



Course Code	DHP History Courses
HIS101	<p align="center">BANGLADESH HISTORY & CULTURE</p> <p>Course Contents:</p> <p>The course aims to provide insightful knowledge into the centuries-long historical transformations and continuities that formed the socio-cultural identity of Bangladesh today. The cultural term is used in a broader context to include a range of essential themes to understand the country's historical origins from the remote past. The subject deals with people living in the Gangetic delta area and their socio-economic and political life, religion, governance, art, and the cultural environment from the ancient period to the mid-eighteenth century. The discussion starts with the ancient location at Wari-Bateshwar of the powerful <i>Gangaridhai</i> region and introduces archaeological sites, monuments, and artifacts that suggest country's rich cultural heritage from time immemorial. It refers to the legacies of the Mauryas, Guptas, Senas, and contributions made by their legendary Kings and Emperors, pursuance of the Caste system, and encroachment of female rights in traditional Bengali Hindu society. By contrast, the course demonstrates how the Buddhist Palas in Bengal adopted the egalitarian principle and introduced the Bangla language for the commoners, defying the influence of Sanskrit in society. Finally, the course portrays phenomenal Islamic traditions created by Sufis and religious coexistence and administration of justice maintained by the Turks, Mughals, and the <i>Nawabs</i> for centuries together before the Kingdom of Bengal fell under the British East India Company rule in 1757.</p> <p>Learning Outcome:</p> <p>The study would help students understand the role of religion and culture in legitimizing political rule under the diverse dynasty systems from the ancient period. They would learn the significant traits of the Hindu-Budha and Muslim dynasties and their ramifications and distinctiveness objectively. Students would also reveal how the spiritual influences of the Muslim Sufi saints and Baul mystic singers shaped the Bengali cultural minds. They would also be exposed to the significant Bengali cultural festivals, folk songs, lifestyles patterns, and the ethos of the ethnic minorities living in remote areas. From this course, students learn to examine different roots of cultural heritage in Bangladesh and bridge their distant past with the present to foresee the future from their nationalist perspectives. 03 Credits</p> <p>REFERENCES</p> <ul style="list-style-type: none"> • Ahmed, Salahuddin & Bazlul Mobin Chowdhury eds. (2004), <i>Bangladesh: National Culture and Heritage: An Introductory Reader</i>, Dhaka: Independent University Bangladesh.

- Eaton, Richard M (1993) *The Rise of Islam and the Bengal Frontier, 1204-1760*, Berkeley: University of California Press.
- Guhathakurta, Meghna and Willem van Schendel eds. (2013), *Bangladesh- History, Culture, Politics*, London: Duke University Press.
- Haq, Mhammad Enamul (1975) *A History of Sufism in Bengal*, Dhaka: Asiatic Society of Bangladesh.
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- Karim, Abdul (1959) *Social History of the Muslims in Bengal-Down to 1338*, Dhaka: The Asiatic Society of Pakistan.
- Rahim, Muhammad Abdur (1967) *Social and Cultural History of Bengal, Vol 1 and II*, Karachi, Pakistan Publishing House,
- Rahim, Muhammad Abdur (1978) *The Muslim Society and Politics in Bengal*, Dhaka, The University of Dhaka.
- Sachau, Dr. Edward C (1910) *Alberuni's India: An Account of the Religion, Philosophy, Literature, Geography, Chronology, Astronomy, Customs, Laws and Astrology of India About AD 1030*, London: Kegan Paul.
- Sarkar, Jadunath (2009) *The History of Bengal: Muslim Period 1200-1757*, Vol. 11, Online, Cambridge University Press.
- Smith, Vincent A (1999) *The Early History of India: From 600 BC to the Mohammedan Conquest Including the Invasion of Alexander the Great*, New Delhi: Atlantic Publishers and Distributors.

HIS102	<p>INTRODUCTION TO WORLD CIVILIZATION</p> <p>Course Contents:</p> <p>The current course is designed to provide an overview of human civilization since its inception in the prehistoric and ancient periods and continued through the medieval period down to the modern era. It aims to examine how human society evolved in different parts of the world and explain the evolution of diverse civilizations in the process. The course explains the importance of agriculture and urbanization in the earliest city life in ancient Greece and Rome. It helps learners get to know ancient Mesopotamia, Egypt, Indus Valley, and China. The course focuses on the emergence of Islamic Civilization in the Muslim Middle East and South Asia and the crisis faced by civilization after a century. It also focuses on the Byzantine Culture, Feudalism in Europe, Religious Crusades, the inception of Western universities and Renaissance, trade and commerce, and township development in human history. It surveys societal development from Paleolithic times to the Industrial Revolution and subsequent developments in science and technology that accelerated the gaps between the Northern and Southern hemispheres. This course discusses core issues pertinent to the Computer Revolution from the mid-twentieth century and the emergence of artificial intelligence during the current era. It shows how distinctive cultures, economies, and societies cope with these developments by confronting challenges during the Post-Cold War period.</p>
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Learning Outcome:

By pursuing this module, students would acquire several outcomes: (a) a comprehensive overview of the development of civilizations in different parts of the world at different times, (b) recognize important institutions and technologies that helped to create a World Civilization dealing with their mammoth challenges, (c) identify major socio-political, economic and cultural trends in global advancement, and (d) develop a sense of understanding by recognizing historical roots, process, and debates about the ‘clashes’ or cooperation between civilizations in the 21st century. 03 Credits.

REFERENCES:

- Aberth, John (2011) *Plagues in World History*, Rowman & Little Field.
- Adler, Philip J. & Randall L. Pouwels (2008), *World Civilizations*, New York: Thomson Higher Education.
- Allawi, Ali (2009) *Crisis of Islamic Civilization*, Yale University Press Publication.
- Anversa, David (2020) *History of Pandemics: The Definitive Guide to Discover the Worst and Deadliest Epidemics and Pandemics that Changed our World. From the Roman Empire to the Modern Era*. Waterstones: David Anversa.
- Avari, Burjor (2012) *Islamic Civilization in South Asia: A History of Muslim Power and Presence in the Indian Subcontinent*, London: Routledge.
- Coffin, G. Judith and Robert C. Stracey (2008), *Western Civilizations*, New York: W. W. Norton & Company.
- Harari, N. & Yuval Sapiens (2011): *A Brief History of Humankind*, London: Vintage Books.
- Hertzell, David (2016) *The World History Workbook: The Ancient World to the Present*, Second Edition, Rowman & Little Field.
- Huntington, Samuel P. (2011) *The Clash of Civilizations: Remarks of World Order*, New York: Simon & Schuster.
- Trigger, G. Bruce, (2007), *Understanding Early Civilizations: A Comparative Study*, New York: Cambridge University Press.
- Perry, Marvin (2011), *Western Civilization: A Brief History*, Volume I: Boston: Wadsworth.
- Pomeroy, Sarah B. (2004), *A Brief History of Ancient Greece: Politics, Society and Culture*, Oxford: Oxford University Press.
- Reilly, Kevin (2018) *The Human Journey: A Concise Introduction to World History*, Second Edition, Rowman & Little Field.
- Robinson, Chase F (2016) *Islamic Civilization in Thirty Lives: The First 1,000 Years*, University of California Press.
- Winks, Robin W. (1993) *World Civilization: A Brief History*, Second edition, Rowman & Little Field.

HIS103

EMERGENCE OF BANGLADESH

Course Contents:

This course provides insightful information and analysis about Bangladesh's origins and socio-economic and political backgrounds with which learners might have been otherwise less familiar. The study attempts to clarify methodological confusion, gaps, and problems connected to Bangladesh's political history through a pleasant, coherent, and objective analysis with a new outlook and perspective. It covers four distinctive elements of Bangladesh history: (i) the long anti-colonial struggle from 1757 to 1857, (ii) the socio-economic & cultural scuffles leading to search for identities between the communities – the Hindus & Muslims- following the Rebellion of 1857 to the Great Divide of the sub-continent in 1947, (iii) the distinctive impacts of the Bengal Renaissance in the Bengali Hindu and Muslim societies from the late nineteenth to early twentieth centuries are discussed here objectively, & (iv) the rise of Bengali identity politics and regional autonomy movement in Pakistan during 1948-'71. The study also illustrates how the Indian help, blended with the Indo-Pak hostility, intertwined the autonomy movement in 1969 for creating an independent Bangladesh in December 1971. Above all, the course emphasizes the heroic role of *Bangabandhu* Sheikh Mujibur Rahman and other stalwarts in creating a nation-state through a nine-month-long war with the Indo-Soviet active support. Topics are presented in a thematic order to give a complete understanding of the backgrounds of Bangladesh's creation, not providing just a birds-eye view.

Learning Outcome:

The present course allows students to grasp the long-standing struggles of the people of Bangladesh for building a nation-state from 1757 to 1971. Students learn from this course about colonial plundering and revenue earning from the regional drug trade, the Great Famine of 1770, the British Divide and Rule Policy, the Uprising of 1857, etc. The course focuses on how the Congress paranoia, fear factors, and deprivations influenced the Bengali Muslims to join the Pakistan creation movement during 1940-'47. Then, students learn what led the Bengali vernacular elites to mobilize public opinion for launching a linguistic campaign in East Bengal in 1952 and then the Six-Point movement in 1966. It helps students recognize their national identity to boost their self-esteem and patriotism for becoming worthy citizens. It would aid them to know their throbbing national history and recognize current realities for crafting a prosperous Bangladesh in the 21st century. 03 Credits

REFERENCES

- Ahmed, Sharif U. ed. (2021) *Bangabandhu, and Bangladesh*, Dhaka: University Press Ltd.
- Bass, Gary J (2013) *The Blood Telegram: Nixon, Kissinger & a Forgotten Genocide*, New York: Alfred A Knopf.
- Chatterji, Joya (2002) *Bengal Divided: Hindu Communalism & Partition 1932-1947*, New York: Cambridge University Press.

	<ul style="list-style-type: none"> • Chowdhury, G.W. (1993) <i>The Last Days of United Pakistan</i>, Dhaka: UPL. • Darlymple, William (2019) <i>The Anarchy: The Relentless Rise of East India Company</i>, New Delhi: Bloomsbury. • Haq, M. Emdadul (2000), <i>Drugs in South Asia: From the Opium Trade to the Present Day</i>, London: Palgrave Macmillan & New York: St. Martin's Press; Haq (2019) <i>Colonial Drug Trade in South Asia: from Palashi to Partition</i>, Dhaka: Century Publications. • Hudson, H V (1986) <i>The Great Divide: Britain-India-Pakistan</i>, Oxford: Oxford University Press. • Islam, Sirajul ed. (2010), <i>History of Bangladesh 1704-1971</i>, Volume 3, Dhaka: Asiatic Society of Bangladesh. • Jahan, Rounaq (1994) <i>Jahan, Pakistan: Failure in National Integration</i> Dhaka: The University Press Limited. • Osmany, Shireen Hasan (2014), <i>Evolution of Bangladesh</i>, Dhaka: H. Development Publishing House. • Rahman, Sheikh Mujibur (2012) <i>The Unfinished Memoirs</i>, translated by Dr. Fakrul Alam, Dhaka: Penguin Books. • Rashid, Harun-Or (1987) <i>The Foreshadowing of Bangladesh: Bengal Muslim League and Muslim Politics, 1936-1947</i>, Dhaka: Asiatic Society of Bangladesh. • Schendel, Willem van (2009), <i>A History of Bangladesh</i>, Cambridge: Cambridge University Press. • Tharoor, Shashi (2017) <i>Inglorious Empire: What the British Did to India</i>, London: Scribe Publications.
<p>HIS202</p>	<p style="text-align: center;">INDO-BANGLA HISTORY</p> <p>Course Contents:</p> <p>This course surveys Indo-Bangla relations from antiquity to the present, focusing on sharing commonalities and distinctiveness between the two neighboring countries – India and Bangladesh - in terms of their political economy, cultural traits, and religiosity in politics, and environmental issues that made up this dynamic relationship century together. It covers the political legacy of the region from the Vedic era until the emergence of <i>Janapadas</i> in northern India. It also focuses on a powerful <i>Gangaridhai</i> state and War-Batteswar as its capital in today's Bangladesh territory. Lectures would also focus on the history of the Magada Kingdom located in modern Bihar under the Maurya & Gupta dynasties from the ancient period. The course also demonstrates the legacies of the Pala, and Sena dynasties until the advent of the Muslim invaders from Turkey at the beginning of the thirteenth century. It covers socio-economic and cultural life shared between the two major communities - Hindus and Muslims - under the Sultani and Mughal rulers throughout the second half of the medieval period. The course gives some in-depth understanding of the colonial subjugation in agriculture, trade, and commerce until 1857 and the expansion of Western education, communication, and political institution building in the region for the rest of 90 years. It also highlights the socio-political and cultural impacts of the Bengal Renaissance over the Hindu-Muslim communities during the last phase of</p>

colonial governance. Finally, a discussion will be made on the communal segregation following the partition of Bengal in 1905 and then during the Great Divide in 1947 in two different contexts and healing of the wounds and trust-building during the post-independent era.

Learning Outcome:

By learning the historical context of the ancient, medieval, colonial, and post-colonial Indian sub-continent, students would develop academic knowledge and understanding about the roots of the bilateral relations between India and Bangladesh as next-door neighbors. As an integral part of their intellectual build-up at the university level, the course would provide them a particular understanding of socio-economic and geo-strategic relations between the two South Asian countries in the 21st century. By pursuing the study, a student should be able to develop a sense of political, understanding which would help them interpret critical issues pertinent to the mutual relations of the two neighboring countries. 03 Credits

REFERENCES:

- Ahma, Muhammad Basheer (1951) *The Administration of Justice in Medieval India: A Study of the Judicial System under the Sultans and the Badshahs of Delhi*, Karachi: Manager of Publications.
- Banerjee, S., (2019) *The Development of Aryan Invasion Theory in India: A Critique of Nineteenth-Century Social Constructionism*. New York: Springer.
- Bose, Sugata & Jalal, Ayesha (1998) *Modern South Asia; History, Culture, And Political Economy*, Routledge: London.
- Bryant, E., (2004) *The Quest for the Origins of Vedic Culture: The Indo-Aryan Migration Debate*. Oxford: Oxford University Press.
- Bryant, E. & Patton, L., (2005) *The Indo-Aryan Controversy. Evidence and Inference in Indian History*. London: Routledge.
- Collier, D., (2016) *The Great Mughals and their India*. California: Hay House.
- Chakrabarty, B., (2004) *The Partition of Bengal and Assam, 1932-1947: Contour of Freedom*. London: Routledge.
- Dalrymple, W., (2019) *The Anarchy: The East India Company, Corporate Violence, and the Pillage of an Empire*. New York: Bloomsbury Publishing.
- Frawley, D., (2005) *Myth of the Aryan Invasion of India*. New Delhi: Voice of India.
- Green, N., (2006) *Indian Sufism since the Seventeenth Century: Saints, Books and Empires in the Muslim Deccan*. London: Routledge.
- Hunter, Sir William Wilson (1876) *The Indian Musalmans*, London: Trubner and Co.
- Majumdar, R.C. (2010) *History & Culture of The Indian People*, Vol. 1. (The Vedic Age)
- Mehta, J., (2019) *Advanced Study in the History of Medieval India*, New Delhi: Sterling Publications Private Limited.
- Misra, V., (2007) *Ancient Indian Dynasties*. Kolkata: Bharatiya Vidya Bhavan.
- Mukhia, H., (2008) *The Mughals of India*. New Delhi: Wiley India Private Limited.

	<ul style="list-style-type: none"> • Pandey, Biswa Mohan (2003) <i>Historiography of India's Partition: An Analysis of Imperialist Writings</i>, New Delhi: Atlantic Publishers and Distributors. • Trautmann, T. (2008) <i>The Aryan Debate</i>. Oxford: Oxford University Press.
<p>HIS203</p>	<p style="text-align: center;">ISLAMIC HISTORY</p> <p>Course Contents:</p> <p>The course would help students obtain a comprehensive idea about Islamic history, starting from the rise of political Islam in Saudi Arabia to across the globe in modern times. This course explores the antiquity of the increase, expansion, and decline of Muslim rule in the Middle East, Asia, Africa, Europe, and other parts of the world by the end of the medieval period. It highlights the Muslim rule's strengths and expansion under the <i>Khulafa-i-Rashedin</i>, Abbasid, and Omayyad dynasties, Ottoman, Mughal, and Safavid Empires. Significant themes include the Muslim conquest of Asia, Africa, and part of Europe, and socio-economic, political, intellectual, and cultural developments, including modernizing the newly formed Islamic state power. It focuses on developing Islamic art, literature, architecture, medicine, and science in an era of the <i>Golden Age</i> and the Muslim scholars' contributions in their respective areas during the period. It covers modern-day Egypt, Iraq, Syria, Lebanon, Jordan, Israel/Palestine, Saudi Arabia, Turkey, Iran, Central Asian States, India, Pakistan, and Bangladesh. It also examines the nature of dealings, dynamics, and complexities of the Islamic countries with the Western world during the Cold War and the post- Cold War era. Finally, the course provides students an insight into how the Muslim societies changed from traditional to modernity and the level of encounters the reformers faced from traditional <i>ulemas</i> within their cultures.</p> <p>Learning Outcome:</p> <p>After completing the course, students would demonstrate knowledge and understanding of the important events, places, and periods in Muslim states' development. They can show the ability to comprehend the global political economy in their historical and political perspectives and relate the Muslim world's underlying socio-cultural and religious trends. Students would gain an in-depth understanding of Muslim countries in the contemporary world and apprehend that Islamic history has grown into a multi-disciplinary and cross-cultural academic phenomenon attaching the Muslim countries and vital Western interests more than ever. 03 Credits</p> <p>REFERENCES:</p> <ul style="list-style-type: none"> • Al-Khalili (2012) <i>The House of Wisdom: How Arabic Science Saved Ancient Knowledge and Gave Us the Renaissance</i>, London: The Penguin Press. • Bennison, Amira (2010) <i>The Great Caliphs: The Golden Age of the 'Abbasid</i>, New Haven: Yale University Press. • Dale, S., 2013. <i>The Muslim Empires of the Ottomans, Safavids, and Mughals</i>. Cambridge: Cambridge University Press.

- El-Rouayheb, K., (2017), *Islamic Intellectual History in the Seventeenth Century: Scholarly Currents in the Ottoman Empire and the Maghreb*, Cambridge: Cambridge University Press.
- Janbozorgi, A (2005), *Political System of Islam and Its Relevance in Modern Times*, Aligarh: Aligarh Muslim University.
- Lombard, M. (2009), *The Golden Age of Islam*, London: Markus Wiener Publishers.
- Masood, E., (2017), *Science and Islam: A History*, London: Icon Books.
- Board of Researcher (2012), *Muslim Contribution to Science and Technology*
- Renima, A., Tiliouine, H., & Estes, R. J. (2016), *The Islamic Golden Age: A Story of the Triumph of the Islamic Civilization*, Philadelphia: Pennsylvania Press.
- Ringmar, E., (2019), *History of International Relations: A Non-European Perspective*, Adelaide: Open Book Publishers.
- Streusand, D. (2018) *Islamic Gunpowder Empires: Ottomans, Safavids, and Mughals*. London: Routledge.
- Pormann, P. and Smith, E., (2020), *Medieval Islamic Medicine*. Edinburgh: University Press.
- Saunders, J. J., *A History of Mediaeval Islam* (e-Book).
- Tiliouine, Habib, and Richard J. eds. (2016), *The State of Social Progress of Islamic Societies: Social, Economic, Political, and Ideological Challenges*, Philadelphia: Pennsylvania Press.

HIS205

WORLD HISTORY

Course Contents:

The world history course is designed to provide a general overview of the contemporary world to help the students comprehend the world around them with a historical perspective. The course deals with the history of the world from the Industrial Revolution and progress attained to the present times. It focuses on the contemporary ideologies and revolutionary movements in different parts of the world and the grounds for the outbreak of the World Wars during the twentieth century. It demonstrates the impacts of decolonization on development in the global economy, the interplay of political, cultural, and religious values among the post-colonial nations, and the influence of globalization on societies, economies, and political systems in the contemporary world. The course demonstrates the inter-state relations and their socio-political, economic, cultural identities, governance parameters, and globalization issues from a historical perspective. A particular emphasis would be given to the Cold War issues between the global superpowers during the 1960s to 1980s, including their geo-strategic ramifications in different parts of the world. Prominent themes would also include reshaping international politics in the post-Cold War period, especially the emergence of China as a mighty global economic and military power and the nationalism versus globalization dichotomy in the 21st century.

Learning Outcome:

From a political history perspective, the course would develop students' knowledge of the contemporary world's key events, political economies, and burning issues like the

impacts of Covid-19 pandemic across the globe. It would provide students with a solid theoretical understanding of world history in general and the existence of nation-states in particular. The course would assist them in developing and improving their critical thinking on global and regional issues, construct arguments on the international crisis, and demonstrate opinion persuasively in line with their perceived knowledge in world history. 03 Credits

REFERENCES:

- Bentley, Jerry H. (2011), *The Oxford Handbook of World History*. Oxford: Oxford University Press.
- Boyer, Paul S. (2012), *American History: A Very Short Introduction*. Oxford: Oxford University Press.
- Calvocoressi, Peter (2009), *World Politics since 1945*, Essex: Pearson.
- Carr, E.H. (1990), *International Relations between the two World Wars (1919-1939)*, London: Palgrave.
- Emdadul, M., (2000) *Drugs in South Asia: from the Opium Trade to the Present Day*, Basingstoke: Palgrave Macmillan, New York: St. Martin's Press.
- Emdadul, M., (2019) *Comparative Political Systems*, Dhaka: Century Publications.
- Furet, Francois (2000), *Revolutionary France, 1770-1880*. Oxford: Blackwell Publishers.
- Gokhale, BK (2001), *Introduction to Western Civilization*, New Delhi: S Chand & Company Ltd.
- Hobsbawm, Eric. (2003), *The Age of Extremes: The Short Twentieth Century, 1914-1991*. London: Abacus.
- Hobsbawm, Eric. (1989), *The Age of Empire, 1875-1914*. New York: Vintage Books.
- Huntington, Samuel P. (1993) *The Clash of Civilization*, Foreign Affairs, Summer 1993, Vol. 72, No.3.
- Lefebvre, George (2005), *The Coming of the French Revolution*. Princeton: Princeton University Press.
- Lowe, Norman (2013), *Mastering Modern World History*, London: Palgrave, 2013.
- Middlekauff, Robert (2007), *The Glorious Cause: The American Revolution, 1763-1789*, Oxford: Oxford University Press.
- Roberts, Brad ed. (1995), *Order and Disorder After the Cold War*, New York: The MIT Press.

Course Code	DHP Philosophy Courses
PHI101	<p data-bbox="623 338 1240 373" style="text-align: center;">INTRODUCTION TO PHILOSOPHY</p> <p data-bbox="386 417 623 449">Course Contents:</p> <p data-bbox="386 493 1481 1108">Philosophy is the guiding principle of human behavior, attitude, and actions. The course examines the efforts of past thinkers to enhance the capacity of human rational thinking. Philosophical knowledge stimulates clarity of thought and careful analysis of arguments and engages in complex problems that might be overlooked in other fields. The main objectives of this course are: (i) to provide students understanding about what philosophy is and how philosophers argue, (ii) to make students familiar with major philosophical problems in human lives and the methods of dealing with them, (iii) to enable students to read and interpret original philosophical texts and language, (iv) to improve learners' ability to think philosophical issues and express these ideas clearly and persuasively in their contexts. It focuses on some critical matters addressed in epistemology, metaphysics, ethics, philosophy of life and religion, and conceptual issues related to logical and scientific research and practice. The course reveals the mutual relations between the body and mind (soul), the freedom of will, the general characteristics of moral philosophy, utilitarianism, Kantian ethics, etc., and their comparison with Islamic Philosophical traditions. It would address issues related to the presence of God as the soul of the universe and His control over the human spirit.</p> <p data-bbox="386 1152 656 1184">Learning Outcome:</p> <p data-bbox="386 1228 1481 1549">The course provides students an excellent opportunity to interpret initial philosophical thoughts in real-life situations. Upon successful completion of this course, the students should be able (a) to identify, describe and explain the importance of philosophical inquiry, (b) to use philosophical terminology correctly and consistently, (c) to identify strengths and weaknesses in their arguments in the light of the philosophical views and interpretations, (d) to formulate rational arguments in line with the philosophical theory, (e) to develop their communication and interpretation skills, and persuasive power, (f) to apply critical thinking and reasoning in a wide range of career paths, and (g) to deal with practical realities of day-to-day life in a better way. 03 Credits.</p> <p data-bbox="386 1593 617 1625">BASIC BOOKS:</p> <ul data-bbox="435 1669 1481 1774" style="list-style-type: none"> • Solomon, Robert & Higgins, Kathleen (2010), <i>The Big Questions</i>, New York: Cengage Learning. • Warburton, Nigel (2012), <i>Philosophy: The Basics</i>, New York: Routledge. <p data-bbox="386 1818 678 1850">Additional Readings:</p>

- Adamson, Peter (2016) *Philosophy in the Islamic World*, Volume 3, Oxford: Oxford University Press.
- Blocker, H. Gene (1999), *World Philosophy An East-West Comparative Introduction to Philosophy*, New Jersey: Prentice-Hall.
- Carr, Brain & Mahalingam, Indira, ed. (2005), *Companion Encyclopedia of Asian Philosophy*: New York, Taylor & Francis.
- Fakhy, Majid (2004), *A History of Islamic Philosophy*, 3 ed. New York: Columbia University Press.
- Hales, D. Steven (2013), *This is Philosophy*, West Sussex: Wiley-Blackwell.
- Hurley, Patrick J. (2008), *A Concise Introduction to Logic* (10th edition), USA, UK, Canada: Wadsworth/ Cengage Learning.
- Kenny, Anthony (2004), *A New History of Western Philosophy*, Vol. 1-3, New York: Oxford University Press.
- Pritchard, Duncan, ed. (2016), *What is This Thing Called Philosophy?* New York: Rutledge.
- Rochell, Gerald (2012), *Doing Philosophy*, Edinburg: Dunedin Academic Press.
- Steven, M. Chan (2000), *Exploring Philosophy*, Oxford: Oxford University Press.
- Shand, John ed. (2005), *Central Works of Philosophy*, Vol. 1-3, Chesham: Acumen Publishing.
- Vaughn, Lewis (2012), *Great Philosophical Arguments: An Introduction to Philosophy*, Oxford: Oxford University Press.
- Vleet Jacob E. Van (2011), *Informal Logical Fallacy*, New York: University Press of America.

PHI102

LOGIC AND REASONING

Course Contents:

As an elective course, this course presents scientific reasoning, evaluating scientific evidence, and using scientific information in making decisions. The main objectives of this course are: (i) to develop students’ thinking skills that are useful for criticizing and analyzing ideas (ii) to make students aware of various functions of language (iii) to make students capable of producing well-reasoned arguments in written works (iv) to give students a familiarity with the art of reasoning (v) to give students ideas concerning hypothetical/scientific reasoning (vi) to equip students with elementary logical principles that may appear helpful in the upper-level study of philosophy, mathematics and computer science in particular. It provides an introduction to some basic deductive and inductive techniques used in appraising arguments. The focus of the course is elementary formal logic, coupled with informal methods for the analysis and resolution of ambiguities, confusions, and fallacies that occur in everyday life and ordinary language. The focus will also be on hypothetical/scientific reasoning, scientific explanations, the nature and stages of scientific investigation. The course will introduce some truth table techniques for testing the truth and falsity of statements, testing the validity and invalidity of arguments, constructing formal proofs of the reality of arguments, and various ways of proving the invalidity of arguments

containing compound statements. The expression of opinion will come into play as there will be compulsory group discussion for everyone.

Learning Outcome:

Upon successful completion of the course, the students will be able (a) to present arguments using a formal logical framework, (b) to identify strengths and weaknesses of the arguments and reasoning that appear in textbooks and academic papers, (c) to formulate logical observation to a theory or idea in their field of study, (d) to evaluate arguments by using truth table and derivation method, (e) to apply formal methods to clarify and assess real-world arguments, and (f) to present and verbally defend opinions about the logical structure of real-world arguments. By pursuing this course, students will acquire the art of self-expression to express themselves regardless of whether they are being criticized or not. Students will also develop the skills of argumentation, analysis, comparison, and critical evaluation. They will acquire this through writing assignments or taking exams regarding the study materials, where they have to demonstrate research analysis, comparison, and critical evaluation. Another outcome would be learning various concepts and defining them, as the original thinkers have used them, and you will also be able to use them yourself in multiple arguments.

03 Credits.

BASIC BOOKS:

- Baronett, Stan (2016), *Logic*, Oxford: Oxford University Press.
- Magnus, P. D. and Btton, Tim (2021), *Forall x: Calgary An introduction to Formal Logic*, Alberta: University of Calgary.

REFERENCES:

- Copi, Irving M. & Cohen, Carl (2005), *Introduction to Logic*, New Jersey: Prentice-Hall.
- Fogelin, Robert & Armstrong, Walter (2010), *Understanding Arguments an Introduction to Informal Logic*. Belmont, Wadsworth.
- Gensler, Harry A. (2012), *Introduction to Logic*, New York and London: Rutledge Taylor & Francis Group.
- Goble, Lou (2001), *The Blackwell Guide to Philosophical Logic*, Oxford: Blackwell Publishers.
- Hurley, Patrick J. (2008), *A Concise Introduction to Logic* (10th edition), USA, UK, Canada: Wadsworth/ Cengage Learning.
- Kahneman, Daniel (2011), *Thinking Fast and Slow*, Farrar, Straus & Giroux, New York
- Layman, C. Stephen (2005), *The Power of Logic* (3rd edition), New York: McGraw-Hill Companies, Inc.
- Lee, Siu-Fan (2017), *Logic: A Complete Introduction*, London: Mobius.
- Hunter, David (2014), *A Practical Guide to Critical Thinking: Deciding What to Do and Believe*, New Jersey, John Wiley & Sons.

	<ul style="list-style-type: none"> • Mercier, Hugo & Sperber, Dan (2017), <i>The Enigma of Reason</i>, Cambridge, Harvard University Press. • Paul, Richard & Elder, Linda (2002), <i>Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life</i>, New York, Financial Times Prentice Hall. • Schick, Theodore & Vaughn Lewis (2007), <i>How to Think About Weird Things: Critical Thinking for a New Age</i>, New York, McGraw Hill. • Vleet Jacob E. Van (2011), <i>Informal Logical Fallacy</i>, New York: University Press of America.
<p>PHI104</p>	<p style="text-align: center;">INTRODUCTION TO ETHICS</p> <p>Course Contents:</p> <p>The current course reveals ethical behavior for distinguishing between good and evil or right and wrong. It presents the combined influence of the classical Indian proverb <i>satyam, shivam and sundaram</i>, or <i>truth, good and beautiful</i>, as reflected in the concept of ethical excellence in almost every generation of human society. It shows how developing and maintaining high moral values, and ethical conduct is crucial in combating corruption and social crimes in public life today. It focuses on the emphasis given on ethical conduct and behavior particularly in Islam. This course familiarizes students with the critical works on the subject within public governance and management practices in recent decades across the globe. It introduces students to virtue ethics, utilitarianism in the Western philosophical tradition examines the moral debate between universalism and relativism and demonstrates various analysis methods applied to contemporary ethical problems. Issues related to abortion, reproductive technologies, organ transplantation, affirmative action, capital punishment, euthanasia, conflict and violence, gender discrimination, violation of human rights, environmental degradation, etc., are examined here. Finally, the course will review a liberal, pragmatic and multicultural perspective on ethical theory and moral problems.</p> <p>Learning Outcome:</p> <p>By pursuing this course, students will learn how ethical thinking is vital for building leadership skills as a source of moral strength. They can learn about the benefits of ethical behavior and apply moral judgment against the abuse of power for maintaining trust and confidence in governance and institutions. They can learn about the techniques of building ethical infrastructure, general ethical behavior models, and guidelines for maintaining an ethical environment in the workplace. Students can also understand that ethics and values are essential elements of democracy as society's 'body and mind'. They can learn how ethical principles can make democracy safe as the substance of public policy. Finally, they would know how moral action can strengthen democracy by encouraging the fairness necessary to its deliberations. 03 Credits.</p>

BASIC BOOKS:

- Fiala, Andrew & Mackinnon, Barbar (2014), *Ethics Theory and Contemporary Issues*, London: Cengage Learning.
- May, Larry et al. (2011), *Applied Ethics: A Multicultural Approach*, Boston: Prentice-Hall.
- Tannsjo, Torbjorn (2009), *Understanding Ethics: An Introduction to Moral Theory*, London: Edinburgh University Press.

Additional Readings:

- Ali, Kecia (2016), *Sexual Ethics and Islam: Feminist Reflections on Qur'an, Hadith, and Jurisprudence*, London: Oneworld publications.
- Carr, Brain & Mahalingam, Indira, ed. (2005), *Companion Encyclopedia of Asian Philosophy*: New York, Taylor & Francis.
- Cooper, Terry L ed. (2001), *Handbook of Administrative Ethics*, London: Taylor and Francis.
- Dryzek, John S., Honig, Bonnie and Phillips, Anne (2006), *Handbook Political Theory*, New York: Oxford University Press.
- Fakhry, Majid (1994), *Ethical Theories in Islam*, New York: E. J. Brill.
- Fredrickson, George M. (2002), *Racism*, Princeton: Princeton University Press.
- Haq, Emdadul M. (2019), *Colonial Drug Trade in South Asia from Palashi to Partition*, 2nd ed., Dhaka: Century Publications.
- Goodin, Robert E., Pettit, Philip and Pogge, Thomas (2007), *A Companion to Contemporary Political Philosophy*, Oxford: Wiley-Blackwell.
- Hashim, Ahmed S. (1990), *Islamic Ethics and Personal Conduct: Quranic and Hadith Recommendations*, Lahore: Kazi Publications Inc.
- Joseph, R. Desjardins (2013), *Environmental Ethics an Introduction to Environmental Philosophy*, Wadsworth: Cengage Learning.
- Lewis, Carol W. and Stuart, Gilman C. (2005), *The Ethics Challenge in Public Service: A Problem Solving Guide*, Washington: John and Sons, Incorporated.
- Mou, Bo, ed. (2009), *History of Chinese Philosophy*, New York: Routledge.
- Nathanson, Stephen (2000), *Terrorism and the Ethics of War*, London: Cambridge University Press.
- Park, Peter K. J. (2013), *Africa Asia and the History of Philosophy*, New York: State University of New York Press.
- Seebauer, Edmund Gerard and Barry, Robert Laurence (2001), *Fundamentals of Ethics for Scientists and Engineers*, Oxford: Oxford University Press.
- Singer, Peter (2000), *Practical Ethics*, London: Cambridge University Press.

ETH201

ETHICAL THEORY

Course Contents:

This course aims to enlighten students with ethical knowledge and principles that are related to their real-life situations. The ethical theory deals with the four broad categories: deontology, utilitarianism, rights, and virtues. It introduces students to essential topics and questions in moral philosophy: What is the good life? How to remain morally upright? Why is there a need to identify right and wrong actions? Are ethical judgments objective or subjective? Do the moral values universal and absolute or culturally relative? This course introduces some critical ethical theories regarding the Western schools of thought, including Immanuel Kant's duty ethics, Jeremy Bentham and John Stuart Mill's utilitarianism, moral universalism & relativism, and the virtue ethics of Plato and Aristotle. The course would also critically analyze the Eastern schools of thought such as Chinese ethics, Buddhist ethics, and Islamic ethics. Finally, we will navigate through the sphere of political ethics such as liberal, secular, humanist, and feminist traditions. After pursuing the course, students should solve moral issues and work based on an empirical understanding of ethical practices and behavior.

Learning Outcome:

By the end of the course, students will be able to: (a) demonstrate knowledge of critical ethical systems, (b) pay their respect for different ethical perspectives, (c) make a critique on aspects of unethical issues; (d) formulate their ethical position on an issue, (e) determine to the relationship between philosophical terms, 'right,' 'good,' 'happiness,' 'autonomy,' 'virtue,' 'moral relativism,' and 'moral absolutism.' Being involved in the ethical case study analysis, students can demonstrate their critical thinking through the issues presented in a case. Moral theories are another tool to help students think clearly and logically about an ethical issue and arrive at a rationally defensible decision. Finally, the course would stimulate students to adhere to their obligations and duties when involved in ethical decision-making.

03 Credits.

BASIC BOOKS:

- Carr, Brain & Mahalingam, Indira, ed. (2005), *Companion Encyclopedia of Asian Philosophy*: New York, Taylor & Francis.
- Graham, Gordon (2011), *Theories of Ethics: An Introduction*, New York: Routledge.

Additional Readings:

- Becker, C. Lawrence and Becker, B. Charlotte, eds. (2005), *A History of Western Ethics*, New York: Routledge.

- Deigh, John (2010), *An Introduction to Ethics*, Cambridge: Cambridge University Press.
- Dreier, James, ed. (2006), *Contemporary Debates in Moral Theory*. Malden, MA: Blackwell Publishing.
- Driver, Julia. (2007), *Ethics: The Fundamentals*. Malden, MA: Blackwell Publishing.
- Fakhry, Majid (1994), *Ethical Theories in Islam*, New York: E. J. Brill.
- Fiala, Andrew & Mackinnon, Barbar (2014), *Ethics Theory and Contemporary Issues*, London: Cengage Learning.
- Jacobs, Jonathan (2002), *Dimensions of Moral Theory: An Introduction to Metaethics and Moral Psychology*. Malden, MA: Blackwell Publishing.
- Kellenberger, J. (2008), *Moral Relativism: A Dialogue*. Lanham MD: Rowman & Littlefield.
- Klosko, George (2013), *A History of Political Theory*, Vol. 1-2, Oxford: Oxford University Press.
- Mou, Bo, ed. (2009), *History of Chinese Philosophy*, New York: Routledge.
- Shafer-Landau, Russ (2012), *The Fundamentals of Ethics*, 2nd, Oxford: Oxford University Press.
- Tannsjo, Torbjorn (2009), *Understanding Ethics: An Introduction to Moral Theory*, London: Edinburgh University Press.
- Wilson, Catherine (2007), *Moral Animals: Constraints in Moral Theory*. New York: Oxford University Press.

PHI270

PHILOSOPHY OF SCIENCE

Course Contents:

The problem of distinguishing genuine science from disciplines or activities that do not deserve to be called scientific is closely linked to the question of precisely characterizing the scientific method. This course introduces this subject, beginning with the origins of modern science through the Scientific Revolution in the sixteenth and seventeenth centuries up to the application of artificial intelligence in the twenty-first century. It also introduces the latest controversies among contemporary philosophers of science, including the debate about the various forms of scientific realism. The present course introduces the core issues in the philosophy of science, the arguments about the nature of the scientific method, theories of confirmation, the distinction of science from non-science, the rationality of theory change, and scientific realism. Learners will be introduced to the leading thinkers in the philosophy of science like Bacon, Popper, Kuhn, and Lakatos. It focuses on the nature of science and what makes it distinctive among forms of human inquiry.

Learning Outcome:

This course helps students know about the comprehensive thinking of leading philosophers on the philosophical aspects of science. They get to know how cellphones, computers, the Internet, or televisions evolved and how much modern people became dependent on these technologies these days as part of daily life. Without scientific theory, these developments would not have been possible. Students

become familiar with both logical positivism and scientific realism for a literal understanding of the language of science. Through this course, students get exposed to scientific realism to interpret and describe how the world is. This course provides students a detailed and comprehensive study that restores the intuitive plausibility of scientific realism. It also helps students to deal with how much faith we should place in what scientists tell us? Is it possible for scientific knowledge to be 'objective'? What can be defined as science? 03 Credits.

BASIC READINGS:

- Brown, Robert James (2012), *Philosophy of Science: The Key Thinkers*, New York: Continuum International Publication.
- Carey, Stephen S. (2011), *A Beginner's Guide to Scientific Method*, Boston: Wadsworth.
- D'Angelo John, (2012), *Ethics in Science*, New York: CRC Press.
- DeWitt, Richard (2018), *Worldviews: An Introduction to the History and Philosophy of Science*, West Sussex: John Wiley & Sons.
- Ehsan Masood (2008), *Science and Islam: A History*, Crows Nest: Allen and Unwin.
- Freely, John (2011), *Light from the East: How the Science of Medieval Islam Helped to Shape the Western World*, New York: I.B. Tauris.
- Heller, Michael (2011), *Philosophy in Science: An Historical Introduction*, Heidelberg: Springer.
- Ladyman, James (2001), *Understanding Philosophy of Science*, New York: Routledge.
- Losee, John (2001), *A Historical Introduction of Philosophy of Science*, Oxford: Oxford University Press.
- Naseem, Hamid (2001), *Muslim Philosophy Science and Mysticism*, New Delhi: Sarup & Sons.
- Nasr, Seyyed Hossein (2007), *Science and Civilization in Islam*, Chicago: Kazi Publications.
- Okasha, Samir (2002), *Philosophy of Science: A Very Short Introduction*, Oxford: Oxford University Press.
- Psillos, Stathis (2007), *Philosophy of Science A-Z*, Edinburgh: Edinburgh University Press.
- Psillos, Stathis & Martin Curd (2008), *The Routledge Companion to Philosophy of Science*, New York: Routledge.
- Rosenberg, Alex (2005), *Philosophy of Science: A Contemporary Introduction*, New York: Routledge.

PHI401

BUSINESS ETHICS

Course Contents:

Business ethics is the discipline that evaluates business action, transaction, decision, and policies based on moral principles. As a major branch of philosophy, the study of business ethics helps learners develop their critical thinking, persuasive power, and writing skills from a moral point of view. It reveals the nature of applied ethics and examines how the subject is relevant in real-life business situations. It deals with applying ethics in various dimensions across the business domains. The key objectives of the course are to provide students with an eloquent understanding of some key ethical concepts, theories, and methods of reasoning; the relevance of those concepts and moral principles to the reasonable assessment of issues relating to business such as corporate social responsibility (CSR), the relationship between employees and employers, consumers and sellers, buyers and suppliers/competitors, and so forth. Furthermore, it ventures into business responsibilities in different firms in capitalism, corporate business advertisement, and trade unionism. Overall, the course would explore the business-related issues in light of various ethical interpretations that are compelling and exciting in their unique ways. The course may motivate the would-be entrepreneurs to take care of the reputation of their future businesses by consistently maintaining quality products, and treating employees and customers with the utmost respect for developing a sustainable business.

Learning Outcome:

Studying business ethics would help students measure the potential consequences of unethical business decisions, teach them how to make moral distinctions between good and bad choices, and avoid common fallacies that business people are often trapped into when making decisions. The learners may learn the potential risks of doing business by adulterating food, illicit trade, drugs, and arms trafficking, syndicate activities, stock business, share market scam, etc. They would also learn how to value consumers' satisfaction as necessary for their business reputation and growth. The subject would help them review and assess business statements and justify arguments with sound reasoning. The course can also enrich them to know the ethical standards that are prescribed in Islam. Finally, the students become competent in presenting their arguments clearly and accurately in written works, utilizing vocabularies suited to ethical ideas and views, and crafting written work with a logical structure for Corporate business.

03 Credits.

BASIC BOOKS

- Crane, Andrew et al. (2010), *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization*, 3rd Edition, Oxford: Oxford University Press.

- Velasquez, Manuel (2013), *Business Ethics Concepts and Cases*, New York: Pearson.

Additional Readings

- Boatright, John & Patra, Bibhu (2014), *Ethics and the Conduct of Business*, New York: Pearson.
- Carrol, Archie B. (2006), *Ethics and Stakeholder Management*, Kentucky: South-Western College Publishers.
- Ciulla, Joanne, B., Martin, Clancy and Solomon, Robert, C. (2007), *Honest Work*, Oxford: Oxford University Press.
- Cooper, Terry L ed. (2001), *Handbook of Administrative Ethics*, London: Taylor and Francis.
- Harris, Godfrey (2005), *Corruption: How to Deal with its Impact on Business and Society*, New Delhi: Viva Books.
- Hartman, Laura & Desjardins, Joe (2010), *Business Ethics Decision Making for Personal Integrity & Social Responsibility*, New York: McGraw Hill.
- Henn, Stephen K. (2009), *Business Ethics A Case Study Approach*, New Jersey: Wiley.
- Kline, John (2005), *Ethics for International Business*, New York, Rutledge.
- McDonald, Gael (2015), *Business Ethics: A Contemporary Approach*, Cambridge: Cambridge University Press.
- Qadri, Hussain (2021), *Business Ethics in Islam*, London: Rutledge.
- Saad-Filho, Alfredo and Johnston, Deborah, eds. (2005), *Neoliberalism A Critical Reader*, London: Pluto Press.
- Sandel, Michael (2010), *Justice*, New York: Farrar, Straus, and Giroux.
- Sison, Aljeo Jose G. (2015), *Happiness & Virtue Ethics in Business: The Ultimate Value Proposition*, Cambridge: Cambridge University Press.
- Zuboff, Shoshana (2019), *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power*, New York: Public Affairs.

Course Code	DHP Psychology Courses
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PSY101	INTRODUCTION TO PSYCHOLOGY
	<p>Course Contents:</p> <p>This introductory psychology course is designed to help students develop a basic understanding of human behavior and mental processes. The course intends to familiarize them with central concepts of psychology, its’ principles, and theories and their applications in real-life situations. Topics include the definition of psychology, goals, and perspectives of psychology, biological bases of behavior, sensation, and perception, learning, memory, forgetting, intelligence, motivation, emotion, human development, personality, stress, coping and well-being, abnormal behaviors or psychological disorders, their causes and treatments, and social behaviors. The course also explores cognition, attention, brain functioning, resilience, the unconscious mind,</p>

and interpersonal skills in relationships. As a field of study, this course intends to make students aware of the knowledge of human behavior. The course is designed to achieve several practical goals critical to understanding human behavior and mental processes. As a knowledge-based subject, the study would benefit students in multiple ways: understanding and recalling psychological concepts and notions; building values, attitudes, and interests in mind; and earning skills and capacities to do things.

Learning Outcome:

Upon completion of the course, students should be able to demonstrate the following outcomes: (i) Gain a better understanding of the field of psychology, (ii) Develop an understanding of the biological bases of behavior and functions of the brain, (iii) Earn knowledge about the processes involved in perception, learning, memory, forgetting, and their theories, (iv) Receive an understanding of the concepts and theories of intelligence, motivation, and emotion, (v) Get to know the milestones and theories of human development, (vi) Nurture an understanding of the concepts and theories of personality, (vii) Become aware and care about psychological health and well-being during every day and pandemic situations, (viii) Grow knowledge about psychological disorders, their causes, and treatments, (ix) Distinguish between the concepts of sexuality and gender-role behavior, (x) Become mindful of the gender discrimination in the society, and (xi) Turn out to be familiar with the theories concerning human behavior in a social context. 03 Credits

REFERENCES

- Aronson Elliot and Aronson Joshua (2018) *The Social Animal*. 12th ed., New York, NY: Worth Publishers.
- Carter, Rita (2019) *The Human Brain Book*. 37th ed., New York, NY: Dorling Kindersley.
- Coon, Dennis, Mitterer, John, O. (2012) *Introduction to Psychology: Gateways to Mind and Behavior*. 13th ed., Boston, MA: Cengage Learning.
- Cialdini, Robert, B. (2008) *Influence: Science and Practice*. 5th ed., Boston, MA: Allyn and Bacon.
- Clear, James (2018) *Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones*. 1st ed., New York, NY: Avery.
- David, Eagleman (2017) *The Brain: The Story of You*. 3rd ed., New York, NY: Knopf Doubleday Publishing Group.
- Drew, Liam (2020) *How the Brain Works: The Facts Visually Explained (How Things Work)* 1st ed., UK Dorling Kindersley.
- Duhigg, Charles (2014) *The Power of Habit: Why We Do What We Do in Life and Business* 3rd ed., New York, NY: Random House Publishing Group.
- Feldman, Robert, S. (2019) *Understanding Psychology*. 14th ed., New York, NY: McGraw Hill.
- Gazzaniga, Michael et al. (2020) *Psychological Science*. 6th ed., New York, NY: W. W. Norton.
- Kalat, James, W. (2017) *Introduction to Psychology*. 11th ed., Boston, MA: Wadsworth Cengage Learning.

	<ul style="list-style-type: none"> • Kahneman, Daniel (2013) <i>Thinking, fast and slow</i>. 7th ed., New York, NY: Farrar, Straus and Giroux. • Lahey, Benjamin (2011) <i>Psychology: An Introduction</i>. 11th ed., New York, NY: McGraw Hill. • Plotnik, Rod and Kouyoumdjian, Haig (2013) <i>Introduction to Psychology</i>. 10th ed., Boston, MA: Cengage Learning. • Sapolsky, Robert, M. (2017) <i>Behave: The Biology of Humans at Our Best and Worst</i>. 1st ed., New York, NY: Penguin Press • Schacter et al. (2020) <i>Psychology</i> 5th ed., New York, NY: Worth Publishers. • Thaler, Richard, H. (2016) <i>Misbehaving: The Making of Behavioral Economics</i>. 7th ed., New York, NY: W. W. Norton & Company. • Thaler, Kaplan, L and Koval, Robbin (2006) <i>The Power of Nice: How to Conquer the Business World With Kindness</i> 1st ed., New York, NY: Penguin Random House. • Weiten, Wayne (2013) <i>Psychology: Themes and Variations</i>. 9th ed., Boston, MA: Wadsworth Publishing.
<p>PSY101L</p>	<p style="text-align: center;">INTRODUCTION TO PSYCHOLOGY LAB</p> <p>Course Contents:</p> <p>According to Bloom's Taxonomy of Educational Objectives (Bloom et al., 1956, 1994), there are knowledge-based goals (understanding, recall), affective goals (values, attitudes, and interests), and skills-based goals (how to do something practically). PSY 101L course is designed to achieve several integrated knowledge-based, affective, and skills-based goals that are important to understanding and conducting a psychological experiment or test in a laboratory setting. This experimental laboratory course on psychology aims at providing students with hands-on practice with psychological experiments and testing. The course intends to familiarize students with the concepts essential to psychological experiments and testing. The course will introduce a couple of interesting topics to work on in a laboratory setting. Thus, students will learn how to design and conduct a psychological experiment or test and write a report on its result.</p> <p>Learning Outcome:</p> <p>Upon completion of this course, students should be able to demonstrate the following outcomes: (i) Gain basic knowledge of a psychological experiment and psychological test, (ii) Distinguish between a psychological experiment and a psychological test., (iii) Become aware and care about research ethics for human/animal participants, (iv) Design and conduct a psychological experiment and a test with human participants, (v) Analyze simple behavioral or psychological data, (vi). Write a report on experimental or testing results. 01 Credit</p> <p>REFERENCES</p>

	<ul style="list-style-type: none"> • <i>American Psychological Association. (2020) 7th ed., Publication Manual of the American Psychological Association, Washington, DC.</i> • <i>Beins, Bernard C. (2018) Research Methods: A Tool for Life. 4th ed., Cambridge University Press.</i> • <i>Burton, Lorelle J, et al. (2017) Psychology Research Methods. 1st ed., Wiley.</i> • <i>Cooper, Harris Ed, et al. (2012). APA handbook of research methods in psychology: Foundations, planning, measures, and psychometrics. 1st ed., American Psychological Association, Washington, DC.</i> • <i>Coolican, Hugh (2019) Research Methods and Statistics in Psychology. 7th ed., Routledge.</i> • <i>Cozby, Paul and Bates Scott (2012) Methods in Behavioral Research. 11th ed., McGraw-Hill Publishing Company.</i> • <i>Edlund, John E and Nichols Austin Lee (2019) Advanced Research Methods for the Social and Behavioral Sciences. 1st ed., Cambridge University Press.</i> • <i>Gravetter, Frederick, J. (2016) Research Methods for Behavioral Sciences. 5th ed., Cengage Learning.</i> • <i>Goodwin, James, C. (2017) Research in Psychology. 8th ed., John Wiley & Sons, Inc.</i> • <i>Howitt, Dennis (2014) Introduction to Research Methods in Psychology. 4th ed., Trans-Atlantic Publications.</i> • <i>Leary, Mark. R. (2012) Introduction to Behavioral Research Methods. 7th ed., Boston, MA: Pearson.</i> • <i>Matsumoto, David, and Fons JR Van de Vijver (2010) Cross-cultural research methods in psychology. 1st ed., Cambridge University Press.</i> • <i>Morling, Beth (2014) Research Methods in Psychology: Evaluating a World of Information. 4th ed., New York: Norton & Company.</i> • <i>Myers, Anne (2012) Experimental Psychology. 12th ed., Wadsworth, Inc.</i> • <i>Pruzan, Peter (2016) Research Methodology: The Aims, Practices and Ethics of Science. 1st ed., Switzerland, Springer International Publishing.</i> • <i>Outhwaite, William, and Stephen Turner (2007) The SAGE Handbook of social science methodology. 1st ed., Sage Publications.</i> • <i>Strunk, William et al. (2000) The Elements of Style. 4th ed., New York, Longman.</i> • <i>Willig, Carla (2013) Introducing Qualitative Research in Psychology. 1st ed., McGraw-hill education.</i>
<p>PSY105</p>	<p style="text-align: center;">ELEMENTS OF PSYCHOLOGY</p> <p>Course Contents:</p> <p>This course is designed to introduce students to the history, fundamental theories, research methods, and principles of psychology. It is aimed at laying the foundation for higher-level courses in psychology. At the end of the semester, it is expected that students will have basic knowledge of some psychological theories and principles underlying behavior and relate what they have learned to issues of everyday life. This course will introduce students to psychology concepts and critical thinking skills and help students think like psychologists. Topics include describing and explaining the</p>

psychological tenets of daily living, emphasizing how behavior is motivated, how individuals learn intelligent behavior, personality, and applying psychology to various social issues. Students will also learn about major theoretical perspectives in psychology, research methods, and concepts from different content areas such as physiological psychology, developmental psychology, social psychology, cognitive psychology, health psychology, clinical psychology, and touch upon applied areas such as organizational psychology. In addition to lectures, in-class discussions, reflection papers, and participation in psychological experiments are also included to help students develop their critical thinking-analytical skills. Understanding some of the essential concepts of elements of psychology should prove beneficial for knowing people's mental processes and behavior and providing a framework for future studies in this field.

Learning Outcome:

The course will expose students to information that is interesting and useful in the real world. Students should demonstrate the following outcomes upon completing the course. (i) Students would apply a broad range of psychological concepts to real-world settings. (ii) They would be able to evaluate claims using critical thinking and the scientific method. (iii) Students should identify the strengths and weaknesses of psychology as a behavioral science relative to natural sciences. (iv) They would be able to explain how the human brain and nervous system affect their behavior. (v) Learners would be able to describe the influence of social and cultural factors on human behavior. (vi) Students should be able to evaluate the importance of unconscious and automatic determinants of behavior. (vii) Students would understand how organizational structures, social norms, management styles, and role expectations are all factors that can influence how people behave within an organization. 03 Credits

REFERENCES

- Burnett, Dean (2018) *The Happy Brain: The Science of Where Happiness Comes From, and Why*. 1st ed., W. W. Norton Company.
- Chatfield, Tom (2017) *Critical Thinking: Your Guide to Effective Argument, Successful Analysis and Independent Study*. 1st ed., Sage Publication Ltd.
- Duhigg, Charles (2016) *Smarter, Better, Faster: The Secrets of Being Productive in Life and Business*. 1st ed., Random House.
- Flexner, William (2004) *Elements of Social Psychology*. 1st ed., Sarup & Sons.
- Firedberg, Ahron (2021) *Through a Screen Darkly: Psychoanalytic Reflections During the Pandemic*. 1st ed., Routledge.
- Gentile, Barbara F., and Benjamin O. Miller (2009) *Foundations of psychological thought: A history of psychology*. 1st ed., Sage Publications, Inc.
- Jones, Paul, H. (2018) *Evolution of the Learning Brain: Or How You Got To Be So Smart*. 1st ed., Routledge.
- Little, Brian R. (2017) *Who Are You, Really? The Surprising Puzzle of Personality (TED Books)*. 1st ed., Simon & Schuster.
- Mullins, Celine (2018) *Our Learning Brain: Engaging Your Brain for Learning & Habit Change*. 1st ed., Oak Tree Press.

- Nevid, Jeffrey S. (2012) *Psychology: Concepts and Applications*. 5th ed., Cengage Learning.
- Prooijen, Willem, J. (2018) *The Psychology of Conspiracy Theories (The Psychology of Everything)*, 1st ed., Routledge.
- Saville, Peter (2021) *Testing Times: Psychologist at Work*. 1st ed., Blue Dot Publishers Ltd.
- Spurgeon, Peter, Roy Davies, & Antony Chapman (2015) *Elements of applied psychology*. 1st ed., Routledge.
- Schacter, Daniel L. (2002). *The Seven Sins of Memory: How the mind forgets and remembers*. 1st ed., Houghton Mifflin Harcourt.
- Stenning, Keith, and Michiel Van Lambalgen (2012) *Human Reasoning and Cognitive Science*. 1st ed., MIT Press.
- Sternberg, Eliezer (2016) *NeuroLogic: The Brain's Hidden Rationale Behind Our Irrational Behavior*. 1st ed., Vintage.
- Wolf, Ernest S. (2002) *Treating the self: Elements of Clinical Self Psychology*. 1st ed., Guilford Press.
- Wiseman, Richard (2018) *How to Remember Everything*, 1st ed., Quercus Publishing

PSY201	<p>INTRODUCTION TO SOCIAL PSYCHOLOGY</p> <p>Course Contents:</p> <p>In an organizational context, groupthink and group behavior are important concepts as they determine the cohesiveness and coherence of the corporate culture and organizational communication. This course will introduce students to theories and research that explain our social attitudes and behavior. It would help learn about how the behavior influences other individuals' thoughts, feelings, and actions. The course will cover topics such as social thinking (e.g., social identity, judgments, and attitudes), social influence (e.g., culture, conformity, obedience, and persuasion), and social relations (e.g., prejudice, aggression, attraction, helping, and conflict resolution). The current course primarily describes how individuals' thoughts, feelings, and behaviors influence actual, imagined, or implied presence. It also attempts to explain the influence that individual perceptions and actions have on the behavior of groups.</p> <p>Learning Outcome:</p> <p>In this course, students learn about the systematic study of social factors in individual and group behavior, attention to social perception, motivation and learning, attitudes, norms, social influences processes, the development and dynamics of the group, and the effects of social-cultural factors influencing efficiency. Upon completion of the course, students should be able to demonstrate the following outcomes: (i) Identify and understand major concepts and theories within the field of social psychology, (ii) Apply social psychological principles to everyday life, (iii) Understand the basic</p>
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scientific method, as well as methodologies specific to social psychological research, (iv) Analyze and critique empirical social psychological research. 03 Credits

REFERENCES

- Aronson, Elliot, et al. (2019) *Social Psychology*. 10th ed., New York, Pearson.
- Ariely, Dan (2016) *Payoff: The Hidden Logic That Shapes Our Motivations (TED Books)*. 1st ed., Simon & Schuster.
- Aiken, Mary (2017) *The Cyber Effect: An Expert in Cyberpsychology Explains How Technology Is Shaping Our Children, Our Behavior, and Our Values--and What We Can Do About It*. 1st ed., Random House.
- Baron, Robert, et al. (2013) *Social Psychology*. 11th ed., Pearson.
- Burke, Tarana (2021) *You Are Your Best Thing: Vulnerability, Shame Resilience, and the Black Experience*. 1st ed., Random House.
- Crisp, Richard J. (2012) *Essential Social Psychology*. 2nd ed., Sage South Asia.
- Fiske, Susan T. and Taylor, Shelly E. (2017) *Social Brains and Culture*. 3rd ed., Sage Publications.
- Greenberg, Jeff, et al. (2021) *The Science of Everyday Life*. 3rd ed., Macmillan Learning.
- Hadnagy, Christopher (2018) *Social Engineering: The Science of Human Hacking*. 2nd ed., Wiley.
- Harmon-Jones, Eddie, and Michael Inzlicht (2016) *Social neuroscience: Biological approaches to social psychology*. 1st ed., Psychology Press.
- Heinzen, Thomas, E and Goodfriend, Wind (2021) *Social Psychology*. 2nd ed., Sage Publications.
- Kassir, Saul et al. (2017) *Social Psychology*. 10th ed., Belmont, CA, Wadsworth Cengage Learning.
- Kite, Mary E. (2016) *Psychology of Prejudice and Discrimination*, 1st ed., Routledge.
- Krahe, Barbara (2020) *The Social Psychology of Aggression*. 3rd ed., Routledge.
- Markova, Dawna and McArthur, Angie (2015) *Collaborative Intelligence: Thinking with People Who Think Differently*. 1st ed., Random House.
- Myers, David G. (2010) *Social Psychology*. 10th ed., McGraw Hill.
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