

UNIVERSITY OF THE PUNJAB

NOTIFICATION

It is hereby notified that the Syndicate at its meeting held on 27.07.2023 approved the recommendations of the Academic Council made at its meeting dated 24.05.2023 regarding Syllabi & Courses of Reading/Scheme of Studies of the following programs:-

- i) BS Philosophy (5<sup>th</sup> -8<sup>th</sup> Semester program) w.e.f. the Academic Session, 2021.

The revised Syllabus/Scheme of Studies BS Philosophy (5<sup>th</sup> to 8<sup>th</sup> Semester program w.e.f. Academic Session, 2021. vide Annexure-‘A’.

th  
Admin. Block,  
Quaid-i-Azam Campus,  
Lahore.  
No. D/ 9196/Acad.

Sd/-  
REGISTRAR

Dated: 6-12-2023

Copy of the above is forwarded to the following for information and necessary action: -

1. Dean, Faculty of Arts & Humanities.
2. Incharge, Department of Philosophy.
3. Director, Quality Enhancement Cell.
4. Director, IT for placement of Notification at website
5. A.R. (Statutes).
6. Secretary to the Vice-Chancellor.
7. PS to PVC.
8. PS to Registrar.
9. Assistant Syllabus.



Assistant Registrar (Academic)  
for Registrar

**Programme Curriculum**  
**BS Philosophy 5<sup>th</sup> to 8<sup>th</sup> Semester**  
[Replacement of MA Philosophy]



**Department of Philosophy**  
**University of the Punjab,**  
**Lahore**

<b>Programme</b>	BS Philosophy				
<b>Duration</b>	2 Years	<b>Semesters</b>	4	<b>Credit hours</b>	69
<b>Department</b>	Philosophy				
<b>Faculty</b>	Arts and Humanities				
<b>Department Introduction</b>					
<p>In order to impart the education of Philosophy the then Vice-Chancellor, Hamid Ahmad Khan inaugurated the Department of Philosophy, on March 7, 1964. Qazi Muhammad Aslam was the founder chairperson of the Department. C. A. Qadir, Karamat Hussain Jaffary, Khawaja Ghulam Sadiq, Abdul Khaliq, Absar Ahmad, Naeem Ahmad and Sajid Ali had been part of the faculty of the Department at different times. Currently, Muhammad Jawwad is the Incharge of the Department since December 2, 2021. The faculty of the Department is rich in both the Western and the Muslim philosophical traditions. The Department offers several degree programmes in Philosophy including BS, MPhil and PhD.</p> <p>In order to pay homage to the memory of Allama Muhammad Iqbal, Philosopher-poet of the East and a distinguished alumnus of the University of the Punjab, Iqbal Memorial Lectures were instituted in 1964. These lectures, organized annually by the Department of Philosophy, have been delivered by eminent Pakistani and foreign scholars. H. D. Lewis, Annemarie Schimmel, W. C. Smith, W. Chittick, John Walbridge, Bilal Sambur and John E. Hare were among the foreign luminaries who delivered this Memorial Lecture. The Department also organizes seminars and invites eminent scholars to address the students.</p>					
<b>Department Vision</b>					
<p>The Department has vision that human persons inherit diverse potential which need a conducive environment to transform them into capabilities. The Department of Philosophy grooms the students into responsible and honest citizens and skilled professionals trained in their respective fields to serve the nation. Character building and moral training is an integral component of student-teacher relationship. Student life in the Department provides the students with all possible opportunities to acquire the most dynamic personalities with leadership qualities. Academically excellent and experienced faculty members are involved in teaching and research in the Department. Classes are regularly held, well supplemented with extracurricular activities.</p>					
<b>Department Mission</b>					
<p>The Department of Philosophy has the mission to provide clarity in thought, freedom of thought and the intellectual rights of human persons. The Department promotes the philosophical approach to life in comprehensive way. In the times irrationality and populism, the Department of Philosophy endeavors to promote the culture of dialogue,</p>					

mutual harmony, moral values, philosophical worldviews and critical rationality in the holistic sense.

### **Department Goals**

The Department of Philosophy has the following goals:

1. The Department strives to make human development by imparting quality education.
2. The Department strives to promote the genuine academic culture by strengthen freedom of thought.
3. The Department strives to teach students art of rigorous research and writing philosophy.
4. The Department strives to promote logical thinking in society.
5. The Department strives to promote moral values in society.

### **Programme Introduction**

The Department of Philosophy provides a learning educational environment to students with the opportunities to acquire knowledge and skill to build a successful career and become an integral part of the community. Students will study different aspects of philosophy, ethics, logic, epistemology and political philosophy. Impart quality education based on knowledge, research and skill to produce graduates of international caliber who contribute to society with global perspectives. Teach high ethical and moral standards, develop leadership capabilities and equip with professionalism for sustainable development of the society in diverse ways.

### **Programme Objectives**

In order to make our programme promising, our key objectives are:

1. To impart advanced knowledge of Philosophy.
2. To enable the students to enhance their faculty of rationality.
3. To augment their moral sense in academic and non-academic world.
4. To promote philosophical approach to life

### **Market Need / Rationale of the Program**

The proposal for new program should include a market survey to address the need for introducing the program.

Program need assessment may include feedback from multiple sources such as:

- a) **Potential Students for the programme: Subjects with human, social, natural and IT sciences are the potential students of BS Philosophy.**
- b) **Potential Employers:** Education, government, law and journalism.
- c) **Academic Projections:** In Pakistan, University of Karachi, Baluchistan, Peshawar and GCU offer the similar programmes.
- d) **Faculty: Qualified faculty is essential for a successful BS programme.**
- e) **Physical Facilities: Library, Journals and Books.**

#### **Admission Eligibility Criteria**

- Years of Study completed: 14 years (BA / BSc or Equivalent)
- Study Program/Subject: Philosophy
- Percentage/CGPA: 4:00.
- Entry Test: No test is required currently.
- Any other (if applicable)

## Scheme of Studies

### Semester-V

Category	Course Code	Course Title	Credit Hours
	PHIL-312	<b>Early Greek Philosophy</b>	3
	PHIL-313	Logic and Critical Thinking	3
	PHIL-314	Theories of Ethics	3
	PHIL-315	Writing Philosophy	3
	PHIL-316	Epistemology	3
	PHIL-317	Philosophy of Education	3
<b>Total Credit Hours</b>			<b>18</b>

### Semester-VI

Category	Course Code	Course Title	Credit Hours
	PHIL-351	<b>Later Greek Philosophy</b>	3
	PHIL-352	Western Philosophy: Descartes to Hume	3
	PHIL-353	Muslim Philosophy	3
	PHIL-354	Formal Logic	3
	PHIL-355	Philosophy of Science	3
	PHIL-360	Business Ethics	3
<b>Total Credit Hours</b>			<b>18</b>

**Semester-VII**

<b>Category</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>Compulsory</b>	PHIL-405	Analytical Philosophy	3
	PHIL-406	Phenomenology and Existentialism	3
	PHIL-407	Philosophy of Mind	3
	PHIL-408	<b>Western Philosophy: Kant to Bergson</b>	3
	PHIL-409	Philosophy of Social Sciences	3
<i>Opt any one optional course.</i>			
<b>Optional</b>	PHIL-410	Metaphysics	3
	PHIL-411	Philosophy of Art	3
	PHIL-412	Modern Muslim Philosophy	3
	PHIL-413	Philosophy of Law	3
	PHIL-414	Philosophy of History	3
	PHIL-415	Knowledge, Rationality and Science	3
<b>Total Credit Hours</b>			<b>18</b>

**Semester-VIII****Offer one Specialization:**

1. Moral Philosophy
2. Political Philosophy

Category	Subject	Course Code	Course Title	Credit Hours
<b>Compulsory</b>	Philosophy	PHIL-453	Postmodern Philosophy	3
<i>Select two core courses of any one stream of specialization in philosophy.</i>				
<b>Core</b>	Moral Philosophy	PHIL-456	Metaethics	3
		PHIL-457	Contemporary Moral Philosophy	3
	Political Philosophy	PHIL-458	Classical Political Philosophy	3
		PHIL-459	Modern Political Philosophy	3
<i>Select any two optional courses with reference to the stream of specialization.</i>				
<b>Optional</b>		PHIL-468	Special Philosopher	3
		PHIL-470	Global Ethics and Justice	3
		PHIL-475	Environmental Ethics	3
		PHIL-477	Ethics of Artificial Intelligence	3
		PHIL-479	Contemporary Political Philosophy	3
Or Research Work (Optional) in lieu of one Optional course		PHIL-490	Research Project	3
<b>Total Credit Hours</b>				<b>15</b>



<b>Award of Degree</b>					
Degree awarding criteria stating: CGPA percentage required to Qualify: As per PU rules and regulations Thesis /Project/Internship: Optional, 3 Credit Hours Any other requirement, e.g. Comprehensive examination (if applicable): NA					
<b>NOC from Professional Councils (if applicable): NA</b>					
Provide the status of NOC from the concerned Professional Council(s), if applicable, depending on nature of the program being propose					
<b>Faculty Strength</b>					
<b>Degree</b>	<b>Area/Specialization</b>			<b>Total</b>	
<b>PhD</b>	1. Western Analytical Philosophy 2. Western Postmodern Philosophy 3. Muslim Philosophy			<b>3</b>	
<b>MPhil</b>	1. Western Analytical Philosophy 2. Western Postmodern Philosophy			<b>2</b>	
<b>Total</b>				<b>5</b>	
<b>Present Student Teacher Ratio in the Department</b>					
<b>Total Faculty</b>	<b>6+10 Visiting</b>	<b>Total Students</b>	<b>185</b>	<b>Ratio</b>	
<b>Course Outlines separately for each course</b>					



**Department of Philosophy  
Faculty of Arts and Humanities  
University of the Punjab, Lahore**

### Course Outline

Programme	BS Philosophy	Course Code	PHIL-312	Credit Hours	3
	<b>Early Greek Philosophy</b>				
<b>Course Introduction</b>					
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.					
<b>Learning Outcomes</b>					
On the completion of the course, the students will: 1. know how to discuss philosophical issues. 2. learn how to understand history of philosophy. 3. able to understand the arguments of classical western philosophers.					
<b>Course Content</b>					
The major philosophical ideas of the following philosophers: Ionics Pythagoreans Eleatics Anaxagoras Sophists Socrates					
<b>Textbooks and Reading Material</b>					
<b>Textbooks:</b> Stace, W. T. (2010). <i>A Critical History of Greek Philosophy</i> . Reprinted. National Book.					
<b>Suggested Readings:</b> Russell, B. (2020). <i>History of Western Philosophy</i> . Reprinted. Unwin University Books.					

<b>Teaching Learning Strategies</b>			
Socratic Teaching Method Use of Multi-media			
<b>Assignments: Types and Number with Calendar</b>			
2 zero credit essay types assignments for improving writing skills at different stages of the semester.			
<b>Assessment</b>			
	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

<b>Programme</b>	BS Philosophy	<b>Course Code</b>	PHIL-313	<b>Credit Hours</b>	3
<b>Logic and Critical Thinking</b>					
<b>Course Introduction</b>					
This course is designed to develop and sharpen students critical thinking skills. The main thrust will be on analyzing and constructing both inductive and deductive arguments. Critical reasoning will be applied to a variety of situations such as making sound decisions, evaluating claims and assertions and avoiding fallacious reasoning. The course will enable students to make distinction between correct and incorrect reasoning.					
<b>Learning Outcomes</b>					
On the completion of the course, the students will: 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.					
<ol style="list-style-type: none"> <li>1. bolster the critical thinking skills in students to expose fallacies and bad reasoning, that they can also be used to support other viewpoints, and to cooperate with others in solving problems and acquiring knowledge.</li> </ol>					
<b>Course Content</b>					

## **1. Introduction to Critical Thinking**

- What is Critical Thinking
- Basic Concepts of Logical Thinking
- Argument, Premises, and Conclusions
- Recognising arguments
- Deduction and Induction
- Validity, Truth, Soundness, Strength, Cogency
- Argument Forms: Proving Invalidity
- Extended Arguments

## **2. Informal Fallacies**

- Fallacies in General
- Fallacies of Relevance
- Fallacies of Weak Induction
- Fallacies of Presumption, Ambiguity, and Grammatical Analogy

## **3. Categorical Propositions**

- The Components of Categorical Propositions
- Quality, Quantity, and Distribution
- Venn Diagram and the Modern Square of Opposition
- Conversion, Obversion, and Contraposition
- Venn Diagram and the traditional Standpoint
- Translating Ordinary Language Statements into Logical Forms

## **4. Categorical Syllogisms**

- Standard Mood, Form, and Figure
- Venn Diagrams
- Rules and Fallacies
- Reducing the Number of Terms
- Ordinary Language Arguments

## **5. Propositional Logic**

- Symbols and Translations
- Truth Functions
- Truth Tables for Propositions
- Truth Tables for Arguments

## **6. Natural Deduction in Propositional Logic**

- Rules of Implication-I
- Rules of Implication-II

## **7. Induction**

- Analogy and Its applications
- Causality and Mill's Methods
- Hypothetical / Scientific Reasoning
- Science and Superstition

## **Textbooks and Reading Material**

### **1. Textbooks:**

Copi, Irving M. 2014. *An Introduction to Logic*. 14<sup>th</sup> edition. London: Pearson Education

Hurley, Patrick J. 2006. *A Concise Introduction to Logic*. 9<sup>th</sup> edition. Australia: Thomson / Wadsworth.

### **2. Suggested Readings:**

Grcic, J. 2006. *Logic and Life: An Introduction to Applied Logic and Critical Thinking*. Boston:

Pearson Education.			
Layman, Charles S. 2000. <i>The Power of Logic</i> . London: Mayfield Publishers.			
Stanley, M. 2001. <i>Logic and Controversy</i> . London: Wadsworth.			
<b>Teaching Learning Strategies</b>			
Socratic Teaching Method Use of Multi-media			
<b>Assignments: Types and Number with Calendar</b>			
2 zero credit essay types assignments for improving writing skills at different stages of the semester.			
<b>Assessment</b>			
	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

<b>Programme</b>	BS Philosophy	<b>Course Code</b>	PHIL-314	<b>Credit Hours</b>	3
	<b>Theories of Ethics</b>				
<b>Course Introduction</b>					
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.					
<b>Learning Outcomes</b>					
On the completion of the course, the students will:					
<ol style="list-style-type: none"> <li>1. Be able to understand the importance and necessity of ethical theory.</li> <li>2. Be able to read, understand, learn from and engage texts in ethical theory and the history of ethics.</li> <li>3. become acquainted with some of the primary sources of key figures in the development of Western ethics.</li> </ol>					

4. appreciate the richness and complexity of ethics as a discipline.

### Course Content

1. Introduction to Ethics
2. Morality as Compared with Other Normative Subjects
3. Moral Objectivism
4. Ethical Relativism
5. Utilitarianism
6. Kant and Deontological Theories
7. Virtue Ethics
8. Ethical Egoism
9. Social Contract Theory
10. Existentialist Ethics

### Textbooks and Reading Material

#### 1. Textbooks:

Rachels, James. 1999. *The Elements of Moral Philosophy*. New York: McGraw-Hill.

#### 2. Suggested Readings:

Graham, Gordon. 2011. *Theories of Ethics*. New York & London: Routledge.

### Teaching Learning Strategies

Socratic Teaching Method  
Use of Multi-media

### Assignments: Types and Number with Calendar

2 zero credit essay types assignments for improving writing skills at different stages of the semester.

### Assessment

	Elements	Weightage	Details
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

Programme	BS Philosophy	Course Code	PHIL-315	Credit Hours	3
<b>Writing Philosophy</b>					
<b>Course Introduction</b>					
<p>This course is designed to develop and sharpen students the academic writing skills. We will do both theory and practice in class. The main thrust will be on the core techniques of research, formulating and analyzing arguments, and the nature of academic language. The course aims to help student to write clear, grammatically accurate and well-organised philosophical essays.</p>					
<b>Learning Outcomes</b>					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> <li>1. To familiarize students with some of the key skills in reading, comprehending and reproducing a philosophy text.</li> <li>2. To introduce students to leading stylist philosophers and their writing pieces.</li> <li>3. To develop skills in annotating, editing and referencing a text.</li> <li>4. To develop their own writing styles.</li> </ol>					
<b>Course Content</b>					
<p><b>Introduction to Academic Writing</b>  Types of Writing  Elements of Writing  Academic Writing  Philosophical Writing</p> <p><b>2. Writing a Paragraph</b>  Explaining Paragraph  Structure of Paragraph  Unity and Coherence in Paragraph  Supporting the argument in Paragraph</p> <p><b>3. Writing an Essay</b>  From a paragraph to an Essay  Chronological Oder: Process Essays  Cause and Effect Essays  Comparison / Contrast Essays  Argumentative Essays</p> <p><b>4. Writing a Sentence</b>  Types of Sentences  Using parallel Structures  Noun Clauses  Adverb Clauses  Adjective Clauses</p> <p><b>5. The Process of Academic Writing</b></p>					

6. Research and Documentation of Sources
7. Editing and Rewriting Philosophical Essays
8. Using CMS in Academic Writing
9. Avoiding Plagiarism in Academic Writing

### Textbooks and Reading Material

#### 1. Textbooks:

1. Barzun, J & Graff, Henry F. 1985. *The Modern Researcher*. New York: Hartcourt Brace.
2. Oshima, A. 2006. *Writing Academic English*. Pearson / Longman.
3. Seech, Z.. 2004. *Writing Philosophy Papers*. Boston: Wadsworth.

#### 2. Suggested Readings:

4. Barzun, J. 1969. *Simple & Direct: A Rhetoric for Writers*. New York: Harper & Row Publishers.
5. Booth, Wayne C. & et al. 2016. *The Craft of Research*. Chicago and London: University of Chicago Press.
6. Crews, F. 1992. *The Random House*. 6th edition. New York: McGraw-Hill.
7. Dietsch, Betty M. 2003. *Reasoning and Writing Well: A Rhetoric, Research Guide, Reader and Handbook*. New York: McGraw-Hill, Inc.
8. Feinberg, J. (2002), *Doing Philosophy: A Guide to the Writing of Philosophy Papers*, 2nd edn, New York: Wadsworth.
9. Jordon, R. R. 1997. *Academic Writing Course. Study Skills in English*. Cambridge University Press.
10. Martinich, A. P. (1997), *Philosophical Writing: An Introduction*. Oxford: Blackwell Publishers.
11. McPhee, J. 2017. *Draft No. 4: On the Writing Process*. New York: Farrar, Straus and Giroux.
12. Mogck, Brian D. 2008. *Writing to Reason: A Companion for Philosophy Students and Instructors*. Oxford: Blackwell Publishing.
13. Strunk, W. 2007. *The Elements of Style*. Penguin.
14. Warburton, N. (2004), *Philosophy: The Essential Study Guide*, London: Routledge.

### Teaching Learning Strategies

Socratic Teaching Method  
Use of Multi-media

### Assignments: Types and Number with Calendar

2 zero credit essay types assignments for improving writing skills at different stages of the semester.



Assessment			
	Elements	Weightage	Details
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

<b>Programme</b>	BS Philosophy	<b>Course Code</b>	PHIL-316	<b>Credit Hours</b>	3
	<b>Epistemology</b>				
<b>Course Introduction</b>					
This course is divided into three parts. Each part will focus on a basic aspect of Epistemology. The divisions of the course are structure of knowledge, sources of knowledge and possibility of knowledge.					
<b>Learning Outcomes</b>					
On the completion of the course, the students will:					
<ol style="list-style-type: none"> <li>1. go through a detailed study of various approaches to the field of Epistemology.</li> <li>2. be able to assess different epistemological theories.</li> </ol>					
<b>Course Content</b>					
<b>Structure of Knowledge</b>					
<ol style="list-style-type: none"> <li>a. Two Basic Requirements of Knowledge; Truth &amp; Belief</li> <li>b. Gettier Cases</li> <li>c. Responding to Gettier Cases</li> <li>d. The enigma of Justification               <ol style="list-style-type: none"> <li>i. Agrippa's trilemma</li> <li>ii. Infinitism</li> <li>iii. Coherentism</li> <li>iv. Foundationalism</li> </ol> </li> </ol>					
<b>2. Where Knowledge comes From</b>					
<ol style="list-style-type: none"> <li>a. Perception</li> <li>b. Testimony Memory</li> <li>c. A priority &amp; Inference</li> <li>d. Problems of Induction</li> </ol>					
<b>3. Is it Possible to Know Something?</b>					
<ol style="list-style-type: none"> <li>a. Skepticism (Knowledge of Other Minds)</li> <li>b. Radical Skepticism</li> </ol>					

c. Truth & Objectivity

1.

**Textbooks and Reading Material**

**1. Textbooks:**

1. Pritchard, Duncan. 2006. *What is This Thing Called Knowledge?* New York: Routledge.

**2. Suggested Readings:**

2. Dancy, Jonathan, Ernst Sosa. 1994. (ed.). *A Companion to Epistemology.* Oxford: Blackwell Publishers.

**Teaching Learning Strategies**

Socratic Teaching Method  
Use of Multi-media

**Assignments: Types and Number with Calendar**

2 zero credit essay types assignments for improving writing skills at different stages of the semester.

**Assessment**

	Elements	Weightage	Details
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

Programme	BS Philosophy	Course Code	PHIL-317	Credit Hours	3
<b>Philosophy of Education</b>					
<b>Course Introduction</b>					
<p>This course is intended to orientate students to specialize in Philosophy of Education to the general growth and development of philosophy as an intellectual and specialized discipline. The aim is to equip the student with a general knowledge of the philosophical and ideological landscape in which Western systems of education originated and continue to thrive in the developing countries.</p>					
<b>Learning Outcomes</b>					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> <li>1. Critically discuss the different philosophical orientation to education and teaching.</li> <li>2. Identify and discuss the different branches of philosophy and their orientation to education and teaching.</li> </ol>					
<b>Course Content</b>					
<ol style="list-style-type: none"> <li>1. Philosophy of Education before the 20th century</li> <li>2. Philosophical and Educational Thought of John Dewey</li> <li>3. Analytical Philosophy and Education</li> <li>4. Continental Philosophy and Education</li> <li>5. Logic and Education</li> <li>6. Epistemology and Education</li> <li>7. Philosophy of Social Sciences and Educational Research</li> <li>8. Ethics and Moral Education</li> <li>9. Political Philosophy and Education</li> <li>10. Problems of School Reform</li> <li>11. Multiculturalism and Cosmopolitanism</li> <li>12. Feminism, Philosophy and Education</li> </ol>					
<b>Textbooks and Reading Material</b>					
<p><b>1. Textbooks:</b></p> <ol style="list-style-type: none"> <li>1. Noddings, N. 2018. <i>Philosophy of Education</i>. Routledge.</li> </ol> <p><b>2. Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>2. Pring, R. 2016. <i>The Philosophy of Education</i>. Bloomsbury Publishing.</li> <li>3. O'Connor, Daniel J. 2016. <i>An introduction to the philosophy of education</i>. Routledge.</li> <li>4. Dewey, J. 2008. <i>Democracy and Education: An Introduction to the Philosophy of Education</i>. Macmillan Company.</li> </ol>					
<b>Teaching Learning Strategies</b>					
<p>Socratic Teaching Method Use of Multi-media</p>					

<b>Assignments: Types and Number with Calendar</b>			
2 zero credit essay types assignments for improving writing skills at different stages of the semester.			
<b>Assessment</b>			
	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

<b>Programme</b>	BS Philosophy	<b>Course Code</b>	PHIL-351	<b>Credit Hours</b>	3
	<b>Later Greek Philosophy</b>				
<b>Course Introduction</b>					
This course will introduce students the Greek Philosophy. The course will analyse the salient features of the post-Socratic philosophy including Socrates, Plato and Aristotle. Mainly, the central problems of Greek philosophy will be discussed.					
<b>Learning Outcomes</b>					
On the completion of the course, the students will:					
<ol style="list-style-type: none"> <li>1. To enable students to understand and critically analyze texts and arguments of the major figures in the history of early human thought.</li> <li>2. To familiarize students with the main philosophical themes of Greek Philosophy.</li> <li>3. To familiarize students with the historically significant philosophical traditions.</li> </ol>					
<b>Course Content</b>					
<ol style="list-style-type: none"> <li>1. Introduction: Pre-Socratic Thought</li> <li>2. Socrates: Major concepts</li> <li>3. Plato's Epistemology</li> <li>4. Plato's Meta-physics</li> <li>5. Plato: Politics, Art and Religion</li> <li>6. Aristotle: Language and Logic</li> <li>7. Aristotle: Physics and Meta-physics</li> <li>8. Aristotle: State and Government</li> <li>9. Aristotle: Ethics</li> </ol>					

Textbooks and Reading Material			
<p><b>1. Textbooks:</b>            Stace, W. T. (2010). <i>A Critical History of Greek Philosophy</i>. Reprinted. National Book.            Guthrie, W. K. C. (2010). <i>The Greek Philosophers</i>. Reprinted. London: Penguin.</p> <p><b>2. Suggested Readings:</b>            Shields, C. 2007. <i>Aristotle</i>. Routledge.</p>			
Teaching Learning Strategies			
Socratic Teaching Method Use of Multi-media			
Assignments: Types and Number with Calendar			
2 zero credit essay types assignments for improving writing skills at different stages of the semester.			
Assessment			
	Elements	Weightage	Details
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

<b>Programme</b>	BS Philosophy	<b>Course Code</b>	PHIL-352	<b>Credit Hours</b>	3
	<b>Western Philosophy: Descartes to Hume</b>				
	<b>Course Introduction</b>				
	This course is designed to focus on two broad philosophical traditions: British				

<p>Empiricism and Continental Rationalism. The course examines the developments of Continental Rationalism and British Empiricism through the works of six philosophers: René Descartes, Benedict Spinoza, G. W. Leibniz, John Locke, George Berkeley and David Hume. 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.</p>			
<b>Learning Outcomes</b>			
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> <li>1. understand the key figures and major movements in the modern period.</li> <li>2. help them in understanding the cultural and historical context of each philosopher.</li> </ol>			
<b>Course Content</b>			
<p>Continental Rationalists:</p> <ol style="list-style-type: none"> <li>a. Rene Descartes</li> <li>b. Benedict Spinoza</li> <li>c. G. W. Leibniz</li> </ol> <p>2. British Empiricists:</p> <ol style="list-style-type: none"> <li>a. John Locke</li> <li>b. George Berkeley</li> <li>c. David Hume</li> </ol>			
<b>Textbooks and Reading Material</b>			
<p><b>1. Textbooks:</b></p> <p>Copleston, F. 1993. <i>A History of Philosophy</i>. Reprinted. Image.</p> <p><b>2. Suggested Readings:</b></p> <p>Russell, B. 2010. <i>A History of Western Philosophy</i>. Reprinted. London: George Allan and Unwin.</p> <p>O'Connor, D. J. 1995. <i>A Critical History of Western Philosophy</i>. Reprint. London: Free Press.</p>			
<b>Teaching Learning Strategies</b>			
<p>Socratic Teaching Method Use of Multi-media</p>			
<b>Assignments: Types and Number with Calendar</b>			
<p>2 zero credit essay types assignments for improving writing skills at different stages of the semester.</p>			
<b>Assessment</b>			
	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>

	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

Programme	BS Philosophy	Course Code	PHIL-353	Credit Hours	3
	<b>Muslim Philosophy</b>				
	<b>Course Introduction</b>				
	This course will examine main questions of Muslim Theology as well as a selective study of the problems discussed by Muslim philosophers of classical ages specifically problems relating to metaphysics and epistemology.				
	<b>Learning Outcomes</b>				
	On the completion of the course, the students will: 1. be able to understand the scenario of the Classical age of Muslim thought. 2. be able to comprehend the problems of that age and they will try to resolve the issues of their age in the perspective of Muslim thought.				
	<b>Course Content</b>				
	Mutazilism, Asharism, Sufism, Al-Kindi, Al-Farabi, Ibn-e-Sina, Ghazali, Ibn-e-Rushd				
	<b>Textbooks and Reading Material</b>				
	<b>1. Textbooks:</b> Sharif, M. M. 2000. <i>A History of Muslim Philosophy</i> . Karachi: Royal Books. <b>2. Suggested Readings:</b> Sharif, M. M. 2007. <i>Muslim Thought: Its Original Achievements</i> . Adam Publishers. William C. Chittick. 1991. <i>Wahdat Al-Wujud in Islamic Thought</i> in The Bulletin, Jan-March.				

<b>Teaching Learning Strategies</b>			
Socratic Teaching Method Use of Multi-media			
<b>Assignments: Types and Number with Calendar</b>			
2 zero credit essay types assignments for improving writing skills at different stages of the semester.			
<b>Assessment</b>			
	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

<b>Programme</b>	BS Philosophy	<b>Course Code</b>	PHIL-354	<b>Credit Hours</b>	3
	<b>Formal Logic</b>				
<b>Course Introduction</b>					
This course will introduce students formal arguments consisting of syllogistic, propositional logic and symbolic logic. The course will evaluate arguments with Venn diagrams, truth tables, and rules of replacement.					
<b>Learning Outcomes</b>					
On the completion of the course, the students will: <ol style="list-style-type: none"> <li>1. Explain the concepts of argument, validity, refutation, and proof.</li> <li>2. Use Venn diagrams and truth-tables to evaluate the validity of arguments.</li> <li>3. Construct proofs for syllogisms and truth-functional arguments.</li> <li>4. Recognize appeals to authority, arguments by analogy and by generalization, the scientific method, and some common fallacies.</li> </ol>					
<b>Course Content</b>					



Truth, Validity, and Soundness  
 Refutations and Proofs  
 Categorical Statements  
 Syllogisms  
 Categorical Equivalences and Syllogistic Proofs  
 Truth-Functional Symbolism  
 Truth-Tables  
 Validity of Truth-Functional Arguments  
 Implication and Equivalence  
 Truth-Functional Proofs  
 Truth-Functional Proofs Continued  
 Quantification Symbolism  
 Relations  
 Quantification Proofs  
 Inductive Arguments

### Textbooks and Reading Material

#### 1. Textbooks:

Copi, Irving M. 2014. *An Introduction to Logic*. 14<sup>th</sup> edition. London: Pearson Education.

#### 2. Suggested Readings:

Hurley, Patrick J. 2006. *A Concise Introduction to Logic*. 9<sup>th</sup> edition. Australia: Wadsworth.

Layman, Charles S. 2000. *The Power of Logic*. London: Mayfield Publishers.

### Teaching Learning Strategies

Socratic Teaching Method

Use of Multi-media

### Assignments: Types and Number with Calendar

2 zero credit essay types assignments for improving writing skills at different stages of the semester.

### Assessment

	Elements	Weightage	Details
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

Programme	BS Philosophy	Course Code	PHIL-355	Credit Hours	3
<b>Philosophy of Science</b>					
<b>Course Introduction</b>					
<p>This course provides a basic introduction to the main philosophical questions concerning scientific knowledge and methodology. It surveys a variety of positions on standard philosophy of science topics, centered around four basic themes. What can philosophical reflection on the history of science tell about the reliability of scientific methodology? Theoretical and empirical investigations of scientific practice, delving into topics like creativity, the role of values in scientific practice, feminist perspectives on scientific practice.</p>					
<b>Learning Outcomes</b>					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> <li>1. have a basic understanding of what science is, how it can be distinguished from other ways of knowledge, and how scientific explanation works.</li> <li>2. explain why scientific theories change over time.</li> </ol>					
<b>Course Content</b>					
<ol style="list-style-type: none"> <li>1. What is science I: The dual roots of science</li> <li>2. What is science II: Demarcation, naturalism, science and pseudoscience</li> <li>3. What is science III: Induction</li> <li>4. Scientific explanation I: The hypothetic-deductive method</li> <li>5. Scientific explanation II: Detecting causes and inference to the best explanation</li> <li>6. Scientific explanation III: Unification, reductionism and pluralism</li> <li>7. Scientific theory change I: Falsification</li> <li>8. Scientific theory change II: Scientific revolutions</li> <li>9. Scientific realism I: The case for scientific realism</li> <li>10. Scientific realism II: Constructive empiricism and the pessimistic meta-induction</li> <li>11. Philosophy of scientific practice I: Scientific understanding</li> <li>12. Philosophy of scientific practice II: Scientific discovery and creativity</li> <li>13. Philosophy of specific sciences</li> <li>14. Values and norms in science: Are scientists morally responsible?</li> <li>15. Values and norms in science: Science and religion</li> <li>16. Values and norms in science: Feminist philosophy of science</li> </ol>					
<b>Textbooks and Reading Material</b>					
<p><b>1. Textbooks:</b></p> <ol style="list-style-type: none"> <li>1. Chalmers, Alan F. 2013. <i>What is this thing called science?</i>. Hackett Publishing.</li> </ol> <p><b>2. Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>2. Curd, Martin, and Jan A. Cover. 1998. <i>Philosophy of science: The central issues</i>.</li> </ol>					

- Edited by Christopher Pincock. Vol. 6. New York: WW Norton.
3. Ladyman, James. 2002. *Understanding Philosophy of Science*. London: Routledge.
  4. Rosenberg, Alexdar. 2011. *Philosophy of science: A contemporary introduction*. Routledge.

### Teaching Learning Strategies

Socratic Teaching Method  
Use of Multi-media

### Assignments: Types and Number with Calendar

2 zero credit essay types assignments for improving writing skills at different stages of the semester.

### Assessment

	Elements	Weightage	Details
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

Programme	BS Philosophy	Course Code	PHIL-360	Credit Hours	3
	<b>Business Ethics</b>				
<b>Course Introduction</b>					
<p>Business Ethics is the branch of ethics that examines ethical rules and principles within a commercial context; the various moral or ethical problems that can arise in a business setting; and any special duties or obligations that apply to persons engaged in commerce. Generally speaking, business ethics is a normative discipline, whereby particular ethical standards are formulated and then applied. This course will provide an in-depth understanding of moral teachings, their application in the realm of business, and the ethical principles governing the whole business enterprise.</p>					
<b>Learning Outcomes</b>					
On the completion of the course, the students will:					

1. discuss some of the issues and challenges confronting entrepreneurs in today's business world.
2. understand business ethics as part of ethics and to see how it relates to economics and politics in the search for human flourishing.
3. familiarize oneself with the theory and practice of managing ethics in organizations.
4. read and make a critique of texts on Business Ethics.
5. develop expository and argumentation skills, both orally and in writing.

### Course Content

1. The corporation
2. Ethical theory
3. Business ethics: an oxymoron
4. Rationale for business ethics
5. Business and social responsibility
6. Ethical decision making
7. Ethics in marketing
8. Advertising & ethics
9. Ethics in HRM
10. Ethical issues in finance
11. Technology & the ethical issues

### Textbooks and Reading Material

#### 1. Textbooks:

Chryssides, G. & Kaler, J. 1996. *Essentials of Business Ethics*. New York: McGraw Hill. 2.

#### Suggested Readings:

1. Scott B. Rae and Kenman L. Wong, Z. (ed.). 2004. *Beyond Integrity: A Judeo-Christian Approach to Business Ethics*. Michigan.
2. Ansari, Javed A. 2006. *Business Ethics in Pakistan*. Karachi: Royal Book Company.

### Teaching Learning Strategies

Socratic Teaching Method  
Use of Multi-media

### Assignments: Types and Number with Calendar

2 zero credit essay types assignments for improving writing skills at different stages of the semester.

### Assessment

	Elements	Weightage	Details
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.

	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

<b>Programme</b>	BS Philosophy	<b>Course Code</b>	PHIL-405	<b>Credit Hours</b>	3
	<b>Analytical Philosophy</b>				
	<b>Course Introduction</b>				
	Analytical philosophy has become the dominant tradition in contemporary philosophy and yet it is scarcely a century old. In this course we will explore the meteoric rise of this philosophical tradition. We will study some of the historical conditions and some of central figures that gave birth to it during its classic phase in the early decades of the 20th century, and some of the important problems, methods, techniques and principles that shaped it during the later periods of the 20th century and that continue to shape it in the 21st. Particular emphasis will be laid upon the use of symbolic logic as a tool of clarification and analysis.				
	<b>Learning Outcomes</b>				
	On the completion of the course, the students will provide an understanding of the nature and development of the analytical tradition in philosophy.				
	<b>Course Content</b>				
	Topics and figures covered will vary from year to year and may include (but are not limited to): Absolute Idealism, Gottlob Frege, G. E. Moore, Bertrand Russell, Ludwig Wittgenstein, Logical Positivism (Rudolf Carnap, A. J. Ayer), Ordinary Language Philosophy (J. L. Austin, Gilbert Ryle, H. P. Grice, P.F. Strawson), W. V. Quine, Richard Rorty, Saul Kripke, Donald Davidson, Hilary Putnam, David Lewis.				
	<b>Textbooks and Reading Material</b>				
	<b>1. Textbooks:</b> 1. Skorupski, J. 1993. <i>English-Language Philosophy (1750-1945)</i> . Oxford University Press. <b>2. Suggested Readings:</b> 2. Kenny A. 2007. <i>A New History of Western Philosophy, Volume 4: Philosophy in the Modern World</i> . Oxford University Press.				
	<b>Teaching Learning Strategies</b>				

Socratic Teaching Method Use of Multi-media			
<b>Assignments: Types and Number with Calendar</b>			
2 zero credit essay types assignments for improving writing skills at different stages of the semester.			
<b>Assessment</b>			
	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

<b>Programme</b>	BS Philosophy	<b>Course Code</b>	PHIL-406	<b>Credit Hours</b>	3
	<b>Phenomenology and Existentialism</b>				
<b>Course Introduction</b>					
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 relations with Existentialism as a Movement.					
<b>Learning Outcomes</b>					
On the completion of the course, the students will their own selves, their freedom of will, choice and their own emotive and spiritual selves.					
<b>Course Content</b>					
Phenomenology, Existentialism, and their main theorists.					
<b>Textbooks and Reading Material</b>					
<b>1. Textbooks:</b>					

Kaufmann, Walter. 2016. Existentialism from Dostoevsky to Sartre. Pickle Partners

**2. Suggested Readings:**

1. Ealan Shaw, S. 2006. Existentialism: A guide for the Perplexed. Continuum.
2. Merleau-Ponty, M. 2013. Phenomenology of perception. Routledge.

<b>Teaching Learning Strategies</b>			
Socratic Teaching Method Use of Multi-media			
<b>Assignments: Types and Number with Calendar</b>			
2 zero credit essay types assignments for improving writing skills at different stages of the semester.			
<b>Assessment</b>			
	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

<b>Programme</b>	BS Philosophy	<b>Course Code</b>	PHIL-407	<b>Credit Hours</b>	3
	<b>Philosophy of Mind</b>				
<b>Course Introduction</b>					
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.					
<b>Learning Outcomes</b>					
On the completion of the course, the students will:					
<ol style="list-style-type: none"> <li>1. Acquire a detailed knowledge of some of the concepts, positions and arguments in the central literature on the topics of the course.</li> <li>2. Acquire an understanding of how different topics of the syllabus fit together.</li> <li>3. Engage closely and critically with some of the ideas studied.</li> </ol>					

Course Content			
<ol style="list-style-type: none"> <li>1. Mind/body dualism</li> <li>2. Identity theory</li> <li>3. Analytical behaviorism</li> <li>4. Mind/brain identity theory</li> <li>5. Personal identity as psychological continuity</li> </ol>			
Textbooks and Reading Material			
<p><b>1. Textbooks:</b></p> <p>1. Kim, J. 2018. <i>Philosophy of Mind</i>. Routledge.</p> <p><b>2. Suggested Readings:</b></p> <p>2. Gregory, Richard L., and Oliver Louis Zangwill. 1987. <i>The Oxford Companion to the Mind</i>. Oxford University Press.</p> <p>3. Rorty, Amélie O. 1988. <i>Mind in Action: Essays in the Philosophy of Mind</i>. Boston, MA: Beacon Press.</p>			
Teaching Learning Strategies			
<p>Socratic Teaching Method</p> <p>Use of Multi-media</p>			
Assignments: Types and Number with Calendar			
<p>2 zero credit essay types assignments for improving writing skills at different stages of the semester.</p>			
Assessment			
	Elements	Weightage	Details
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.



Programme	BS Philosophy	Course Code	PHIL-408	Credit Hours	3
<b>Western Philosophy: Kant to Bergson</b>					
<b>Course Introduction</b>					
This course will help students understand the modern philosophy commencing from Kant through Hegel, Schopenhauer, Nietzsche to Bergson. It will analyse the effects of modern philosophy on the Later Modern Philosophy of the West.					
<b>Learning Outcomes</b>					
On the completion of the course, the students will:					
<ol style="list-style-type: none"> <li>1. Understand the unique position of Kant in the history of Continental Philosophy.</li> <li>2. Become aware of the impact of Kant on subsequent philosophers.</li> <li>3. Get acquainted with the Philosophy of great philosophers like Hegel, Nietzsche and Bergson.</li> </ol>					
<b>Course Content</b>					
<ol style="list-style-type: none"> <li>1. Philosophy of Kant</li> <li>2. Philosophy of Hegel</li> <li>3. Philosophy of Schopenhauer</li> <li>4. Philosophy of Nietzsche</li> <li>5. Philosophy of Bergson</li> </ol>					
<b>Textbooks and Reading Material</b>					
<b>1. Textbooks:</b> Russell, B. 2020. <i>History of Western Philosophy</i> . Reprint. Unwin University Books.					
<b>2. Suggested Readings:</b> <ol style="list-style-type: none"> <li>1. Wright, W. K. 1995. <i>A history of Modern Philosophy</i>. Reprint. New York: MacMillan.</li> <li>2. Copleston, F. 1995. <i>History of Modern Philosophy</i>. Reprinted. New York: Image.</li> </ol>					
<b>Teaching Learning Strategies</b>					
Socratic Teaching Method Use of Multi-media					
<b>Assignments: Types and Number with Calendar</b>					
2 zero credit essay types assignments for improving writing skills at different stages of the semester.					
<b>Assessment</b>					

	Elements	Weightage	Details
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

Programme	BS Philosophy	Course Code	PHIL-409	Credit Hours	3
<b>Philosophy of Social Sciences</b>					
<b>Course Introduction</b>					
Living in a global society with multicultural influences demands from us a celebration of differences, ensuing a new approach to the philosophy of social science. To better understand the differences and diversity of the people divided into cultures we must broaden our perspective and switch to a multicultural approach.					
<b>Learning Outcomes</b>					
On the completion of the course, the students will have a deep understanding of the various concepts of Philosophy of Social Science					
<b>Course Content</b>					
<ol style="list-style-type: none"> <li>1. Knowing and Being <ol style="list-style-type: none"> <li>a. Solipsism</li> <li>b. Knowing and Being</li> <li>c. Knowing and Meaning</li> </ol> </li> <li>2. Self and Others <ol style="list-style-type: none"> <li>a. Atomism</li> <li>b. The Self</li> <li>c. Self and Others</li> </ol> </li> <li>3. Culture and Society <ol style="list-style-type: none"> <li>a. Holism</li> <li>b. Difference and Group Membership</li> <li>c. Culture</li> <li>d. Society</li> </ol> </li> <li>4. Different Cultures/Different Worlds <ol style="list-style-type: none"> <li>a. Perspectivism</li> </ol> </li> </ol>					

- b. Relativism
- c. The Argument from Translation
- 5. Reason and Causes
  - a. Reason explanation and Irrational Behavior
  - b. Rationality in Reason Explanation
  - c. The Principle of Humanity
- 6. Comprehending Others
  - a. Interpretivism
  - b. Causality
  - c. Competence
  - d. Critique
  - e. Intentionalism
- 7. Objective Understanding of Others
  - a. Objectivism
  - b. Fallibilism
  - c. Critical Intersubjectivity
  - d. Accountability

### Textbooks and Reading Material

#### 1. Textbooks:

1. Brian F. 1996. *Contemporary Philosophy of Social Science*, Blackwell Publishing.

#### 2. Suggested Readings:

- Alexander Rosenberg. 2016. *Philosophy of Social Science*. 5<sup>TH</sup> edition. The Westview Press.
- Harold K. 1996. *Philosophical Foundations of the Social Sciences*, CUP University Press.
- Coleman James S. 1990. *The Foundations of Social Theory*. Harvard University Press.
- Martin, M. & Lee C. McIntyre. 1994. *Readings in the Philosophy of Social Science*. MIT Press.
- Pettit, P. 1993 / 1996. *The Common Mind: An Essay on Psychology, Society and Politics*. Oxford University Press.
- Ted B. & Ian Craib. 2001. *Philosophy of Social Science*, Palgrave.

### Teaching Learning Strategies

Socratic Teaching Method  
Use of Multi-media

### Assignments: Types and Number with Calendar

2 zero credit essay types assignments for improving writing skills at different stages of the semester.

Assessment			
	Elements	Weightage	Details
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

Programme	BS Philosophy	Course Code	PHIL-410	Credit Hours	3
	<b>Metaphysics</b>				
<b>Course Introduction</b>					
<p>This course is a topical introduction to metaphysics, a branch of philosophy that concerns itself with the most fundamental features of reality. Physics and other physical sciences also have as their goal the apprehension of the nature and structure of the physical world. In contrast with the physical sciences, however, metaphysics includes non-physical entities, such as mental states and free will, in its subject matter, and relies on a more <i>a priori</i> methodology. In other words, every existing entity including the non-material is examined in the non-empirical method.</p>					
<b>Learning Outcomes</b>					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> <li>1. be able to understand metaphysical questions.</li> <li>2. be able understand metaphysical theories of other philosophers.</li> </ol>					
<b>Course Content</b>					
<ol style="list-style-type: none"> <li>1. Introduction to Metaphysics</li> <li>2. Identity, change and persistence</li> <li>3. Constitution of reality</li> <li>4. Consciousness</li> <li>5. Nature of time &amp; the possibility of time travel</li> <li>6. Free Will and determinism</li> <li>7. Particulars and universals</li> </ol>					
<b>Textbooks and Reading Material</b>					
<b>1. Textbooks:</b>					
<ol style="list-style-type: none"> <li>1. Peter van I. &amp; Dean W. Z. (eds.). 1998. Metaphysics: The Big Questions. Basil Blackwell.</li> </ol>					

<b>2. Suggested Readings:</b>			
2. Jaegwon Kim and Ernest Sosa (eds.). A Companion to Metaphysics, Blackwell Michael Loux, Metaphysics: A Contemporary Introduction, Routledge Earl Conee and Theodore Sider, Riddles of Existence, Oxford Univ. Press			
<b>Teaching Learning Strategies</b>			
Socratic Teaching Method Use of Multi-media			
<b>Assignments: Types and Number with Calendar</b>			
2 zero credit essay types assignments for improving writing skills at different stages of the semester.			
<b>Assessment</b>			
	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

<b>Programme</b>	BS Philosophy	<b>Course Code</b>	PHIL-411	<b>Credit Hours</b>	3
<b>Philosophy of Art</b>					
<b>Course Introduction</b>					
This course will introduce students the basic concepts of Art. The concepts like expression, Interaction, Imitation, Representation and the difference between Art and craft will be discussed in detail.					
<b>Learning Outcomes</b>					
On the completion of the course, the students will: <ol style="list-style-type: none"> <li>1. Understand the basic concept of Philosophy of Art.</li> <li>2. Know the definition, meaning of imagination, expression used in Philosophy of Art.</li> </ol>					
<b>Course Content</b>					

Art and Craft, Expression, Intention, Imitation, Representation, Criticism in Art, Art Movements.

### Textbooks and Reading Material

#### 1. Textbooks:

Collingwood. R.G. 1998. *The Principles of Art*. Reprint. Oxford: Clarendon Press.

#### 2. Suggested Readings:

Mary W. 2000. *Imagination*. Reprint. London: Faber and Faber

### Teaching Learning Strategies

Socratic Teaching Method

Use of Multi-media

### Assignments: Types and Number with Calendar

2 zero credit essay types assignments for improving writing skills at different stages of the semester.

### Assessment

	Elements	Weightage	Details
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

Programme	BS Philosophy	Course Code	PHIL-412	Credit Hours	3
<b>Modern Muslim Philosophy</b>					
<b>Course Introduction</b>					
<p>This course is designed to study the trends of Muslim thought in the modern period in regard to the intellectual works and political and reformation movements in the modern Muslim World. General trends, of Muslim Political and social thought during 19th and early 20th century, with special reference to the work of Jamal ud Din Afghani, Muhammad Abduh and other modern Muslim thinkers.</p>					
<b>Learning Outcomes</b>					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> <li>1. be able to understand modern trends in Muslim tradition.</li> <li>2. be able to compare the Muslim thought with the western thought.</li> </ol>					
<b>Course Content</b>					
<ol style="list-style-type: none"> <li>1. Central contours of Modern Muslim Thought</li> <li>2. Sir Syed Ahmad Khan</li> <li>3. Shah Waliullah</li> <li>4. Jamal ud Din Afghani</li> <li>5. Muhammad Abduh</li> <li>6. Ali Shariati</li> <li>7. Muhammad Iqbal</li> <li>8. Seyyed Hossein Nasr</li> </ol>					
<b>Textbooks and Reading Material</b>					
<p><b>1. Textbooks:</b></p> <p>Sharif, M. M. 1963. <i>A History of Muslim Philosophy</i>. Karachi: Royal Books.</p> <p>Rahman, Fazlur. 1955. "Modern Muslim Thought." <i>The Muslim World</i> 45, no. 1 (1955): 16-25.</p> <p><b>2. Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Enayat, Hamid. 2005. <i>Modern Islamic Political Thought</i>. IB Tauris.</li> <li>2. Fakhry, Majid. 2004. <i>A History of Islamic Philosophy</i>. Columbia University Press.</li> <li>3. Iqbal, Muhammad. 2016. <i>Reconstruction of Religious Thought in Islam, Lahore</i>. Stanford University Press.</li> <li>4. Nasr, Seyyed Hossein. 1975. <i>Islam and the plight of modern man</i>. London: Longman.</li> <li>5. Rahman, Fazlur. 1972. "Iqbal and Modern Muslim Thought." <i>Studies in Iqbal's Thought and Art (Lahore: Bazni Iqbal)</i>.</li> </ol>					
<b>Teaching Learning Strategies</b>					

Socratic Teaching Method Use of Multi-media			
<b>Assignments: Types and Number with Calendar</b>			
2 zero credit essay types assignments for improving writing skills at different stages of the semester.			
<b>Assessment</b>			
	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

<b>Programme</b>	BS Philosophy	<b>Course Code</b>	PHIL-413	<b>Credit Hours</b>	3
	<b>Philosophy of Law</b>				
<b>Course Introduction</b>					
This course is designed to introduce students 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.					
<b>Learning Outcomes</b>					
On the completion of the course, the students will get himself acquainted with the history and philosophy of law.					
<b>Course Content</b>					



1. Introduction
2. What is Law? Difference between Law and Commands.
3. The Obligation to Obey the Law
4. What is Justice?
5. Theories of Justice
6. Responsibility and Punishment
7. Harm, Liberties & Law
8. Legal Ethics
9. Task of law

### Textbooks and Reading Material

**1. Textbooks:**

1. Huntington, C. 1997. *Legal Theory from Plato to Hegel*. Baltimore: John Hopkins Press.

**2. Suggested Readings:**

2. Friedmann W. 1995. *Legal Theory*. New York: Columbia University Press.

### Teaching Learning Strategies

Socratic Teaching Method  
Use of Multi-media

### Assignments: Types and Number with Calendar

2 zero credit essay types assignments for improving writing skills at different stages of the semester.

### Assessment

	Elements	Weightage	Details
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

Programme	BS Philosophy	Course Code	PHIL-414	Credit Hours	3
<b>Philosophy of History</b>					
<b>Course Introduction</b>					
<p>This course will examine how several major philosophers have understood history. What patterns, if any, are there in history? Can history be a science or is there inevitably going to be room for interpretation and speculation? What factors motivate historical actors? Is history leading anywhere or operating in accordance with any laws? These questions and others will be explored in the context of classroom discussion of required readings. Among the philosophers that will or might be discussed in this course are Ibn Khaldun, Hegel, Nietzsche, Marx, Collingwood, and Toynbee.</p>					
<b>Learning Outcomes</b>					
<ol style="list-style-type: none"> <li>1. On the completion of the course, the students will understand recent developments in the philosophy of history and speak knowledgeably .</li> </ol>					
<b>Course Content</b>					
<ol style="list-style-type: none"> <li>1. History and Historicism</li> <li>2. Subjective and Objective Historiography</li> <li>3. Laws of history</li> <li>4. Historiography in Natural Sciences</li> <li>5. Historiography in Social Sciences</li> <li>6. Western Philosophy of History</li> <li>7. Muslim Philosophy of History</li> </ol>					
<b>Textbooks and Reading Material</b>					
<p><b>1. Textbooks:</b></p> <ol style="list-style-type: none"> <li>1. Tucker, A. ed. 2011. <i>A Companion to the Philosophy of History and Historiography</i>. Vol. 107. John Wiley &amp; Sons.</li> </ol> <p><b>2. Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>2. Friedrich Nietzsche. 1980. <i>On the Advantage and Disadvantage of History for Life</i>, trans. Peter Preuss. Indianapolis/Cambridge: Hackett Publishing Company.</li> <li>3. G. W. F. Hegel. 1988. <i>Introduction to The Philosophy of History with an Appendix from The Philosophy of Right</i>, trans. Leo Rauch. Indianapolis/Cambridge: Hackett Publishing Company.</li> <li>4. Johann Gottfried Herder, 2004. <i>Another Philosophy of History and Selected Political Writings</i>, trans. Ioannis D. Evrigenis and Daniel Pellerin. Indianapolis/Cambridge: Hackett Publishing Company.</li> <li>5. Karl Popper. 2007. <i>The Poverty of Historicism</i>. London and New York: Routledge.</li> <li>6. Rorty, Richard, Richard McKay Rorty, Jerome B. Schneewind, and Quentin Skinner, eds. 1984. <i>Philosophy in History: Essays in the Historiography of Philosophy</i>. Vol. 1. Cambridge University Press.</li> </ol>					
<b>Teaching Learning Strategies</b>					

Socratic Teaching Method Use of Multi-media			
<b>Assignments: Types and Number with Calendar</b>			
2 zero credit essay types assignments for improving writing skills at different stages of the semester.			
<b>Assessment</b>			
	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

<b>Programme</b>	BS Philosophy	<b>Course Code</b>	PHIL-349	<b>Credit Hours</b>	3
	<b>Phenomenology and Existentialism</b>				
<b>Course Introduction</b>					
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 relations with Existentialism as a Movement.					
<b>Learning Outcomes</b>					
On the completion of the course, the students will their own selves, their freedom of will, choice and their own emotive and spiritual selves.					
<b>Course Content</b>					

Phenomenology, Existentialism, and their main theorists.

### Textbooks and Reading Material

#### 1. Textbooks:

Kaufmann, Walter. 2016. Existentialism from Dostoevsky to Sartre. Pickle Partners Publishing

#### 2. Suggested Readings:

3. Ealan Shaw, S. 2006. Existentialism: A guide for the Perplexed. Continuum.

4. Merleau-Ponty, M. 2013. Phenomenology of perception. Routledge.

### Teaching Learning Strategies

Socratic Teaching Method

Use of Multi-media

### Assignments: Types and Number with Calendar

2 zero credit essay types assignments for improving writing skills at different stages of the semester.

### Assessment

	Elements	Weightage	Details
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

<b>Programme</b>	BS Philosophy	<b>Course Code</b>	PHIL-415	<b>Credit Hours</b>	3
	<b>Knowledge, Rationality and Science</b>				
	<b>Course Introduction</b>				
	This course is designed to introduce students the Western epistemological tradition from a broad thematic perspective. It emphasizes the close connections between the concepts of knowledge, scientific method and rationality which dominates Western picture of how inquiry should proceed and how it should be evaluated.				

<b>Learning Outcomes</b>			
On the completion of the course, the students will introduce student the interdisciplinary studies in science, rationality and epistemology.			
<b>Course Content</b>			
<ol style="list-style-type: none"> <li>1. Atomistic versus organic conceptions of knowledge</li> <li>2. Enlightenment</li> <li>3. Counter-Enlightenment</li> <li>4. Objective Knowledge</li> <li>5. Knowledge and Shaping of Reality</li> <li>6. Sociology of Knowledge</li> <li>7. Rationality</li> <li>8. Scientific knowledge, induction and scientific method</li> <li>9. Reactions to the orthodox model of scientific explanation</li> </ol>			
<b>Textbooks and Reading Material</b>			
<p><b>1. Textbooks:</b></p> <p>Popper, K. 1992. <i>In Search of a Better World</i>. London: Routledge.</p> <p>.</p> <p><b>2. Suggested Readings:</b></p> <p>Gellner, E. 1998. <i>Language and Solitude</i>. London: Cambridge University Press.</p> <p>Popper, K. 1992. <i>In Search of a Better World</i>. London: Routledge.</p> <p>Popper, K. 1999. <i>Myth of the Framework</i>. London: Routledge.</p> <p>Berlin, I. 1998. <i>The Proper Study of Mankind</i>. London. Pamlico.</p>			
<b>Teaching Learning Strategies</b>			
Socratic Teaching Method Use of Multi-media			
<b>Assignments: Types and Number with Calendar</b>			
2 zero credit essay types assignments for improving writing skills at different stages of the semester.			
<b>Assessment</b>			
	Elements	Weightage	Details
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.

	Final Assessment	40%	Written Examination at the end of the semester.
--	------------------	-----	---

Programme	BS Philosophy	Course Code	PHIL-453	Credit Hours	3
<b>Postmodern Philosophy</b>					
<b>Course Introduction</b>					
This course will examine some of these issues and look at the work of thinkers like Lyotard, Derrida, Foucault, Baudrillard and Rorty. Students will be asked to assess critically the positions advanced by these philosophers.					
<b>Learning Outcomes</b>					
On the completion of the course, the students will:					
<ol style="list-style-type: none"> <li>1. To familiarize students with some of the central questions, ideas and figures of postmodern philosophy;</li> <li>2. To introduce students to leading postmodern philosophers and their respective ideas and positions;</li> <li>3. To develop sound and critical reasoning skills when analyzing philosophical arguments and positions;</li> <li>4. To develop their own positions <i>vis-à-vis</i> the philosophers studied in class.</li> </ol>					
<b>Course Content</b>					
<ol style="list-style-type: none"> <li>1. The Postmodern Ethos</li> <li>2. The Postmodern Condition</li> <li>3. Postmodernism as a Cultural Phenomenon</li> <li>4. The Postmodern Worldview</li> <li>5. The Postmodern Scientific Revolution</li> <li>6. The Renaissance Foundation for Modernity</li> <li>7. Modernity and the Enlightenment</li> <li>8. The Questioning of the Enlightenment</li> <li>9. The Problem of Hermeneutics</li> <li>10. Knowledge as Power: Michel Foucault</li> <li>11. The Deconstruction of Logocentricism: Jacques Derrida</li> <li>12. The Pragmatic Utopia: Richard Rorty</li> <li>13. Postmodern Morality</li> <li>14. Postmodern Religion</li> </ol>					
<b>Textbooks and Reading Material</b>					
<b>1. Textbooks:</b>					

1. Bauman, Z. 1995. *Life in Fragments: Essays in Postmodern Morality*. Oxford: Basil Blackwell.
2. Drolet, M. 2004. *The Postmodern Reader*. New York & London: Routledge.

**2. Suggested Readings:**

3. Cahoon, Lawrence E. 1996. *From Modernism to Postmodernism: An Anthology*. Cambridge: Blackwell Publishers, 1996.
4. Caputo, John D. 1997. *The Prayers and Tears of Jacques Derrida: Religion without Religion*. Bloomington: Indiana University Press.
5. Eagleton, T. 1996. *The Illusions of Postmodernism*. Oxford: Blackwell Publishers.
6. Grenz, Stanley J. 1996. *A Primer on Postmodernism*. Cambridge: Grand Rapids.
7. Lyotard, J-F. 1984. *The Postmodern Condition: A Report on Knowledge*, : The University of Minnesota Press.
8. Rorty, R. 1989. *Contingency, Irony, and Solidarity*. Cambridge: Cambridge University Press.
9. Sarup, M. 1993. *An Introductory Guide to Post-Structuralism and Postmodernism*. London: Longman.
10. Woods, T. 2011. *Beginning Postmodernism*. New Delhi: Viva Books.

**Teaching Learning Strategies**

Socratic Teaching Method  
Use of Multi-media

**Assignments: Types and Number with Calendar**

2 zero credit essay types assignments for improving writing skills at different stages of the semester.

**Assessment**

	Elements	Weightage	Details
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

Programme	BS Philosophy	Course Code	PHIL-456	Credit Hours	3
<b>Metaethics</b>					
<b>Course Introduction</b>					
<p>Are there any moral facts? What would moral facts be like if any? Can we know whether something is right or wrong? If yes, how? What kind of mental states are expressed by moral judgments? What is the link between moral judgment and motivation? This course will discuss such fundamental questions regarding morality by introducing major philosophical positions in contemporary metaethics, such as naturalism, non-naturalism, cognitivism, non-cognitivism, realism, constructivism, internalism, and externalism. This course will also emphasize the close connections between metaethics and other subfields of philosophy like metaphysics, epistemology, and philosophy of mind.</p>					
<b>Learning Outcomes</b>					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> <li>1. be aware of the difference and connection between metaethics and normative ethics</li> <li>2. acquire an understanding of the major philosophical positions in metaethics.</li> <li>3. grasp the basic conceptual framework of analytic philosophy that is necessary for moral inquiries.</li> </ol>					
<b>Course Content</b>					
<ol style="list-style-type: none"> <li>1. The open question argument</li> <li>2. Non-cognitivism</li> <li>3. The error theory</li> <li>4. Naturalist moral realism</li> <li>5. Non-naturalist moral realism</li> <li>6. Moral supernaturalism</li> <li>7. Moral constructivism</li> <li>8. Moral relativism</li> <li>9. Moral epistemology</li> <li>10. Moral psychology</li> </ol>					
<b>Textbooks and Reading Material</b>					
<p><b>1. Textbooks:</b></p> <ol style="list-style-type: none"> <li>1. Fisher, A. 2011. <i>Metaethics: An Introduction</i>. Acumen.</li> </ol> <p><b>2. Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>2. Miller, A. 2003. <i>An Introduction to Contemporary Metaethics</i>. Cambridge: Polity Press.</li> <li>3. David Brink. 1999. <i>Moral Realism and the Foundations of Ethics</i>. Cambridge:</li> </ol>					



Cambridge University.			
<b>Teaching Learning Strategies</b>			
Socratic Teaching Method Use of Multi-media			
<b>Assignments: Types and Number with Calendar</b>			
2 zero credit essay types assignments for improving writing skills at different stages of the semester.			
<b>Assessment</b>			
	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

<b>Programme</b>	BS Philosophy	<b>Course Code</b>	PHIL-457	<b>Credit Hours</b>	3
	<b>Contemporary Moral Philosophy</b>				
<b>Course Introduction</b>					
This course will introduce students the contemporary development in moral philosophy. It will touch upon the main writings of the contemporary prominent philosophers.					
<b>Learning Outcomes</b>					
On the completion of the course, the students will able to explain the contemporary notions in ethics.					
<b>Course Content</b>					
<ol style="list-style-type: none"> <li>1. What is Contemporary Moral Philosophy?</li> <li>2. Searching Foundation of Moral Philosophy</li> <li>2. Emotions / Intuition in Moral Philosophy</li> <li>3. Ethics of Habit or Conscious Mind</li> <li>4. Ethics of Dignity / Respect of Humanity</li> <li>5. How to Live together?</li> <li>6. Moral Self and the Human Universe</li> </ol>					

7. Doctrine of the Double Effect and the Trolley Problems

**Textbooks and Reading Material**

**1. Textbooks:**

1. Taylor, C. 1991. *The Ethics of Authenticity*. Cambridge: Harvard University Press.
2. Taylor, C. 2001. *Sources of the Self: The Making of the Modern Identity*: Cambridge: Harvard University Press.

**2. Suggested Readings:**

3. Callahan, D. & H. Tristram E. Jr. (ed.). 1981. *The Roots of Ethics: Science, Religion and Values*. New York and London: Plenum Press.
4. Darwall, S. 2013. *Honor, History & Relationship: Essays in Second-personal Ethics II*. Oxford: Oxford University Press.
5. Foot, P. 1967. *The Problem of Abortion and the Doctrine of the Double Effect*. The Oxford Review.
6. Gibbard, A. 2008. *Reconciling Our Aims: In Search of Bases for Ethics*. Oxford: Oxford University Press.
7. Haidt, J. 2001. "The Emotional Dog and Its Rational Tale: A Social Intuitionist Approach to Moral Judgement". *Psychological Review*. Vol.108 (4). pp. 814-834.
8. Hayek, F. A. *The Rules of Morality are not the Conclusion of Our Reason*.
9. Oakeshott, M. 1962. *Rationalism in Politics and Other Essays*. London: Methuen & Co. Ltd.
10. Singer, P. "Ethics and Intuitions". *The Journal of Ethics*. Vol. 9 (3/4). Pp.331-352.
11. Sunstein, C. R. 2014. *How Do We know What's Moral?* The New York Review of Books.

**Teaching Learning Strategies**

Socratic Teaching Method  
Use of Multi-media

**Assignments: Types and Number with Calendar**

2 zero credit essay types assignments for improving writing skills at different stages of the semester.

**Assessment**

	Elements	Weightage	Details
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.

	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

Programme	BS Philosophy	Course Code	PHIL-458	Credit Hours	3
<b>Classical Political Thought</b>					
<b>Course Introduction</b>					
<p>This course surveys ancient Greek and Roman political thought. The course aims to illustrate that, although the ancient world was remarkably different from our own, many of the concepts and ideas that dominate our thinking about politics today have been influenced by our inheritance of these classic traditions. Such ideals as democratic citizenship, the rule of law, public and private spaces, and civil liberties find their first articulation in these ancient polities.</p>					
<b>Learning Outcomes</b>					
<p>On the completion of the course, the students will have the ability to critically read and analyze philosophical arguments, and to provide students with an introduction to some of the most important texts of ancient and medieval political thought.</p>					
<b>Course Content</b>					
<ol style="list-style-type: none"> <li>1. Plato</li> <li>2. Aristotle</li> <li>3. Cicero</li> <li>4. Seneca</li> <li>5. Tacitus</li> </ol>					
<b>Textbooks and Reading Material</b>					
<p><b>1. Textbooks:</b></p> <ol style="list-style-type: none"> <li>1. Sinclair, T. A. 2013. <i>A History of Greek Political Thought</i>. Routledge.</li> </ol> <p><b>2. Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>2. John M. 2005. <i>History of Western Political Thought: A Thematic Introduction</i>. 2nd ed. Palgrave Macmillan.</li> <li>3. Rowe, Christopher J., Malcolm Schofield, Simon Harrison, and Melissa Lane, eds. 2000. <i>The Cambridge History of Greek and Roman Political Thought</i>. Cambridge University Press.</li> <li>4. McClelland, John S. 2005. <i>A History of Western Political Thought</i>. Routledge.</li> <li>5. Salkever, S. ed. 2009. <i>The Cambridge Companion to Ancient Greek Political Thought</i>.</li> </ol>					

Cambridge University Press.			
<b>Teaching Learning Strategies</b>			
Socratic Teaching Method Use of Multi-media			
<b>Assignments: Types and Number with Calendar</b>			
2 zero credit essay types assignments for improving writing skills at different stages of the semester.			
<b>Assessment</b>			
	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

<b>Programme</b>	BS Philosophy	<b>Course Code</b>	PHIL-459	<b>Credit Hours</b>	3
	<b>Modern Political Thought</b>				
<b>Course Introduction</b>					
This course offers a survey of modern political thought in the West. The course will embark on some of canonical political theorists to respond to them: Machiavelli, Hobbes, Locke, Rousseau, Burke, Mill, Marx, and Nietzsche. The approach will be both historical and conceptual to provide clear understanding of political theory as a distinctive form of political inquiry.					
<b>Learning Outcomes</b>					
On the completion of the course, the students will:					
1. demonstrate a familiarity with main ideas of the thinkers discussed in the course.					

2. provide an account of the main concepts used by the thinkers covered on the course.

### Course Content

1. Niccolo Machiavelli
2. Thomas Hobbes
3. John Locke
4. Jean Paul Rousseau
5. Edmund Burke
6. John Stuart Mill
7. Karl Marx
8. Frederick Nietzsche

### Textbooks and Reading Material

#### 1. Textbooks:

1. Skinner, Q. 1978. *The Foundations of Modern Political Thought: Volume 2, The Age of Reformation*. Vol. 2. Cambridge University Press.

#### 2. Suggested Readings:

2. Francis, M. and John M. 1994. *A History of English Political Thought in the Nineteenth Century*. Bloomsbury Academic.
3. Held, D. 2013. *Political Theory and the Modern State*. John Wiley & Sons.
4. Oakeshott, M. 2011. *Lectures in the History of Political Thought*. Vol. 1. Andrews UK Limited.
5. Strauss, L. 1963. *The Political Philosophy of Hobbes: its Basis and its Genesis*. University of Chicago Press.

### Teaching Learning Strategies

Socratic Teaching Method  
Use of Multi-media

### Assignments: Types and Number with Calendar

2 zero credit essay types assignments for improving writing skills at different stages of the semester.

### Assessment

	Elements	Weightage	Details
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

<b>Programme</b>	BS Philosophy	<b>Course Code</b>	PHIL-470	<b>Credit Hours</b>	3
<b>Global Ethics and Justice</b>					
<b>Course Introduction</b>					
<p>This course deals with the questions of ethics and justice: Do we have moral, economic, and political obligations to people who are not fellow citizens? If so, what is the nature of these obligations? What does it mean to have an obligation to another person? Can groups of people, such as nations or cultural groups, have obligations? How do these obligations come to have normative force? In this course we will pursue the answers to these philosophical questions and to questions that pertain to patriotism, immigration, global health, colonialism, and global poverty. A central focus of the course will be distinguishing obligations of justice from obligations of ethics.</p>					
<b>Learning Outcomes</b>					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> <li>1. Understand the problems related to global ethics and justice, and provide evidence and philosophical argument.</li> <li>2. Explain how local practices or particularized moral commitments may or may not be affected by less local or less particularized concerns (e.g., the claims of distant people).</li> <li>3. Interpret the ideas associated with theories of global ethics and justice in the contemporary philosophical literature.</li> </ol>					
<b>Course Content</b>					
<ol style="list-style-type: none"> <li>1. Effective Altruism</li> <li>2. The problem of Moral Distance</li> <li>3. The Justice Frame:</li> <li>4. From Redistribution to Justice</li> <li>5. The Capability Approach</li> <li>6. The Power Frame</li> <li>7. Political Action and Struggle</li> <li>6. Global justice</li> <li>7. Freedom and the Meaning of Life</li> <li>8. Human Rights</li> <li>9. Value of Life</li> </ol>					
<b>Textbooks and Reading Material</b>					
<p><b>1. Textbooks:</b></p> <ol style="list-style-type: none"> <li>1. Boylan, M. ed. 2011. <i>The Morality and Global Justice Reader</i>. Westview Press.</li> </ol>					

## 2. Suggested Readings:

2. Caney, S. 2006. *Justice beyond Borders: A Global Political Theory*. Oxford University Press.
3. Pogge, T. and Keith H. 2008. *Global Ethics: Seminal Essays*. St. Paul, MN: Paragon House.

### Teaching Learning Strategies

Socratic Teaching Method  
Use of Multi-media

### Assignments: Types and Number with Calendar

2 zero credit essay types assignments for improving writing skills at different stages of the semester.

### Assessment

	Elements	Weightage	Details
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

<b>Programme</b>	BS Philosophy	<b>Course Code</b>	PHIL-475	<b>Credit Hours</b>	3
	<b>Environmental Ethics</b>				

### Course Introduction

This course will introduce students with the content and the processes within ethical decision-making concerning the natural and social environment. This course will introduce students to the main ethical theories pertaining to the environment and include introduction to anthropocentric, biocentric and ecocentric viewpoints. The course considers the impacts of ethical considerations on a range of real-world environmental situations including ethics in stakeholder consultation, working with Indigenous peoples and ethics within environmental management. The course will provide case studies to assist build student understanding of how world views and ethical considerations influence and shape decision making and develop environmental management.

<b>Learning Outcomes</b>			
On the completion of the course, the students will:			
<ol style="list-style-type: none"> <li>1. reflect on efforts to formulate an environmental ethic.</li> <li>2. demonstrate understanding of the social movements which correlate with and carry various perspectives on human responsibility toward the environment.</li> <li>3. apply environmental ethical theory to real-world environmental conflicts and issues.</li> <li>4. demonstrate understanding of a range of ethical theories and their applications in debates about the environment.</li> <li>5. demonstrate understanding in key areas in debates about environmental matters.</li> </ol>			
<b>Course Content</b>			
<ol style="list-style-type: none"> <li>1. Introduction: Nature and Morality</li> <li>2. Environmental Ethical Issues</li> <li>3. Arguments for and against the use and exploitation of Nature</li> <li>4. Theories of Environmental Ethics:</li> <li>5. Biocentric Ethics and the Reverence for Life</li> <li>6. Ecology, Wilderness and Ethics</li> <li>7. The Land Ethics</li> <li>8. Deep Ecology</li> <li>9. Social Ecology and Ecofeminism</li> </ol>			
<b>Textbooks and Reading Material</b>			
<b>1. Textbooks:</b>			
<ol style="list-style-type: none"> <li>1. Taylor, Paul W. 2011. <i>Respect for Nature: A Theory of Environmental Ethics</i>. Princeton University Press.</li> </ol>			
<b>2. Suggested Readings:</b>			
<ol style="list-style-type: none"> <li>2. Rolston, H., 2012. <i>Environmental Ethics</i>. Temple University Press.</li> <li>3. Des Jardins, Joseph R. 2012. <i>Environmental ethics</i>. Nelson Education.</li> </ol>			
<b>Teaching Learning Strategies</b>			
Socratic Teaching Method Use of Multi-media			
<b>Assignments: Types and Number with Calendar</b>			
2 zero credit essay types assignments for improving writing skills at different stages of the semester.			
<b>Assessment</b>			
	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.



	Final Assessment	40%	Written Examination at the end of the semester.
--	------------------	-----	---

Programme	BS Philosophy	Course Code	PHIL-477	Credit Hours	3
<b>Ethics of Artificial Intelligence</b>					
<b>Course Introduction</b>					
<p>The course will give students the opportunity to develop their ability to approach ethical issues in today’s data-driven society. A focus on different practical cases will provide students with the necessary skills to apply knowledge and understanding to specific scenarios.</p>					
<b>Learning Outcomes</b>					
<p>On the completion of the course, the students will be able to apply ethics to artificial agents.</p> <ol style="list-style-type: none"> <li>1. Explain the meaning and purpose of an ethical theory in the context of Artificial Intelligence.</li> <li>2. Make use of ethical theory to develop a rigorous, multifaceted understanding of ethical issues in the context of the impacts of Artificial Intelligence.</li> <li>3. Describe selected national and transnational legal frameworks and codes governing artificial intelligence and its applications.</li> <li>4. Identify consequences following from the implementation of legal frameworks regarding applications of artificial intelligence in organizations.</li> <li>5. Develop solutions to specific ethical conflicts arising from the application of Artificial Intelligence.</li> </ol>					
<b>Course Content</b>					
<p>Information technologies, purposeful behavior and intelligence.  Singularity and Superintelligence.  Artificial Agency, Free Will, Consciousness;  Artificial Agents and Responsibility;  Machine Ethics;  AI Ethics and Roboethics;  Machine Learning, Big Data and the issues of Bias and Discrimination;</p>					

Anthropomorphism, Human-Computer/Robot Interaction (HCI, HRI), and Human Dignity; AI and Trust;

Human in the loop, Security, and Accountability;

Assessing AI use cases. Socio-Technical Scenarios

Assessing AI use cases. Ethical tensions, Trade offs.

### Textbooks and Reading Material

#### 1. Textbooks:

Coeckelbergh, M. (2020). *AI ethics*. Mit Press.

#### 2. Suggested Readings:

McLennan, S., Lee, M. M., Fiske, A., & Celi, L. A. (2020). AI ethics is not a panacea. *The American Journal of Bioethics*, 20(11), 20-22.

Bostrom, N., & Yudkowsky, E. (2018). The ethics of artificial intelligence. In *Artificial intelligence safety and security* (pp. 57-69). Chapman and Hall/CRC.

Stahl, B. C., & Stahl, B. C. (2021). Ethical issues of AI. *Artificial Intelligence for a better future: An ecosystem perspective on the ethics of AI and emerging digital technologies*, 35-53.

### Teaching Learning Strategies

Socratic Teaching Method

Use of Multi-media

### Assignments: Types and Number with Calendar

2 zero credit essay types assignments for improving writing skills at different stages of the semester.

### Assessment

	Elements	Weightage	Details
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

<b>Programme</b>	BS Philosophy	<b>Course Code</b>	PHIL-450	<b>Credit Hours</b>	3
<b>Contemporary Political Philosophy</b>					
<b>Course Introduction</b>					
<p>This course engages with a range of crucial issues in contemporary political philosophy. The focus will be on four broad areas, namely, rights, equality, justice, and liberty. We will investigate these areas to understand what is at issue; we will carry out careful philosophical analyses of these issues; we will examine their relevance to some crucial contemporary issues; and finally, we will <i>attempt</i> to reach our own defensible conclusions through discussion and debate.</p>					
<b>Learning Outcomes</b>					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> <li>1. Acquire a detailed knowledge of some of the concepts, positions and arguments in the central literature in contemporary political philosophy.</li> <li>2. Acquire a sense of how the positions on different topics relate to each other.</li> <li>3. Engage closely and critically with some of the ideas studied.</li> <li>4. Develop an ability to think independently about some of the ideas studied.</li> <li>5. Construct arguments, responding to but not merely reproducing the arguments of others.</li> </ol>					
<b>Course Content</b>					
<p>A. Political Contemporary Concepts:</p> <ol style="list-style-type: none"> <li>1. Rights</li> <li>2. Equality</li> <li>3. Justice</li> <li>4. Liberty</li> </ol> <p>B. Contemporary Political Movements:</p> <ol style="list-style-type: none"> <li>1. Liberalism</li> <li>2. Communitarianism</li> <li>3. Cosmopolitanism</li> <li>4. Republicanism</li> <li>5. Human Rights</li> </ol>					
<b>Textbooks and Reading Material</b>					
<p><b>1. Textbooks:</b></p> <ol style="list-style-type: none"> <li>1. Goodin, R., and Pettit, P., eds. 2005. <i>Contemporary Political Philosophy: An Anthology</i>. Oxford, UK: Blackwell.</li> </ol>					

**2. Suggested Readings:**

2. Cristiano, T., and Christman, J., eds. 2009. *Contemporary Debates in Political Philosophy*. Malden, MA: Wiley-Blackwell.
3. Kymlicka, W. 2002. *Contemporary Political Philosophy: An Introduction*. Oxford: Clarendon Press.

**Teaching Learning Strategies**

Socratic Teaching Method  
Use of Multi-media

**Assignments: Types and Number with Calendar**

2 zero credit essay types assignments for improving writing skills at different stages of the semester.

**Assessment**

	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
	Formative Assessment	25%	Either assignments, presentations or quizzes.
	Final Assessment	40%	Written Examination at the end of the semester.

## Checklist for a New Academic Program

<b>Parameters</b>	<b>YES/NO</b>	
1. Department Mission and Introduction	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2. Program Introduction	YES <input type="checkbox"/>	NO <input type="checkbox"/>
3. Program Alignment with University Mission	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4. Program Objectives	YES <input type="checkbox"/>	NO <input type="checkbox"/>
5. Market Need/ Rationale	YES <input type="checkbox"/>	NO <input type="checkbox"/>
6. Admission Eligibility Criteria	YES <input type="checkbox"/>	NO <input type="checkbox"/>
7. Duration of the Program	YES <input type="checkbox"/>	NO <input type="checkbox"/>
8. Assessment Criteria	YES <input type="checkbox"/>	NO <input type="checkbox"/>
9. Courses Categorization as per HEC Recommendation	YES <input type="checkbox"/>	NO <input type="checkbox"/>
10. Curriculum Difference	YES <input type="checkbox"/>	NO <input type="checkbox"/>
11. Study Scheme / Semester-wise Workload	YES <input type="checkbox"/>	NO <input type="checkbox"/>
12. Award of Degree	YES <input type="checkbox"/>	NO <input type="checkbox"/>
13. Faculty Strength	YES <input type="checkbox"/>	NO <input type="checkbox"/>
14. NOC from Professional Councils (if applicable)	YES <input type="checkbox"/>	NO <input type="checkbox"/>

\_\_\_\_\_  
**Program Coordinator**

\_\_\_\_\_  
**Chairperson**