsbury and E. B. Titchener, London Swan Sonnenschein. & Co., Limited New York:

EARLY GREEK PHILOSOPHY

Code: PHIL-602

Title: Early Greek Philosophy

Credit Hours: 3

Category: Foundational Course

Pre-requisites: None

Introduction

This course will help students develop their understanding of the beginning of Philosophy in general and of Greek Philosophy in Particular. This course will help students understand the passage of thought from Cosmological to Epistemological Philosophy.

Objectives

This course will help students to know how to discuss philosophical issues and how to use language for this purpose.

Contents

1. Introduction of Philosophy
2. Greek Mythology
3. The Ionics
4. The Pythagoreans
5. The Eleatic
6. Heraclitus
7. Empedocles
8. The Atomism
9. Anaxagoras
10. The Sophists
11. Socrates

Outcome

The method of teaching will be interactive. All students are encouraged to participate in the discussion of different issue in Greek Philosophy.

Recommended Books

1. Stace. W .T. A Critical History of Greek Philosophy, National Book Foundation, 4th Print, March, 2015.
2. Hankinson, R. J. Cause and Explanation in Ancient Greek Thought, University of Texas, Austin
3. Copleston. F. History of Philosophy, Image Books, London, April 1993.

4. Xenophon. The Memorable Thoughts of Socrates, Editor: Henry Morley, Translated by Edward Bysshe, London, Paris, New York & Melbourne, 1888.
5. Armstrong, A.H. The Cambridge History of Later Greek And Early Medieval Philosophy, Cambridge University Press, 2008.
6. Ahmad Naeem. Tareekh-e- Falsafa Yunan: Illmi Kitab Khana, Urdu Bazar, Lahore.
7. Chohan. M. Rafiq. Tareekh Fikr-e- Yunan: Illmi Kitab Khana, Urdu Bazar, Lahore.

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.

LATER GREEK PHILOSOPHY

Code: PHIL-603

Title: Later Greek Philosophy

Credit Hours: 3

Category: Foundational Course

Pre-requisites: None

Introduction

This course will help students develop their understanding of the Later Greek Philosophy which includes Socratic period and Hellenistic Period of Philosophy. This course discusses the Later Greek metaphysics, epistemology, logic, ethics, aesthetics and Philosophy of Governance.

Objectives

This course will help students to know how to understand and discuss Later Greek philosophical Issues.

Course content

1. PLATO
2. ARISTOTLE
3. THE CYNICS
4. THE STOICS
5. THE EPICUREANS
6. THE SKEPTICS
7. THE NEO-PLATONISTS

Outcome

The method of teaching will be interactive. All students are encouraged to participate in the discussion of different issue in Greek Philosophy.

Recommended Books

2. Zeller, Eduard. History Of Greek Philosophy (part I And II), London Longmans, Green, and Co. 1881. Russell, B., (1971) History of Western Philosophy. Unwin University Books.
 3. A. H. Armstrong (ed.), The Cambridge History Of Later Greek And Early Medieval Philosophy, Cambridge University Press, 1967.
 4. Guthrie, W. K. C. The Greek Philosophers, London, 1950.
 5. Gilson, E. History of Christian Philosophy in the Middle Ages, London 1955.
- Note: Any General books on History of Philosophy

CLASSICAL MUSLIM SCHOOLS OF THOUGHT

Code: PHIL-604

Title: Classical Muslim Schools of Thought

Credit Hours: 3

Category: Foundational Course

Pre-requisites: None

Introduction

This course will examine main questions of Muslim Theology as well as a selective study of the problems discussed by Muslim philosophers of medieval centuries specifically problems relating to metaphysics and epistemology. However, Mystic Doctrine of the Unity of Being (IbnArabi) may also be included in this course.

Objectives

To introduce the students with major intellectual movements of the Classical age of Muslim Thought.

Contents

1. Introduction and Origin of Classical Muslim Philosophy
2. Influence of Greek on Muslim Philosophy
3. Qadria School of Thought
4. Jabaria School of Thought
5. Mutazila School of Thought
6. Asharia School of Thought
7. AkhwanulSafa
8. Sufism

Outcome

Students will be able to understand the scenario of the Classical age of Muslim thought. Further they will be able to comprehend the problems of that age. In this way they will be capable to resolve the issues of their age in the perspective of Muslim thought.

Recommended Books

1. H. A. Wolfson, [1996], *The Philosophy of the Kalam*, Cambridge: Harvard University Press.
2. Oliver Leaman, [1995], *An Introduction to Medieval Islamic Philosophy*, Cambridge: Cambridge University Press.
3. William C. Chittick [1991], *Wahdat Al-Wujud in Islamic Thought* in The Bulletin, Jan-March.

Reading Material

Study Packages will be available for the students in the Department.

LOGIC AND CRITICAL THINKING

Code: PHIL-605

Title: Introduction to Logic

Credit Hours: 3

Category: Foundation Courses

Pre-requisites: None

Introduction

This course helps students to develop their natural ability to reason; to think more clearly, critically, and competently; and to sharpen reasoning abilities when encountering new and unexpected situations. Students will understand the basic concepts of logic. This course will focus on informal logic. Emphasis is on improving the skills of thinking and reading critically, analyzing and evaluating points of view, and constructing sound arguments based on relevant evidence.

Objectives

Upon successful completion of the course the student will be able to:

- Identify and/or describe the aims, methods, issues, and problems associated with good reasoning and the impediments to its mastery.
- Identify, define, and/or describe the philosophical terminology or nomenclature commonly used to classify deductive and inductive argument forms and the fallacies commonly identified as impediments to good reasoning.
- Compare and/or explain/contrast basic concepts/principles related to deductive and inductive reasoning processes.
- Identify and/or describe the criteria for differentiating assumptions, beliefs, truth, validity and inductive strength.
- Evaluate arguments by applying the canons of inductive and deductive reasoning.
- Differentiate between non-fallacious and fallacious reasoning.
- Apply the principles of critical thinking to practical problems/issues arising in the student's everyday life.

Course Contents

1. Introduction and Definitions of Logic
2. Logic and other Branches of Philosophy
3. Logic and Psychology
4. Kind of Logic: Deductive and Inductive Logic
5. Propositions / Statement: Kinds of Propositions
6. Argument and Kind of Argument
7. Validity, Truth, Soundness, Strength, Cogency
8. Laws of Thought:
 - a. Law of Identity
 - b. Law of Non-Contradiction
 - c. Law of Excluded Middle
 - d. Law of Sufficient Reason
9. Logic and Language
 - a. Term and Their Kinds: Connotation and Denotation Term
 - b. Definition, Kinds and their purpose
 - c. Predicable: Genus, Species, Differentia, Property and Accident.
 - d. Rules of Definition
 - e. Definition and Division: Rules of Logical Division
10. Fallacies: Fallacies of Presumption, Hasty Generalization, Sweeping Generalization, False Cause, False Analogy, Begging the Question, Question Begging Epithet, Complex Question, Special Pleading, Black or White, Gamblers Fallacy, Slippery Slope.
11. Basic Laws of Inductive Logic: law of Uniformity of Nature and Law of Cause.
12. Kinds of Induction: Properly and Improperly so-called induction.
13. Ground of Induction: Material and Formal Ground of Induction.
14. Generalization.
15. Hypothesis
16. Law of Causation: Aristotle, Hume and Mill.
17. Classification

Outcomes

This course will focus on informal logic. Emphasis is on improving the skills of thinking and reading critically, analyzing and evaluating points of view, and constructing sound arguments based on relevant evidence.

Recommended Books

1. Logic and Controversy by Maurice Stanley. Publisher: Wadsworth (2001)
2. A Concise Introduction to Logic by Hurley. Publisher: Wadsworth (2006)
3. Irving M. Copi. (2010), Introduction to Logic (13th Edition) by

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.

MEDIEVAL AND EARLY MODERN PHILOSOPHY

Course Code: PHIL-606

Course Title: Medieval and Early Modern Western Philosophy

Credit Hours: 3

Category: Foundational Course

Pre-requisites: None

Course Description

We will be looking at some of the major figures from the Medieval and early Modern Philosophers. Much of the period focuses on Platonic and Aristotelian views connecting, and conflicting, with various religious views. As a result, some of the questions that will come up include the existence and nature of God, universals, free will, and the nature of the mind, as well as the Modern turn in philosophy including epistemological, social and political issues.

Course Objectives

1. To understand some of the most influential works of medieval and early Modern philosophy
2. To examine the influence of Christianity upon philosophy and the role of philosophy within theology in medieval authors.
3. To illustrate the relationship between medieval philosophy and contemporary philosophy and theology
4. To develop research skills and the ability to critically engage with philosophical arguments

Course Content

1. St. Augustine
2. Boethius & St. Anselm
3. Peter Abelard
4. Roger Bacon
5. St. Thomas Aquinas
6. William of Ockham
7. Francis Bacon
8. Niccolò Machiavelli
9. Thomas Hobbes

10. Jean-Jacques Rousseau

Recommended Books

1. St. Augustine, *Confessions* (Oxford) ISBN: 978-0192833723
2. St. Thomas Aquinas, *Summa Contra Gentiles, Book 1: God* (Notre Dame) ISBN: 978-0268016784
3. Pope John Paul II, *On the Relationship between Faith and Reason (Fides et Ratio)* (Pauline Books) ISBN: 978-0819826695
4. James N. Jordan, *Western Philosophy: From Antiquity to the Middle Ages* (Macmillan) ISBN: 978-0023614507

INTRODUCTION TO ETHICS

Course Code: PHIL-607

Course Title: Introduction to Ethics

Credit Hours: 3

Category: Foundational Course

Pre-requisites: None

Course Description:

This course involved in the Major conception of ethics. In this course we study the introduction of ethics and it's relation to other social sciences as well as with philosophy and it's others branches. This course also concerned key ethical school of thought, idea and terms. Second unit of this course discuss some Greek ethical and some early modern philosopher's theories.

Course Goals:

- To provide a general introduction to moral argument and moral theory. The course will help you understand the way in which rational argument is used in morality and to realize the scope and limits of such arguments. It should also help you to appreciate what moral theory is and the way in which it is relevant to practical issues.
- To help you develop your critical thinking and writing skills. In order to develop your views on these issues, it is important to understand the difference between good and bad arguments, and to have the ability to critically and carefully analyze the arguments of others. This course should help you to write more sharply organized, focused and effective essays.

Course Content

Unit I-

1. Introduction to Ethics : Scope and Nature of Ethics
2. Ethics and Social Sciences: psychology , sociology and political science
3. Ethics and Philosophy: Philosophy, Aesthetics, Epistemology and Political Philosophy
4. Ethics and Morality: Moral Context, Moral Conflict, and Moral Luck
5. What is the Role of Religion in Ethics?
6. Ethical Relativism: Individual Relativism and Cultural Relativism
7. Ethics , Free will and Determinism

Unit-II

1. Socrates and Sophists: Knowledge and Virtue
2. Plato: Theory of justice
3. Aristotle: Moral Character
4. Epicurus: The Pleasant Life

5. Epictetus: Self-Discipline
6. St. Augustine: The Love of God
7. St. Thomas Aquinas: Morality and Natural Law
8. Thomas Hobbes: Social Contract Ethics

Books Recommended

METAPHYSICS

Code: PHIL-608

Title: Metaphysics

Credit Hours: 3

Category: Foundational Course

Pre-requisites: None

Introduction

This course focuses on the study of basic metaphysical issues concerning existence, the mind-body problem, personal identity, and causation plus its implications for freedom. The course explores classical as well as contemporary readings.

Objectives

The course is designed to give a systematic introduction to philosophical problems that are metaphysical; to show what distinguishes metaphysical problems from other philosophical problems.

We will then investigate a restricted sampling of metaphysical problems which are under active investigation in the present.

This investigation will involve study of contributions to the solution of metaphysical problems by contemporary philosophers.

Contents

1. Introduction to Metaphysics
2. Metaphysics and Philosophy
3. Ontology:
 - a. Idealism and Materialism
 - b. Monism, Dualism and Pluralism
4. Four Augment of existence of God
5. Determinism and Free Will
6. Problem of Evil
7. Substance and Essence
8. Universals and Particulars
9. Necessity, Contingency and Possibility
10. Causation
11. Time and Space
12. Persistence
13. Non-existence

Outcome

Students taking this course will be expected to answer the following questions:

Are people's actions determined? Do people have free will? What is the nature of physical objects? Do any things other than physical objects (for example numbers, qualities, events, God) exist? What is the nature of time and space? Can anything from the present time cause things to happen in the past? What is the nature of persons? Are person's physical objects? What kind of changes can a person undergo and still remain the same person? What kind of changes can a physical object undergo and still remain the same physical object? What does it

mean to say that a certain state of affairs is possible? What does it mean to say that one event causes another? What is a law of nature?

Recommended Books

1. Earl Conee and Ted Sider, *Riddles of Existence*, Oxford (“*Riddles*”).
2. Thomas Nagel, *Mind and Cosmos*.
3. Michael Rea, *Metaphysics: The Basics*, Westview.

Reading Material

Recommended books, handouts or study package will be available in the class for students.

EPISTEMOLOGY

Code: PHIL-609

Title: Epistemology

Credit Hours: 3

Category: Foundational Course

Pre-requisites: None

Introduction

This course will examine major approaches to the theory of knowledge. We will be looking at some of recent and contemporary debates in epistemology, including those over the structure of knowledge, the proper analysis of knowledge, justification related discussion of language and meaning, naturalized epistemology.

Objectives

To introduce the students with major problem of epistemological issues and debates of then modern thought.

Contents

1. Epistemology: introduction, meaning, definition and area.
2. Epistemology relation with: epistemology and art (aesthetics) , epistemology and ethics
3. Knowledge: Nature and definition of knowledge, , A prior and A posteriori, Synthetic and Analytic.
4. Kind of Knowledge: Procedural, acquaintance, propositional
5. Source of knowledge: intuitionism, Rationalism, empiricism , revelationism and authoritarianism
6. Empiricism: common sense realism, representative realism, idealism
7. Problem of epistemology: skepticism, solipsism, dualism
8. Justification of knowledge claim.
9. Aim of Belief: intention and conventions.
10. Theories of truth: Correspondence, Coherence, Pragmatic

Outcome

Students will be able to understand epistemological debates of the modern age . Further they will be able to comprehend the problems of the age. In this way they will be capable to resolve the issues of their age in the perspective of western modern thought.

Recommended Books

1. Robert Audi (2010) *Epistemology: A Contemporary Introduction to the Theory of Knowledge*, Publisher: Routledge.
2. Timothy Williamson(2018)*Knowledge and its Limits*, Oxford University Press.
3. Jennifer Nagel (2018) *Knowledge: A Very Short Introduction*, Oxford University Press

4. Matthias Steup,(2005) Contemporary Debates in Epistemology, Publisher: Wiley-Blackwell.

Reading Material

Recommended books, Handouts, Articles and Journals will be available for students.

POLITICAL PHILOSOPHY

Code: PHIL-610

Title: Political Philosophy

Credit Hours: 3

Category: Foundational Course

Pre-requisites: None

Introduction

Political thought from the early to modern periods is an important part of the undergraduate learning process in Political Science. Political thinkers and philosophers have shaped not only political ideas, but also political institutions and practices. Most of the concerns that political philosophers had expressed even in early periods, for example in Greek, Roman, or early Indian and Chinese traditions, have a relevance even today. This course seeks to generate an enthusiasm among second year undergraduate students in political philosophy. It will focus on the political thought in ancient Greece and Rome, the Christian Political thought, European political ideas of the Renaissance era, Social Contract thinking of the Enlightenment period and the Marxist political thought.

Objectives

- To identify the nature of Political Thought and to understand the similarities and differences among various currents in political thought.
- To understand the historical forces that provided the context for the main trends in classical and postclassical political thought, and
- To identify the ways in which normative principles are constructed in the ideologies of key political thinkers.

Contents

1. Greek Political Thought:
 - i. Plato: Views on Justice, Nature of the Ideal State, Concepts of 'Philosopher King' (from The Republic); Political ideas in Statesman and the Law.
 - ii. Aristotle: the State, Classification of systems of government, Principles of mixed constitution, citizenship, slavery, justice.
2. Roman Political Thought:
 - i. Polybius: Principle of mixed government, Theory of checks and balances.
 - ii. Cicero: Concepts of natural law and popular consent.
3. General Characteristics of Christian Political Thought
 - i. St. Augustine: City of God, Christian Commonwealth, Conflict between state and church.
 - ii. St. Thomas Aquinas: views on state, political power, church and state, laws.
4. Machiavelli and the Political thought in the Renaissance Period the basis of state, politics and morality, strategy and power politics (from The Prince).
5. Hobbes Leviathan
6. J-J. Rousseau Discourse on the Origin of Inequality and The Social Contract
7. Locke Second Treatise
8. G.W.F. Hegel Philosophy of Right and Introduction to the Philosophy of History
9. Karl Marx Selections

Outcomes

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

- ❖ Assess for themselves the historical forces and processes that shaped the basic concepts and theories in political thought;
- ❖ Obtain a critical knowledge of the way in which political ideas are formed and developed in intellectual and philosophical contexts.
- ❖ Relate their own thinking to the key ideas of major European political thinkers.

Recommended Books

1. Bagby Laurie M. 2001, Political Thought: A Guide to the Classics, Oxford University Press.
2. Balot, Ryan K. 2006, Greek Political Thought: London: Blackwell.
3. Coleman, Janet. 2000, A History of Political Thought: From the Middle Ages to the Renaissance, London: Blackwell.
4. Ebenstein, William.1975, Great Political Thinkers, Oxford University Press.
5. Michael, Rosen. Wolff, Jonathan. and McKinnon, Catriona, 1999, Political Thought, Oxford University Press.
6. Rowe, C. J, Schofield. Malcolm, Simon., Harrison, Lane S, Melissa, 2000, The Cambridge History of Greek and Roman Political Thought, Cambridge University Press.
7. Sabine.G.H, 1950, A History of Political Theory, New York: Henry Holt.
8. Steinberger J., Peter. 2000, Readings in Classical Political Thought, Hacket Publishing Company.

Reading Material

Study Packages will be available for the students in the Department.

DETAILS OF MAJOR COURSE INCLUDING RESEARCH PROJECT/INTERNSHIP

CLASSICAL MUSLIM THINKERS

Code: PHIL-611

Title: Classical Muslim Thinkers

Credit Hours: 3

Category: Major Course

Pre-requisites: None

Introduction

This course is intended to be an introduction to the major issues, figures, and texts of Islamic philosophy. Philosophy and theology represent two main intellectual perspectives in the Islamic tradition and have produced a vast literature. While dealing with such towering figures of Islamic philosophy as Kindi, Farabi, IbnSina, Ghazali, IbnRushd, IbnHazm, IbnTufayl, IbnBajjah, Suhrawardi, the school of Ibn al-Arabi, Nasir al-Din Tusi, and MullaSadra, we will also discuss the central issues and concepts of Islamic philosophy, including existence (*wujud*) and essence (*mahiyyah*), God's existence and knowledge of the world, knowledge (*'ilm*) and its foundations, cosmology, causality (*'illiyyah*) and its role in sciences of nature, and political thought.

Content

1. Introduction:
2. Beginnings of Systematic Philosophy: Kindi and the Peripatetic School
3. Farabi: From Cosmology to Political Philosophy
4. IbnSina and the Problem of Being
5. Reactions to Philosophy as Discourse: Ghazali and His Critique
6. IbnRushd: The 'Deep' Peripatetic Responses
7. Strangers in the Land of Philosophy: IbnKhaldun, IbnTufail, and IbnBajjah
8. When Philosophy Goes Beyond Formal Logic: Suhrawardi and the Rise of Philosophical Mysticism
9. Philosophy as Mysticism: Ibn al-Arabi, MullaSadra, and Later Islamic Philosophy

Outcomes

Student will be able understand and critically examine the idea of classical Muslim thinkers.

Required Readings:

1. M. Fakhry, *A History of Islamic Philosophy*, (New York: Columbia University Press)
2. O. Leaman, *An Introduction to Classical Islamic Philosophy* (Cambridge University Press)
3. S.H. Nasr, *Three Muslim Sages*, (Delmar: NY Caravan Books)
4. R. Martin, M. Woodward, D. Atmaja, *Defenders of Reason in Islam* (Oxford: Oneworld Publications)
5. MajidFakhry, *Al-Farabi, Founder of Islamic Neoplatonism: His Life, Works and Influence* (Oneworld Publications)
6. MajidFakhry, *Averroes: His Life, Work* (Oneworld Publications)
7. Mahdi Aminrazavi, *Suhrawardi and the School of Illumination* (Curzon)

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.

EARLY MODERN WESTERN PHILOSOPHY

Code: PHIL-612

Title: Early Modern Western Philosophy

Credit Hours: 3

Category: Major Course

Pre-requisites: None

Introduction

The Early Modern Era was dominated by two broad philosophical traditions: British Empiricism and Continental Rationalism. This course examines the development of Continental Rationalism through the works of its three most important proponents, René Descartes, Benedict Spinoza, and G.W. Leibniz. Focusing on their contributions to metaphysics and epistemology, specific topics will include rationalist treatments of philosophical method, skepticism, knowledge, the nature of substance, mind-body relations, and the metaphysical foundations of science.

As far as British Empiricists (Locke, Berkeley, and Hume) are concerned, we will explore their influential arguments concerning such things as the self, the external world, mind and body, natural kinds, concepts, language, science, skepticism, and the role of philosophy itself.

Objectives

The purpose of this course is to introduce students to key figures and major movements in the modern period. This course will help them in understanding the cultural and historical context of each philosopher.

Contents

1. Continental Rationalists:

- (a) Rene Descartes
- (b) Benedict Spinoza
- (c) G. W. Leibniz

2. British Empiricists:

- (a) John Locke
- (b) George Berkeley
- (c) David Hume

Outcome

At the end of the course students will gain insights into how our modern world has been influenced by this group of thinkers and they will explore the thought of the thinkers in the areas of metaphysics, epistemology, religion, art, logic, ethics, etc.

Recommended Books

1. Copleston, Frederick. *A History of Philosophy*, 9 vols. New York: Image Books, 1962.
2. Jones, W. T. *A History of Western Philosophy*, 4 vols. New York: Harcourt Brace Jovanovich, 1969-75.
3. O'Connor, D.J. *A Critical History of Western Philosophy*, London: Free Press, 1964.
4. Russell, Bertrand. *A History of Western Philosophy*, London: George Allan and Unwin, 1961.
5. Wedberg, Anders. *A History of Philosophy*, 3 Vols. Oxford: Clarendon Press, 1982-84.
6. Wright, William K. *A History of Modern Philosophy*, *New York: Macmillan, 1941*.
7. Naeem Ahmad. *History of Modern Philosophy (Urdu)*. Lahore: Ilmi KitabKhana.

8. Naeem Ahmad. Bergson' Philosophy (Urdu) Lahore: Idara Taleef-o-Tarjama, University of the Punjab.
9. Stumpf, E., Samuel. History & Problem of Philosophy, Third Edition Book 1&2, McGraw-Hill Book Company.
10. Russell, Bertrand. *A History of Western Philosophy*. London: George Allan and Unwin, 1961.

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.

LATER MODERN WESTERN PHILOSOPHY

Code: PHIL-618

Title: Later Modern Western Philosophy

Credit Hours: 3

Category: Major Course

Pre-requisites: None

Introduction

This course will help students understand the new paradigm of Kant and its effects on the Modern and Later Modern Philosophy of Europe.

Objectives

This course will help students understand the unique position of Kant in the history of Continental Philosophy and its impact on subsequent Philosophies. In this course the Philosophy of Kant, Hegel, Nietzsche and Bergson will be discussed in detail.

Contents

1. Philosophy of Kant
2. Philosophy of Hegel
3. Philosophy of Fichte
4. Philosophy of Karl Marx
5. Philosophy of Schopenhauer
6. Philosophy of Nietzsche

Outcome

After completing this course student will be able to:

- ❖ Understand the unique position of Kant in the history of Continental Philosophy.
- ❖ Become aware of the impact of Kant on subsequent philosophers.
- ❖ Get acquainted with the Philosophy of great philosophers like Hegel, Nietzsche and Bergson.

Recommended Books

1. Wright, W. K (1979). *A history of Modern Philosophy*. New York: MacMillan.
2. Russell, B., (1971) *History of Western Philosophy* Unwin University Books.

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.

MODERN ETHICAL THEORIES

Code: PHIL-619

Course Title: Modern Ethical Theories

Credit Hours: 3

Category: Major Course

Pre-requisites: None

Introduction

Normative ethical theories are theories about what makes a thing right, wrong, good, or bad. The purpose of this course is to introduce students to contemporary issues and debates in normative ethical theory. This semester we will focus on moral objectivism, ethical relativism, egoism, utilitarian ethics, virtue ethics, natural and moral rights theories, Kantian ethics and social contract ethics.

Objectives

The student who successfully completes this course should have the ability:

- To understand the importance and necessity of ethical theory.
- To read, understand, learn from and engage texts in ethical theory and the history of ethics.
- To become acquainted with some of the primary sources of key figures in the development of Western ethics.
- To appreciate the richness and complexity of ethics as a discipline.
- To develop expository and argumentation skills, both orally and in writing.

Contents

All readings in the reading packet are compulsory. Students are expected to directly engage the authors of the texts, determine what each author is trying to convey, and raise questions on the author's arguments. You must bring the readings with you to class as we may refer to specific passages during class discussions. There will be 30 class sessions of 90 minutes each.

3. Introduction: A brief survey of the Course Contents.
4. Morality as Compared with Other Normative Subjects.
5. Ethical Relativism.
6. Moral Objectivism.
7. Spinoza's Conatus Doctrine of Ethics.
8. Hume's Notion of Ethics.
9. Kant and Deontological Theories.
10. Ethical Egoism.
11. Utilitarianism
12. Existentialist Ethics.

Outcome

After completing this course student would be able to:

- ❖ Understand the significance and necessity of ethical theories.
- ❖ Read, understand, learn from and engage texts in ethical theories and the history of ethics.
- ❖ Become acquainted with some of the primary sources of key figures in the development of Western ethics.

Recommended Books

1. Graham, Gordon. *Theories of Ethics*. New York & London: Routledge, 2011.
2. Rachels, James. *The Elements of Moral Philosophy*. New York: McGraw-Hill, 1999.
Reference Books
3. Blackburn, Simon. *Ethics: A Very Short Introduction*. Oxford: Oxford University Press, 1998.

4. Frankena, William K. Ethics. London: Prentice-Hall, 1963.
5. MacIntyre, Alasdair. A Short History of Ethics. London: Routledge, 2002.
6. Maritain, Jacques. Moral Philosophy. London: Geoffrey Bles, 1964.
7. Pojman, Louis P. Ethics: Discovering Right and Wrong. United States: Wadsworth, 2012.
8. Sher, George. Ethics: Essential Readings in Moral Philosophy. New York & London: Routledge, 2012.
9. Solomon, Robert C. On Ethics and Living Well. United Kingdom: Wadsworth, 2006.
10. Solomon, Robert C. Twenty Questions: An Introduction to Philosophy. United Kingdom: Wadsworth, 2004.
11. Thompson, Mel. Ethical Theory. London: Hodder Murray, 2005.
12. Wagner, Michael F. An Historical Introduction to Moral Philosophy. New Jersey: Prentice Hall, 1991.
13. Reading Material Books, Handouts, Notes and Study Packages will be available for the students in the class.

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.

FORMAL LOGIC

Code: PHIL-620

Title: Formal Logic

Credit Hours: 3

Category: Major Course

Pre-requisites: None

Introduction

History and use of syllogistic and propositional logic; evaluating arguments with Venn diagrams, truth tables, and Copi-style proofs and proof strategies; informal reasoning and fallacies.

Objectives

- Explain the concepts of argument, validity, refutation , and proof.
- Use Venn diagrams and truth-tables to evaluate the validity of arguments.
- Construct proofs for syllogisms and truth-functional arguments.
- Recount some major developments in the history of logic.
- Recognize appeals to authority, arguments by analogy and by generalization, the scientific method, and some common fallacies.

Contents

1. Categorical Syllogism
2. Quantity, Quality, Distribution, Traditional Square of Opposition
3. Conversion, Obversion, Contraposition
4. Categorical Syllogism
5. Figure, Major, Minor, Middle term, Mood
6. Boolean Square of Opposition
7. Syllogism Exercise
8. Formal Fallacies
9. Symbolic Logic
10. Conjunction, Negation, Disjunction, Material Implication.
11. Conditional Statements, Material Equivalence

12. The Method of Deduction
13. Nineteen Rules of Deduction
14. Syllogisms
15. Categorical Equivalences and Syllogistic Proofs
16. Truth-Functional Symbolism
17. Truth-Tables
18. Validity of Truth-Functional Arguments
19. Implication and Equivalence
20. Truth-Functional Proofs
21. Truth-Functional Proofs Continued
22. Quantification Symbolism
23. Relations
24. Quantification Proofs
25. Inductive Arguments

Outcome

- ❖ Know the basic vocabulary and concepts of formal and informal logic.
- ❖ Learn how to appraise validity by refuting invalid arguments and by constructing formal proofs for valid ones.
- ❖ Learn how to translate ordinary language into logical symbolism.

Recommended Books

1. K. CodellCarter's, *The Hottest Logic Book on Earth*, published by Brigham Young University Press (copyright 2000).
2. *Logic and Controversy* by Maurice Stanley. Publisher: Wadsworth (2001)
3. *A Concise Introduction to Logic* by Hurley. Publisher: Wadsworth (2006)
4. *Introduction to Logic (13th Edition)* by Irving M.Copi. (2010)

Reading Material Books, Handouts, Notes and Study Packages will be available for the students in the class.

MUSLIM THOUGHT IN SUB-CONTINENT

Code: PHIL-621

Title: Muslim Thought in sub-continent

Credit Hours: 3

Category: Major Course

Pre-requisites: None

Introduction

This course will examine main questions of Muslim Theology as well as a selective study of the problems discussed by Muslim philosophers of modern centuries specifically problems relating to metaphysics, epistemology, moral, political and Social.

Objectives

To introduce the students with major Muslim philosophical issues and debates of the modern age of Muslim Thought.

Contents

1. Shah Wali Allah: Metaphysics, Socio-economics and Political thought, Philosophy of History, Reconciliation between Pantheism and Theism.

2. Sir Sayyed Ahmed Khan: Socio-political background of his thought, Significance and importance of his revivalism, Nature as overriding principle of his thought, God Miracles, Prayer, Prophetic Consciousness, Educational and Moral Views.
3. Muhammad Iqbal: Religious Experience, Concept of Ego, Ijtehad.
4. Prof. M. M. Sharif: Dialectical Monodology, Aesthetic.
5. Prof. C. A. Qadir: Logical Positivism, Eclecticism.

Outcome

Students will be able to understand the scenario of the modern age of Muslim thought in sub-continent. Further they will be able to comprehend the problems of the age. In this way they will be capable to resolve the issues of their age in the perspective of Muslim thought.

Recommended Books

1. Ahmed Sirhindi, Sheikh.(1963) Selected Letters of Sheikh Ahmed Sirhindi (Persian Text, Edited with English Introduction by Fazal Rehman Lahor; Iqbal Academy, 1963
2. Baljon, J. M. (1970) Religion and thought of Shah Wali Allah Dihlawi, Leiden, E. J. Brill,
3. Dar. B. A. (1971) Religious of Sir, Sayyed Ahmed Khan, Lahore Institute of Islamic Culture.
4. Faruqi Burhan Ahmad.(1940) The Mujadids Conception of Tawhid, Lahore; Sh M. Ashraf.
5. Sharif, M. M.(1983). A History of Muslim Philosophy Volume II, Karachi, Royal Book Co.
6. Tara Chand.(1983) Influence of Islam on Indian Culture, Allahabad Indian press.
7. Iqbal, Allama. Muhammad. (1986) Reconstruction of Religious thought in Islam, Annotated by M. Saeed Shiekh, Lahore, Institute of Islamic Culture.
8. Qadir, C. A. (1965) Logical Positivism, Lahore, Pakistan Philosophical Congress.
9. Hafeez Malik, ed. (1971) Iqbal: Poet-Philosopher of Pakistan, New York: Columbia University Press.
10. Smith, Wilfred Cantwell.(1963) Modern Islam in India; a social analysis. Lahore: Sh. Muhammad Ashraf.

Reading Material

Study Packages will be available for the students in the Department.

PRAGMATISM

Code: PHIL-627

Title: Pragmatism

Credit Hours: 3

Category: Major Course

Pre-requisites: None

Introduction

In this class we will examine the three central figures of the pragmatic tradition: Charles S. Peirce, William James, and John Dewey. While Pragmatism is the most important philosophical movement produced by the United States, it also has a global philosophical significance owing to the fact that it was the first movement to decisively break with certain key assumptions governing Modern philosophy. Specifically, it broke with the rationalist notions that cognition could be examined in abstraction from action and that truth could be defined independently of human inquiry. The goal of this course—besides coming to an in-depth understanding of each of the major pragmatic figures—is to understand how Pragmatism challenges these assumptions while also providing us with a new picture of cognition,

knowledge, truth, inquiry, value, action, and freedom. At the end of the course we shall examine how Pragmatism was applied to concrete social problems and issues by looking at the work of Jane Adams and Alain Locke.

Objectives

The course introduces students to fundamental philosophical theories of Pragmatism providing students with a basic understanding of how the pragmatism applies in society. While the readings are largely located within an American, European and Brazilian context, students through class assignments, presentations and discussion will be required to apply these theories to the context of Pakistan. The course will therefore equip students with the skills to critically evaluate and analyze their social realities through the lens of different theoretical frameworks.

Contents

1. Introduction to Pragmatism
2. Peirce: Semiotic Idealism and the Critique of Descartes, truth and Inquiry, Pragmatic Metaphysics and the Categories, From Pragmatism to Pragmaticism.
3. James: Science, Religion, and Belief, Pragmatism, Radical Empiricism, Moral Philosophy,
4. Dewey: Introduction, Inquiry and the Pragmatic Theory of Action, Experience, Democracy, and Pragmatism Applied.
5. Neo-pragmatists: Richard Rorty, Hilary Putnam, Nicholas Rescher, Jürgen Habermas, Susan Haack, Robert Brandom, and Cornel West.

Outcome

- ❖ Students will be introduced to a range of philosophical concepts
- ❖ They will develop skills in argumentation and analysis in writing essays.
- ❖ They will develop skills in public debating and discussion.
- ❖ Students will develop skills in forming research questions and conducting research using a range of sources and technologies.
- ❖ They will be able to apply philosophical concepts to understanding moral disagreement and the conditions for the possibility of community in a multi-cultural context.
- ❖ They will have developed expertise in value theory to assist them in understanding complex cultural interactions.
- ❖ They will have the appropriate concepts with which to consider the impact of popular media and other cultural artefacts on moral outlook.

Recommended Books

1. Brandom, R. (2010). *Between Saying and Doing: Towards an Analytic Pragmatism*. Oxford: Oxford University Press.
2. Buchler, J. (ed.), (1955). *Philosophical Writings of Peirce*. New York: Dover.
3. Dewey, J. (1925). *Experience and Nature*. Volume 1 of Dewey (1981–90).
4. Rorty, R. (1982). *Consequences of Pragmatism: Essays 1972-1980*. Minneapolis, MN: University of Minnesota Press.
5. Rorty, R. (1991). *Objectivity, Relativism and Truth: Philosophical Papers Volume I*. Cambridge, UK: Cambridge University Press.
6. Westbrook, J. (1991). *John Dewey and American Democracy*. Ithaca, NY: Cornell University Press.

Reading Material

Study Packages will be available for the students in the Department.

ANALYTICAL PHILOSOPHY

Code: PHIL-628

Title: Analytical Philosophy

Rating: 3

Category: Major Course

Pre-requisites: None

Introduction

Today's analytic philosophy is marked by the centrality of the philosophy of language, the rise of naturalized epistemology, reductionist theories of the mind, evolutionary ethics, and feminist challenges to traditional ways of philosophizing. By tracing these developments, we will see what is fuelling philosophy at the turn-of-the-millennium.

This course is a survey of the historical origins of analytic philosophy. Central philosophers include Bradley, Gottlob Frege, Bertrand Russell, and G. E. Moore. Central themes include logical atomism and logical positivism in metaphysics and science, external world skepticism and empiricism in epistemology, meaning and reference in the philosophy of language, and verificationism in the philosophy of science.

Objectives

This course aims to promote an understanding of many of the most influential writings of the founders of analytic philosophy. By the end of this course you should have enhanced your ability to:

- Read and analyze difficult philosophical texts
- Appreciate the historical context in which the classics of 20th century analytic philosophy were written
- Critically assess the strengths and weaknesses of the writings of the founders of analytic philosophy
- Formulate and defend your own arguments and ideas about issues raised in the readings
- To write concisely and communicate effectively about a complex, multi-faceted issue.
- To revise and improve an argumentative essay after receiving feedback

Content

1. Introduction
2. Bernard Bolzano
3. Gottlob Frege.
4. G. E. Moor
5. Bertrand Russell
6. Wittgenstein
7. A. J Ayer
8. Austin

Recommended Books

1. Stroll, Avrum. 2000: *Twentieth Century Analytic Philosophy*, New York: Columbia University Press.
2. Pap, Arthur. 1949: *Elements of Analytic Philosophy*. New York: Macmillan.
3. Dummett, Michael. 1993: *Origins of Analytical Philosophy*, Cambridge, MA: Harvard University Press.
4. Biletzki and Matar (eds.). 1998: *The Story of Analytic Philosophy: Plot and Heroes*, London and New York: Routledge.
5. Clarke, D.S. 1997: *Philosophy's Second Revolution: Early and Recent Analytic Philosophy*, La Salle: Open Court.

Reading Material Books, Handouts, Notes and Study Packages will be available for the students in the class.

PHENOMENOLOGY AND EXISTENTIALISM

Code: PHIL-629

Title: Phenomenology and Existentialism

Credit Hours: 3

Category: Major Course

Pre-requisite: None

Introduction

This course is an endeavor to teach students one of the most important Philosophical Movements of the world. This course will highlight the importance of Phenomenological methods and its relation with Existentialism as a Movement.

Objectives

This course will help students understand their own selves, their freedom of will, choice and their own emotive and spiritual selves. This course can help students to move from In-Authentic to Authentic existence.

Contents

1. Phenomenology: Edmund Husserl, Martin Heidegger, Maurice Merleau-Ponty.
2. Existentialism: Kierkegaard, Karl Jaspers, Sartre, Camus.

Outcome

After completing this course the students will be able to know about their own existence, freedom and choice. This course will help students to differentiate between in-authentic and authentic existence

Recommended Books

1. Ealan Shaw, S., (2006) Existentialism: A guide for the Perplexed Continuum.
2. Mary. W. (1976) Imagination. London: Faber and Faber

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.

CONTEMPORARY POLITICAL PHILOSOPHY

Code: PHIL-630

Title: Contemporary Political Philosophy

Rating: 3

Category: Major Course

Pre-requisites: None

Introduction

Very broadly, ancient political thought focused on how best to produce virtuous citizens and a well-ordered Polis. Early Modern political theorists went on to ask about the legitimate use of coercive governmental power and developed social contract theories based in claims about human freedom and equality. These theories often dealt with questions about the nature of sovereignty and property. Our class will investigate attempts by Twentieth Century political theorists to make use of this conceptual inheritance by applying, altering, and rejecting it in relation to uniquely modern circumstances. To do this we will examine the modern social

contract theory of John Rawls in conversation with various critics. We will also consider the work of theorists such as Hannah Arendt who have thought beyond and outside of contract theory to try to understand the nature of political action and human community. Our guiding questions will include with Rawls, “What makes a government legitimate and stable? What form of political arrangement is required in order to respect people as equals and to enable justice?” With Arendt we will ask, “What is the nature of political action? How does human communication and deliberation across difference figure into this process? And, how ought one to theorize power and the human condition after witnessing the atrocities of the Twentieth Century?”

Objectives

- To develop student’s abilities to identify, understand, construct and critique philosophical arguments. In order to meet this objective, student will enhance their oral and written communication skills, active listening skills, analytical ability and potential for creative problem solving via written assignments, collaborative exercises in interpretation, and class discussion.
- To familiarize students with central debates in contemporary western political thought, and to understand the complexity of these debates. In order to meet this objective student will read relevant literature and engage in written exegesis, conceptual analysis, and respectful debate within class.
- To provide students with resources that may help them to think critically about current political events and about their own position in political communities. In order to meet this objective, students will enhance their ability to formulate theoretical and practical 2 questions about both course material and the current global and local political landscapes in which they are situated. Questions will be discussed in class.

Content

1. Modernity & Political Theorizing
2. Modern Social Contract Theory: Rawls
3. Libertarian Critiques of Liberalism
4. Anti-Oppression critiques of Rawlsian Liberalism
5. Communitarian Critiques of Liberalism
6. The Nature of Political Action
7. Plurality, Difference, and Dialogue
8. Equality and Justice after Critique

Recommended Books

1. Colin Farrelly(2004) Contemporary Political Theory: A Reader, publisher: SAGE Publications Ltd.
2. Will Kymlicka,(2012, Contemporary Political PhilosophyAn Introduction, Publication, oxford press.
3. Stephen C. Angle (2012) Contemporary Confucian Political Philosophy,Publisher: Polity press.

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.

CRITICAL THEORY: ISSUES AND DEBATES

Code: PHIL-631

Title: Critical Theory: Issues and Debates

Credit Hours: 3

Category: Major Course

Pre-requisites: None

Introduction

This course is designed to provide an overview of key issues and debates within the field of critical theory as it has developed within the humanities since the 1970s. These debates cover such problems as the status of the artwork, the validity of interpretation, the social role of the critic and the nature of historical understanding. Rather than seeing these as discrete areas of enquiry, the course will treat these as overlapping problems, which can best be understood in relation to the larger context of changing ideas about art and its place in society since the end of the eighteenth century. The course will consider the emergence of new accounts of the literary artwork in the early twentieth century and the theoretical questions that arise once the definition of the artwork can no longer be taken for granted. It will look at the convergence of ideas which makes up the dominant historicist paradigm in the contemporary humanities, as well as examining a series of theoretical positions that claim to critique that paradigm, drawing on Marxism, structuralism, psychoanalysis and deconstruction. Finally, the course will look at examples of contemporary critical discourse in order to ask about the current situation and future prospects of critical theory. How have theorists reacted to new technologies?

Objectives

This course will introduce students to a range of theoretical issues and debates that have been influential in the humanities, with a particular focus on developments within and around literary studies. It is specifically designed to be suitable both for beginners and more advanced students. For those who have little or no prior experience of working with critical theory, it offers a groundwork for future exploration; for those already well-versed in the discussion of theory, it will offer the opportunity to broaden and deepen your understanding of relevant debates. The course will also be valuable for any student looking for a framework within which to reflect on your own critical practice, or wanting to develop a broader understanding of twentieth century intellectual history.

Content

1. Introduction: what is critical theory?
2. Formalism and New Criticism
3. Structuralism
4. Hermeneutics and Interpretation
5. Marxism and Critical Theory
6. Ideology and Power
7. Psychoanalysis and the Subject
8. Deconstruction
9. Technology and Media Theory
10. After critique? Beyond the "hermeneutics of suspicion".

Outcomes

On completion of this course, the student will be able to:

- ❖ Introduce students to a range of contemporary theoretical debates within literary studies. For those who have little prior experience of literary theory, it offers a groundwork for future exploration; for those already well-versed in the discussion of theory, it will offer the opportunity to broaden and deepen your understanding, to reflect on the place of theory within your own critical practice, and to pursue new directions in your studies.

- ❖ Provide a detailed overview of critical and literary theory as it has developed since the early twentieth century, but will also seek to situate those developments within the larger history of criticism and specifically in relation to intellectual and cultural changes since the late eighteenth century. Particular consideration will be given to the intersection and overlap between literary studies and other areas of the humanities and social sciences such as historiography, philosophy, and social theory.
- ❖ Be able to consider questions such as what constitutes research in critical theory, how to read carefully and respond thoughtfully to work which can often be dense and forbidding, and how to relate your understanding of theory to the sensitive reading of literary texts.

Recommended Books

1. Catherine Gallagher, 'The History of Literary Criticism', *Daedalus* 126:1 (1997)
2. Roland Barthes, from *Mythologies*, 'Death of the Author', 'From Work to Text'
3. Ferdinand de Saussure, extracts from *Course in General Linguistics*
4. Hans Robert Jauss, from 'Literary History as a Challenge to Literary Theory.'
5. Louis Althusser, from 'Ideology and Ideological State Apparatuses'
6. Michel Foucault, extracts from *Discipline and Punish*, and *The History of Sexuality*

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.

POSTMODERN PHILOSOPHY

Code: PHIL-639

Title: Postmodern Philosophy

Credit Hours: 6

Category: Major Course

Pre-requisite: None

Introduction

This course introduces students to contemporary debates surrounding postmodernism, in a philosophical context. The debates explored include those concerning knowledge, representation, and progress, and issues concerning the nature of language, art, and postmodern ethics and politics will be examined. The course enables students to gain an understanding of the relationship between philosophical ideas of postmodernism and the concept of postmodernity.

Objectives

The study of social and political ideas expressed is the academic goal of the course. The course is also intended to satisfy partially the following competencies: in Critical and Creative Thinking by reflective examination of ideas and judgments, Communication skills in presenting written and oral arguments, Information Literacy by effective use of the library and other sources of information and Social and Ethical Responsibility by engaging in a critical reflection on your views and the views of others.

1. Structuralism and after: de Saussure, Lévi-Strauss, Lacan, Barthes, Foucault.
2. After Structuralism
3. Post Modern Philosophy of science: Duhem, Quine .
4. Post-Marxism: Lenin, Althusser.
5. Critical theory: Horkheimer, Adorno, Habermas.

6. Hermeneutics: Gadamer and Ricoeur.
7. Deconstruction: Derrida
8. Postmodernist theory: Lyotard, Baudrillard.

Outcomes

As a result of this course, the student should be able to:

- ❖ Discuss and critically analyze basic propositions and arguments by postmodern thinkers, which oppose metaphysics, epistemological preferences and traditional views on philosophy, social life and history.
- ❖ Demonstrate comprehensive knowledge and assess the critical power of these propositions on issues such as knowledge, power, the sciences, the self, metaphor, and evaluate the proposed anti-metaphysical stance towards existing beliefs within philosophical discourse.
- 3. Distinguish effectively the implications of such new matrix of ideas and deconstructive concepts for the humanities and the arts by identifying and evaluating their influence on complex philosophical issues.
- ❖ Critically evaluate Foucault's or Derrida's postmodern critical positions, or deconstructive readings, and apply them without guidance to philosophical issues, or contemporary issues, or, if applicable, compare them with modernity views.
- ❖ Assess the overall validity and significance of the postmodern discourse and its deconstructive methods for the broader area of the humanities, arts, or society.

Suggested Books and Further Readings

1. Hans Bertens, *The Idea Of The Postmodern*, 2005, London And New York.
2. W.T. Jones And Robert, "A History Of Western Philosophy" Twentieth Century To Quine And Derrida, 1975, Christopher P. Klein.
3. Linda Hutcheon, *A Poetics Of Postmodernism, History, Theory Fiction*, 2003 *Routledge* New York And London.
4. David Harvey, *The Condition Of Postmodernity*, 1990, Blackwell Cambridge Oxford Uk.
5. Stephen R. C. Hicks, *Explaining Postmodernism, Skepticism And Socialism From Rousseau To Foucault*, 2004, Scholargy Publishing Tempe New Berlin.
6. Leslie Mullen, *Truth In Photography: Percept, Ion, Myth And Reality In The Postmodern World*, 1998, University Of Florida.
7. Jean-Franc Lyotard, *The Postmodern Condition: A Report On Knowledge*, 1982 Manchester University Press.
8. *Stefan Morawski*, *The Troubles With Postmodernism*, First Published 1996 By Routledge 11 New Fetter Lane, London Ec4p 4ee
9. Andrius Bielskis, *Towards A Post-Modern Understanding Of The Political*, 2005, Palgrave Macmillan.
10. John Deely, *The Beginning Of Postmodern Times Or: Charles Sanders Peirce And The Ecovery Of *Signum**, Visiting Professor Of Semiotics Fall Semester 2000
11. Stuart Sim, *The Routledge Companion To Postmodernism, Routledge Companions*, London and New York, 2001.

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.

CONTEMPORARY PHILOSOPHY OF SCIENCE

Code: PHIL-640

Title: Contemporary Philosophy of Science

Credit Hours: 3

Category: Major Course

Pre-requisites: None

Introduction

This course introduces the core issues in the philosophy of science, in particular the debates about the nature of the scientific method, theories of confirmation, the demarcation of science from non-science, the rationality of theory change, and scientific realism. Participants will be introduced to the key thinkers in philosophy of science.

The philosophy of science concerns the nature of science and what makes it distinctive among forms of human inquiry. The problem of distinguishing genuine science from disciplines or activities that do not deserve to be called scientific is closely linked to the problem of precisely characterizing the scientific method.

This course introduces this subject beginning with the origins of modern science in the Scientific Revolution in the sixteenth and seventeenth centuries, and concluding with an introduction to the latest controversies among contemporary philosophers of science including the debate about the various forms of scientific realism. Along the way students will gain an appreciation for the importance of philosophy of science in the history of philosophy and an understanding of the ideas of the most famous names in the subject such as Bacon, Popper, Kuhn and Lakatos.

Objectives

This course will enable participants to engage with the central debates in the philosophy of science and to understand the terminology and concepts presupposed by advanced literature in the area. They will also be enabled to appreciate the importance of philosophy of science in the history of philosophy more generally, and to apply their knowledge of the subject to contemporary debates about science policy, uncertainty and risk and the controversy about alternatives to evolution.

Content

1. The historical background to contemporary philosophy of science: the Scientific Revolution
2. The Problem of Induction
3. Karl Popper and Falsificationism
4. Thomas Kuhn and the idea of scientific revolutions
5. Recent theories of the scientific method
6. Scientific realism
7. The problem of underdetermination
8. Contemporary antirealism: van Fraassen's Constructive Empiricism
9. The problems of theory change for scientific realism
10. Recent developments

Outcomes

By the end of this course students will be expected to understand:

- ❖ The basic issues in the philosophy of science such as the demarcation problem, the debate among competing accounts of the scientific method, the problem of induction, and the debate about scientific realism.
- ❖ The main theories of the nature of science.
- ❖ The main arguments for and against various positions in relation to the above issues.

By the end of this course students will be expected to have gained the following skills:

- ❖ The ability to communicate philosophical concepts clearly in written and spoken English.

- ❖ The ability to understand more advanced issues and arguments in the philosophy of science
- ❖ The ability to engage in contemporary debates about the nature of science.

Recommended reading

1. Ladyman, James, *Understanding Philosophy of Science* (Routledge, London, 2001)
2. Curd, M. and Cover, J.A., *Philosophy of Science: The Central Issues* (Norton, New York, 2012)

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.

THESIS RESEARCH WORK AND PRESENTATION

Code: PHIL-641

Title: Research Work and Presentation

Credit Hours: 6

Type: Compulsory

Pre-requisite: None

Introduction

During the final semester, in BS.in Philosophy student required a thesis which is compulsory for the compellation of Degree. The thesis is an independent piece of research demonstrating the student's competence in higher education in relation to the aims of the program.

Students are assisted in developing the proposal for their thesis through a special writing course and research methods course. Field work cannot be undertaken until the thesis proposal has been approved. You are guided in you work by a supervisor who is appointed by the department with expertise in the particular topic under investigation.

Data for the thesis are collected in the country/province under investigation and depend on the issue under investigation.

Thesis Requirements

Each student will have a Research Advisory Committee consisting of the research supervisor and two or three other staff or invited members. This Committee will evaluate the research proposal and monitor student progress. A research proposal must be submitted, in writing, to the Research Advisory Committee no later than the end of the second semester of the program. If the proposal is approved, the student may continue in the program. If it is inadequate, a revised proposal must be submitted within three (3) months and required to write 40 to 80 pages. Upon its approval, the student will complete the research work and be required to present the results at a Faculty seminar before a thesis is written for submission to the Thesis Office of GPS.

Objectives

The purpose of a thesis is to enable the student to develop deeper knowledge, understanding, capabilities and attitudes in the context of the program of study. The thesis should be written at the end of the program and offers the opportunity to delve more deeply into and synthesize knowledge acquired in previous studies. A thesis for a Master of Art should place emphasis on the scientific/artistic aspects of the subject matter.

Recommended Books

1. C. R. Kothari, (1990) Research Methodology : Methods and Techniques,
Publisher: New Age International
2. Arvind Shende & Vijay Upagade, Research Methodology, 2018 S.Chand And
Company Limited

Note: Books will be selected according to nature of topic

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.

DETAILS OF ELECTIVE COURSE WITHIN THE MAJOR

PHILOSOPHY OF RELIGION

Code: PHIL-613

Title: Philosophy of Religion

Credit Hours: 3

Category: Elective Course

Pre-requisites: None

Introduction

Philosophy of religion is a branch of philosophy concerned with questions regarding religion. The philosophy of religion differs from religious philosophy in that it seeks to discuss philosophical questions regarding the nature of religion in general, rather than examining the problems brought forth by a particular belief system. It is designed such that it can be carried out dispassionately by those who identify as believers or non-believers. Proofs for the existence/non-existence of god, problem of evil as proof that either the god is not omniscient or he is not omnipotent, definition of faith, reason and belief, science and religion, resurrection and personal identity etc. are some of the problems discussed in this course.

Objectives

Present course is not specifically designed to study some problems relating philosophy of religion in traditional manner. This course will consist of contemporary debates only on some problems relating philosophy of religion with the purpose of making students capable of performing a rigorous study of current discussions on these problems.

Content

1. What is Philosophy of Religion?
2. Arguments of the Existence of God.
3. Divine Attributes: Eternity and Changelessness, Omnipotence, Omniscience.
4. Faith and Reason.
5. Religious Experience.
6. Problem of Evil.
7. Life after death.

Outcome

Study of this Course will enable students to critically assess the genuineness of these problems of philosophy of religion in Qurânic perspective. It will give them a vision in this concern.

Recommended Books

1. Davies, Brian. *An Introduction to the Philosophy of Religion*. Oxford University, Press, 1982.
2. Flew & McIntyre. *New Essays in Philosophical Theology*. New York: MacMillan, 1966.
3. Helm, Paul. *The Varieties of Belief*. London, George Allan and Unwin, 1973.
4. Mitchell, B. (ed.). *The Philosophy of Religion*. Oxford University Press, 1976.
5. O'Hear, Anthony. *Experience, Explanation and faith*. London: Routledge&Kegan Paul, 1984.
6. Pike, Nelson. *God and Timelessness*. London: Routledge&Kegan Paul, 1970.
7. Qadir, C. A. *Logical Positivism*. Lahore: Pakistan Philosophical Congress, 1965.
8. Swinburne, Richard. *The Coherence of Theism*. Oxford: Clarendon Press, 1977.

Learning Methodology

Class discussion; analysis and examination of concepts and presuppositions; class representations

Reading Material

Package consisting of selected material, articles will be available for students in the class.

WRITING PHILOSOPHY

Code: PHIL-614

Title: Writing Philosophy

Credit Hours: 3

Category: Elective Course

Pre-requisites: None

Introduction

There is a Persian verse which states that if you want to improve your handwriting, then write, write and write. Same is the case with writing skills. The more you write the more elaborate and articulate you become. This is a course in writing. Students will be acquainted to the basic skills required for writing essays, term papers and assignments. In papers and examinations, the students will be expected to reveal their understanding and insights into philosophical issues and major figures. Students will have to argue a case for a conclusion, demonstrating knowledge and understanding of key issues and thinkers. It is through trying to write philosophically that most of us have learnt to be philosophers.

Objectives

This course has the following objectives:

- To familiarize students with some of the key skills in reading, comprehending and reproducing a philosophy text;
- To introduce students to leading stylist philosophers and their writing pieces;
- To develop skills in annotating, editing and referencing a text;
- To develop their own writing styles.

Contents

All readings in the reading packet are compulsory. Students are expected to directly engage the authors of the texts, determine what each author is trying to convey, and raise questions on the author's arguments. You must bring the readings with you to class as we may refer to specific passages during class discussions.

There will be 30 class sessions of 90 minutes each.

Orientation and a brief survey of the Course Contents.

1. Reading Philosophy.
2. Reading Philosophy.
3. Quick Tips for Reading Philosophy.
4. Developing a Critical Attitude.
5. Developing a Critical Attitude.
6. Three Critical Standards of Evidence.
7. Style Guide for Papers.
8. Mid Term Exam & Revision.
9. Preliminary Considerations for Writing.
10. Preliminary Considerations for Writing.
11. Helpful Hints for Writing Class Papers.
12. Writing Tips.
13. Plagiarism.

14. Course Recap.

Outcome

After completing this course student will be:

- Familiar with some of the key skills in reading, comprehending and reproducing a philosophy text.
- Acquainted with stylist philosophers and their writing pieces.
- Able to get skills in annotating, editing and referencing a text.
- Able enough to develop their own writing styles.

Recommended Books

2. Feinberg, Joel. (2002), *Doing Philosophy: A Guide to the Writing of Philosophy Papers*, 2nd edn, New York: Wadsworth.
3. Martinich, A. P. (1997), *Philosophical Writing: An Introduction*. Oxford: Blackwell Publishers.
4. Warburton, Nigel. (2004), *Philosophy: The Essential Study Guide*, London: Routledge.

Reference Books

1. Audi, Robert. (ed.) (1995), *The Cambridge Dictionary of Philosophy*. Cambridge: Cambridge University Press.
2. Blackburn, Simon. (2005), *The Oxford Dictionary of Philosophy*. Oxford: Oxford University Press.
3. Craig, Edward. (2002), *Philosophy: A Very Short Introduction* . Oxford: Oxford University Press.
4. Craig, Edward. (ed.) (1998), *Rutledge Encyclopedia of Philosophy*. London, New York: Routledge.
5. Flew, Antony. (ed.) (1984), *A Dictionary of Philosophy* (2nd rev. edn). London: Pan in association with the Macmillan Press.
6. Warburton, Nigel. (2004), *Philosophy: The Basics*, 4th edn, London: Routledge.
7. Weston, A. (2001), *A Rulebook for Arguments*. Indianapolis: Hackett Publishing Co.
8. Soccio, Douglas J. (2007), *How to Get the Most Out of Philosophy*. Thomson/Wadsworth: California.

Reading Material

Recommended books, Handouts, Articles and Journals will be available for students.

PHILOSOPHY OF EDUCATION

Code: PHIL-615

Title: Philosophy of Education

Credit Hours: 3

Category: Elective Course

Pre-requisites: None

Introduction

Philosophy of Education is a systematic reflection upon the variety of activities and practices by which we seek to impart knowledge and information and develop human capacities. As such, it involves sustained inquiry into (1) the aims or goals of the educational process (the hoped-for end result of the activities and practices), (2) the most effective means to attain those goals (teaching methods), and (3) the proper content or subject matter of education (the curriculum). Further, since education concerns the set of processes by which young people are

introduced to and brought into participation in their culture and society, educational philosophy necessarily includes (4) reflections about the role of individuals in the social and political order

Objectives

This course is primarily intended to help students reflect on the nature of education by cultivating a sophisticated knowledge of the most prominent educational theories. Our framework for studying each of these theories will be the four main themes identified in the course description: (1) educational aims, (2) teaching and educational method, (3) educational content, and (4) the social and political ramifications of education. As a result of the course readings and class discussions, students should be conversant concerning problems and issues in educational theory and how those issues work out in educational practice.

Contents

The course will feature a mix of historical and contemporary texts from the ancient Greeks to the present day to spur critical and creative thinking on different educational models and to explore current controversies in educational theory and practice. The course will be organized in three divisions:

1. Raising Questions. We will begin with a reading of Plato's Republic in part to see what his educational theory was, but more importantly, to get a sense of the range of issues, questions, and problems in educational theory.
2. Major Philosophical Theories of Education. We will use the questions we generate in reading Plato to help us focus our thinking on two prominent and influential educational theories, those of Jean-Jacques Rousseau and John Dewey. In addition, we will consider briefly a few other important figures and movements in philosophy of education, such as Socrates.
3. Contemporary Problems in Education Workshops. On a series of days scattered throughout the course we will apply the questions and theories to specific disputes in contemporary education. While the entire class will be responsible for participating in the workshops, each workshop will be led by a group of two students who will have special responsibility for researching additional information and presenting it to the class. Each student in the class will be required to help lead one of the workshops.

Outcome

After Completing this course, students will be able to:

- ❖ Define and discuss representative proponents and thoughts related to Idealism, Realism, Eastern, Pragmatism, Reconstructionism, Behaviorism, Existentialism, Analytic Philosophy, Marxism, and Postmodernism
- ❖ Discuss the relationship between theory, philosophy and educational practice
- ❖ Describe the historical context of the various philosophies.
- ❖ Compare and contrast the philosophical perspectives of the various philosophers.

Recommended Books

1. Ozmon, Howard, Philosophical Foundations of Education, 9th Edition
2. Plato, Republic, trans. Grube/Reeve (Hackett)
3. Jean-Jacques Rousseau, Emile, trans. Bloom (Basic)
4. John Dewey, Democracy and Education (Institute for Learning Technologies)

Reading Material

Books, Research articles or Lectures will be available for students in the class.

PHILOSOPHY OF ART

Code: PHIL-616

Title: Philosophy of Art

Credit Hours: 3

Category: Elective Course

Pre-requisites: None

Introduction

This course will help students develop their understanding of the basic concepts of Art. The concepts like expression, Interaction, Imitation, Representation and the difference between Art and craft will be discussed in detail.

Objectives

The objective of the course is to understand the basic concept of Philosophy of art. If Art is the Imaginative Expression of the Artist shared by others; philosophy of art is to know the meaning of imagination, expression and sharing etc.

Content

The course may include thematically materials which pertain to either Art Theories or Art Criticism or both.

Said materials may include themes such as the following:

Part I: Theories of Art

1. Art as imitation: the mimetic conception of art and its relation to notions of truth.
2. Art as the communication of emotion and feeling: art is the expression of inspiration, rapture, frenzy, divine intoxication.
3. Art as the expression of imagination: why art is not limited to the real and to verisimilitude.
4. Art as the expression of symbolic form and metaphor: the capacity of art to transcend the literal in favour of what possesses symbolic yet shared meaning.
5. Art as social criticism: the relation of art to society, and the thesis that the work of art conflicts with socially accepted values, that the function of art is social criticism.
6. Art as palliative and metaphysical solace: art is the attempt to respond creatively and so to overcome the emptiness and futility of any existence.

Part II: Art Criticism

1. Art and sensation: the experience and criticism of art as a specific kind of pleasure.
2. Art criticism and the concept of "taste": aesthetic judgement as a disinterestedness and art as purposeless purposiveness.
3. Art criticism and beauty as the ideal of art: the aesthetic experience of order and form as perfection.
4. Art criticism and the experience of the irrational: the impossibility of cognitive or epistemological criteria in the response to art.
5. Art criticism and the problem of interpretation: the hermeneutical circle and the role of tradition in artistic self-conception and art criticism.

Outcome

After completing this course student will be able to:

- Understand the basic concept of Philosophy of Art.
- Know the definition, meaning of imagination, expression used in Philosophy of Art.

Recommended Books

1. Collingwood. R.G. (1963). The Principles of Art. Oxford: Clarendon Press.
2. Mary. W. (1976). Imagination. London: Faber and Faber

Methodology

The Method will be interactive. All the concepts will be discussed with all the students and the students will be encouraged to participate in the discussion.

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.

PHILOSOPHY OF HISTORY

Code: PHIL-617

Title: Philosophy of History

Credit Hours: 3

Category: Elective Course

Pre-requisites: None

Introduction

This course introduces philosophical reflections on history. It divides into two parts: (1) deals with questions in the logic of historical thinking, such as the objectivity of historical knowledge, the concept of causation in history, the nature of historical explanation; (2) discusses various attempts to arrive at a metaphysical interpretation of history, for example Hegel's and Marx's theories of history.

Objectives

- Understand recent developments in the philosophy of history and speak knowledgeably about them.
- Relate these developments to your own historical interests and writing.
- Reflect critically on the adequacy of historians' explanations, both your own and those of others.

Contents

1. What is philosophy of history?
2. Historical explanation
3. Causation in History
4. Truth and fact in history
5. Can history be objective?
6. The laws of history
7. Speculative philosophy of history: Kant and Herder
8. Speculative philosophy of history: Hegel
9. Speculative philosophy of history: Karl Marx
10. Speculative philosophy of history: Spengler and Toynbee

Outcome

- ❖ Grasp the contribution of philosophical reflections of history to the understanding of the human condition.
- ❖ Acquire a critical view on theories proposed by various philosophers of history.
- ❖ Grasp the contribution of philosophy of history to reflections on intercultural understanding.
- ❖ Demonstrate an enhanced ability to research independently on the issues taught.

Recommended Books

1. Lemon, M. C. (2003), *Philosophy of History: A Guide for Students* (New York: Routledge).
2. Tucker, Aviezer (2009), *A Companion the Philosophy of History and Historiography* , (West Sussex: Blackwell Publishing Ltd.)

3. Walsh, W. H. (1967), *Philosophy of History: An Introduction*, Revised edition, (New York and Evanston:HarperTorchbooks, Harper & Row, Publishers).
4. Aron, R. (1976) [1938]. *Introduction to the Philosophy of History: An Essay on the Limits of Historical Objectivity*, trans. G. J. Irwin (Westport, CT: Greenwood Press).
5. Atkinson, R. (1978). *Knowledge and Explanation in History* (Ithaca, NY: Cornell University Press).
6. Berlin, I. (1974). "Historical Inevitability," in *Four Essays on Liberty* (London, 1969), pp. 51–81.Carr, E. H. (1961). *What Is History?* (New York: Random House)
7. Cohen, G. A. (2001). *Karl Marx's Theory of History: A Defence*, 2nd edn. (Oxford: Oxford University Press).
8. Collingwood, R. G. (1994). *The Idea of History* (Oxford: Oxford University Press)
9. Danto, A. (1965). *Analytical Philosophy of History* (Cambridge: Cambridge University Press).
10. Donagan, Alan (1964) . "Historical Explanation: The Popper-Hempel Theory Reconsidered," *History and Theory*, Vol. 4, No. 1 , pp. 3-26.
11. Dray, W. (1993). *Philosophy of History*, 2nd edn. (Upper Saddle River NJ: Prentice-Hall).
12. Dray, William (1957). *Laws and Explanation in History* (London: Oxford University Press).
13. Dray, William (1995). *History As Re-enactment: R. G. Collingwood's Idea of History* (Oxford: Clarendon Press)
14. Gardiner, Patrick (ed.) (1959). *Theories of History* (Glencoe, IL: Free Press).
15. Graham, Gordon (1983). *Historical Explanation Reconsidered* (Aberdeen: Aberdeen University Press).

Reading Material

Study Packages will be available for the students in the Department.

PHILOSOPHY OF LAW

Code: PHIL-622

Title: Philosophy of Law

Credit Hours: 3

Category: Elective Course

Pre-requisites: None

Introduction

In this course an attempt will be made to acquaint the student with the concept of law as it has gradually developed over the centuries. Such topics as the origin of law, primitive law, natural law etc., will be discussed at length. A detailed study of positive law will form part of this course. Moreover, certain topics which have philosophical slant will also be touched upon e.g., punishment; law and ethics, justice, legal theory and social development etc. Instead of entering into the details of technical law, the students will be required to learn the moral and philosophical basis of law.

Objectives

The Course focuses upon a number of areas that are central to criminal, civil, and constitutional law and makes an effort to get at the principles underlying conflicting judicial judgments in hard cases. The course also explores more general issues: Under what conditions should a person in our society be held responsible for his or her acts? Under what conditions may one be excused? Suppose I simply make a mistake? Or was merely careless? Or was mentally unstable? Is it fair to punish me for a harm I caused but did not intend? And

if I fail to commit a crime, should I be punished less severely than if I had succeeded?

Contents

1. Introduction: what is Law?
2. Difference between Law and Commands.
3. Difference between Morality and Law.
4. Difference School of thought of law
5. The Obligation to Obey the Law
6. What is Justice
7. Theories of Justice
8. Responsibility and Punishment
9. Legal Right: Harm, Liberties, Violation of Law
10. Legal Ethics and Responsibility
11. Task of law

Outcome

- ❖ After completing this course student will get himself acquainted with the history and philosophy of law.
- ❖ Students will be able to understand some theories and practice of law.

Recommended Books

1. Huntington Cairns [1997], *Legal Theory from Plato to Hegel*, Baltimore: John Hopkins Press.
2. Raymond, wacks [2014] *Philosophy of Law; A very short introduction* , Oxford University press.
3. W. Friedmann [1995], *Legal Theory*, New York: Columbia University Press.
4. Dennis, Patterson [2010] *A companion to philosophy of law and legal theory*; willy-black well publication.

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.

PHILOSOPHY OF MIND

Code: PHIL-623

Title: Philosophy of Mind

Credit Hours: 3

Category: Elective Course

Pre-requisites: None

Introduction

This course will help students develop their understanding of the main areas in Philosophy of Mind. This course will help students understand the modern issues arising in the fields of mind/body dualism, identity theory, analytical behaviorism etc.

Objectives This course will help students develop a critical sense in the contemporary debates in Philosophy of Mind.

Contents

1. Introduction to course : Mind, Bran and Consciousness
2. Cartesian Dualism: Rene Descartes, *Meditations*.

3. Empiricist Personal Identity :John Locke, *Essay Concerning Human Understanding*, David Hume, *Treatise of Human Nature*,
4. Behaviorism: Gilbert Ryle, *The Concept of Mind*, Alex Byrne “Behaviorism”.
5. Identity Theory: JJC Smart “Sensations and Brain Processes” ,
6. Functionalism: Putnam “The nature of Mental States” ,Searle “Minds, brains and programs” ,Block “Troubles with Functionalism” .
7. The Intentional Stance: Dennett “True Believers” ,
8. Representational theory or mind/Language of thought: Fodor, Psychosemantics.
9. Eliminative Materialism: Churchland “Eliminative Materialism and the Propositional Attitudes”
10. Groups and Bees: Strawson, selection from *Individuals*, Seeley “Group decision making in honey bee swarms”.
11. Group minds: Wilson,
12. Corporate responsibility
13. Austen Clark “Beliefs and desires incorporated”
14. Problem of Artificial Intelligence.

Outcome

Students taking this course will be expected to:

- ❖ Acquire a detailed knowledge of some of the concepts, positions and arguments in the central literature on the topics of the course.
- ❖ Acquire an understanding of how different topics of the syllabus fit together.
- ❖ Engage closely and critically with some of the ideas studied.
- ❖ Develop their ability to think independently about the philosophical problems and arguments studied.

Recommended Books

1. Kim, Jaegwon.(2005). *Philosophy of Mind*. New York: Westview Press

Reading Material Books, Handouts, Notes and Study Packages will be available for the students in the class.

PHILOSOPHY OF SOCIAL SCIENCE

Code: PHIL-624

Title Philosophy of Social Science

Credit Hours: 3

Category: Elective Course

Pre-requisite: None

Introduction

This course introduces students to the main debates in philosophy of the social sciences. Departing from questions about the nature of society and our knowledge of it, we will address issues such as the nature of social facts and human action, the possibility for explanation in the social sciences, the doctrine of *Verstehen*, individualism versus holism, and the role of value judgments in the social sciences. We will discuss questions including: what could be an appropriate method of the philosophy of the social sciences? how to explain and predict social phenomena? are there laws in the social sciences? what is the scope of rational choice theory?

Objectives The object of this course is to go through the various theories related to the multicultural approach.

Contents

1. Philosophy of the Social Sciences and its Subject Matter
2. Methodological Naturalism
3. The Interpretative Tradition
4. Max Weber and the Doctrine of *Verstehen*
5. Intentionality and Rational Choice
6. Social Norms
7. The Nature of Social Facts
8. Laws and Explanation in the Social Sciences
9. Individual Actors and Unintended Consequences
10. Laws and Explanation in the Social Sciences
11. Reductionism in the Social Sciences
12. Value Judgments and the Problem of Objectivity
13. The Scientific Status of the Social Sciences

Outcome With the completion of the course the student will have a deep understanding of the various concepts of Philosophy of Social Science

Recommended Book

1. Contemporary Philosophy of Social Science, Brian Fay, Blackwell Publishers, Oxford, 1996
2. Mark Risjord, (2014) Philosophy of Social Science A Contemporary Introduction, – Routledge
3. Nancy Cartwright and Eleonora Montuschi (2015) Philosophy of Social Science A New Introduction, University of Oxford press.
4. Lee C McIntyre, (1998) Laws And Explanation In The Social Sciences Revised Edition, Routledge.

Reading Material Recommended books, Handouts, Articles and Journals will be available for students.

ETHICS FOR OTHER SCIENCES

Code: PHIL-625

Course Title: Ethics for other Sciences

Rating: 3

Category: Elective Course

Pre-requisites: None

Note: Unit-I is compulsory for all and others Unit would be selected according to subject

Course Objectives

To make student able to understand the ethics and its importance with other social sciences.

Course Contents

Unit- I

8. Introduction to Ethics: Scope and Nature of Ethics
9. Ethics and Social Sciences: psychology, sociology, economics and political science
10. Ethical Relativism: Individual Relativism and Cultural Relativism
11. Deontological ethics
12. Utilitarianism

Unit-II (for Economics, Commerce and Business)

1. Introduction to Business ethics
2. The Corporation
3. Business, Social and Environmental Responsibility
4. Ethical Decision Making.
5. Ethics in Marketing and innovation.
6. Advertising, Finance & Ethics
7. Globalization and Business Responsibilities
8. Technology & The Ethical Issues

A. (GLOBAL ETHICS AND JUSTICE)

1. Introduction: Globalization, and Cosmopolitan Trends on Global Justice.
2. Law of Peoples: Rawls' Liberalism.
3. Charles Beitz's Radical Cosmopolitanism and Global Justice
4. Thomas Nagel on International Justice
5. David Miller on National Responsibility to Justice
6. Martha Nussbaum and Principles of Global Justice
7. David Held: No Justice without Cosmopolitan Democracy

B. (ENVIRONMENTAL ETHICS)

1. Introduction: Nature and Morality
2. Environmental Ethical Issues
3. Arguments for and against the use and exploitation of Nature
4. Theories of Environmental Ethics:
 - (a) Bio-centric Ethics and the Reverence for Life
 - (b) Ecology, Wilderness and Ethics
 - (c) The Land Ethics
 - (d) Deep Ecology
 - (e) Social Ecology and Ecofeminism

C. (BIOMEDICAL ETHICS)

1. Ethics and Biomedical Ethics
2. Medical Decision Making
3. Privacy, Medical Information, Truth
4. Allocation and the Right to Health Care
5. Moral Status of the Human Fetus and Infant
6. End-of-Life Decision
7. Genetic Technology and Eugenics
8. Research with Human Subjects and Conflicts of Interest

D. (MEDIA ETHICS)

1. Ethics in the Media
2. Truth-tellers? And other roles of the Media
3. Private Companies, Capitalism, and the Marketplace
4. Ethic of Using Sources
5. Privacy

6. Individual Journalists and the Ethics of Practice
7. Commercialization
8. Social Media Ethics

E. (ADMINISTRATIVE ETHICS)

1. Course Introduction
2. Studying Administrative Ethics
3. Ethical Decision-making
4. Administrative Responsibility and Individual-centered Approaches
5. Conflicts of Responsibility
6. Topical Issues in Public Sector Ethics
7. Technical Rationality
8. Administrative Evil in Practice

Recommended Books

1. Lillie, William. (2004) *An introduction to Ethics*, Combine Printers Lahore.
2. Luther J. Binkley. (1961) *Contemporary Ethical Theories*. Philosophical public library.
3. MacIntyre, Alasdair (1967) *A Short History of Ethics*, London: Macmillan.
4. Rachels, James. (1999) *The Elements of Moral Philosophy*. New York: McGraw-Hill.
5. Chryssides, George & Kaler, John. (1996) *Essentials of Business Ethics*, McGraw Hill, New York.
6. Shah, William H. & Barry, Vincent. Thomson Wadsworth, (2001) *Moral Issues in Business, USA*,
7. Cooper, Terry L., *The Responsible Administrator: An Approach to Ethics for the Administrative Role*, 6th edition, 2012.
8. Bowman, James S. and Jonathon P. West (2015). *Public Service Ethics; Individual and Institutional Responsibilities*, CQ Press, 2015.
9. Clifford G. Christians: Mark Fackler; Kathy Richardson; Peggy Kreshel; Robert H. Woods, *Media Ethics: Cases and Moral Reasoning*, Publisher: Routledge, 2011.
10. Johan Retief, *Media Ethics: An Introduction to Responsible Journalism*, Oxford University Press, 2002.
11. Philip Patterson, Lee Wilkins, *Media Ethics: Issues and Cases: Eighth Edition*, 15-Mar-2013.
12. *Essentials of Business Ethics*, Chryssides, George & Kaler, John. McGraw Hill, New York, 1996.
13. *Moral Issues in Business*, Shah, William H. & Barry, Vincent. Thomson Wadsworth, USA, 2001.
14. *E. Haavi Morreim, Balancing Act: The New Medical Ethics Of Medicine's New Economics*, Publisher: Georgetown University Press, 1995
15. *Ethics: Theory and Practice* by Thiroux, Jacques P. 5th Ed. Prentice Hall, 1995.
16. *Environmental Ethics: An Introduction to Environmental Philosophy* by Joseph R. Des Jardins 3rd Ed. Wadsworth, 2001
17. *Ethics in Practice: An Anthology* ed. by Hugh LaFollette, Blackwell, 1997.
18. Stan Van Hoof, "The Ethical Challenges of Globalization," in Hoof, *Cosmopolitanism: A Philosophy for Global Ethics*, Stocksfield: Acumen Publishing Limited, 2009.
19. David Held and Anthony McGrew, *Globalization/Anti-Globalization: Beyond the Great Divide*, Cambridge, the UK: Polity Press, 2007.

PHILOSOPHY OF SCIENCE

Code: PHIL-626

Title: Philosophy of Science

Credit Hours: 3

Category: Elective Course

Pre-requisites: None

Introduction

Key questions will include:

- What is the problem of induction, chiefly associated with Hume?
- Does the problem of induction present a challenge to scientific rationality?
- What is Popper's falsificationism all about?
- Did Popper solve the problem of induction and thereby provide a successful theory of scientific method?
- What is scientific explanation? Which accounts of explanation are best?
- What is distinctive about explanations in the biological sciences?
- What is scientific measurement? Which accounts of measurement are best?
- How should we conceive of probability? What is Bayes' Theorem and what can it tell us about the confirmation of theories?

Objective

This course aims to introduce you to a number of perennially-interesting and enduringly relevant issues from the philosophy of science. No previous scientific, philosophical or logical expertise is required and any technical / unfamiliar terms will be defined as we go.

Content

1. Structure of Scientific Method:

- a. Observation and Measurement.
- b. Hypothesis and Experiment.
- c. Induction and Probability.
- d. Patterns of Scientific Explanation.
- e. The Logical Character of Scientific Laws.
- f. Experimental Laws and Theories.
- g. The Cognitive Status of Theories.
- h. Scientific Reductionism.

2. Philosophical Implications of some Leading Physical and Biological theories:

- a. Theory of Relativity.
- b. Quantum Theory.
- c. Darwinian Evolution.
- d. Mechanistic and Organism explanation in Biology.

Outcomes

On completion of this course, the student will be able to:

- ❖ have a grasp of fundamental issues in the philosophy of philosophy of science, e.g. the problem of induction, falsificationism, theories of explanation, Bayesianism and probability, scientific realism and anti-realism.
- ❖ critically analyse and engage with literature by key philosophers in this field.

- ❖ understand how empirical and scientific work can support philosophical arguments, and be able to use data derived therefrom in their essays and arguments.
- ❖ be able to present arguments clearly and concisely both within a classroom context and in word essay.
- ❖ gain transferable skills in research, analysis and argumentation

Books Recommended

1. Chalmers, A. F. What Is This Thing Called Science?
2. Frank, R. Philosophy of Science.
3. Harne, R. An Introduction to the Logic of the Science
4. Hempel, Carl G. Philosophy of Natural Science
5. Nagel, Ernest. The Structure of Science
6. Newton-Smith, W.H. The Rationality of Science
7. Oldroyd, David. The Arch of Knowledge
8. Pap, Athur. An Introduction to the Philosophy of Science
9. Trusted, Janifer. The Logic of Science Inference

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.

CONTEMPORARY MORAL PHILOSOPHY

Code: PHIL-632

Title: Contemporary Moral Philosophy

Credit Hours: 3

Category: Elective Course

Prerequisite: None

Introduction

In this course, after a brief introduction to what philosophy is, what ethics is, the role of religion in ethics, and some basic ethical theories, we shall critically examine many different contemporary moral issues. That is, we shall apply ethical theories to many contemporary moral issues (hence the name of the course).

Objectives

We will examine the following issues in the following order:

- War and Torture.
- The Death Penalty.
- Vegetarianism and the Environment.
- Abortion.
- Euthanasia.
- Free Speech.
- Drug Laws.
- Affirmative Action.
- Personal Relationships.
- Immigration.
- Business Ethics.

Contents

1. INTRODUCTION TO PHILOSOPHY, ETHICS, AND MORALITY READINGS
 - John Arthur, “Religion, Morality and Conscience”
 - William Shaw, “Relativism in Ethics”

2. SOME BASIC ETHICAL THEORIES

- Immanuel Kant's Ethical Theory: The Categorical Imperative Readings
- Immanuel Kant, "The Fundamental Principles of the Metaphysics of Morals"
- John Stuart Mill's Ethical Theory: Utilitarianism
- Reading:
- John Stuart Mill, "Utilitarianism"

3. THE ISSUES

- Terrorism and War
- Death Penalty
- Vegetarianism and the Environment
- Euthanasia
- Free Speech
- Drug Law
- Family & Friendship

Recommended Books

- ❖ John Arthur & Scalet. (2009). *Morality and Moral Controversies*. (8th ed).
- ❖ Luther J. Binkley. (1961) *Contemporary Ethical Theories*. Philosophical public library.
- ❖ Robin Attfield. (1995). *Value, Obligation and Meta-Ethics*, (3rd ed). Amsterdam

Reading Material Recommended books, Handouts, Articles and Journals will be available for students.

FEMINISM PHILOSOPHY

Code: PHIL-633

Title: Feminism Philosophy

Rating: 3

Category: Elective Course

Pre-requisites: None

Introduction

An overview of some of the issues and work done in feminist philosophy. Students read philosophy specifically by, for, and about women, and consider how this theory informs ethics, politics, and metaphysics, as well as our views of the world and the classroom.

Objective

The primary goal is to introduce students to feminist issues in philosophy and a variety of theoretical approaches to resolving those issues. The specific objectives are:

To enable the student to understand the historical development of philosophical feminist thought
To enable the student to understand the themes of feminist philosophy, such as the role of the family in political philosophy, arguments for sex equality, arguments regarding what equality and justice are, epistemological questions regarding whether gender affects knowledge acquisition, definitions of terms such as sex and gender, questions regarding definitions of personhood are or should be gendered, and applied issues such as abortion rights, equal pay, sexual freedom. To enable the student to understand the methods of feminist philosophical thought, such as care, liberal, Marxist, materialist, existentialist, postmodernist and radical feminist theories ,To enable the student to closely read feminist philosophical texts, which are difficult due to their theoretical complexity and their applied complexities.

Outcomes:

The student should be able to demonstrate knowledge of the main lines of feminist philosophical thought from the 1700s to today and knowledge of the influence of early theorists on contemporary theorists.

The student should be able to define and discuss major feminist philosophical theories and compare their strategies.

The student should be able to identify main issues in feminist philosophy, including issues surrounding sexism, racism, heterosexism, classism and colonialism.

The student should be able to identify and analyze sexism in theoretical texts and in real life situations.

The student should be able to analyze, explain, and criticize key passages from important feminist philosophical texts.

Content

1. Introduction to Feminist Philosophy: How Feminist Philosophy Addresses Diversity
2. Liberal Feminist Philosophy: Its Origins
3. Contemporary Liberal Feminist Philosophy (Nussbaum, Pateman, Okin)
4. Marxist Feminist Philosophy and Feminist Materialism
5. Socialist Feminist Philosophy
6. Radical Feminist Philosophy
7. Simone de Beauvoir and her Influence
8. Postmodern Feminist Philosophy
9. Feminist Ethics of Care
10. Racism and Feminist Philosophy
11. Development and Feminism
12. Post-colonialism and International Issues in Feminist Philosophy
13. Women and Violence
14. The Sex/Gender Distinction

Recommended Books

1. Gould, Carol. *Gender*. Amherst, New York: Humanity Books. 1997.
2. Hackett, Elizabeth and Sally Haslanger. *Theorizing Feminisms*. New York: Oxford University Press, 2006.

Reading Material

Recommended books, Handouts, Articles and Journals will be available for students.

CONTEMPORARY ANALYTICAL PHILOSOPHY

Code: PHIL-634

Title: Contemporary Analytical Philosophy

Rating: 3

Category: Elective Course

Pre-requisites: None

Introduction

This course will be a survey of the beginnings of analytic philosophy, one of the dominant contemporary philosophical schools. There never was any single tenet in common to all of analytic philosophy, so the class will not be unified by any theme, or ideology. The purpose of this class is to understand the development of analytic philosophy, and to see what made it what it has become today. Together, we will think about, and you will write about, the sources of many of its defining problems, as well as its most instructive failures. We will begin at the end of the 19th century, and end around the middle of the 20th, which marks the demise of what was at the time the most influential movement within analytic philosophy, logical positivism. The main themes

will belong to metaphysics, epistemology, philosophy of language, and philosophy of mathematics. The class will be spent discussing classic texts within this tradition. I will assign no secondary readings, though those in need would do well to consult any relevant articles from the excellent Stanford Encyclopedia of Philosophy, and, if you end up interested in a particular topic, I would be more than happy to point you in the direction of more texts. Some basic familiarity with logic and with modern philosophy will be an asset, though neither will be required.

Outcomes

Upon successful completion of this course, students will be able to:

- Demonstrate a general knowledge of the origins and major developments in analytic philosophy.
- Demonstrate an understanding of the methods and approaches employed by analytic philosophers.
- Demonstrate an understanding of some of the major works published by analytic philosophers in the 20th century.
- Recognize and articulate the connections between major theories advanced by philosophers working in the analytic tradition.
- Reflect critically in discussion and in writing on the fundamentals of 20th century analytic philosophy.

Content

1. Introduction
2. Organs of Analytical Philosophy: Frege, Moore, Russell.
3. Wittgenstein: Selections from *Tractatus*
4. A. J Ayer: Selection from *Language, Truth and Logic*
5. Austin: Selections from *Sense and Sensibilia—Sense and Sensibilia—*.
6. Hempel: “On the Nature of Mathematical Truth”-“The Empiricist Criterion of Meaning”
7. *Alexandru Radulescu / Early Analytic Philosophy / Sample Syllabus*
8. Stevenson: “Emotive Meaning of Ethical Terms”
9. Neurath: “Protocol Sentences”
10. Schlick: “The Foundations of Knowledge”
11. Carnap: “Empiricism, Semantics and Ontology”
12. Davidson on Truth and Interpretation.- Conceptual Schemes.
13. Quine: “Truth by Convention” - “Two Dogmas of Empiricism” - “On What There Is”

Recommended Books

1. Baillie, James *Contemporary Analytic Philosophy: Core Readings* (Prentice Hal, 2002)
2. Davidson, Donald *Inquiries into Truth and Interpretation* (Oxford; 2nd edition, 2001)
3. Dummett, Michael *Origins of Analytic Philosophy* (Harvard, 1996)
4. Glock, Hans-Johann *What is Analytic Philosophy?* (Cambridge University Press, 2008)
5. Hales, Stephen D (ed.), *Analytic Philosophy: Classic Readings* (Wadsworth/Thomson Learning, 2002)
6. Soames, Scott *Philosophical Analysis in the Twentieth Century, Volume 1: The Dawn of Analysis* (Princeton, 2005)
7. Soames, Scott *Philosophical Analysis in the Twentieth Century, Volume 2: The Age of Meaning* (Princeton, 2005)
8. Stroll, Avrum *Twentieth-Century Analytic Philosophy* (Columbia University Press, 2001)
9. Wittgenstein, Ludwig *Tractatus Logico-Philosophicus*, English Translation by C. K. Ogden, (Routledge Press, 1999.)
10. Wittgenstein, Ludwig *Philosophical Investigations* English Translation by G.E Anscombe (Blackwell Publishers; 3rd edition December 2001).

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.

META ETHICAL THEORIES

Code: PHIL-635

Title: Meta Ethical Theories

Credit Hours: 3

Category: Elective Course

Prerequisite: None

Introduction

If ethics is the general investigation of what is right/wrong, good/bad, what one may/ought to do, etc. then meta-ethics is the investigation of the nature of ethical judgments and facts. This involves questions about: (i) the objectivity and psychology of ethical judgment, (ii) the existence, nature and know-ability of ethical facts, and (iii) the meaning of ethical terms and the sentences in which they figure. This course will introduce students this area of philosophy, which is an interesting arena for the interaction of moral theory, metaphysics, ontology, moral psychology, and the philosophy of language.

Objectives

We consider a wide range of meta-ethical theories which may include non-naturalism, emotivism, error-theory, naturalism, expressivism, and fictionalism. Through this, students will gain an overview of twentieth century meta-ethics and exposure to some recent developments. In addition to students interested in ethical theory, this course will be relevant to those interested in metaphysics, epistemology, and the theory of meaning.

Contents

1. Introduction
2. Moral naturalism
3. Moral intuitionism
4. Emotivism
5. A.J.Ayer
6. Charles Stevenson
7. Language and Logic of Morals: Toulmin
8. Urmson
9. R.M.Hare
10. Error Theory
11. Utilitarianism
12. W.D.Ross
13. G.E.Moore
14. A.C.Ewing

Outcome

After successful completing of this course students will be able to understand different metaethical theories and an overview of 20th century meta-ethics. This course will help those students who are interested in metaphysics, epistemology and different business skills.

Recommended Books

1. Luther J.Binkley. (1961) Contemporary Ethical Theories. Philosophical public library.
2. Robin Attfield. (1995).Value, Obligation and Meta-Ethics, (3rd ed). Amsterdam
3. John Mizzoni. (2009). Ethics: The Basics (2nd ed) Wiley
4. Wilfrid J. Walchow. (2003) The Dimensions of Ethics: An introduction to Ethics.(4th ed.) Broad view press.

Reading Material Recommended books, Handouts, Articles and Journals will be available for students.

CLASSICAL CHINESE PHILOSOPHY

Code: PHIL-636

Title: Classical Chinese Philosophy

Rating: 3

Category: Elective Course

Pre-requisites: None

Introduction

This course is about the major schools of Chinese Philosophy in the most formative years of the Pre-Qin period, before the unification of China in 221 BCE. These schools are Confucianism, Mohism, and Daoism (with reference also to the egoism of Yang Zhu). The thoughts of these schools will be discussed and explored, focusing on the main concepts of their philosophies, their arguments, ideas and debates.

Objective

On successful completion of this course, students should have basic knowledge of some of the concepts and ideas of early Chinese philosophy. They should have acquired the basic knowledge of the philosophers and their different ideas and appreciate the arguments put forth, even though sometimes these may not be fully explicit. At a further level, students should have developed the ability to compare and contrast ideas and arguments.

Content

1. Introduction
2. Confucianism: Confucius
3. Daoism: Laozi
4. Mohism: Mozi
5. Confucianism: Mengzi
6. Daoism: Zhuangzi
7. Confucianism: Xunzi
8. Legalism
9. Buddhism
10. Neo-Confucianism

Outcomes

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

- ❖ Identify, distinguish, and articulate the social and moral ideas of the Confucians and their philosophical opponents.
- ❖ Detect hidden assumptions and arguments in these ideas, as well as analyze them.
- ❖ Evaluate and assess these ideas for logical cogency and coherence and critically interpret the significance of the values that are espoused.

Recommended Books and Readings

1. Lai, Karyn. 2008. *An Introduction to Chinese Philosophy*. Cambridge: Cambridge University Press.
2. Cheng, Chung-Ying and Nicholas Bunnin, eds. 2002. *Contemporary Chinese Philosophy*. Malden, MA: Blackwell.
3. Li, Chenyang. 2000. "The Confucian Concept of Jen and the Feminist Ethics of Care: A comparative Study." In Chenyang Li, ed., *The Sage and the Second Sex*:

Confucianism, Ethics, and
Gender. La Salle, IL: Open Court.

4. Liu, JeeLoo. 2006. An Introduction to Chinese Philosophy: from Ancient Philosophy to Chinese Buddhism. Malden, MA: Blackwell Publishing.
5. Ames, Roger T. and Henry Rosemont, Jr. 1998. The Analects of Confucius: A Philosophical Translation. New York: The Random House Publishing Group.
6. Lau, D.C. trans. 2002 [1979]. Confucius: The Analects. Hong Kong: The Chinese University Press.
7. Watson, Burton. 2003. Mozi. New York: Columbia University Press.
8. Van Norden, Bryan W., trans. 2008. Mengzi with Selections from Traditional Commentaries. Indianapolis: Hackett Publishing.

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.

ENVIRONMENTAL ETHICS

Code: PHIL-637

Title: Environmental Ethic

Credit Hours: 3

Category: Elective Course

Pre-requisites: None

Introduction

A significant amount of philosophically interested and important research on environmental and ecological issues has been conducted during the past few decades. The structure of this course will explain how the fields of environmental ethics and environmental philosophy have been developing during that period.

Objectives

The primary objectives of this course are to provide students a reasonably clear and straightforward introduction to the philosophical issues underlying environmental controversies. After completing this course the students will be able to: Recognize environmental ethical issues. Understand what lies behind our attitude towards the natural environment and everything in it. Discern whether we have a moral obligation to preserve and protect nature. Know and understand the argument for and against the use and exploitation of the natural environment.

Contents

5. Introduction: Nature and Morality
6. Environmental Ethical Issues
7. Arguments for and against the use and exploitation of Nature
8. Theories of Environmental Ethics:
 - (f) Bio-centric Ethics and the Reverence for Life
 - (g) Ecology, Wilderness and Ethics
 - (h) The Land Ethics
 - (i) Deep Ecology
 - (j) Social Ecology and Ecofeminism

Recommended Books

1. Ethics: Theory and Practice by Thiroux, Jacques P. 5th Ed. Prentice Hall, 1995.
2. Environmental Ethics: An Introduction to Environmental Philosophy by Joseph R. Des Jardins 3rd Ed. Wadsworth, 2001
3. Ethics in Practice: An Anthology ed. by Hugh LaFollette, Blackwell, 1997.

Reading Material

Recommended books, Handouts, Articles and Journals will be available for students.

PHILOSOPHY OF LANGUAGE

Code: PHIL-638

Title: Philosophy of Language

Credit Hours: 3

Category: Elective Course

Pre-requisites: None

Introduction

In this introductory course on the philosophy of language, we examine views on the nature of meaning, reference, truth, and their relationships. Other topics may include relationships between language and logic, language and knowledge, language and reality, language and acts performed through its use. No knowledge of logic or linguistics presupposed.

Objectives

This module aims to acquaint students with the chief ideas of some leading philosophers of logic and language including Frege, Russell, Davidson and others.

Content

1. Frege, Russell and the Linguistic Turn: Frege on Sense and Reference Russell
2. Logical atomism, atomic facts, elementary propositions, truth functions
3. The picture theory of meaning, objects
4. Limits of language; the nature of philosophy, solipsism
5. Rejection of logical atomism, attack on essentialism, puzzlement and philosophy.
6. Use of words, meaning and use of words, knowing how to go on, mind and its place in language
7. Private Language, sensations and talk of them, the nature of philosophy.
8. Mid-century Revolutions: Quine and the Analytic/Synthetic Distinction, Truth-Conditional Theories of Meaning, Meaning and Use, Speech Act Theory and Pragmatics.
9. Principle of Verifiability, Principle of Confirmability and Paradox of Confirmation Karl Popper's Critique of Positivism, Falsifiability and Scientific Progress.

Outcomes

By the end of the module, the students will be able to demonstrate intellectual, transferable and practicable skills appropriate to a Level 5 module and in particular will have become familiar with some of the central concepts in philosophy of logic and language. They will also have learned how to relate some of the issues studied in the course to issues in other courses, such as metaphysics and philosophy of mind.

Suggested Books and Further Readings

1. Austin, J. L. (1962) *How To Do Things With Words*. Oxford: Oxford University Press.

2. Bach, K. and Harnish, R. (1979) *Linguistic Communication and Speech Acts*. Cambridge, MA: The MIT Press.
3. Carnap, R. (1928) *The Logical Structure of the World (Die Logische Aufbau der Welt)*. George, E. (trans.) New York: Open Court Classics, 1999.
4. Chomsky, N. (1959) "A Review of B. F. Skinner's *Verbal Behavior*." In *Language*, 35(1), 26-58.
5. Davidson, D. (1967) "Truth and Meaning." In Davidson (1984), pp. 17-36.
6. Dummett, M. (1976) "What Is a Theory of Meaning? (II)" In *Truth and Meaning: Essays in Semantics*. G. Evans and J. McDowell. (Eds.) Oxford: Clarendon Press.
7. Field, H. (1977) "Logic, Meaning and Conceptual Role" *Journal of Philosophy* 74, 379-408.
8. Kripke, S. (1982) *Wittgenstein on Rules and Private Language*. Cambridge, MA: Harvard University Press.
9. Corcoran, J. (Ed.). Indianapolis : Hackett Publishing Company, 1983.
10. Tomberlin, J. (Ed.) (1995) *Philosophical Perspectives 9: AI, Connectionism and Philosophical Psychology*. Atascadero, CA: Ridgeview Press.
11. Van Gelder, T. (1995) "What Might Cognition Be If Not Computation?" *Journal of Philosophy*

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.

CURRENT PHILOSOPHICAL ISSUES

Code: PHIL-642

Title: Current Philosophical Issues

Rating: 3

Category: Elective Course

Pre-requisites: None

Introduction

this course "current philosophical issues" refers to a loosely connected group of ideas and texts which focus the contemporary problems and issues like the science vs. philosophy, individual vs. community and male vs. female. This course generally deals with philosophy of science, philosophy of politics, philosophy of psychology and philosophy of feminism.

Objectives

This course has been designed to understand the current philosophical issues which related to today philosophy. Understand and critically respond to the problems and to be able to critically discuss contemporary issues.

Content

1. Under-determination of scientific theory.
2. Foucault; truth, Sex and Power
3. Derrida; the constructor of deconstruction
4. *What is Philosophy?*
 - a. Deleuze and Guattari's defense of philosophy and 'new image of thought' in "*What is Philosophy?*"
 - b. Badiou, *Manifesto for Philosophy*.
 - c. Meillassoux and the foundations of 'Speculative
 - d. Laruelle, *The Non-Philosophy Project*
5. Feminism:

- a. Psychoanalytic feminism
- b. Feminist perspectives on the self
- 6. Individualism and Claims of community:
 - a. Political action, human freedom, and plurality.
 - b. Political deliberation in relation to difference.
 - c. Modern Liberalism: Leo Strauss on Its Consequences, Alternatives, and Possibilities
 - d. Colonialism

Outcome

Student will be able to understand the current philosophical issues and will be able to critically discuss and will give logical solution for these problems.

Recommended Books

1. Brian McHale, "1966 Nervous Breakdown; or, When Did Postmodernism Begin?" *Modern Language Quarterly*
2. Jean-François Lyotard, "Answering the Question: What Is Postmodernism?" (1983), in *The Postmodern Condition: A Report on Knowledge*, trans. Geoff Bennington and Brian Massumi (Minneapolis: University of Minnesota Press, 1984)
3. Jean-François Lyotard, *The Postmodern Condition: A Report On Knowledge*, 1982 Manchester University Press.
4. *Stefan Morawski*, *The Troubles With Postmodernism*, First Published 1996 By Routledge 11 New Fetter Lane, London EC4P 4EE
5. Andrius Bielskis, *Towards A Post-Modern Understanding Of The Political*, 2005, Palgrave Macmillan.
6. John Deely, *The Beginning Of Postmodern Times Or: Charles Sanders Peirce And The Ecovery Of Signum*, Visiting Professor Of Semiotics Fall Semester 2000
7. Stuart Sim, *The Routledge Companion To Postmodernism*, Routledge Companions, London and New York, 2001.

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.

LOGIC AND COMPUTABILITY

Code: PHIL-643

Title: Logic and Computability

Credit Hours: 3

Category: Elective Course

Pre-requisites: None

Introduction

Introduction to propositional and predicate logic. Use of logic as a language for knowledge representation and specification, and methods for verification or rejection of logical validity by proof calculi or model construction. Formal models of computation, such as finite automata, stack automata and Turing machines, and the elementary theory concerning these.

Objectives

The goals of this course are to give the student the following capabilities:

- to be familiar with the basic terminology for computability and logic
- to describe basic computability classes and fundamental logics

- to describe basic properties of computability classes and logics
- to explain constructive/algorithmic approaches to computability classes and logics
- to analyze and to prove properties of computability classes and logics

Content

1. Introduction
2. Propositional Calculus: Formulas, Models, Tableaux
3. Propositional Calculus: Deductive Systems
4. Propositional Calculus: Resolution
5. Predicate Calculus: Formulas, Models, Tableaux
6. Predicate Calculus: Deductive Systems
7. Predicate Calculus: Resolution
8. Logic Programming
9. Programs: Semantics and Verification
10. Temporal Logic

Outcome

To be able to use propositional and predicate logic as formal languages. Being able to argue for logical validity, or establish invalidity by falsification. To be familiar with methods associated with computability models.

Recommended Books

1. John Martin "Introduction to Languages and the Theory of Computation" 4th edition, McGraw-Hill, 2010
2. Michael Huth and Mark Ryan, "Logic in Computer Science" 2nd edition, Cambridge University Press, 2004

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.

PHILOSOPHICAL LOGIC

Code: PHIL-644

Title: Philosophical Logic

Credit Hours: 3

Category: Elective Course

Pre-requisites: None

Introduction

Philosophical logic Classical and contemporary logic are considered with special emphasis upon reasoning and argumentation. Attention is given to the nature of language and its relation to philosophical problems.

Objectives

The general aims of this introductory survey of logic are

- to gain an appreciation for the complexity of language,
- to learn effective methods of resolution for a variety of disagreements,
- to obtain the ability to define terms,
- to understand the structure of different kinds of arguments,
- to recognize and evaluate the different kinds of arguments,
- to grasp the features of traditional logic,
- to sketch the principles of symbolic logic,
- to obtain facility in symbolic manipulations,

- to develop the ability to think critically, and
- To realize that the proper use of logic is a reasonable way to solve problems.

Content

1. Introduction to Philosophical logic.
2. Necessity, Analyticity, Priori and A Priori.
3. Existence, Presupposition and Description.
4. Truth:
 - a. Correspond Theory of Truth
 - b. Coherence Theory of Truth
 - c. Pragmatic Theory of Truth
5. Meaning, Reference, Verification and Use.
6. Truth, Meaning, Realism and Antirealism.

Outcomes

Upon completion of this course, all students should be able to

- ❖ explain the difference between an argument and a disagreement,
- ❖ identify premises and conclusions in complex arguments,
- ❖ explain the difference between deduction and induction,
- ❖ analyze the interrelation between arguments and explanations,
- ❖ understand the differences among truth, validity, and soundness,
- ❖ identify the differences between factual significance and emotive significance,
- ❖ list major uses of language,
- ❖ identify and explain the common fallacies which occur in everyday discourse,
- ❖ be aware of common methods of persuasion and propaganda,
- ❖ evaluate one premises deductive inferences,
- ❖ refute arguments by devising logical analogies,
- ❖ evaluate two premises deductive inferences, and
- ❖ Diagram and evaluate complex arguments.

Recommended Books

1. A. C. Grayling (1982) An Introduction to Philosophical Logic. Edition 3, publisher wiley.
2. ImreLakatos (1976) Proofs and Refutations, Editors: Gabbay, Dov M., Guentner, Franz (Eds.) 2004
3. Sybil Wolfram (1989) Philosophical logic, **Publisher:** Routledge (April 30, 1989)

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.

CURRENT DEBATES IN MUSLIM THOUGHT

Code: PHIL-645

Title: Current Debates in Muslim Thought

Rating: 3

Category: Elective Course

Pre-requisites: None

Introduction

The course deals with the Muslim communities in the contemporary world. It is primarily concerned with the study of Islamic tradition and its peoples in the last two centuries- the

period of Islamic reform in the wake of Western hegemony and the efforts of the community to readjust under the challenges of the liberal and technical age. The course will attempt to answer a basic question: What is happening to the Muslim community in the technical age and how has it responded to the challenges posed by "Westernization" through "modernization" through "secularization"?

Outcomes

Upon successful completion of the course, students are expected to: Religious Faith and Heritage

- Demonstrate knowledge of religious heritage, and articulate clearly their own theological positions (as related to pastoral practices).
- Interpret scripture and religious texts using a variety of methods, sources, and norms.
- Identify and respect the diversity of theological viewpoints and practices within their religious tradition.
- Demonstrate critical understanding for one's area of specialization of the relationship between faith practices and cultural contexts.
- Employ diverse methods of analysis in relating to one's cultural contexts of one's specialization.
- Give evidence of critical self-awareness with regard to their own and—and others'—faith perspectives and practices of educational ministry.

Content

1. Islam and Modernity
2. Early Responses : Educational Reforms of Sir Sayyid Ahmad Khan
3. The Quran and Hadith in the Modern Age
4. The Emergence of Political Islam
5. Secularism and Democracy
6. Iran's Islamic Revolution
7. Islamic Spirituality
8. Islamic Feminism and Transnational Networks
9. Discourses on the Veil
10. New Trends in Sharia
11. The Canadian Sharia Debates

Recommended Books

1. John J. Donohue, John L. Esposito (eds), *Islam in Transition: Muslim Perspectives* (New York: Oxford University Press, 2007).
2. Abbas, Sadia. *At Freedom's Limit: Islam and the Postcolonial Predicament*. New York: Fordham University Press, 2014.
3. Abu-Rabi., Ibrahim M. (ed.). *Spiritual dimensions of Bediuzzaman Said Nursi's Risale-i Nur*. Albany: State University of New York Press, 2008.
4. Afsaruddin, Asma. *Contemporary Issues in Islam*. Edinburgh: Edinburgh University Press, 2015.
5. Ahmed, Leila, *A Quiet Revolution: The Veil's Resurgence, from the Middle East to America*. New Haven: Yale University Press, 2011.
6. Badran, Margot. *Feminism in Islam: secular and religious convergences*. Oxford: One world, 2009.
7. Burak, Guy. *The Second Formation of Islamic Law: The Hanafi School in the Early Modern Ottoman Empire*. Cambridge: Cambridge University Press, 2015.
8. Emon, Anver M., Mark S. Ellis, Benjamin Glahn (eds). *Islamic Law and International Human Rights Law: Searching for Common Ground?* Oxford, United Kingdom: Oxford University Press, 2012.

9. Ernst, Carl W. and Richard C. Martin (eds). *Rethinking Islamic Studies: From Orientalism to Cosmopolitanism*. Columbia, S.C.: University of South Carolina Press, 2010.
10. Esposito, John, Tamara Sonn and John O. Voll. *Islam and Democracy after the Arab Spring*. Oxford: Oxford University Press, 2016.
11. Juynboll, G. H. A. *The Authenticity of the Tradition Literature; Discussions in Modern Egypt*. Leiden E.J. Brill 1969.
12. Halman, Talât S. (ed.). *YunusEmre and His Mystical Poetry*. Bloomington, Ind: Indiana University Press, c1981.
13. Hammer, Juliane. *American Muslim Women, Religious Authority, and Activism: More Than a Prayer*. Austin: University of Texas Press, 2012.
14. Jackson, Sherman A. *Islam and the Problem of Black Suffering*. New York, N.Y.: Oxford University Press, 2009.
15. Korteweg, Anna C. and Jennifer A. Selby (eds), *Debating Sharia: Islam, gender politics, and family law arbitration*. Toronto: University of Toronto Press, 2012.
16. Kugle, Scott. *Homosexuality in Islam: Islamic Reflection on Gay, Lesbian, and Transgender Muslims*. Oxford: Oneworld Publication, 2010.
17. Mahmood, Saba. *The Politics of Piety: The Islamic Revival and the Feminist Subject, with a new preface by the author*. Princeton, N.J.: Princeton University Press, 2012.
18. Mir-Hosseini, Ziba, Mulki al-Sharmani and Jana Rumminger (eds), *Men in charge? Rethinking Authority in Muslim Legal Tradition*. London: Oneworld, 2015.
19. Khalil, Mohammad. *Between Heaven and Hell: Islam, Salvation, and the Fate of Others*. New York: Oxford University Press, 2013.
20. Shah-Kazemi, Reza. *Common Ground between Islam and Buddhism, with an essay by ShaykhHamza Yusuf; introduced by H. H. the Fourteenth Dalai Lama, H. R. H. Prince Ghazi bin Muhammad, Mohammad HashimKamali*. Louisville, KY: Fons Vitae, 2010.
21. Sonneveld, Nadia. *Khul‘ Divorce in Egypt: Public Debates, Judicial Practices and Everyday Life*. Amsterdam: UvA, 2009.
22. Soroush, Abdolkarim. *Reason, Freedom and Democracy in Islam: Essential Writings of AbdolkarimSoroush, translated, edited and with a critical introduction by Mahmoud Sadri and Ahmad Sadri*. Oxford: Oxford University Press, 2000.
23. Weisse, Wolfram; KatajunAmirpur; Anna Körs&DotheVieregge (eds.). *Religions and Dialogue: International Approaches*. Münster: Waxmann, 2014.
24. Zine, Jasmin. *Canadian Islamic Schools: Unravelling the Politics of Faith, Gender, Knowledge, and Identity*. Toronto: University of Toronto Press, 2008.

ISLAMIC MODERNISM

Code: PHIL-646

Title: Islamic Modernism

Rating: 3

Category: Elective Course

Pre-requisites: None

Introduction

Modern Islamic Thought is designed as a course that acquaints students with important intellectual movements and orientations in the modern and contemporary Islamic world since the 19th century. It examines measures taken by Muslim intellectuals in their attempt to accommodate traditional Islamic notions in light of modernity and contemporary epistemic conditions and contexts. The new surge of Islamic thinking which they represent appears as multifarious strains rather than confined into monolithic articulation. Thus modern and contemporary intellectual movements and tendencies will be investigated through the works

of their main proponents. The relationship between Muslim thought and the West will also be properly explored.

The course will begin with an historical survey on the early modern Islamic thought propounded by Jamal al-din al-Asadabadi and his student Muhammad Abduh. The first part ends with some of the most influential Muslim thinkers that attempted to reconstruct Islam. The second part introduces some sort of cartography of modern Islamic thought in which many intellectual movements from revivalism to Islamic feminism will be examined. The third part constituted geography of thought that tries to elaborate Islamic thinking and intellectual development within spatial considerations. The overall aim of this course is to provide and to engage students with the main of the whole gamut of ideas emerging from the engagement of Islamic thought with modernity and zeitgeist.

Objectives

Upon successful completion of this course, a student is expected to have acquired the following:

- Understanding of the development of modern Islamic thought from its historical, political, social, and cultural context
- Understanding of several Islamic intellectual movements that emerged since the 19th century as a result of engagement with modernity and the West while attempted to contextualise Islamic notions
- Acquiring knowledge and learning of various Islamic intellectual movements, their proponents and their transformation that later perhaps be used to develop as critical foundation for further rethinking of Islamic thought.
- Developing an attitude of critical self-awareness about the possibilities of our intellectual tools and methods for understanding of modern and contemporary Islamic thought.

Content

The content of the course represented various topics discussed which are arranged as follows:

Part I. Description of Origins

2. What is modern Islamic thought? The seed of modern Islamic thought: Jamal al-din al-Asadabadi, Muhammad Abduh
3. More than Political Movement: Ikhwan al-Muslimin. Hasan al-Banna and Sayyid Qutb
4. Reconstruction of Islam I: Muhammad Iqbal, Hussein Nasr, Muhammad al-Ghazali
5. Reconstruction of Islam II: Imam Khomeini, Murtada Mutahhari, Muhammad Baqir Sadr

Part II. Cartography of Thought

2. Islamic identity: Jalal Al-e Ahmad, Ali Shariati, Hachim Djait, Daryush Shayegan
3. Islamic economics: Mahmud Taliqani, Muhammad Baqir Sadr, Nawab Naqvi
4. Islamic science: Ismail al-Faruqi, Naquib al-Attas, Mahdi Hairi Yazdi
5. Islamic Left: Abdullah Laroui, Hassan Hanafi
6. Islam and feminism: Fatimah Mernissi, Laila Ahmad, Ziba Mir-Husseini, Aminah Wadud
7. Islam and liberation theology: Asghar Ali Engineer, Farid Esack
8. Rethinking Islam I: Fazlur Rahman, Nasr Hamid Abu Zayd
9. Rethinking Islam II: Muhammad Abid al-Jabiri, Muhammad Arkoun

Part III. Geography of Thought

2. Islam in the West: Khaled Abu al-Fadl, Tariq Ramadan, Abdullahi an-Naim
3. Dynamics in Iran: Abdul karim Soroush, Muhammad Mujtahid Shabestari, Muhammad Taqi Misbah Yazdi
4. Turkey and Indonesia: Bediuzzaman Said Nursi, Fathullah Gulen and Nurcholish Madjid
5. Dynamics in India: Wahiduddin Khan, Ali Nadwi, Mawdudi

Recommended Books

1. Abu-Rabi, Ibrahim M, 2006, *The Blackwell Companion to Contemporary Islamic Thought*, Blackwell: Oxford
2. Abu-Rabi, Ibrahim, M, 2004, *Contemporary Arab Thought: Studies in Post-1967 Arab Intellectual History*, Pluto Press: London
3. Boroujerdi, Mehrzad, 1998, *Iranian Intellectuals and the West: The Tormented Triumph of Nativism*, Ithaca: Syracuse University Press
4. Cooper, John; Mahmoud, Mohammad; and Nettler, Ronald (eds), 2000, *Islam and Modernity: Muslim Intellectual Respond*, I.B. Tauris: London
5. Esposito, John L and Voll, John Obert, 2001, *Makers of Contemporary Islam*, Oxford: Oxford University Press
6. Hourani, Albert, 1983 (2002), *Arabic Thought in the Liberal Age: 1798-1939*, Cambridge: Cambridge University Press
7. Jahanbakhsh, Forough, 2001, *Islam, Democracy, and Religious Modernism in Iran (1953-2000)*, Leiden: Brill
8. Kamrava, Mehran (ed), 2007, *The New Voices of Islam: Rethinking Politics and Modernity*, University of California Press
9. Kurzman, Charles (ed), 2002, *Modernist Islam 1840-1940: A Sourcebook*, Oxford: Oxford University Press
10. Moaddel, Mansoor and Talattof, Kamran (eds), 2000, *Modernist and Fundamentalist Debates in Islam: A Reader*, New York: Palgrave Macmillan
11. Nabavi, Negin (ed), 2003, *Intellectual Trends in Twentieth Century Iran: A Critical Survey*, Gainesville: University of Florida Press
12. Rahnema, Ali, 2005, *Pioneers of Islamic Revival*, Zed Books: New York
13. Safi, Omid, 2003, *Progressive Muslims: On Justice, Gender, and Pluralism*, Oneworld Publications: London
14. Taji-Farouki, Suha (ed), 2006, *Modern Muslim Intellectuals and the Quran*, Oxford: Oxford University Press
15. Taji-Farouki, Suha, and Nafi, Basheer M (eds), 2004, *Islamic Thought in the Twentieth Century*, London: I.B Tauris
16. Vogt, Kari; Moe, Christian; and Larsen, Lena (eds), 2008, *New Directions in Islamic Thought*, London: I.B Tauris

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.

SPECIAL WESTERN PHILOSOPHER

Code: PHIL-647

Title: Special Western Philosopher

Credit Hours: 3

Category: Elective Course

Pre-requisites: None

Introduction

This specialization course “special western philosopher” focuses on one of the mention below philosopher and his major work. This course all describes the commentary and criticism of the philosopher and influence with other philosophers. The course is designed for student to specialize a philosopher and his all major work and his major idea.

Objectives

- To understand one of the western philosopher.
- To understand Western Philosophical text.
- To understand all aspect of the selected philosopher.
- To read and understand the complete work of a philosopher.

Content

- | | |
|---------------------------|----------------------------|
| 1. Plato | 22. Bertrand Russell |
| 2. Aristotle | 23. Ludwig Wittgenstein |
| 3. Thomas Hobbes | 24. Jean-Paul Sartre |
| 4. Rene Descartes | 25. Alfred North Whitehead |
| 5. Baruch Spinoza | 26. G. E. Moore |
| 6. Gottfried Leibniz | 27. A. J Ayer |
| 7. John Locke | 28. Henri Bergson |
| 8. George Berkeley | 29. Ferdinand de Saussure |
| 9. Voltaire | 30. Michel Foucault |
| 10. David Hume | 31. Jacques Derrida |
| 11. Jean-Jacques Rousseau | 32. Jean Baudrillard |
| 12. Immanuel Kant | 33. Roland Barthes |
| 13. J.W. von Goethe | 34. Claude Lévi-Strauss |
| 14. G. W. F. Hegel | 35. Noam Chomsky |
| 15. John Stuart Mill | 36. Louis Althusser |
| 16. Søren Kierkegaard | 37. Richard Rorty |
| 17. Karl Marx | 38. Jürgen Habermas |
| 18. William James | 39. Hans-Georg Gadamer |
| 19. Friedrich Nietzsche | 40. Donald Davidson |
| 20. Edmund Husserl | 41. John Rawls |
| 21. Martin Heidegger | 42. Maurice Merleau-Ponty |

Outcomes

- ❖ Student will be aware all aspect of the selected philosopher and his philosophy.
- ❖ Student will be able to read and understand complete work of the selected philosopher.
- ❖ Student will be advocate and criticized all aspect of the philosophers
- ❖ Student will be able to develop the habit of reading the complete work of one philosopher.
- ❖ Student will be able to select the selected philosopher in his M.Phil and PhD.

Recommended Books

Note: the major work(s) and any famous commentary of the selected philosopher will be our recommended book.

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.

SPECIAL MUSLIM PHILOSOPHER

Code: PHIL-648

Title: Special Muslim Philosopher

Credit Hours: 3

Category: Elective Course

Pre-requisites: None

Introduction

This course “special Muslim philosopher” focuses on one of the mention below philosopher, his major work and commentary on his philosophy and idea this course also focus the criticism of the selected philosopher. The course is designed for student to specialize a philosopher and his all major work and his major idea.

Objectives

- To understand one of the Muslim philosophy and Muslim Cultures.
- To understand Muslim Philosophical text and their interpretations.
- To understand all aspect of the selected philosopher including his auto biography.
- To read and understand the complete work of a selected philosopher.

Content

1. Kindi
2. Al-Farabi
3. Ibn-Sina
4. Al-Ghazali
5. Ibn-Rushd
6. Ibn-Khaldun
7. IbnArabi
8. InbMiskawayh
9. IbnTufayl
10. MullaSadra
11. Al Razi
12. Al-Tusi
13. Shah Wali Allah
14. Sir Syed Ahmed
15. Muhammad Iqbal
16. FazlurRahman
17. Syed Maududi
18. Jamal Al-din Afghani

Outcomes

- ❖ Student will be aware all aspect of the selected philosopher and his philosophy.
- ❖ Student will be able to read and understand complete work of the selected philosopher.
- ❖ Student will be advocate and criticized all aspect of the philosophers
- ❖ Student will be able to develop the habit of reading the complete work of one philosopher.
- ❖ Student will be able to select the selected philosopher in his M.Phil and PhD.

Recommended Books

Note: the major work(s) and any famous commentary of the selected philosopher will be our recommended book.

Reading Material

Books, Handouts, Notes and Study Packages will be available for the students in the class.