

THE DEPARTMENT

The Department of Political Science was established as integral part of the Department of Economics and Politics in 1921 since inception of the University of Dhaka. It became an independent Department in 1938. At present it is one of the largest departments in the Faculty of Social Sciences at the University of Dhaka. Every academic year some 250 students are enrolled in its Undergraduate Program. The Department also offers MSS, M Phil and PhD program. Every year a fairly good number of students apply for M Phil and PhD programs intending to specialize in various fields of Political Science. Moreover, the department has started another specialized academic stream of post graduation program under its domain as Master in Governance Studies (MGS). At present 6th Batch of this program has been running.

As part of academic programs, the department organizes lectures, discussions and special seminars. The training offered by the department often reflects recent research on ongoing subject matters. There are now 26 teachers working in the Department. The department continues to maintain a congenial academic atmosphere for encouraging teaching commitment and research activity.

PROGRAM REQUIREMENTS

Bachelor of Social Science (BSS Honors) Program under Semester System - Four Years duration divided into 08 (eight) Semesters consisting of 32 courses for a total of 3200 marks equivalent to 128 credit hours.
Master of Social Science (MSS) Program under Semester System - One Year duration divided into 02 (two) Semesters consisting of 08 compulsory courses for a total of 800 marks equivalent to 32 credit hours.

Master in Governance Studies (MGS) Program under Semester System - 18 Months duration Program divided into 04 (four) Semesters of both compulsory and optional courses along with provision for thesis with a total of 1600 marks equivalent to 48 credit hours.

M Phil Program: Two Years full-time. 1st year consists of course-work and 2nd year by a Thesis/ Research Monograph on topic approved by the Department. All M Phil students will conduct field research in support of their thesis/research monograph. Field research may include gathering data, literature search, interviews, surveys etc. Students will be guided by their supervisors in preparing their thesis/ research monograph.

Ph D Program: Minimum 2 years full-time research with the completion of Ph D Dissertation. Researchers are being guided by their supervisors in writing their dissertation.

THE FACULTY MEMBERS

PROFESSOR & CHAIRMAN, Political Science

Director, Master in Governance Studies

Mr. Ferdous Hossain

M.S.S. (Dhaka)

Areas of Interest/specialization: International Politics; Changing Dimension of Post-Cold War International Politics; Political Economy of Globalization.

PROFESSORS

Dr. Tasneem Siddiqui

M.S.S. (Dhaka), Ph.D. (Griffith)

Field of Specialization: Labour Migration, Diaspora, Remittance and Public Policy Analysis.

Dr. Dil Rowshan Zinnat Ara Nazneen

M.S.S., Ph.D. (Dhaka)

Teaching and Research Interests: Local Government and Rural Development; Area Studies with Emphasis on India, Pakistan, Malaysia and Indonesia, Research Methodology; Ethnicity and Conflict Resolution; Women's Issues; Islam and Politics.

Dr. Khundkar Nadira Parveen

M.S.S., Ph.D. (Dhaka)

Teaching and Research Interests: Local Government and Rural Development; Public Administration; Women and Development; Politics at the Local Level; Environmental Issues.

Dr. Nasima Khatun

M.S.S., M.Phil., Ph.D. (Dhaka)

Teaching and Research Interests: Political Liberalization and Democratic Thought in the Arab World; History of Western Political Thought; Political and Constitutional Development in Bangladesh. Specialization: Modern Islamic Political Thought.

Dr. Nelofar Parvin

M.S.S. (Dhaka), Ph.D. (Leeds)

Teaching and Research Interests: Political Theory and Organization; Ethnicity, Religion and Nationalism; Women and Politics.

Dr. Farid Uddin Ahmed

M.S.S. (Dhaka), MIS (GSISS, Virginia), Ph.D. (Australia)

Teaching and Research Interests: Political Economy, Public Sector Management, Globalization and Governance.

Dr. Abeda Sultana

M.S.S. (Chittagong), Ph.D. (Dhaka)

Teaching and Research Interests: Gender, Politics and Development; Political and Social Development in British India, Principles of Sociology. Specialization: Gender and Politics.

Mr. Gobinda Chakraborty

M.S.S. (Dhaka), MPIA (Pittsburgh, USA)

Areas of Research Interest: Non-military Approaches to International Security; Economics of Natural Resources; Resource Planning; Hydropolitics and Hydrosecurity. Specialization: Conflicts and Cooperation over International River Basins.

ASSOCIATE PROFESSORS

Dr. Amran Hossain (on leave)

M.S.S. (Dhaka), M.Phil. (University of Bergen, Norway), Ph.D. (University of Sheffield, UK)

Areas of Interest: Bangladesh Politics, Parties and Party System in Bangladesh and Research Methodology.

Dr. Shantanu Majumder

M.S.S. (Dhaka), M.Sc. (London), Ph.D (Institute of Commonwealth Studies, London)

Teaching and Research Interests: Political Economy of Development; Problems of Governance; Modernism and Post-Modernism. Specialization: State and Civil Society.

Dr. Mohammad Sohrab Hossain

M.S.S. (Dhaka), Ph.D. (Dhaka)

Teaching and Research Interests: South and Southeast Asian Governance and Development; Political Dimension of Good Governance; Comparative Foreign Government; Public Administration.

Mr. Md. Shariful Islam

M.S.S. (Dhaka), LL.M. (HKU)

Areas of Interest: Environment, Governance, Human Rights, Human Security, South Asian Politics, American Politics.

Dr. Sabbir Ahmed

M.S.S. (Dhaka), M.A. and Ph.D. (Leeds)

Areas of Interest: Political Theory, Democratization, Governance, Geopolitics and Bangladesh, Research Methodology, Political Economy of Bangladesh and Political Islam.

Dr. S. M. Ali Reza

M.S.S. (Dhaka), M.L. and Ph.D. (Japan)

Areas of Interest: Major Foreign Governments; Comparative Politics of South and Southeast Asia; Western and Oriental Political Thought; Political Development in Bangladesh.

ASSISTANT PROFESSORS

Mr. Kazi Mohammad Mahbobor Rahman

M.S.S. (Dhaka)

Areas of Interest: Politics of Globalization, Ethnic Conflict Resolution and Public Policy with special reference to Bangladesh.

Mr. Md. Monirul Islam

M.S.S. (Dhaka)

Areas of Interest: Public Policy, Modernization, Political Development and Social Change.

Mr. Mamun Al Mostofa
M.S.S. (Dhaka)
Areas of Interest: Political Economy; Politics of Identity.

Mr. Mohammad Aynul Islam
M.S.S. (Dhaka), MA in Governance and Development (Antwerp, Belgium), PGD (NTU, Singapore)
Areas of Interest: Conflict, political violence, (micro) governance and development, land and development, Chittagong Hill Tracts (CHT), etc.

Ms. Fatema Samina Yasmin (on study leave)
M.S.S. (Dhaka)
Areas of Interest: Youth Development and Related Concerns, Public Policy, Political Economy, Public Sector Management, Governance and Political Development with special reference to South Asia.

Mr. Muhammad Badrul Hasan
M.S.S. (Dhaka)
Areas of Interest: Governance and Development, Government and Politics in Bangladesh, Political System in South Asia, International Politics and Comparative Political System.

Mr. Mohammad Rashed Alam Bhuiyan
M.S.S. (Dhaka)
Areas of Interest: Political Theory, Political Economy, Globalization and International Trade, Media and Politics, Security Issues: Climate Change, Environment, Migration, Refugee movements, Adaptation to Climate change

Ms. Sharmin Bhuiyan
M.S.S. (Dhaka)
Areas of Interest: Local Government and Rural Development, Area Studies with emphasis on India, Pakistan, Malaysia and Indonesia, Ethnicity & Conflict resolution, Security issues, Human rights.

Ms. Gazi Alif Laila
M.S.S. (Dhaka)
Areas of Interest: Political History of Bangladesh, Governance, Military, Power and Politics and Security issues of Developing Countries.

L.P.R

Dr. Hasanuzzaman Choudhury
M.A. (Dhaka), Ph.D. (Calcutta)
Areas of Interest: Political thought; Bangladesh politics; Global politics and governance; Geo-politics; Political economy; Public policy; Public sphere enhancement; Access, entitlement, participation and justice; and Islam.

Dr. Harun-or-Rashid (Deputation, Vice Chancellor, National University)
M.A. (Dhaka), Ph.D. (London)
Areas of Interest/Specialization: Bengal Politics; Politics of Bangladesh: Conflict Analysis and Conflict Resolution, Religion and Politics.

COURSES OF STUDY

- ❖ The syllabus has been designed for the students of Bachelor of Social Sciences (Honors) Program in Political Science for the sessions 2012-13 to 2017-18.
- ❖ The BSS (Honors) Program shall be of Four Years duration divided into 8 (eight) Semester.
- ❖ Students are required to take 32 courses for a total of 3200 marks and 128 credit hours. Each full course consists of 100 marks and all courses are compulsory; in addition, there will be a viva-voce of 12.5 marks for each Semester.

Distribution of marks of each course is as follows:

Course Final	= 50 marks
Attendance	= 05 „
Class test	= 10 „
Assignment	= 15 „
Mid-term	= 20 „
Total	= 100 Marks

Semester wise distribution of marks is as follows:

- ❖ There will be 400 marks in each semester.
- ❖ Course Final Examination is of 3 (three) hours duration.
- ❖ Semester-wise distribution of the courses are as follows:

FIRST SEMESTER

PS 101: Ancient and Medieval Western Political Thought
PS 102: Political Theory and Organization
PS 103: Government and Politics: UK, USA and France
PS 104: Principles of Sociology

SECOND SEMESTER

PS 201: Modern Western Political Thought
PS 202: Principles of Economics
PS 203: Socio-Political and Constitutional Development in British India (1757 to 1947)
PS 204: Public Administration in Bangladesh

THIRD SEMESTER

PS 301: Oriental Political Thought
PS 302: International Politics: Theory and Practice
PS 303: Socio-Political and Constitutional Development in Pre-Independent Bangladesh (1947-1971)
PS 304: Qualitative Approaches to the Study of Politics

FOURTH SEMESTER

PS 401: Quantitative Research Methods in Political Science
PS 402: Local Governance and Rural Development in Bangladesh
PS 403: Principles of International Trade and Finance
PS 404: Military and Power in Comparative Perspective

FIFTH SEMESTER

PS 501: Political and Constitutional Development in Bangladesh (1971-till date)
PS 502: Politics, Power and Corruption
PS 503: International Politics since World War II
PS 504: Government and Politics in Middle East

SIXTH SEMESTER

- PS 601: Political Economy of Bangladesh
- PS 602: Democracy and Democratization
- PS 603: Gender and Politics in Bangladesh
- PS 604: Government and Politics in South Asia

SEVENTH SEMESTER

- PS 701: Geopolitics and Bangladesh
- PS 702: Research Methodology in Political Science
- PS 703: Political and Developmental Issues in Asia, Africa and Latin America
- PS 704: Politics of Identity: Ethnicity, Religion and Nationalism

EIGHTH SEMESTER

- PS 801: Globalization, Regionalism and International Financial Institutions
- PS 802: Non-Traditional Security Issues: Environment and Migration
- PS 803: Human Rights and Political Violence
- PS 804: Public Sector Management in Comparative Perspective

University of Dhaka
Department of Political Science
Four Year Bachelor of Social Science (BSS) Honors Program
Course outline under Semester System

FIRST SEMESTER

Courses

PS 101 Ancient and Medieval Western Political Thought

Learning Objective

Firstly, to let the students know about Greek political thought of classical standard represented by Socrates, Plato and Aristotle. Secondly to learn about four schools of thought represented by Sophists, Epicureanism, Cynicism and Stoicism. Thirdly to get themselves acquainted with Roman contributions to political thought represented by Polybius, Cicero and Seneca. Fourthly, medieval socio-political structure under feudalism, kingship domain, church versus state controversy and the gradual consequential role of Augustine, Aquinas and Dante on the one hand and Marsilio of Padua on the other, and their cumulative effects would be brought within the range of learners' knowledge horizon.

Course Outline

Ancient: Greek society and institutions; Slavery and Greek Political Thought: Socrates, Plato, Aristotle; Four schools of thought-Sophists, Epicureanism, Cynicism, Stoicism; Roman contributions to political thought: Polybius, Cicero and Seneca.

Medieval: Social structure and political thought; Feudalism and General features-Kingship; Church versus State; St. Augustine, St. Thomas Aquinas, Dante, Marsilio of Padua, Conciliar movement.

Learning Outcome

The students will get a thorough picture and understanding about the time structure, life system, demographic contents, geo-politics, social-political superstructure and economic base constructing structural root, rules, and fundamentals. They will get knowledge about manifest and latent configuration of the classical thought based on 5th Century BC and before and their aftermath. Secondly, they would learn about the immediate, continuous and later reactions of the referred political thought of classical antiquity and of the same of feudal socio-economic and political factors under the clutch of kingship and landed aristocracy under a different milieu with same under-current of surplus-exploitative relationships continuing labor bondage either within slavery or in the midst of serfdom under feudalism. Thirdly, the learners would get a very deep political and social analytical insight and would be able to enrich themselves with time, structure, pattern, class relations, extracting process, mental make-up, cultural set-up, ruling nature and conditions both of objective and subjective types along with juncture and transformational insight and roles played and performed both by elites and mass to the process of decision-making and output-based reactions. Fourthly, the essence of classical political thought, reactions, its break-up, and gradual incremental progress would also come under the learning outcome of the concerned standards to give them a solid foundation in understanding life system, economy, political culture, state, social-cultural-mental domain of both general and very special intellectual current.

Selected Readings

- Aristotle (1959), *The Politics*, Trans- Ernest Barker, New York: Oxford University Press
- Barker, Ernest (1967), *Greek Political Theory*, London: Methuen, London
- (1959), *Political Thought of Plato and Aristotle*, New York: Forgotten Books
- Conford, F. M. (1961), *The Republic of Plato*, Oxford: Oxford Clarendon Press
- Cook, T. I. (1936), *History of Political Philosophy from Plato to Burke*, New York: Prentice Hall
- Dunn J. (1968), *The History of Political Theory and Other Essays*, Cambridge: Cambridge University Press.
- Dunning, W. A. (1902), *A History of Political Theories, Ancient and Medieval*, New York: Macmillan
- Durant, Will (1953), *The Story of Philosophy*, New York, London, Toronto, Sydney: Pocket Books.
- Ebenstein, William (1951), *Great Political Thinkers Plato to the Present*, New Delhi: Oxford & IBH Publication
- Farrington, Benjamin (1965), *Science and Politics of the Ancient World*, London: Unwin University Press
- Karim, Sardar Fazlul (1974), *Plato's Republic* (Bangla trans.), Dhaka: Bangla Academy
- (2009), *Aristotle's Politics* (Bangla trans.), Dhaka: Mowla Brothers.
- Khan, Darbesh Ali (2011), *Plato Aristotler Rajnaitik Chinta*, Dhaka: Noaraj Kitabistan.
- Nettleship, Richard Lewis (1963), *Lectures on the Republic of Plato*, London: MacMillan and Co.
- Raymond G. Gettell (1924), *History of Political Thought*, New York: Appleton-Century.
- Russell, Bertrand (1995), *A History of Western Philosophy*, London: Routledge
- Sabine, George H. (1950), *A History of Political Theory*, New York: Henry Holt.

PS 102 Political theory and organization

Learning Objective

This course has the objective of giving the students introduction, description, explanation, analysis and a thorough mapping about political theory and organizational set-up of different types and nature under different country-state-political domain and constitution-based variations. This also goes to history, population geography, geo-politics, general and particular kinds of experiences by the people, elites and social order, and also brings under its purview the intellectual currents, thought process, cultural set-up, reactive and proactive process of both direct stakeholders of groups, strata and class and ultimate stakeholders of vast multitudes getting either pinch and pangs or receiving service and welfare. This course would give the students knowledge about definitions, structural and organizational process, functional and operational methods of state and governments, and different theories of state-origin. It would offer classical knowledge about fundamental concepts of power, sovereignty, constitution, political obligation, law, liberty, rights, quality of high standard citizen body, nation, nationalism, internationalism; forms and types of government both of general and special nature; three organs of government – executive, legislature and judiciary. This course would offer the students knowledge about legislative kinds including unicameral and bi-cameral types, delegated legislation, cabinet, cabinet dictatorship, kitchen cabinet, black box, closed and open system. The learners would get thorough knowledge about decline of legislature and its probable reorganization; separation of power and check and balance; judicial independence, rule of law, judicial review, universal human rights; representation, electoral system, voting method, public opinion; political culture, referendum, consensus, consent, participation, initiative, and recall. They would learn about operation of political parties and pressure groups; organizational and functioning process of both civil and military bureaucracy and their roles etc. This course has the prime objective of pertaining thorough and proper knowledge and skill among the students by giving teachings about both statecraft management and governance functioning.

Course Outline

Definitions: Political Theory, Political Organizations / Institutions and Political Science; Theories of State: Divine Origin, Force and Social Contract, and Evolutionary; Structural Theory: Liberal, Marxist and Neo-Marxist; Fundamental Concepts: Power, Sovereignty, Constitution, Political Obligation, Law, Liberty, Rights, Equality, Nation, Nationalism, and Internationalism; Forms of Government: Democracy and Dictatorship, Unitary and Federal, Parliamentary and Presidential, and Swiss Type; Organs of Government: Executive, Legislature, and Judiciary; Unicameral and Bicameral Legislature; Delegated Legislation and Cabinet Dictatorship; Kitchen Cabinet; Decline of Legislature and Legislative Reorganization: Independence of Judiciary and Rule of Law; Separation of Powers; Electoral System; Voting Method; Electorate and Public Opinion; Representation: Territorial, Functional and Proportional; Democracy: Referendum, Plebiscite, Initiative, Recall; Role of Political Party, Pressure groups; State, Bureaucracy and Governance.

Learning Outcome

This course would give a very comprehensive learning outcome to the concerned students both at theoretical and at practical level so as to get knowledge and to conceptualize, realize and understand with proper intellectual capability to explain, analyze, reproduce, make others understand and practice in reality the entire state mechanism and governance functioning process. The students would enrich them by grasping the requirements and future visions and welfare objectives of the vast multitudes of the society for whom the entire political and governmental mechanisms exist and operate. This course would give the concerned learners: first an intellectual and scientific orientation; second a theoretical perspective with practical capability for both enriching themselves and going into action not only with reactive mood and mode but with proactive mindset and material skill and standard. Lastly, this course would give the concerned students a very high stature and height of citizenship training which would in turn help develop a high political culture instead of existing law; backward, subject and apathy-based fragmented political culture. Learning outcome would also include future leadership, administrators of professional type with managerial capability and last but not the least a conscious citizen body having belongingness to collective entity of multitudes both of homeland and of the globe.

Selected Readings

- Almond, Gabriel A. and Verba, Sidney (1989), *The Civic Culture: Political Attitudes and Democracy in Five Nations*, California: Sage Publications Inc.
- Appadorai, A. (2006), *The Substance of Politics*, Oxford: Oxford University Press
- Bill, James A. and Hardgrave, Robert L. Jr. (1973), *Comparative Politics: The Quest for Theory*, Ohio: Charles E. Merrill Publishing Company
- Chilcote, Ronald H. (1981), *Theories of Comparative Politics: The Search for a Paradigm*, Colorado: Westview Press
- Conway, M. Margaret and Feigert, Frank B. (1976), *Political Analysis: An Introduction*, 2nd edition, Boston: Allyn & Bacon
- Cranston, Maurice (eds.) (1966), *A Glossary of Political Terms*, London: Bodley Head
- Dacey, A. V. (2000), *Introduction to the Law of the Constitution*, Boston: Adamant Media Corporation
- Easton, David (1981), *Political System: An Enquiry into the State of Political Science*, Chicago: University of Chicago Press, 2nd Edition
- Finer, Herman (1971), *Theory and Practice of Modern Government*, Westport: Praeger
- Good, James and Velody, Irving (1998), *The Politics of Postmodernity*, Cambridge: Cambridge University Press
- Hawkesworth, Mary and Kogan, Maurice (eds.) (1992), *Encyclopedia of Government and Politics*, vol. 1 & 2, London: Routledge
- Laski, Harold J. (1963), *An Introduction to Politics*, G. Allen & Unwin
- Laski, Harold J. (1967), *A Grammar of Politics*, Harper Collins Publishers Ltd., 5th Edition.

- Lasswell, Harold D. (1990), *Politics: Who Gets, What, When and How*, Gloucester MA: Peter Smith Pub Inc.
- MacIver, R. (2006), *The Modern State*, Hesperides Press
- MacIver, R. (2009), *The Web of Government*, Whitefish MT: Kessinger Publishing
- Michels, Robert (1966), *Political Parties*, New York: Free Press
- Miliband, Ralph (2009), *The State in Capitalist Society*, Manchester: Merlin Press
- Mills, C. Wright (2000), *Power Elite*, Oxford: Oxford University Press
- Mosca, G. (1960), *Ruling Class*, New York: McGraw-Hill Inc.
- Palombara, Joseph L. (1969), *Bureaucracy and Political Development*, Princeton: Princeton University Press
- Palombara, La and Weiner, Myron (1967), *Political Parties and Political Development*, Princeton: Princeton University Press
- Pareto, Vilfredo (1935), *The Mind and the Society*, San Diego: Harcourt Brace Jovanovich
- Pickles, Dorothy M. (1967), *Introduction to Politics*, London: Methuen and Co. Ltd.
- Randall, Vicky and Theobald, Robin (1998), *Political Change and Underdevelopment: A Critical Introduction to Third World Politics*, London: MacMillan Press Ltd.
- Sargent, Lyman Tower (1973), *Contemporary Political Ideologies: A Comparative Analysis*, Belmont: Dorsey Press
- Shapiro, Ian and Hacker-Cordon, Casiano (eds.) (1999), *Democracy's Edges*, Cambridge: Cambridge University Press
- Vincent, Andrew (eds.) (1997), *Political Theory: Tradition and Diversity*, Cambridge: Cambridge University Press
- Where K. C. (1962), *Modern Constitutions*, Oxford: Oxford University Press
- Where K. C. (1980), *Federal Government*, Connecticut: Greenwood Pub Group

PS 103 Government and Politics: UK, USA and France

Learning Objective

This is a very special kind of course that offers a very good opportunity to the concerned students to know about government and politics of other countries maintaining top-level sustaining success. These countries are UK, USA and France. These three are examples of very longer past, sustaining continuity and developmental model of the capitalist order under bourgeoisie and at present of the finance and corporate system. These have history, tradition, varied experience, and violent-nonviolent junctures, and conflict, cooperative and conciliatory scenario for centuries. These have both good and bad sides. What this course teaches are to introduce the students with the varied scenarios, circumstances, experiences, historical facts, structural and organizational process, growth, change and stability and the entire transformational background and reality bringing total dynamics of transformation. These would enrich our students who would be able to make comparisons getting the scope for improvisation, refashion and reorganization both in thought process and in action sphere. The concerned students would learn from this course the state mechanism and governance system of the United Kingdom from historical and practical perspectives. Magna Carta, Bill of Rights, Glorious Revolution and the growth of bourgeoisie and capitalism would also be included. Usages, conventions, customs, Monarchy, parliament, cabinet, executive, judiciary, and about law making process would be known by the students. Chambers of Commons and Lords, Lord Chancellor, and Commonwealth would be taught. Next comes USA and would be under learning process. British colonial rule, American Revolution, Independence, Constitution and Federalism; development from separation of Power to checks and balance; function of congress, law making, Presidency, electoral process would be learnt. Differences from UK parliamentary type by adopting presidential type and variations in electoral process; the judicial system and judicial review and political party operations etc. would also be taught. Next comes France with its French Revolution and growth of bourgeoisie; classical concepts of equality, fraternity and liberty; constitutional changes and

developments, French Republic, political institutions and structures and functions; share and balance of power between president & prime minister named as French type; party system and electoral process etc. are target issues and points to be taught as prime objectives. The cultural pattern difference would also come under the purview of knowledge horizon of the learners.

Course Outline

UK: Magna Carta 1215, Bill of Rights 1628, Glorious Revolution 1688 and Growth of Bourgeoisie; Constitutional development; Usages-Conventions-Customs; Monarchy: its functions and prerogatives, its relationship with the Parliament; Cabinet: its peculiarities; Structure of government: executive, legislative, judicial and administrative-their functions and roles; Lawmaking procedure-principles of judicial administration; Commonwealth relations.

USA: American Revolution 1776, Freedom from British Colonial Rule, Constitution and Federalism; Constitutional development; Theory of separation of power and checks and balance; Congress: congressional powers, the committee system, law making procedure; The Presidency: roles and powers of the president, constraints on presidential power; the President and the Congress, The Judicial system, Judicial review, Party system, Electoral system.

France: Feudalism, French Revolution 1789 and Growth of Bourgeoisie; Equality, Fraternity and Liberty; Constitutional development; Political institutions: Their structures and functions legislature, executive, judiciary; Division of power between legislature and executive; President and Prime Minister- A power balance; Party system; Electoral process.

Learning Outcome

Learning outcome of this very special course would include:

(1) Learning and getting comparative perspectives from constitutions either written or unwritten, idea generation from statecraft management and governance functioning having a series of lessons which would help in intellectual domain and in the practical field supplying effective information and knowledge inputs for constructing our indigenous statecraft and our own type of governance suited to the genius of our people.

(2) This would help getting the suitable points and effective ways as well as balanced objectivity to transform conflicting and non-unified ideas into conciliatory and consensus-based formulas.

(3) This would minimize fragmentation and breaking points both among people and very importantly among contending forces, groups, elites, parties and stakeholders at various levels.

(4) The art of running the state and developing an integrated, inclusive, capable, participatory and sustaining statecraft steered by a functional governance process would be a possibility and ultimately a true reality. In fine, the learning outcome would be of qualitative nature and with far-reaching significance.

Selected Readings

Bagehot, Walter (1988), *English Constitution*, Waukegan, IL: Fontana Press

Baker, Ross K., et.al (1983), *American Government*, New York and London: MacMillan

Charlton, Roger (1987), *Comparative Government*, London: Longman Publishers Group

Cocker, Phil (1994), *Contemporary British Politics and Government*, London: Tudor

Finer, S. E. (1974), *Comparative Government: An Introduction to the Study of Political Science*, London: Penguin Books

Hayward, P. Hall, J. and Machin, H. (1994), *Developments in French Politics*, London: MacMillan Press

Jennings, Ivor (1936), *Cabinet Government*, London: MacMillan

Laski, Harold J. (1938), *Parliamentary Government in England*, London: Allen & Unwin

Muir, Ramsey (1940), *How Britain is Governed?*, London: Fourth
Pious, Richard M. (1979), *The American Presidency*, New York: Basic Books
Putnam, Robert D. (2000), *Bowling Alone*, New York, London, Toronto, Sydney and Singapore: Simon
and Schuster
Roelofs, IH. Mark, et.al. (1983), *The American Political System, Ideology and Myth*, New York and
London: MacMillan
Stacey, Frank (1968), *The Government of Modern Britain*, Oxford: Oxford University Press
Tocqueville, Alexis de (1998), *Democracy in America*, trans by Henry Reeve, Hertfordshire: Wordsworth
Editions Limited

PS 104 Principles of Sociology

Learning Objective

Sociology, to a great extent, works as social base upon which political superstructure erects it. Of course, the political superstructure as the power holder, decision-maker, controller and allocator, and director of coercive forces influences more significantly the social order and economy and thus keeping tremendous influence over sociology.

However, this kind of mutual relation and dependence and also mutual influence over each other makes this concerned course very important having the objective of pertaining comprehensive and holistic knowledge about social order, statecraft, governance process amidst vast sea of human beings remaining always in life maintaining activities under the existing socio political system. This course gives knowledge about definition, nature, scope, relationship among social sciences and about fundamental concepts of society, community, association and institution. Group operation, population geography, culture, civilization, kinship, heredity, social inequality, class division, deviances and social control, social stratification; major institution and theories attached to are taught in this course. Along with these, modernization, violence, change, development, reform and revolution are taught in this course which would enrich the concerned students to acquaint themselves with the horizon of knowledge from various dimensions sometimes apparently different but ultimately leading to a holistic epistemology and all comprehensive and integrated approach towards society, people, politics, state and governance.

Course Outline

Sociology: Definition, nature, scope and its relationship with other social sciences; Fundamental concepts-society, community, association, institution, group, Factors in the social life of human being-culture and civilization, forms of interaction; Population and society, Types of groups: primary and secondary groups, marriage, family and kinship, rural and urban communities, crowds and public, Life, heredity and environment-geography and society: Social control, conformity and deviance, social norms, status and role; Social inequality, nature and types; Social differentiation and stratification, Marx's theory of class, Social mobility; Society as a system of institutions, interrelationship of institutions; Major social institutions: economic institutions occupation, property and the economy, political institutions-sociology of political life, state and government: Bureaucracy, army; Education, functions, mobility and social development; Max Weber, Power and authority, Political socialization and political culture, Change and development: Political violence and revolution, Political modernization.

Learning Outcome

Social order as a whole and fundamental institution as well as groupings and their position, status, roles, mindset and practical actions would be very clearly understood by the learners after going through the course in details.

Mutual influence and interactions and cooperation at effective levels would be sorted out as a result of learning outcome. Environmental inputs and political outputs and vice-versa would be thoroughly realized by the learners. This would help themselves both intellectually and practically to find out the real problems, to get the issue priorities and preferences and also would assist in matters of adopting integration and cohesion on the one hand, and in the process of planning, program, preparation and policy adoption in right order on the other hand. This would also remove partial and narrow thinking line and generate total and people-centered common welfare-oriented governance perspective. Lastly, the course would help the students in getting the most desire ideas about changing the status quo and establishing a truly people center statecraft mechanism.

Selected Readings

Ashraf, Ali and Sharma, L. N., *Political Sociology: A New Grammar of Politics*
Bottomore, Tom, *Sociology*
Brinton, Crane, *The Anatomy of Revolution*
Caroline, Hodges Persell, *Understanding Society: An Introduction to Sociology*
Dawson, Prichard E. and Prewitt, Kenneth, *Political Socialization*
Eisentadt, S. N. (ed.), *Political Sociology: A Reader*
Giddens, Anthony (2009), *Sociology*, London: The Polity Press.
Goode, William J., *Principles of Sociology*
Greenblat, Cathy Stein, *An Introduction to Sociology*
Karim, Nazmul, *Samajbijan Samikkhan*
Langton, Kenneth P., *Political Socialization*
Lipset, S. M., *Political Man: The Social Bases of Politics*
Macionis, John J. and Gerber, Linda M. (2003), *Sociology* (4th Edition), Toronto: Prentice Hall
Mills, C. Wright (eds.), *Max Weber: Essays in Sociology*
Morgan, Henry Louis, *Ancient Society*
Palombara, La and Weiner Myron, *Political Culture and Political Development*
Pozzorno, Alessandro (ed.), *Political Sociology: Selected Readings*
Ritge, George and Others, *Sociology: Experiencing a Changing Society*
Rustow, D. A., *A World of Nations Problems of Political Modernization*
Schaefer, ST. (2001), *Sociology*, McGraw Hill
Shanin, T. and Alavi, Hamja, (eds.), *Sociology of Developing Societies*
Smelser, Neil J., *Sociology*
Wasburn, P. C., *Political Sociology: Approaches, Concepts, Hypothesis*
Wiseman, H. V., *Political System: Some Sociological Approaches*

SECOND SEMESTER

Courses

PS 201 Modern Western Political Thought

Learning Objective

The primary objective of this course is to give the students knowledge about socio-economic background of Modern Political Thought that were developed with the passing away of feudalism and establishment of rudimentary stage of commercial bourgeoisie and their economy on the basics of capitalism which ultimately took different forms like industrial capitalism and finance capitalism respectively. The capitalist economic order, social arrangements and political governance had the need of a particular kind of political thought process. This brought the change in the environment, surroundings and statecraft management. Political thought sometimes led the situation and sometimes went hand in hand, and sometimes followed the changing economic structure. Hence, learning Western political thought is

learning social order and statecraft of the past, of the present and through these learning also can generate newer ideas that enrich both the intellect as well as the praxis in the domain of state and governance. Renaissance and reformation are two movements that shook the Western world and help develop the bourgeoisie class and their economic order that is capitalism. These two movements changed the entire way of looking at things and acted as forerunner of capitalist economic order, the domination of leading class that is bourgeoisie and the political thinking required for the new economic system. Machiavelli, Hobbes, Locke, Montesquieu, Rousseau and industrial revolution have been taken as relevant while the mapping of socio-economic contour and connectivity of political thought with those would be explained, analyzed and measured.

Course Outline

Socio-economic background of Modern Political Thought-Renaissance and Reformation; Rise of modern nation state- Machiavelli, Hobbes; Industrial capitalism and growth of modern bourgeoisie, John Locke, Montesquieu, Rousseau.

Learning Outcome

These course-materials have multiple learning outcomes. Concerned students will learn how the social order and economy got a different shape from that of feudalism through advanced stage of the previous feudal social order and the first stage of capitalism that means commercial capitalism. The transitional phase and transformation process would give them clear idea about how a qualitative change takes place from quantitative stage first through incremental and reformative way and then through radical way and revolution altogether altering the old order mostly in the midst of tension, turmoil, conflict and force. Even relatively peaceful change has also traumatic and tumultuous trends and features. Thus, the learners would know that along with cumulative effects of various factors historically involved, it is conscious human efforts and political thinking that bring the qualitative dimensions of transformation and change.

Moreover, the students will learn the thesis-antithesis-synthesis process and get thought-provoking idea about the conflict and contradiction, tussle and adaptation, non-acceptance and conciliation, peaceful and forceful conjunction and about the dynamics of objective and subjective conditions and their relations etc. from historic, sociological, economic, cultural and political perspectives.

From this course the students would know about the surroundings and environment that prevailed during the advent of bourgeoisie and growth of capitalism. They will be acquainted with the political thought of Machiavelli, Hobbes, Locke, Montesquieu and Rousseau and also learn about the facts of secret of primitive accumulation and industrial revolution as resultant reality. All these learning outcomes collectively give the students ideas about a thorough historical perspective; economic-social-cultural and political entanglements and human thinking; and conscious efforts engaged therein. This is how they will be able to develop their worldview and enrich not only their understanding but also their capacity, skill and capability to accelerate our own societal progress through a relatively high degree of qualitative transition in a smoother fashion.

Selected Readings

Allen, J. W., *A History of Political Thought in the Sixteenth Century*
Coker, Francis W., *Recent Political Thought*
Dunning, W. A., *History of Political Theories*
Ebenstein, William, *Great Political Thinkers Plato to the Present*
Gettell, Raymond Gerfield, *History of Political Thought*
Hacker, Andrew, *Political Theory: Philosophy Ideology Science*
Harmon, M. Judd, *Political Thought From Plato to the Present*
Jones, W. T., *Masters of Political Thought*

Maxey, Chester C., *Political Philosophy*
Merkl, Peter H., *Political Continuity and Change*
Murray, A. R. M., *Introduction to Political Philosophy*
Sibley, Mulford Q., *Political Ideas and Ideologies*
Wayper, C. L., *Political Thought*
Willoughby, W. W., *Political Theories of the Ancient World*

PS 202 Principles of Economics

Learning Objective

Economics is the basis human life system. Through production, distribution, consumption, exchange and other related activities it controls the human day to day living. Demand, supply, market, cost, price, profit, farm, competition, tax, tariff, property relations, public good, collective welfare, monopoly, oligopoly, market power, strategies and regulations, labor market, surplus exploitation, uneven development, horizontal and vertical disparity, inequality among classes etc. would be known to the students through studying this course from both micro and essentially linked up macroeconomic point of view along with the first. Simultaneously, production, saving, investment, financial system including money, banking, pricing, fluctuation, stabilization, aggregate demand-supply, unemployment, economic management and continual presence of issues to be met – all these macroeconomic subjects are studied in this course which have the objectives to develop a self sustaining economic order in the country that would bring progress, prosperity, self-sufficiency and happiness for the collective entity of the multitudes. In fine, this very effective course offers both theoretical and practical understanding and capability respectively for the learners to involve and intervene in a positive manner with a scientific sense of praxis-based balanced admixture.

Course Outline

Microeconomics: Supply and Demand: Opportunity Costs and the Gains from Trade; Market Supply and Demand, and Elasticity; Price Controls and Taxes; and Marginal Analysis and Consumer Choice Welfare Economics: Markets, Efficiency, and Welfare; and Welfare Analysis of Taxes, Tariffs and Transfers Firm Behavior in a Competitive Market Production, Inputs and Costs; Firm behavior in the short run and Entry, Exit and long run equilibrium Property Rights and Market Failures: Property Rights, Public Goods and Externalities Market Power and Regulation: Monopoly; and Oligopoly, Strategic Behavior, and Game Theory Factor Markets: The Labor Market; Poverty, Inequality and Discrimination and Time and Risk and Information.

Macroeconomics: The Real Economy in the Long-run: Macro and Economic Growth: Economic Growth & Convergence: and Savings, Investment and the Financial System Money. Banking and Prices: Banking and the Bangladesh Bank and Money Supply and Demand Open Economics, Macroeconomic Fluctuations and Stabilization: Aggregate Demand, Aggregate Supply and Macro Equilibrium; Aggregate Demand Management; Inflation and Unemployment; Current Issues in Macroeconomics.

Learning Outcome

Through studying this course the students will get the real perspectives and real and true lessons about the overt and covert currents that are influencing, dominating and controlling the micro and macro economic factors and issues faced by the population geography under given property relations, class structure, production, market and distribution systems. Basic principles of economics both at micro and macro-economic levels and their conflicts and conjunctions would be learnt by the students. They will have thorough, proper and in-depth knowledge about

economic surroundings and about issues coming-up in front of them. How to deal with the issues in a balanced manner with high standard efficacy would be learnt by them.

All these lessons acquiring from both micro and macro economics would give students a proper intellectual and practical ability to sort out the problem with optimum preference having ontological and humanitarian stance to keep the welfare of the collective entity in the mindset for bringing sustainable growth, balanced development and real happiness to the people as a whole. Learning outcome of this course would make possible the confluence of market economy and maximum welfare with moral sense of highest order having the true content of economic, social and political justice based on welfare of the collective entity standard.

Selected Readings

- Krugman, Paul and Wells, Robin (2009), *Economics*, Second Edition, Worth Publishers
Mankiw, N. Gregory (2011), *Principles of Economics*, Sixth Edition, South-Western College Publishers
McConnell, Campbell, Stanley Brue and Sean Flynn (2008), *Economics*, 18th Edition, McGraw-Hill/Irwin
O'Sullivan, Arthur (2011), Steven Sheffrin and Stephen Perez, *Economics: Principles, Applications and Tools*, 7th Edition, Prentice Hall
Samuelson, Paul A. and Nordhaus, William (2009), *Economics*, 19th Edition, McGraw-Hill/Irwin

PS 203 Socio-Political and Constitutional Development in British India (1757 to 1947)

Learning Objective

This course has a comprehensive objective to let the students know facts of history of the Indian subcontinent and especially of Bengal under British colonial domination first and of British East India Company, and second that of India under British Raj, meaning this country under British official governance and control. This course represents the history of Bengal that went under company domination through defeat of Nawab Sirajuddoulah in 1757. At first Bengal province was under company's rule having a diarchy set up of two controllers – Company's Court of Directors and Board of Control. Instead of Murshidabad, Calcutta was developed as company's capital. Then it took a lengthy process of just hundred years to occupy entire India by the British colonial masters. After First war of Independence held in 1857 and after getting total control, the British Government in 1858 gave a proclamation which was regarded as Queen Victoria's Proclamation, 1858. Through this proclamation British government directly took over the charge and control over entire India ending East India Company's rule and official British colonization of Bengal as well as India was established. The total length of two kinds of external domination prolonged for 179 years.

The entire period of colonization and subjugation experienced various constitutional, political and governmental developments in the form of reforms under tremendous political movements and pressures. But all had the same objective of giving mere incremental assurances and declaring reformatory steps for stopping the movements and prolongation of colonial rule. The economy, agriculture, trade, industry, export-import, license, customs, tariff were controlled in such a way, and political activism of later development through parties loyal and patronized by the colonial masters and administrative set up suited as loyal to colonial masters – all served the cause not of the indigenous people, rather remained loyal to colonial exploitative system and

help drain-out of capital process. Movements-Struggles and Acts-Pacts went on concurrently. But colonized people did not get autonomy and freedom. This process continued till 1947. After the defeat of 1757 and 1857, there were incessant movements against British colonization in the form of peasant struggles, religious movements and political turmoil engineered, participated and supported by mostly Muslims. But all were suppressed by colonial administration with the help of divide and rule policy taking Hindu community within their fold. Through coercion and betrayal of indigenous political quarters, the colonial masters tried to suppress the freedom struggle. Since 1920-21 to 1947, the movements and struggles against zamindari system and against British Imperialism were stopped when they went up to their climax. Indigenous political quarters and leaders did all these misdeeds for serving British colonial masters and for their narrow interests sabotaged the course of emancipation of the vast multitudes.

This is a vast historical canvass giving a thorough knowledge about entire period of colonization and their effects, ramifications and far-reaching consequences are felt till today. The objective of this course is to present a thorough picture of our own history under company's and British colonization, so that realizing the facts of our past we can get ourselves prepared with visionary and deep political skill to run our statecraft and governance process and transform our country as a self-sustaining high political culture-based developed country with true independent status vis-a-vis global theatre.

Course Outline

A. India under Company Rule

East India Company and establishment of Colony; Battle of Palashi 1757; Anglo-Mughal joint administration 1765-1772; Permanent Settlement 1793; Early resistance to colonial rule: Various peasant rebellions - Fakir - Sannyasi, weavers, indigo cultivators and others; socio-economic and religious reformist movements - Faraidi, Wahabi, Brahmo Samaj; Intelligentsia and Press; Sepoy meeting or first war of independence 1857;

B. India Under British Raj

Foundation of British rule 1858; Formation of Indian National Congress 1885; Muhammadan Literary Society 1863, Central National Muhammed Association 1877; Aligarh movement;

C. Twentieth Century Bengal

Socio-economic settings; Partition of Bengal and its annulment 1905-1911; Swadeshi movement; Rise of militant nationalism; Hindu-Muslim relations; Foundation of All-India Muslim League 1906; Khilafat - Non-cooperation movement, 1919-1922; C R Das - Swarajya Party and Bengal Pact 1923; Civil Disobedience movement 1930; Fazlul Huq and his Krishak-Praja Party; Constitutional development: Act of 1861, Act of 1892, Simla Deputation 1906 and demand for separate electorates, Act of 1909, Lucknow Pact 1916, Montague - Chelmsford Reforms or Act of 1919 and Dyarchy, Simon Commission 1927, Nehru Report 1928, Jinnah's 14-point, Round Table conference 1930-1932, Communal Award 1932, Act of 1935 and Provincial Autonomy; 1937 Elections and Fazlul Huq Ministries; Ascendancy of Muslim.

League and Pakistan movement in Bengal; Muslim separatism and demand for Pakistan; Bengali view of Pakistan; 1940 Lahore Resolution and Statehood ideal of Bengalis; 1946 Elections and formation of ministry under Suhrawardy; Cabinet Mission Plan 1946; Move for United Independent Bengal 1947; Indian Independence Act 1947 and Partition.

Learning Outcome

The first learning outcome of this particular course is to get a true picture of our almost two-century old past history and draw lessons from the faults and wrong-doings by our ancestors so that we can take right course of actions in our economic, social, cultural, educational and political domain. The social learning outcome of this course would be to achieve country and nationwide integration of various types. Third learning outcome is to clarify and solidify our common identity of the overwhelming majority-based people with total rights ensuring for other religious and ethnic minority groups. Fourth learning outcome is to find out consensus on national fundamentals and issues, bringing out the priorities and preferences of national problems to be solved. Developing true participatory and all inclusive people-centered statecraft and shared policy decision making mechanism and consent-based governance system through exercise of people's power under fair electoral process would be understood by studying this course. All these most important and significant dimensions involved and aspects under non-settlement would be settled and solved by applying the knowledge earned through this course of pivotal nature.

Selected Readings

- Aggarwal, R. C., *Constitutional History of India and Nationalist Movement*
- Ahamed, Emajuddin and Rashid, Harun-or (eds.) (2000), *Cultural Survey of Bangladesh*, vol.: State and Culture, Asiatic Society of Bangladesh.
- Ahmad, Abul Munsur, *Amar Dekha Rajnitir Panchash Basar*
- Ahmad, Kamruddin, *A Social History of Bengal*
- Ahmed Khan, Muin Uddin, *History of Faraidi Movement in Bengal 1757-1947*
- Ahmed, Sufia, *Muslim Community in Bengal 1884-1912*
- Anstey, Vera, *The Economic Development of India*
- Beauchamp, Joan, *British Imperialism In India*
- Broomfield, J. H., *Elite Conflict in Plural Society: Twentieth Century Bengal*
- Buchanan, D. H., *The Development of Capitalist Enterprise in India*
- Chand, Tara, *Society and State in the Mughal Period*
- Chatterji, Joya, *Bengal Divided: Hindu Communalism and the Partition of Bengal 1932-1947*
- Chaudhuri, K. N. (ed.), *The Economic Development of the East India Company*
- Chaudhuri, Nirod C., *The Autobiography of an Unknown Indian*
- Choudhury, Tapan Roy (ed.), *Contributions to Indian Economic History*, Vol. 1 & 2
- Chowdhury, Nurul Karim, *Faraidi and Wahabi Rebellion in Bengal*, Dhaka: Asiatic Society of Bangladesh
- Coupland, Reginal, *Indian Problem*
- Das, M. N., *Indian National Congress Versus the British 1885-1918*
- Dobb, Maurice, *Studies in the Development of Capitalism*
- Dutt, Ramesh Chandra, *The Economic History of India Under Early British Rule*
- Gadgil, D. R., *The Industrial Evolution in India in Recent Times*
- Gordon, L. A., *Bengal: The Nationalist Movement 1876-1940*
- Griffith, Percival, *The British Impact on India*
- Habib, Irfan, *The Agrarian System of Mughal India*
- Hashim, Abul, *In Retrospection*
- Husain, Syed Anwar and Mamun, Muntasir (eds.) (1986), *Armed Resistance in Bangladesh (Bangla)*, Asiatic Society of Bangladesh.
- Islam, Sirajul (ed.) (2007), *History & Bangladesh, 1704-1971*, 3 vols., Third Edition, Dhaka: Asiatic Society of Bangladesh.
- Kabiraj, Narahari, *Swadhinatar Sangrame Bangla*

Khan, Bazlur Rahman, *Politics in Bengal 1927-1936*
 Majumder, R. C., Chaudhuri, H. C. Ray and Datta, Kalikinkar, *An Advanced History of India*
 Majumder, R. C., *History of Freedom Movement in India*
 Marx, Karl, *The Future Results of British Rule in India*
 Premdas, Ralph R. (ed.), *Secessionist Movements in Comparative Perspective*
 Rahim, M. Abdur, *The Muslim Society and Politics in Bengal 1757-1947*
 Rashid, Harun-or (2001), *Bangladesh: Governance, Politics and Constitutional Development, 1757-2000*
 (Bangla), Dhaka: New Age Publications [Bangladesh: Rajniti Sarker O Shasantantrik Unnayan
 1757-2000]
 Rashid, Harun-or (2003), *The Foreshadowing of Bangladesh: Bengal Muslim League and Muslim
 Politics 1906-1947*, Dhaka: University Press Limited (UPL).
 Ray, M. N., *India in Transition*
 Ray, Shuproakash, *Bharater Baiplabik Sangramer Itihash*
 Ray, Shuproakash, *Bharater Krishak Bidroho O Ganatantrik Sangram*
 Seal, Anil, *The Emergence of Indian Nationalism*
 Sen, Shila, *Muslim Politics in Bengal 1937-1947*
 Shaw, A. G. L. (ed.), *Great Britain and the Colonies*
 Sinha, J. C., *Economic Annals of Bengal*
 Sitaramayya, Pattabhi, *The History of the Indian National Congress*
 Tomlinson, B. R., *The Indian National Congress and the British Raj 1929-1942*
 Wilson, H. H., *History of British India*, Vol. 1

PS 204 Public Administration in Bangladesh

Learning Objective

The chief learning objective of this course is to give knowledge about Public Administration and Development Administration in general and especially those of Bangladesh. The meaning, nature, scope of public and developmental administration comes under desired objective of the course. This also includes theories of administrative organization: classical, neo-classical and modern and brings under its domain economic, social, political developmental goals. Bureaucracy, elites, New Public Management (NPM) etc. are taken as areas of study. Growth, structure, recruitment, training, function, role of administration, training academy, secretariat and attached offices are also to be learnt by the students as objectives of teaching and with practical sense and objectivity.

Course Outline

Public Administration and Development Administration: meaning, nature and scope; Public versus Private administration; Theories of administrative organization: classical, neo-classical and modern; Concept of development-developmental goals: social, political and economic; Process of social, political and economic changes that help development; Bureaucracy: its nature and role in Bangladesh; Bureaucracy and development; Organization and administrative requirements for development; Organizational forms and administrative structure; Elitist versus Non-elitist bureaucracy; Relations of administrative elite with political and other elites; Responsive nature of administration; New Public Management (NPM); Development history of the Civil Services: British-India, Pakistan and Bangladesh; Evolution of the structure of administration in Bangladesh; Recruitment Process; Role of PATC, Public Service Commission, Training Academy; Secretariat set-up, Attached offices-District administration.

Learning Outcome

Firstly, the students will learn about how public administration works in practice and how development administration can be made workable in Bangladesh. Secondly, the students will get proper direction about how bureaucracy, elites, administration and actual political decision maker leadership can be integrated and conjoined as working parts of the same statecraft management and governance process. Role, performance, evaluation of different partners would be understood by the learners and these would enrich their knowledge horizon and roles. Organization, hierarchy, span of control, cooperation and conciliation and NPM would be learnt by the future administrators and leaders. All these things working as parts and partners of an integrated whole would help develop a self-sustained, capable, responsive, service-oriented, accountable and transparent functional governance process. The qualitative aspects would be ensured by the advanced knowledge of the students of this course and they would be able to raise today's public administration to the changed position of public management governance.

Selected Readings

- Ali Ahmad (1968), *Role of Higher Civil Servants in Pakistan*, Dhaka: National Institute of Public Administration.
- Dwight Waldo (1948), *The Administrative State*, New York: Ronald Press.
- Emajuddin Ahmed (1981), *Bureaucratic Elites in Segmented Economic Growth: Pakistan and Bangladesh*, Dhaka: University Press Ltd.
- Henry F. Goodnow (1964), *New Haven: The Civil Service of Pakistan*, Yale University Press
- John M. Pfiffner (1935), *Public Administration*, The Ronald Press, New York
- Joseph La Palombara (ed.) (1971), *Bureaucracy and Political Development*, Princeton, University Press
- Leonard D. White (1955), *Introduction to the Study of Public Administration*, Macmillan, New York
- M. E. Dimock and G. Dimock (1964), *Public Administration*, Oxford & IBH Pub., New Delhi
- Muzaffar Ahmad Chaudhuri (1963), *The Civil Service of Pakistan*, Dhaka: NIPA.
- Ralph Braibanti (1966), *Research on the Bureaucracy of Pakistan*, Duke University Press, Durham N. C
- W. F. Willoughby (1927), *Principles of Public Administration*, Washington: The Brookings institution

THIRD SEMESTER

Courses

PS 301 Oriental Political Thought

Learning Objective

Firstly, the principal learning objective of this course is to give a meaningful, comparative and thought provoking idea about oriental political thought through PS 301 in the third semester containing subjects of political thought of the oriental societies as against PS 201 in the second semester containing subjects and thought process pertinent to learn about Western Societies. Secondly, the objective is to give the students a comparative analysis of Western ancient and modern thought (PS 101 and PS 201) as compared to oriental ancient and modern thought (PS 301). This gesture would give a thorough picture about two very important dimensions of global political thinking as well as giving a clear conception about the time structure and difference regarding the same. Though apparently separate, but these two types make possible a holistic approach. Indian, Chinese, Muslim political thoughts are combined in this course to get a comprehensive picture of the political thought process belonging to different societies of the

orient with their variation regarding their approaches towards state, nationalism, internationalism, governance, issues, and non violence. This course also has the opportunity to make in depth study about the differences of angles, orientation, explanation and analysis between the Muslims scholars and the Islam based on Qur'an and Sunnah.

Course Outline

Meanings of Oriental Political Thought; The idea of State, Governance and Social Justice in the Orient; Ancient and Medieval Indian Political Thought: Kautilya and Abul Fazl; Muslim Political Thinkers: Nature of State, Governance and Economic System- Al-Farabi, Ibn Rushd, Ibn Khaldun, Imam Gazzali
Political Thinking in Bengal and Indian Sub-Continent: Rabindranath Tagore: Nationalism and Internationalism; M. K. Ghandi: Non-Violence
Political Thought in South East Asia and the Pacific: Confucianism; Taoism.

Learning Outcome

Learning outcome of this particular course would be of various types. First, it would deliver the students a comparative perspective. Second, it would give them good understanding about time structure representing different societies along with a comparative panorama of triple age that is orient, mediaeval and modern times. Third, the varied ideas that the students would receive from this course would enrich their level of understanding. Fourth, this would in reality greatly help the students to fix-up their ways of political thinking in the case of Bangladesh especially to develop our political process as well as our statecraft mechanism and governance functioning in a sound, sustaining and capable manner. Philosophically our state and governance system would get a sound footing and thereby bring development in different fields of the life system of vast multitudes of the country. Moreover, the present course would give very clear of understanding about the differences of angles, orientation, explanation and analysis between the Muslims scholars and the Islam based on Qur'an and Sunnah as the two clearly declared source of entire understanding of Islam.

Selected Readings

- Black, Antony (2011), *The History of Islamic Political Thought: From the Prophet to the Present*, Edinburgh University Press
- Deva, Satya (1984), 'State and Bureaucracy in Kautilya's Arthashastra', in *Economic and Political Weekly*, Vol- 19, No-19
- Enayet, Hamid (2005), *Modern Islamic Political Thought*, New York: IB Tauris
- Fazl, Abu-L (1897), *Akbarnama* Trans by H. Beveridge, Kolkata Asiatic Society
- Gupta, Kalyan Sen (2005), *The Philosophy of Rabindranath Tagore*, Ashgate
- Leaman, Oliver (1998), *Averroes and his Philosophy*, London: Routledge
- Lerner, Ralph (1974), *Averroes on Plato's Republic*, New York: Cornell University Press
- Moten, Abdul Rashid (1996), *Political Science: An Islamic Perspective*, New York: St. Martin Press
- Nasr, Seyyed Hossein and Leaman, Oliver (eds) (1996), *History of Islamic Philosophy*, Vol. 1 and Vol. 2, London and New York: Routledge
- Rahman, Fazlur (1979), *Islam*, Chicago: University of Chicago Press
- Rahman, Fazlur (1982), *Islam and Modernity: The Transformation of an Intellectual Tradition*, Chicago: The University of Chicago Press
- Rao, M. V. Krishna (1953), *Studies in Kautilya*, Mysore: Kautilya Mandali Publication.
- Rosenthal, Erwin I. J. (1958), *Political Thought in Medieval Islam*, Cambridge University Press
- Said, Edward (1977), *Orientalism*, Penguin Publishers
- Shamasastgri, R. (1915) (translated), *Kautilya's Arthashastra*, Bangalore Government Press
- Turner, Bryan S. (1994), *Orientalism, Postmodernism and Globalism*, Routledge

PS 302 International Politics: Theory and Practice

Learning Objective

The chief learning objective of this course is to acquaint the students with the theory of international politics first and to demonstrate its relationship with the practice second and simultaneously. The learners will get lessons about contending theories and paradigms in vogue in the study of the international politics. This course is designed to equip the students with relevant currents, happenings and knowledge of international politics so that they can understand, realize and make theory well-prepared with analytical skill, problem solving attitude and decision-making capability in practical field for giving better service to the nation and coping with environment remaining present in the global objective arena.

Course Outline

International Politics: Definition, Nature and Scope; Understanding International Politics through Contending Paradigms: Realism, Liberalism, Neoliberal Institutionalism, Constructivism and Feminism; Contending Theories: Balance of Power, Balance of Threat, and Balance of Interests, Balancing: Hard and Soft, Offense-Defense Balance Theory, Democratic Peace Theory, Commercial Liberalism Theory, Cyclical Theories, Hegemonic Stability Theory, and Theories of Cooperation
Power in International Politics: Hard, Soft and Smart Power; Force and Statecraft; War and Diplomacy; Theories of Foreign Policy; Diplomacy as an Instrument of Foreign Policy, Economic Diplomacy, Foreign Policy of Bangladesh; International Organization: Forms of International Organization; The United Nations: Origin, Organization and Its Achievements and Failures

Learning Outcome

This course will offer various types of learning outcomes. First, it will enlighten the students about the domain of international politics both from historical and contemporary global perspectives under finance capitalism along with new world order, globalization, neo-liberalism and the hitches that are going on because of contradictory stands between national interest and the controlling tendency of global masters. Second, the students would understand contending paradigms and theories as well to equip themselves with pragmatic epistemological and intellectual sense to make their worldview on international politics and relations a workable one. Third, they will get lessons about realism, liberalism, neo-liberalism, internationalism, conservatism and also feminism as their topics of learning interest to fit and adjust themselves with various currents going on either overtly or covertly. Fourth, balance of power, balance of threats, hard and soft balancing and offensive-defensive balance theories as well as business liberalism and theory and practice of conciliation and cooperation will be acquainted with and addressed by them in the practical field of activities regarding international politics and foreign relations. Lastly, this course will prepare our future leader and administrators with a simultaneous sense of preserving national interest first and keeping contribution for the development of international cooperation and peace around but with faster and sustaining effects.

Selected Readings

- Art, Robert J. and Jervis, Robert (1992), *International Politics: Enduring Concepts and Contemporary Issues*, New York, NY: Harper Collins
- Brown, Michael E., Lynn-Jones, Sean M and Miller, Steven E (1995), *The Perils of Anarchy: Contemporary Realism and International Security*, Cambridge, Mass. : MIT Press
- Frieden, Jeffrey A. and Lake, David A. (1987), *International Political Economy: Perspectives on Global Power and Wealth*, New York: St. Martin's Press
- Gilpin, Robert (1981), *War and Change in World Politics*, New York: Cambridge University Press

- Gilpin, Robert and Gilpin, Jean M. (2001), *Global Political Economy: Understanding the International Economic Order*, Princeton, N. J.: Princeton University Press
- Jervis, Robert (1976), *Perception and Misperception in International Politics*, Princeton, N. J. : Princeton University Press
- Kaplan, Morton A. (1957), *System and Process in International Politics*, New York, Wiley
- Katzenstein, Peter J. (1996), *The Culture of National Security: Norms and Identity in World Politics*, New York: Columbia University Press
- Keohane, Robert O. (1984), *After Hegemony : Cooperation and Discord in the World Political Economy*, Princeton, N. J. : Princeton University Press
- Keohane, Robert O. and Nye, Joseph S. (1989), *Power and Interdependence*, Glenview, Ill. : Scott, Foresman
- Keohane, Robert O.(1986), *Neorealism and Its Critics*, New York: Columbia University Press
- Knorr, Klaus and Rosenau, James N. (1969), *Contending Approaches to International Politics*, Princeton, N. J., Princeton University Press
- Little, Richard (©2007), *The Balance of Power in International Relations : Metaphors, Myths, and Models*, New York : Cambridge University Press
- Mandelbaum, Michael (1981), *The Nuclear Revolution: International politics before and after Hiroshima*, New York : Cambridge University Press
- Mearsheimer, John J. (2001), *The Tragedy of Great Power Politics*, New York: Norton
- Morgenthau, Hans J. (1965), *Scientific Man vs. Power Politics*, Chicago : University of Chicago Press
- Morgenthau, Hans J. and Thompson, Kenneth W. (1985), *Politics among Nations : The Struggle for Power and Peace*, New York : Knopf
- Padelford, Norman J. and Lincoln, George A. (1962), *The Dynamics of International Politics*, New York: Macmillan.
- Paul, T. V. and Hal, John A. (1999), *International Order and the Future of World Politics*, New York : Cambridge University Press
- Ripsman, Norrin M. (2002), *Peacemaking by Democracies*, University Park: Penn State University Press
- Ripsman, Norrin M. and Paul, T. V. (2010), *Globalization and the National Security State*, Oxford, U. K.: Oxford University Press
- Rosenau, James N. (1969), *International Politics and Foreign Policy: A Reader in Research and Theory*, New York: Free Press
- Rotberg, Robert I. (©2009), *Corruption, Global Security, and World Order*, Washington, D. C. : Brookings Institution Press
- Sagan, Scott Douglas and Waltz, Kenneth Neal (©1995), *The Spread of Nuclear Weapons: A Debate*, New York: W. W. Norton
- Stevenson, D. (1988), *The First World War and international politics*, New York: Oxford University Press
- Talbott, Strobe and Chanda, Nayan (2001), *The Age of Terror: America and the World after September 11*, New York: Basic Books
- Taliaferro, Jeffrey W., Ripsman, Norrin M., and Lobell, Steven B. (2009), eds., *Neoclassical Realism, the State, and Foreign Policy*, Cambridge, U.K.: Cambridge University Press
- Waltz, Kenneth Neal (1959), *Man, the State, and War : A Theoretical Analysis*, New York : Columbia University Press
- Waltz, Kenneth Neal (1979), *Theory of International Politics*, Boston, Mass. : McGraw-Hill
- Wendt, Alexander (1999), *Social Theory of International Politics*, Cambridge, UK; New York : Cambridge University Press
- Zakaria, Fareed (1998), *From Wealth to Power: The Unusual Origins of America's World Role*, Princeton, N. J. : Princeton University Press
- Zakaria, Fareed (2008), *The Post-American World*, New York: W.W. Norton

PS 303 Socio-Political and Constitutional Development in Pre-Independent Bangladesh (1947-1971)

Learning Objective

To let the students know with historical sense the past of this country under internal colonialism that covered the life of two decades while remaining as eastern part of erstwhile united Pakistan. The objective of this course is to give the students information and knowledge about the state of economy, politics, power structure, governance and decisions of decisive consequences by the state apparatus and the conditions of employment, bureaucracy, military, language, culture, education in comparative perspectives with the then West Pakistan vis-à-vis erstwhile East Pakistan. The protest movements and struggles one after another and the stages of development towards autonomy of East Pakistan and then towards liberation for bringing it out of internal colonialism would be learnt by the students. Thus, they will have a thorough knowledge about the history of the emergence of independent Bangladesh through armed struggle of people's war nature in 1971.

Course Outline

Position of Bengalis in Pakistan State; State Language movement; controversies in constitution making; growth of opposition parties; 1954 elections; 1956 constitution; martial law and its impact; Basic Democracies; 1962 constitution and Democratic Movement; One Unit System and Disparities between the two wings; Growth of Internal Colonialism and Two Economy Thesis; 6-point and Autonomy Movement; SAC and 11-point programme; Anti-Ayub movement and Mass Upsurge 1969; the fall of Ayub and rise of General Yahia; General elections 1970; Non cooperation movement- March 1971 and Elite Nationalism transformed into Mass Nationalism; War of liberation; Guerilla War, Frontal Battle and Role of Mukti Bahini; Role of Exile Government and different Groups; Role of major powers; Emergence of Bangladesh.

Learning Outcome

The learning outcomes of this course have different dimensions.

First, this would give the students a solid footing in understanding the true history of the emergence of Bangladesh from the clutch of internal colonialism under erstwhile Pakistan for two decades.

Second, this course will teach the students about the inception of parting of the ways of erstwhile East Pakistan from Pakistan. Third, this will give the students knowledge about the growth and development dynamics of constitutional and political movements side by side and also give them a thorough insight about the protest, resistance, revolt and direct armed struggle that the Bangalees and their territory went through experiencing a traumatic but valiant liberation war at the last year in 1971 ending Pakistani rule forever. This history and political development dynamics will give the students proper sense of the past, sense of the struggles that were done by their ancestors and the sacrifices that the millions demonstrated in the terrible days of genocide committed by Pakistan military junta and the armed struggle staged against it by our people bringing the colonized master's total fall. This will give the students a sense of pride about the struggle against internal colonialism and about war of liberation in 1971. This will give them a very informative and in depth idea and consequently a sense of confidence and also grow among them a good understanding of responsibility to build up the nation and the country with belongingness and with a worldview of common and collective welfare of our multitudes.

Selected Readings

Ahad, Oli, *Jatiyo Rajniti 1945-1975*

Ahmed, Emajuddin, *Bureaucratic Elites in Segmented Economic Growth: Pakistan and Bangladesh*

Ahmed, Moudud, *Bangladesh: Constitutional Quest for Autonomy 1950-1971*

Ahmed, Moudud, *Bangladesh: Era of Sheikh Mujibur Rahman*

- Ahmed, Moudud, *Democracy and the Challenge of Development: A Study of Politics and Military Interventions in Bangladesh*
- Ahmed, Moudud, *South Asia: Crises of Development the Case of Bangladesh*
- Ali, Tariq, *Pakistan: Military Rule of Peoples Power*
- Ayoob, Muhammad and Subramanyum, K., *The Liberation War*
- Bhuiyan, Md. A. Wadud, *Emergence of Bangladesh and Role of Awami League*
- Callard, Keith, *Pakistan: A Political Study*
- Choudhury, Hasanuzzaman, *Bibhaguttar Pakistaner Rajniti: Birodhi Daler Abirbha*, Dhaka: Jagoron Prakashani
- Chowdhury, G. W., *Constitutional Development in Pakistan*
- Chowdhury, G. W., *The Last Days of United Pakistan*
- Chowdhury, Khaliquzzaman, *The Pathway to Pakistan*
- Chowdhury, Muzaffar Ahmed, *Government and Politics in Pakistan*
- Chowdhury, Najma, *The Legislative Process in Bangladesh: Politics and Functioning of the East Bengal Legislature 1947-1958*
- Ghosh, Shyamoli, *The Awami League 1949-1971*
- Haque, Abul Fazal, *Bangladesher Shashon Babostha O Rajniti*
- Harun, Shamsul Huda, *Bangladesh Voting Behaviour*
- Harun, Shamsul Huda, *Parliamentary Behaviour in a Multi-National State 1947-1958: Bangladesh Experience*
- Harun-or-Rashid, 'Bangladesh: The First Successful Secessionist Movement in the Third World' Ralph and Premdas (eds.), *Secessionist Movements in Comparative Perspective*, 1990
- Jahan, Rounaq, *Bangladesh Politics: Problems and Issues*
- Jahan, Rounaq, *Bangladesh: Promises and Performance*
- Jahan, Rounaq, *Pakistan: Failure in National Integration*
- Khan, Zillur Rahman and Rahman, A. T. R., *Provincial Autonomy: The Case of Bangladesh*
- Khan, Zillur Rahman, *Martial Law to Martial Law: The Leadership Crises in Bangladesh*
- Maniruzzaman, Talukder, *Group Interests and Political Changes: Studies of Pakistan and Bangladesh*
- Maniruzzaman, Talukder, *Military Withdrawal from Politics A Comparative Study*
- Maniruzzaman, Talukder, *Radical Politics and Emergence of Bangladesh*
- Maniruzzaman, Talukder, *The Bangladesh Revolution and Its Aftermath*
- Maniruzzaman, Talukder, *The Politics of Development: The Case of Pakistan 1947-1958*
- Muhith, A. M. A., *Bangladesh: Emergence of a Nation*
- Rahman, Sheikh Mujibur (2012), *Unfinished Memoirs*, Dhaka: University Press Ltd.
- Rashid, Harun-or (1989), "The Ayub Regime and Alienation of East Bengal," G. T. Verghese (ed.), *Indo-British Review*, vol. xvii, no. 1 & 2, September-December
- Rashid, Harun-or (2003), 'Awami League' Sirajul Islam (ed.), *Bangladedepedia*, vol. 8, Asiatic Society of Bangladesh
- Rashid, Harun-or (2003), *Statehood Ideal of the Bengalis and the Emergence of Bangladesh*, Agami Prokashani, [Bangalir Rashtrachinta O Swadhin Bangladesher Abhudaya]
- Sayeed, Khalid Bin, *Pakistan: The Formative Phase*
- Sayeed, Khalid Bin, *The Political System of Pakistan*
- Shelley, Mizanur Rahman, *Emergence of a Nation in a Multipolar World: Bangladesh*
- Umar, Badruddin, *Purbo Banglar Bhasha Andolon O Tatkalin Rajniti*, Vol. 1, 2 & 3
- Umar, Badruddin, *The Politics and Society of East Pakistan and Bangladesh*
- Ziring, Lawrence, *Bangladesh From Mujib to Ershad: An Interpretative Study*

304. Qualitative Approaches to the Study of Politics

Learning Objective

This course is designed to keep in its content the things like basic concept, paradigms, approaches, theories, methodologies, hypotheses and generalizations. It is to give lessons about the limitation of traditional approaches and the problems that arise from descriptive, deductive and formal-legal and mere story-telling historical approaches.

Historical, institutional formal-legal, comparative and normative approaches do have their values and utilities. But side by side empirical and behavioral modern approaches do have demonstrated their appreciable ability and standard in analyzing politics and mutual interactions incessant in a political system and in a state. This has been reflected through behavioral, group, elite, systems, game, structural-functional, political cultural, socialization, crisis-syndrome-integration approaches of political development theories. Rational choice has also put it within the recent umbrella approaches. This course is designed to give the concerned students a thorough sense to develop their knowledge about politics, political study and research with an academic gesture of qualitative difference having practical utility.

Course Outline

Basic Concepts: Paradigm, Approach, Theory, Methodology, Hypothesis and Generalization, Model; Significance of Approach to the Study of Politics

Traditional Approaches: Institutional Approach - Subject matter: formal-legal political structure; Method: Descriptive-inductive, formal-legal and historical and comparative. Theory: casual statements and political values; Normative and Empirical Study.

Modern Approaches: Behavioralism- Group Theory, Elite Theory, Systems Theory, Game Theory, Structural Functional Analysis, Political Culture, Political Socialization, Political Development: Crisis and Syndrome; Rational Choice Theory, Historical Institutionalism, Neo-institutionalism.

Learning Outcome

Learning outcome of this course would be definitely significant and far-reaching. The way of looking at things by the students would get a big boost-up. But certainly this would be done remaining under capitalist social-economic-political and state order and governance intact. This would go for reform at a large-scale but within the system and status quo. Ultimately the limitations of the so-called modern and contemporary approaches will also be vivid. At that stage a radical, system-changing approach and political analysis ground-structure and pattern-style would come forward. The qualitative approaches of recent past of six-seven decades may be treated as intermediary stage of learning political analysis by the students which would get its critique certainly and would pave the way for higher and more effective standard of the study of politics. Thus, it would be able in giving the students now an interim and in near future a great lesson and understanding to look at and live with politics making certainty for getting a higher level of dividends to meet national goals and global cooperation maintaining a balanced objectivity for studying, analyzing, practicing, deriving benefits from politics both from academic and practical points of views.

Selected Readings

Almond, G. A. and Coleman, James S. (eds.) (1960), *The Politics of the Developing Areas*, Princeton: Princeton University Press

Almond, G. A. and Powell, G. B. (1966), *Comparative Politics: A Developmental Approach*, Boston: Little and Brown

Almond, G. A. and Powell, G. B. (1974), *Comparative Politics Today: A Worldview*, Boston: Little and Brown

Almond, Gabriel A. and Verba, Sidney (eds.) (1989), *The Civic Culture: Political Attitudes and Democracy in Five Nations*, London: Sage

Bill, James A. and Hardgrave, Robert L. (1973), *Comparative Politics: The Quest for a Theory*, Ohio: Merrill

- Binder, Leonard, Pye, Lucian W., Coleman, James S., Verba, Sidney, La Palombara, Joseph and Weiner, Myron (1971), *Crises and Sequences in Political Development*, Princeton: Princeton University Press
- Charlesworth, James (1967), *Contemporary Political Analysis*, New York: Free Press
- Dahl, Robert A. (1976), *Modern Political Analysis*, New Jersey: Parentice-Hall
- Ealau, Heinz, Eldersveld, Samuel J. and Janowitz, Morris (1956), *Political Behavior: A Reader in Theory and Research*, Glencoe, EUA: Free Press
- Easton, David (1953), *The Political System: An Inquiry into the State of Political Science*, New York: Knopf
- Easton, David (1965), *A System Analysis of Political Life*, New York: Wiley
- Eckstein, Harry and Apter, David E. (1968), *Comparative Politics: A Reader*, New York: The Free Press
- Eulau, Heinz (1967, paperback edition, 2011) (ed), *Behavioralism in Political Science*, New Jersey: Transaction Publishers
- Huntington, Samuel P. (1965), "Political Development and Political Decay", *World Politics*, Vol. 17, No. 3
- Ma, Shu-Yun (2007), "Political Science at the Edge of Chaos? The Paradigmatic Implications of Historical Institutionalism", *International Political Science Review*, Vol. 28, No. 1, pp. 57-78
- Macridis, R. C. and Brown, Bernard (1996), *Comparative Politics: Notes and Reading*, Wadsworth
- Petracca, Mark P. (1991), "The Rational Choice Approach to Politics: A Challenge to Democratic Theory", *The Review of Politics*, Vol. 53, No. 2
- Pye, Lucian (1965), *Political Culture and Political Development*, Princeton: Princeton University Press
- Pye, Lucian W. (1966), *Aspects of Political Development*, Boston: Little, Brown and Company
- Pye, Lucian W. (1991), "Political Culture Revisited", *Political Psychology*, Vol. 12, No. 3.
- Schelling, Thomas C. (2010), "Game Theory: A Practitioner's Approach", *Economics and Philosophy*, Vol. 26, pp. 27-47
- Truman, David B. (1951), *The Governmental Process*, New York: Knoph
- Weiner, Myron and Huntington, Samuel P. (1987), *Understanding Political Development*, Boston: Little and Brown

FOURTH SEMESTER

Courses

PS 401 Quantitative Research Methods in Political Science

Learning Objective

The objective of the course is to acquaint students with statistical tools so that they can learn about using quantitative methods in the research related to Political Science as a discipline and politics as a domain of their understanding, analysis, involvement, participation and activism for bringing better future for the country as well as that for the collective entity of follow compatriots. While learning about quantitative methods including data collection, frequency distribution, central tendency, mean, median, mode, standard deviation, correlation, regression, probability, sampling, and about subjects required as tools and application mechanisms for research and political analysis. This would help quantitative, graphic and mathematical application more useful to the students while conducting research in their future professional life.

Course Outline

Introduction to Quantitative Methods: Collection and tabulation of data - frequency distribution; Graphical representation of data; Measures of Central Tendency-Mean, Median, Mode; Measures of dispersions Mean deviation, standard deviation; Forms of Distributions- The Moments, Skewness and Kurtosis; Correlation and Regression; Quartiles, Percentiles, Permutations and Combinations, Elements

of probability-Expectation-Binomial and Normal distributions, Sampling-Value of Statistical Information, Types of Data, population-Sampling and Census; Techniques of attitude measurement-Statistical techniques: limitations of their application in political analysis; Basic Computing Skills.

Learning Outcome

The learning outcome of this course would be of high importance. The students will learn about basic statistics. Theory and methods of social research will be learnt by them. They will achieve a better understanding about accomplishing quantitative research in the field of political science. In addition to reform qualitative research in this field, the learning of statistical tools will make the students able to add quantitative approach in their research study which will in turn make possible research more in-depth, precise, vivid, graphic and effective. This is how the students will be able to enrich research at least of some fields which would increase their understanding level as well as accuracy of our research findings.

Selected Readings

A. N. Gupta, *An Introduction to Modern Statistics*

George Simpson and Fritz Kafka, *Basic Statistics*

H. M. Blalock Jr. and A. B. Blalock, *Methodology in Social Research*

M. A. Mia and M. A. Mian, *An Introduction to Statistics*

Paul Pennings and et.at. (1999), *Doing Research in Political Science*, London, Thousand Oaks and New Delhi: Sage Publications.

Peter John (2002), Quantitative Methods, in David Marsh and Gerry Stoker (eds.) (2002), *Theory and Methods in Political Science*, Houndmills, Basingstoke and Hampshire.

R. Bogden and S. J. Taylor, *Introduction to Quantitative Research Methods*

Salauddin M. Aminuzzaman, *Introduction to Social Research*.

Samuel Hays, *An Outline of Statistics*

PS 402 Local Governance and Rural Development in Bangladesh

Learning Objective

Decentralization, local governance, grass-root participation and bottom-up approach may be said to be the basic tenets that make a state and its governance people-centered and democratic. The functional and powerful governance and its sustaining capacity need to address local and rural as basic constituency. It is the vast mass at the bottom; it is the multitudes constituting the geography and social contour as a whole that give sense, rationale and logic for local governance stability, peace, inclusive governance, service orientation, and thus corresponding development comes through the process. Theories of local governance and decentralization; acts, reports relating to central-local relationships; role of stakeholders, actors and especially the roles played by community organization, civil society, NGOs; leadership patterns involved and desired are to be learnt by the students of this course. Policy decisions, planning, projects, programs, resource mobilizations, strategies, techniques, options, choice, budget, allocation etc. are to be studied in this course encompassing local governance domain throughout the country along with central entanglement with local, need for reciprocal dynamic relationship among the two, and comparative study of indigenous local governance with the same of regional and across continent expanse.

Course Outline

Meaning of Local Governance and Local Government; Theories of decentralization; Evolution of Local Government in Bangladesh; The Local Government Acts and Reports of different reform Commissions; Central-Local Relationship; Actors in Local Governance: Local Government, NGOs and Community Organizations; Leadership pattern at the local level.

Concept of Rural Development; local governance and rural development; resource mobilization-theories, Importance of rural development in Bangladesh-The nature of underdevelopment of the rural economy and the development strategy of rural economy: Basic Democracies, rural development Programs and strategies; Role of Secretariat and attached departments in rural development; Problems and prospects of rural development in Bangladesh.

Learning Outcome

The learning outcome of this course would be very significant and various. The students coming mostly from rural background would be immensely benefitted by their knowledge about the set up, process, mechanism, functioning, problems and constraints of local governance. They would have theoretical and as well as practical understanding about local governance operation, decentralization process, resource constraints, mobilization functions, decision-making, projects planning, implementation and monitoring activities in a thorough fashion. These would enrich the students to be able to accelerate the process of local governance in the functioning atmosphere. To make the Bangladesh statecraft a people-centered one; to ensure the local governance inclusive; to involve the grass-root in the decision making and policy implementation; to empower the people for ensuring their common welfare and with sustaining effect, this course would be of great help for concerned students making them experts on referred relationships among top-bottom governance levels along with having true linkages with the local and grass-root structures belonging in the life system of vast multitudes.

Selected Readings

- Abedin, Najmul, *Local Administration and Politics in Modernizing Societies: Bangladesh and Pakistan*
- Ahmed, Ali, *Administration of Local Self-Government in Bangladesh*
- Alam, Muhammad Mustafa, Huque, Ahmed Shafiqul and Westergaard, Kirsten (1994), *Development Through Decentralization in Bangladesh - Evidence and Perspective*, UPL
- Alderfer, Harold F., *Local Government in Developing Countries*
- Ali, Azher, *Rural Development in Bangladesh*
- Ali, Quazi Azher (1995), *Decentralised Administration In Bangladesh*, UPL
- Ali, S. Maqsood, *Decentralization and People's Participation in Bangladesh*, Journal of Asian Affairs, Asian Journal of Public Administration
- Barman, Dalem Chandra, *Emerging Leadership Patterns in Rural Bangladesh*
- Chaudhuri, Muzaffar Ahmad, *Rural Government in East Pakistan*
- Choudhury, Hasanuzzaman (2018), *Bottom Up and Beyond: Grassroot Local Governance and Central Entanglement*, Dhaka: CSRB
- Cheema, Shabbir G. and Rondinelli, Dennis A. (eds.) (1983), *Decentralization and Development: Policy Implementation in Developing Countries*, USA
- Henry, Nicholas (1980), *Governing at the Grass Roots: State and Local Politics*, U.S.A
- Hicks, Ursula H., *Development From Below: Local Government and Finance in Developing Countries of the Commonwealth*
- Humes, S. and Martin, E., *The Structure of Local Government Throughout the World*
- Kabir, Rokeya Rahman, *Local Government in Bengal and East Pakistan*
- Khan, Mohammad Mohabbat (2009), *Decentralization in Bangladesh- Myth or Reality?*, Dhaka
- Khan, Mohammad Mohabbat (2011), *Local Government in Bangladesh – Some Contemporary Issues*, Dhaka
- Kingsbury, Damien, Remenyi, Joe, McKay, John and Hunt, Janet (2004), *Key Issues in Development*, Palgrave Macmillan
- Kothari, Uma and Minogue, Martin (eds.) (2002), *Development Theory and Practice - Critical Perspectives*, Palgrave Publishers Ltd.
- Kumar, Ashok (2000), *New Approaches in Rural Development*, New Delhi
- McCarney, P. L., *The Changing Nature of Local Government in Developing Countries*

- Morshed, M. Mahbubur Rahman (1997), *Bureaucratic Response to Administrative Decentralization - A Study of Bangladesh Civil Service*, UPL
- Muhith, A M A (1999), *Bangladesh in the Twenty-First Century - Towards an Industrial Society*, UPL
- Myrdal, Gunnar, *Asian Drama: An Enquiry into the Poverty of Nations*
- Narayan, Ambar and Zaman, Hassan (eds.) (2009), *Breaking Down Poverty in Bangladesh*, UPL
- Quddus, MD. Abdul (eds.) (1996), *Rural Development In Bangladesh- Strategies and Experiences*, BARD
- Rahman, A H M Aminur, *Politics of Rural Local Self-Government in Bangladesh*
- Rahman, Hossain Zillur and Hossain, Mahabub (eds.) (1995), *Rethinking Rural Poverty - Bangladesh as a Case Study*, UPL
- Rahman, Md. Anisur (eds.) (2000), *Participation of The Rural Poor In Development*, Bangladesh
- Rashiduzzaman, M., *Politics and Administration in Local Council: A Study of Union and District Councils in East Pakistan*
- Sachs, Jeffrey D. (2005), *The End of Poverty, London*
- Shrestha, Tulsi Narayan, *Concept of Local Government and Decentralization*
- Siddique, Kamal (eds.) (1997), *Local Government in Bangladesh*, UPL
- Sobhan, Rehman, *Basic Democracies, Works Programme and Rural Development in East Pakistan*
- Tepper, Eliot, *Changing Patterns of Administration in Rural East Pakistan*
- Tinker, Hugh, *Foundations of Local Self-Government in India, Pakistan and Burma*
- Willis, Katie (2006), *Theories and Practices of Development*, New York

PS 403 Principles of International Trade and Finance

Learning Objective

This course has the objective of imparting through the topics clear knowledge about principles of international trade and finance. Basis, principles, comparative advantage, gains, practice, terms, trade, productivity, market, protectionism, competition, foreign business, exchange rate, determinants, labor factor, tariff, trade balance, balance of payment, current and capital accounts, international payments, international monetary system, foreign exchange reserve, operations of multinationals – all these are to be studied in this course for getting proper and in-depth knowledge about international trade and finance.

Course Outline

The Basis for International Trade; the Principles of Comparative Advantage; Gains from Specialization and Trade; Economic Thinkers on Trade and Principles in Practice; The Mercantilist Fallacy; and Terms of Trade Productivity and Trade: Comparative Advantage in International markets; and Implications of Lagging Productivity Growth Protectionism versus Free Trade: Arguments in favor of Protecting Domestic Industries from Foreign Competitions; The Cheap Labor Fallacy; Instruments of Protectionism: Tariffs and Import Quotas; The Problem of Relation; The Global Economy: Removing Barriers to Free Trade; and The Debate over Free Trade versus Fair Trade.

International Finance: International Trade Transactions: International Transfers of Bank Deposits Resulting from International Transactions; Foreign Trade: Export and Import Transactions; Foreign Exchange Markets. Equilibrium Exchange rates; The Determinants of Foreign Exchange rates; Appreciations and Depreciations of Currencies; and The Principle of Purchasing Power Parity; and the Global Economy: the European Union Nominal and Real Exchange Rates: The Real Exchange rate of the dollar. 1973-1990; and the US dollar in the Foreign Exchange Market International Payments and International Monetary System;

The International Balance of Payments and balance of Trade and Foreign Saving in Bangladesh: The Current Account and the Capital Account, International Monetary Economics; Operations of Multinationals in Bangladesh.

Learning Outcome

Learning outcome of this course would be very significant and helpful both for the students and for the country.

To bring benefits and to reap the dividends for the country from the international trade, market and finance under the finance capital, new world order, neo-liberalism, globalization and WTO, the students at the higher seat of learning should be well-acquainted and should prepare themselves for their jobs, entrepreneurships, for their business and for the comparative advantages that they may earn and achieve for Bangladesh from a very competitive international market and finance. To make the process and development of Bangladesh steady as against the very competitive market of the global order, the students would have to be well equipped with thorough knowledge about the ins and outs of the international trade and finance. This course is taught in such a way so that they can in future face the challenges springing out from the tough contest which would be ahead of them and would demand solution without jeopardizing the economic interests of our country. Simultaneously it would be producing scope for reaping rich dividends out of the deals, exports, imports and other aspects concerned. Learning outcome of this course thus demonstrates a great opportunity for the students to avail in near future.

Selected Readings

- Appleyard, Dennis, Field, Alfred and Cobb, Steven (2009), *International Economics*, 7th Edition, McGraw-Hill/Irwin
- Carbaugh, Robert (2010), *International Economics*, 13th Edition South-Western College Publishers
- Feenstra, Robert C. and Taylor, Alan M. (2011), *International Economics*, Second Edition, Worth Publishers
- Husted, Steven and Melvin, Michael (2012), *International Economics*, 9th Edition, Prentice Hall
- Pugel, Thomas (2011), *International Economics*, 15th Edition, McGraw-Hill/Irwin
- Salvatore, Dominick (2011), *Introduction to International Economics*, 3rd Edition, Wiley

PS 404 Military and Power in Comparative Perspective

Learning Objective

The learning objective of this course is to give the students in-depth knowledge about global scenario of Military situation, power game and interactions and relationships of international strategic and tactical dimensions. Military power; its nature, extent, dimensions, ramifications etc. are to be learnt by the students. Rise of military power and competition in both historical and current perspectives and trends towards future growth are also included as study-matters. Military intervention, military professionalism, military structure and expenditures, arms competition, pre and post cold world war scenario, military withdrawal, military business, military industrial complex, armaments, expenditure, war industry etc. are to be studied by the students.

Course Outline

Military and Power: Concepts and linkages; Rise of Military in Modern state; Military and Professionalism: Comparison between developed and developing countries; Military Interventions: Structure-Agency Perspective; Nature of Military Interventions in the Pre and Post Cold War Era: Direct take-over versus indirect influence; Military withdrawal from and continuity in politics: Pre and Post Cold War experiences; Milbus: Military in business (Pakistan, Indonesia, Turkey and Bangladesh); Military Industrial-complex (The USA and the UK); Military expenditure and armaments(India, China, Myanmar and Pakistan); Intelligence Agencies in Politics; Military in the Peacekeeping Forces (Bangladesh Experience); Military and the decision of War; Gender and the Armed forces; Military and the relative autonomy of state, Military and Democratization.

Learning Outcome

This course has the learning outcome of getting ideas and knowledge with practical sense of the military, power game, politics and military expenditure of USA, UK, China, Russia at the global level along with study of military and power in the cases of Pakistan, India, Indonesia, Turkey and Bangladesh. These thorough study domain and comparative analysis of both central, semi peripheral and peripheral countries would give the students a better understanding about military, power relationships, military expenditures, showdown, and hidden aspects of global and regional theatre thus enriching the students for understanding and analysis with scientific basis. This would in term help them serving the nation in adopting policy decision, remolding military factor, preserving national interest under global order and safeguarding the independence and state sovereignty in the face of upcoming challenges. To make the future leaders and foreign office cadre-officers well-equipped to combat the pressures coming from outside and to keep peace and stability in right order without jeopardizing national interests of Bangladesh, this course would help immensely by its course-content and learning outcomes.

Selected Readings

- Finer, S.E. (1962), *The Man on Horseback: The Role of Military in Politics*, London: Pallmall Press
- Huntington, Samuel P. (1957), *The Soldier and the State: The Theory and Politics of Civil-Military Relations*, Cambridge: Harvard University Press
- Kennedy, Charles H. and Louscher, David J. (ed.) (1991), *Civil-Military Interaction in Asia and Africa*, New York: E. J. Brill.
- Khan, M. Asghar (2005), *We've Learnt Nothing from History* (Pakistan: Politics and Military Power), The University Press Limited, (Dhaka)
- Maniruzzaman, Talukder (1987), *Military Withdrawal from Politics: A Comparative Study*, Cambridge: Ballinger Publishers
- Maniruzzaman, Talukder (1994), *Politics and Security of Bangladesh*, UPL: Dhaka
- Nordlinger, Eric A. (1977), *Soldiers in Politics: Military Coups and Governments*, New Jersey: Prentice Hall
- Siddiqi, Ayesha (2007), *Military Inc.: Inside Pakistan's Military Economy*, London: Pluto Press
- Welch, C.E. (ed.) (1976), *Civilian Control of the Military: Theory and Cases from Developing Countries*, Albany: State University of New York Press

FIFTH SEMESTER

Courses

PS 501 Political and Constitutional Development in Bangladesh (1971-till date)

Learning Objective

The chief objective of this course is to give thorough history, facts, proper perception and ideas along with in-depth information and knowledge about the entire period of erstwhile East Pakistan and now Bangladesh under Pakistani' internal colonialism and domination. A proper perspective of our national struggle for autonomy, self determination and ultimate liberation through people's war would have to be learnt by the students and future citizens and leaders of the country, so that they can realize the entire traumatic and heroic past and can understand their duties and roles to be performed as best as possible to materialize the spirit of the mass war of 1971. The students will get a thorough understanding about political-constitutional development of the subsequent post-liberation development of the decades in the past and that of the date.

Course Outline

War of Liberation and birth of Bangladesh; Impact of War of Liberation on society and politics; problems of governance, issues of state-building and nation-building; constitution-making; 1972 Constitution, parliamentary democracy; Participation and Legitimacy Crises; performance of Mujib government; Constitutional amendments; military in Bangladesh politics: Zia and Ershad regimes 1975-1991; Issue of non-party caretaker government; elections: 1991, 1996, 2001 and 2008; Working of Parliamentary democracy since 1991; Critical issues in Bangladesh politics: elite consensus over the mechanism of power transfer, making the parliament accountable, government-opposition relations; politicization of administration; Independence of Judiciary and independence of the election commission.

Learning Outcome

The learning outcome of this course would be as follows. 1971 people's liberation war and its background would be studied and learnt by the young scholars. The impacts of the liberation war over statecraft management, politics, social order and governance would be understood by them. Issues starting from state building, nation building, constitution making, debates and happenings about constitution and governmental practices, presidential to parliamentary form, again presidential form, again parliamentary form – all these adaptations and changes thereby would be understood by the students. The reasons behind both civil and military and civil-military conglomeration would come under their domain of knowledge. The elections, parliamentary operation, government-opposition relationships, the running of administration, the position of judiciary and election commission would also come under their understanding level. They will get lessons about the success rate, faults and errors of the post-liberation part and get experience from theoretical perspective about the present day politics and governance affairs thus enriching them to play their part in the future to come in the practical life for solving the problems faced by the nation.

Selected Readings

- Choudhury, Hasanuzzaman and Ray, J. K. (1998a), *An Uncertain Beginning, Perspectives on Parliamentary Democracy in Bangladesh*, Calcutta: Naya Prokash.
- Choudhury, Hasanuzzaman (1998b), *Naba Prekshapate Sangsadiya Babostha*, Dhaka: Akkhar.
- Choudhury, Hasanuzzaman (2015a), 'Controlling State and Governance: Correlation of Philosophy and Practicality', in *Bangladesh Political Science Review (BPSR)*, vol. 11, no. 1, December, pp. 05-31, Dhaka: Department of Political Science, University of Dhaka.
- Maniruzzaman, Talukder, *The Bangladesh Revolution and Its Aftermath*
- Maniruzzaman, Talukder, *Group Interests and Political Changes: Studies of Pakistan and Bangladesh*
- Jahan, Rounaq, *Bangladesh: Promises and Performance*
- Jahan, Rounaq, *Bangladesh Politics: Problems and Issues*
- Ziring, Lawrence, *Bangladesh From Mujib to Ershad: An Interpretative Study*
- Ahmed, Moudud, *Bangladesh: Era of Sheikh Mujibur Rahman*
- Ahmed, Moudud, *Democracy and the Challenge of Development: A Study of Politics and Military Interventions in Bangladesh*
- Moudud Ahmed, *South Asia: Crises of Development the Case of Bangladesh*
- Badruddin Umar, *Politics and Society of East Pakistan and Bangladesh*
- Badruddin Umar, *Juddhottar Bangladesh*
- Oli Ahad, *Jatiyo Rajniti 1945-75*
- Anthony Mascarenhas, *Bangladesh: A Legacy of Blood*
- Abul Fazal Haque, *Bangladesher Shashon Babostha O Rajniti*
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PS 502 Politics, Power and Corruption

Learning Objective

This course has a very special design and objective a priori. The chief objective of this course is to teach by bringing to light the definition of corruption as well as different dimensions of the same. Corruption can be seen and explained from various angles. Approaches for analyzing corruption may also be of different types. Understanding all these things, the learners engaged with this course may get deeper and proper realization by which they can not only theoretically know, but also practice make themselves motivated and prepared for combating corruption with the intention of reducing it first and eradicating the same through continuous and monitored action program. To make development and progress possible and to ensure proper distribution and justice, the principle tasks before the nation as well as before world community is to hate corruption and remove it as much as possible. This course would help getting motivation, preparedness and action program for corruption destruction, which would in turn help getting sustainable and successful governance.

Course Outline

Corruption: Its Meaning, Perception and Historical Evolution, Corruption and Politics. Understanding corruption- criminal offence, abuse of power, unearned income and denial of citizen's right; Measuring corruption: approaches and methods; Critique of Transparency International (TIB) corruption perception index. Corruption and State Capture; Corruption in Public and Private Sectors including NGO's. Patronage and clientelism; Politics: Intrusion, infiltration and trespass; Cultural and class explanations, factions, political conflict and parochial loyalty: family and locality; Centrality of State; Nature of corruption in western, socialist and developing countries; Corruption syndicate, market, media and external actors; Impact and consequences of corruption- political, economic, social and cultural; Corruption Watch- Institutional measures, and the Anti-Corruption Commission (ACC); Citizen's group, media and external actors; Evaluation of the role of Transparency International of Bangladesh (TIB). Combating Corruption: Ethics and Moral Values.

Learning Outcome

The students would learn about corruption, its meaning, definition, perceptions and historical evolution. They will understand the multifaceted relationships between corruption and state power, corruption and politics, corruption and governance, corruption and policy decisions, and corruption and allocations. The students will learn how unearned income and capital theft relate themselves with the denial of the fundamental rights of the citizens and of the mass at large. Perceptions of corruption, approaches, methods, measuring index, TIBs and other Human Rights Organizations roles etc. would be understood. Cultural and class explanation, patronage and clientelism, political conflict and parochial loyalty factors, corruption syndicates, involvement of trade, industry, service sectors; syndicate and institutional faults; media entanglements and external and across border factors would come under the purview of the students' search for corruption menace. ACC, TIB, HRW, International Bodies and their stakes would also be learnt by the students. The opposite relationship between corruption and ethics, corruption and moral values would also be learnt. The role of leaders, the role of institutional arrangements, the role of motivation and social justice and the role of civil society and people of all walks of life would also come under realization by students. All these will help them combating corruption and eradicating the menace from the entire society of human beings, statecraft and governance mechanisms.

Selected Readings

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- D. H. Wrong (2009), *Power: Its forms, Bases and Uses*, Harper and Row, New York
- Robin Theobald (1990), *Corruption Development and Underdevelopment*, Duke University Press, Durham
- Susan Rose - Ackerman (1999), *Corruption and Government Causes Consequences and Reforms*, Cambridge University Press, New York
- Michael Clarke (1983), *Corruption Causes Consequences and Control*, Palgrave MacMillan, New York
- Gerhard E. Lenski (1984), *Power and Privileges: A Theory of Social Stratification*, University of North Carolina Press, North Carolina
- D. A. Baldwin (1989), *Paradoxes of Power*, Basil Blackwell, Oxford
- R. Guest (2004), *The Shackled Continent: Power, Corruption and African Lives*, Smithsonian Books, Washington
- Claire Sterling (1994), *Thieves' World: The Threat of the New Global Network of Organized Crime*, Siman and Schuster, New York
- L. McGregor (2000), *The Human Face of Corporate Governance*, Palgrave and MacMillan, New York

PS 503 International Politics since World War II

Learning Objective

The principal objective of this course is to make students understand the facts and realities of international politics since World War II.

The World War II, its background, causes, polarization, war time summit and diplomacy and post war phases of Cold War would be understood by the students. The Bi-polarity of the global order under US and Soviet domination, crises, conflict, terror balance, mitigation, co-existence and detente etc. would also be learnt by the young learners. NATO, WARSA, bi-polarity, multi-polarity, uni-polarity, clashes both dialogically and militarily, hegemony of the global powers, dependency, post cold-war order, new world order, neo-liberation and neo-conservatism, aggression, war on terror, Afghanistan, Iraq and Libya aggression, Palestine and Middle East crisis, Egyptian and Syrian crises would also be understood along with the roles international bodies mainly that of UN. The students in their professions in research institutes and especially as Foreign Service cadres and diplomats would be able to understand the real perspectives and would be able to serve the country best through their enriched knowledge.

Course Outline

Second World war: Background, causes and polarization; wartime summit diplomacy and the end of World War II; the origin and phases of the Cold war; Soviet Policy in Eastern Europe; Policy of Containment- East West Conflict and regional cooperation; Bipolar World System- NATO and WARSAW; peaceful coexistence and detente; changes in the east European countries and the Soviet Union; the end of the Cold War- unification of Germany; New World Order- unipolar vs. multipolar world system. 'Clash of Civilizations' as the ideological basis of the post-Cold War World Order, Neo-conservatism and the US hegemony; Global 'War on Terror', international security and Critique; aggression and occupation of Afghanistan and Iraq; Bangladesh in the global 'War on Terror'; inter and intra-state conflict - UN peace keeping operations and the role of Bangladesh.

Learning Outcome

The learning outcome of this course would be multiple. The students will learn about the affairs of global theatre. They would get clear ideas about international politics, diplomacy, conflict, crisis, war, phase in and phase out, terror balance, war on terror and so-called 'infinite justice'. Cold war phase and post cold war phases would also be learnt by them. Inter and intra state conflicts, peace keeping efforts, role of small states, the role of Bangladesh, strategic and tactical moves would be learnt by them. Thus, during the needs of the hour in future they as upcoming leaders would be able to play their parts bringing well-being both for the nation as well as for global human community in making respectful position for the nation, getting the dues and contributing in establishing peace all over the world.

Selected Readings

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Breslauer, George W. and Tetlock, Philip E (1991), Learning in U.S. and Soviet Foreign Policy, Boulder : Westview Press

Fukuyama, Francis (1992), The End of History and the Last man, New York: Free Press

Fussell, Paul (1989), Wartime: Understanding and Behavior in the Second World War, New York : Oxford University Press

Gaddis, John Lewis (1972), The United States and the Origins of the Cold War, 1941-1947, New York, Columbia University Press

Gaddis, John Lewis (1982), Strategies of Containment: A Critical Appraisal of Postwar American National Security Policy, New York: Oxford University Press

Gaddis, John Lewis et al. (1999), Cold War Statesmen Confront the Bomb: Nuclear Diplomacy since 1945, Oxford ; New York : Oxford University Press

- Goncharov, S. N. (1993), John Wilson Lewis and Litai Xue, *Uncertain Partners: Stalin, Mao, and the Korean War*, Stanford, Calif. : Stanford University Press
- Huntington, Samuel P. (1991), *The Third Wave : Democratization in the Late Twentieth Century*, Norman: University of Oklahoma Press
- Huntington, Samuel P. (1996), *The Clash of Civilizations and the Remaking of World Order*, New York: Simon & Schuster
- Kennedy, Robert F. (1969), *Thirteen Days: A Memoir of the Cuban Missile Crisis*, New York: W.W. Norton
- Lebow, Richard Ned, Stein, Janice Gross (1994), *We All Lost the Cold War*, Princeton, N. J. : Princeton University Press
- Mamdani, Mahmood, *Good Muslim (2004), Bad Muslim : America, the Cold War, and the Roots of Terror*, New York : Pantheon Books
- McNamara, Robert S. (1995), Brian VanDeMark, *In Retrospect: The Tragedy and Lessons of Vietnam*, New York: Times Books
- Parra, Francisco R. (2004), *Oil Politics : A Modern History of Petroleum*, New York : I.B. Tauris
- Robertson, Charles L. (1997), *International Politics since World War II : a short history*, Armonk, N.Y. : M.E. Sharpe
- Taylor, A. J. P. (1966), *The Origins of the Second World War*, New York: Atheneum
- Weisburd, A Mark (1997), *Use of Force : The Practice of States since World War II*, University Park, Pa. : Pennsylvania State University Press

PS 504 Government and Politics in Middle East

Learning Objective

The principal learning of this course is to give proper and in-depth information, idea and knowledge about politics, statecraft and governance that are prevailing in the Middle-East region. This will help the students getting historical background as well as current political scenario about Middle-East countries mainly the Arab-African countries. Iran, Israel, Palestine, Zionism, Palestine issue and global politics, Islamic Revival, Arab Spring, democratization process, women advancement, civil rights etc. This would cover the areas of study, making possible a thorough knowledge about the said region.

Course Outline

Brief History of the Middle East: Disintegration of Ottoman Empire and State Formation in Arab regions; Arab Nationalism; Response and Reactions toward Modernity.

Iran: Political Dynamics of Pahlavi Dynasty; Iran Revolution and the crisis of the cleric regime; Democracy in Iran.

Saudi Arabia: Wahabism, Role of Oil in Saudi Politics, Saudi Arabia's foreign policy.

Israel and Palestine: Origins of the conflict; Zionism, Balfour Declaration and British Mandate in Palestine; Arab Israel War of 1948, 1976 and 1973; PLO and Hamas; Peace Negotiation.

Contemporary Issues in the Politics of the Middle East: Arabism, Islamic Revivalism; The Arab Spring and Democratization in Arab region; Involvement of major powers in the region; Gender and Feminism: Women's Movement in Contemporary Middle East.

Learning Outcome

Learning outcome of this course would be of great significance. Students will understand history, politics, statecraft, high policies, governance, social advancement of this region along with geopolitics, diplomacy and global theatre's role, war politics superimposed by the external powers. This will enrich their knowledge domain and help them performing positive role in case of diplomacy, foreign relations and their activism to be used in future as leaders, diplomats, assigned government officials and as entrepreneurs and business directors. The most important ramification is to solidify knowledge about

Muslim World's practical conditions for getting rid of the problems superimposed by the gung-ho finance capitalism led by the globalized centre. Moreover, the students as future leaders would get opportunity to bring remedy of the difficulties faced by the Muslim world through accelerating proper and required pro-activism, initiatives and drives of OIC, UN etc. They would be able to learn how to get full entry in the Arab world as skilled and empower from Bangladesh making possible the country to solve their tremendous unemployment problem along with reaping rich dividends through earning foreign currency by increasingly large number of labor force to be sent to at least 08 Arabian countries.

Selected Readings

- Abrabahamian, Ervand (2008), A History of Modern Iran, Cambridge University Press
- Cheissari, Ali (2009), edited Contemporary Iran: Economy, Society, Politics, Oxford University Press
- Cleveland, William L. and Bunton, Martin (2009), A History of the Modern Middle East, Westview Press, 4th Edition
- Commins, David (2006), The Wahabi Mission and Saudi Arabia, IB Tauris
- Harms, Gregory and Ferry, Todd M. (2008), The Israel Palestine Conflict: A Basic Introduction, Pluto Press
- Jamal, Amaney and Tessler, Mark (2008), The Democracy Barometers: Attitudes in the Arab World in Journal of Democracy, Vol-19, No-1, January, pp. 97-110.
- Jung, Dietrich (2006), edited Democratization and Development: New Political Strategies for the Middle East, Palgrave Macmillan
- Matthews, Elizabeth G. (2011), edited The Israel-Palestine Conflict: Parallel Discourses, Routledge
- Mohajer, Fariba Davoudi and others (2009), The Iranian Women's Movement: Repression Versus Non-Violent Resolve in Maria J Stephan edited Civilian Jihad: Non-Violent Struggle, Democratization, and Governance in the Middle East, Palgrave Macmillan
- Ross, Michael L. (2001), Does Oil Hinder Democracy? in World Politics, April, Vol-53, pp.325-361.

SIXTH SEMESTER

Courses

PS 601 Political Economy of Bangladesh

Learning Objective

The chief objective of this course is to impart lessons about definition, scope, theories, approaches that are given from different schools and in vogue in the study of Political Economy both from theoretical and practical perspectives and at home and abroad. The course is being included to give thorough and deeper understanding about different concepts, terminologies, aspects and factors of Political Economy as specialized knowledge conjointly from micro and macro-economic points of view totally interrelated with overwhelmingly influencing political domain both of internal and external settings.

Course Outline

Definition and scope; Theories of Political Economy: The Classical approach, Marxian political economy, Neo-classical political economy, Keynesian political economy, Power-centered approach, Justice-centered approach; Institutional Approach; Structure and Agency debate; Theories of International Political Economy: Realism, liberalism and historical structuralism, Post-Structuralism Political-economic system: Liberalism, Mercantilism, Capitalism, Socialism, Social Democracy, Mixed economy; Institutional Foundation of Capitalism: Comparative Capitalism/Varieties of Capitalism, Corporatism; Free Market Economy and Regulatory Mechanisms; States in Development: State intervention in the economy, State-Society Relations: State-Business Relations, State-Peasants Relations, State-Labor Relations; Political Regime and Development; Corruption and Economic Development: Booty Capitalism, Crony Capitalism

Economic History of Bangladesh; Development Models and Strategies; Bangladesh Economy: Agriculture, Industry and Services Sector; Issues in Rural Poverty; Land ownership, landless and concentration of land; Total land reform- Urban and rural; Income distribution, savings and rural development experiments; Public enterprise-nationalization versus denationalization; Participatory development process; Monetary and Fiscal Policy; Millennium Development Goals (MDG) and Poverty Reduction Strategy Paper (PRSP); Foreign aid and Development; Health Policy and Social Security; Social Business, Role of institutions in Development: NGOs, Local Government and Community Organizations.

Learning Outcome

The main problem of a country like Bangladesh under world corporate capitalism and globalization is that it has no way out but to face the challenges coming from outside and evolving from inside. The basic issues are to be settled from competing models and strategies. The most beneficial and sustaining ones are to be chosen for our country. Policy decisions regarding different sectors both at urban and rural economy world would have to be taken. Finding out the best option and implementing the same with proper group over the situation would have to be accomplished. These are to be taught expecting the realization, efficiency, skill and expertise among the young students as learning outcome of this course. These are to be achieved through learning process, so that balanced, optimum and desired growth, development and progress of our economy may get a self-sustained dynamics. These would have to be accomplished by the produced work force led by expertise developed among the future leaders of the country. No doubt that the present course would give a sound basis in understanding statecraft and governance from the point of view of Political Economy.

Selected Readings

- James A. Caporaso and David P. Levine (1992), *Theories of Political Economy*, Cambridge: Cambridge University Press
- Fred Chernoff (2007), *Theory and Meta-Theory in International Relations: Concepts and Contending Accounts*, New York: Palgrave Macmillan
- Phyllis Deane (1989), *The State and Economic System: An Introduction to the History of Political Economy*, Oxford: Oxford University Press
- James E. Alt & Kenneth A. Shepsle (eds.) (1990), *Perspectives on Positive Political Economy*, Cambridge: Cambridge University Press
- Karl Polanyi (1957), *The Great Transformation: The Political and Economic Origins of Our Time*, Boston: Beacon Press
- Charles E. Lindblom (1977), *Politics and Markets: The World's Political Economic Systems*, New York: Basic Books
- David Collander (ed.) (1984), *Neo-Classical Political Economy the Analysis of Rent-Seeking and DUP Activities*, Ballinger Publication Company
- Ha-Joon Chang (1984), *The Political Economy of Industrial Policy*, London: MacMillan
- Samir Amin (1990), *Maldevelopment: Anatomy of a Global Failure*, London & New York: Zed Books Ltd.
- Deepak Lal (2000), *The Poverty of Development Economics*, Massachusetts Institute of Technology Press
- Frederic C. Deyo (ed.) (1989), *The Political Economy of the New Asian Industrialism*, Cornell University Press
- James Petras (1979), *Critical Perspective on Imperialism and Social Class in the Third World*, New York: Monthly Review Press
- Paul A. Baron (1957), *The Political Economy of Growth*, New York: Monthly Review Press
- Maurice Dobb (1959), *Studies in the Development of Capitalism*, London: Routledge

- Merilee S. Grindle (1989), *The New Political Economy: Positive Economics and Negative Politics*, Washington D.C.: The World Bank, Working Papers Series 304
- Stephen Haggard & Robert Kaufman (eds.) (1992), *The Politics of Economic Adjustment*, Princeton: Princeton University Press
- Stephen Haggard, Lee H. Chung & Sylvia Maxfield (eds.) (1993), *The Politics of Finance in Developing Countries*, Cornell University Press
- Anne O. Kruegar (1993), *Political Economy of Policy Reform in Developing Countries*, Massachusetts Institute of Technology
- T. N. Srinivasan (1986), *Neo-Classical Political Economy, The State and Economy Development*, Yale University Economic Growth Centre.
- Neil Smelser, (1963), *The Sociology of Economic Life*, New Jersey: Prentice-Hall
- William Baumol and Allan S. Blinder (1982), *Economic Principles and Policy*, New York: Hartcourt Brace Jovanovich
- Erich Weede (1996), "Political Regime Type and Variation in Economic Growth Rates", *Constitutional Political Economy*, Vol. 7, No. 3, PP. 167-176
- Arthur MacEwan (1999), *Neo-liberalism or Democracy?: Economic Strategy, Markets and Alternative for 21st Century*, Dhaka: University Press Limited
- Atul Kohli (2005), *State-led development: Industrialization and Political Power in the Global Periphery*, Princeton: Princeton University Press

PS 602 Democracy and Democratization

Learning Objective

The principal objective of this course is to give the learners proper knowledge and dynamic outlook regarding democracy and democratization and different types of practices in central, semi peripheral and peripheral geographies. This would have to be accomplished in the milieu of democracy as superstructure over capitalistic economy as base. The economy may be relatively independent and stable. It may be under clutch of central patron remaining as dominated client on the part of lumpen bourgeoisie led power structure. Very few countries may have national bourgeoisie relatively stronger. Many of those may have fragile and dependent bourgeoisie facing gung-ho capitalism at the global level. Hence, varying reality would have to be understood. The present course has the prime objective to find out the most practicable aid beneficial system of statecraft management and governance functioning on consent based order and process.

Course Outline

Democracy: Origin and development of the concept; Defining democracy; Types of democracy: Majoritarian, Consensual and Consociational, Parliamentary and Presidential, Representative and Participatory democracy. Democracy as Polyarchy

Democratic Values: Democracy and Equality. Democracy and Participation, Popular Control, Democracy and Justice, Democracy and Tolerance, Democracy and Consensus

Democratization: Theories of Democratization: Modernization Theory, Historical Sociology and Agency Approach. Democratic Transition/Democratic Consolidation, Associative Democracy, Deliberative Democracy, Engendering Democracy, Grassroots Democracy, Radical Democracy, Democracy and leadership,

Institutions and Democracy: Role of Parliament, Political Parties, Civil Society/Public Sphere, External Actors, the Armed forces and the Working class. Cases of Democratization: The USA, the UK, German, France, India, Indonesia and Bangladesh.

Current debates on Democracy: Democracy and Development, Democracy and the state, Contestory/Monitory Democracy, Globalization and democracy, and Democracy and religion. Democracy in non-Western societies.

Learning Outcome

Learning outcome of this course would be of far reaching significance. On the face of new world order, globalization, liberalism and neo-liberalism under world finance and corporate capitalistic order, the topics of this course would grow for a critical search of the types and models of democracy and the process thereby of democratization relating it to overhauled state reorganization and sustaining consent-based and participatory governance functions. In the process, the learning outcome for the students would be related to the basic question of how the proper democratic atmosphere, culture and practice can be achieved. Along with that how the actual democratization and proper governance can converge themselves at a cross-road making possible successful statecraft management with lasting effects, and keeping the multitude integrated with the social development dynamics thereby bringing higher conciliation, understanding, cooperation, peace and all-round development for the collective entity as the resultant factor.

Selected Readings

- J. J. Rousseau (1967), *The Social Contract* (ed. G.D.H. Cole), London: J. M. Dent. (Original work published in 1762)
- Rajni Kothari (2005), *Rethinking Democracy*, Delhi: New Orient Longman Private Limited
- David Beetham and Kevin Boyle (eds.) (1995), *Introducing Democracy*, Cambridge: UK, Polity Press/UNESCO Publishing
- David Beetham (ed.) (1994), *Defining and Measuring Democracy*, London/Thousands Oaks/New Delhi: SAGE Publications
- David Beetham (2006), *Democracy a Beginner's Guide*, Oxford: One World Elhen Frankel and et.al.
- (eds.) (2000), *Democracy*, Cambridge: Press Syndicate of University of Cambridge
- John Keane (2009), *The Life and Death of Democracy*, UK: Simon and Schuster UK Ltd.
- Anthony Arblaster (1994), *Democracy* (second Edition), Buckingham: Open University Press
- Frank Cunningham (2002), *Theories of Democracy: A critical Introduction*, Routledge: London
- Benjamin Barber (1984), *Strong Democracy (Participatory Politics for a New Age)*, Berkeley, Los Angeles, London: University of California Press
- Ian Shapiro and Casiano Hacker Corden (eds.) (1999), *Democracy's Value*, UK: Cambridge University Press
- Axel Hadenius (eds.) (1997), *Democracy's Victory and Crisis*, UK: Cambridge University Press
- Nizam Ahmed (2006), *Limits of Parliamentary Control (Public Spending in Bangladesh)*, Dhaka: The University Press Limited
- Manus I. Midlarsky (ed.) (1997), *Inequality, Democracy and economic development*, UK: Cambridge University Press
- R. A. Dahl (1971), *Polyarchy: Participation and Opposition*, New Haven, CT and London: Yale University Press
- D. Held (1987), *Models of Democracy*, Cambridge: Polity
- S. P. Huntington (1991), *The Third Wave: Democratization in the Late Twentieth Century*, Norman: University of Oklahoma Press
- J.A. Schumpeter (1952), *Capitalism, Socialism and Democracy* (5th edn.), London: Allen and Unwin
- A. Wheale (1999), *Democracy*, London: Macmillan
- R. Harrison (1993), *Democracy*, London: Routledge
- R. J. Dunn (ed.) (1992), *Democracy: The Unfinished Journey*, Oxford: Oxford University Press

PS 603 Gender and Politics in Bangladesh

Learning Objective

This is to be understood first that the gender factor is connected with social reality, surroundings, education, culture, religion, economy, politics, states, governance and global reality. So the objective of the present course would have to be special priority based, altogether connecting the issues concerned

with human geography and high policy decisions resulting in the process of successfully facing the challenges of issues and problems related to gender discrimination, non-equity and non-ensured justice.

Course Outline

Women and Politics: Women and nationalist struggles in South Asia; Women in the structure of politics; Participation in electoral bodies, administration, judiciary; Women and political parties, Women as subject of politics, Women, militarism and the peace movement; Women's movements: Different schools-liberal, socialist and radical feminism, Theoretical and methodological debates-feminism, Marxism, eco-feminism, post modernism; Women's movement in

Bangladesh: organization, issues and agenda; Women and the State; Feminism and the State-perspectives and theories; Gender planning in developing countries, Public policy issues and women's concerns in Bangladesh; The Concept of Women in development: Its inception, evolution (from WID to GAD): Its institutionalization both national and international: UN initiatives towards women's advancement: Women and Human Rights: Violence against Women: trafficking, prostitution, wife battering; preventive measures; Legal rights of women: national and international instruments.

Learning Outcome

The principal learning outcome of this course would be reflected in bringing to light the actual environment and the crucial problem of the social order both at the center and peripheral geography regarding gender balance. Along with that gender parity, gender equity and ensuring the knowledge among the students to solve the issues adopting and integrating dynamic policy decision and with sound implementation process altogether avoiding trauma and tensions as much as possible.

This course has varied outcome reflections. Along with the formal and documentary gender development concerns, this course takes effort to go through the human society at large both at home and abroad observing and analyzing the issues of bringing interests related to gender, thus ensuring latest knowledge and altitudes and thereby importing expertise among the students who would be most relevant as leaders in near future to come. Thus, this course gives an effort simultaneously from academic and practical angles for making a total convergence between gender problem and successful governing in the concerned domain. Learning outcome would be the consciousness at large to solve the ills of the indigenous surroundings of Bangladesh as its problem to be of highest priority and to be addressed first.

Selected Readings

J. Cleves Mosse, *Half the World, Half the Chance: An Introduction to Gender and Development*

V. Shiva, *Staying Alive: Women, Ecology and Development*

R. Grant and K. Newland (eds.), *Gender and International Relations*

H. Afshar, *Women Development and Survival in the Third World*

J. H. Momsen, *Women and Development in the Third World*

B. Bagihole, *Women, Work and Equal Opportunity: Underachievement in the Civil Service*

S. Rowbotham, *Women in Movement: Feminism and Social Action*

L. Passmore Sanderson, *Against the Mutilation of Women: The Struggle to End Unnecessary Sufferings*

Kathleen Barry, *Female Sexual Slavery*

United Nations, *The United Nations and The Advancement of Women*

....., *Women: Challenges for the Year 2000*

K. Tomasevski, *Women and Human Rights*

M. Kennedy and Others (eds.), *Making Connections: Women's Studies Women's Movements, Women's Lives*

Barbara J. Nelson and Najma Chowdhury (eds.), *Women and Politics Worldwide*

Rehman Sobhan, *Planning and Public Action for Asian Women*

Rounaq Jahan, *The Elusive Agenda: Mainstreaming Women in Development*

Najma Chowdhury, 'Women in Bangladesh Politics' in Abul Kalam (ed.), Bangladesh: Internal Dynamics and External Linkages

Salma Khan, The Fifty Percent: Women in Development and Policy in Bangladesh

Hameeda Hossain, Roushan Jahan and Salma Sobhan, No better Option? Industrial Women Workers in Bangladesh

PS 604 Government and Politics in South Asia

Learning Objective

The learning objective of this in general is to impart lesson among the students about social-cultural and political background of South Asia. The special objective is to take the cases of India, Pakistan, Sri Lanka and Nepal as countries of case studies in both separate and comparative perspectives. This would enrich the students to learn about the neighborhood and make a comparison with their home country Bangladesh along with its competitive fellow travelers on the tumultuous roads of hurdles giving strenuous efforts to achieve development of the mass and all-round progress of the country and the region.

Course Outline

Socio-cultural and Political background of South Asia.

India: Federalism; Power relationship between Centre and States; Practice of Parliamentary Democracy; Party Political Process; Coalition Building; State Ideology: Secularism versus Religion; Family Dominance and Politics, Caste and Class in Indian politics.

Pakistan: Federalism; Post 1971 Presidential Parliamentary Dilemma; Power Sharing; Military takeover versus Democratization; Political Parties and Participation; Civil Society, Family Dominance in Politics. Role of ethnicity and religion in politics, Women in Pakistani politics

Sri Lanka: Political System; Presidential Rule and Governmental Process; Challenges to Political Order; Ethnic Conflict and Conciliation Process; Education, Economy and Development; Family Dominance in Politics.

Nepal: Transition from monarchy into democracy, Constitution making, Transition from Hindu state to a secular state, future of Maoist politics and role of ethnicity and class in Nepalese politics.

Learning Outcome

By studying this course, the students would get knowledge about historical background of South Asia's social-cultural-political atmosphere and settings. They would be able to acquaint themselves with Bangladesh's first neighborhood in the global theatre and that would be very importantly about India, Pakistan, Sri Lanka and Nepal who individually and collectively matter most to Bangladesh as co-sharers and partners of sorrows and joys. This would ensure a better understanding among the students as future leaders to demonstrate higher level of mutual cooperation to achieve action-oriented developmental goals of indigenous entity along with SAARC based collective progress. This is how South Asian integration would be on the way to advancement.

Selected Readings

Rajni Kothari (2009), Politics in India, Caste in Indian Politics and Rethinking Democracy (Writings of Rajni Kothari), New Delhi: Orient BlackSwan

Zoya Hasan, E. Sridharan, R. Sudarshan (eds.) (2002), India's Living _____
Constitution: Ideas, Practices and Controversies, Delhi: permanent black

Amartya Sen (2005), The Argumentative Indian, London: Allen Lane (an imprint
_____ of Penguin Books)

Partha Chatterjee (2004), The Politics of the Governed, Reflections on Popular
_____ Politics in Most of the World, Delhi: permanent black

Amartya Sen and et.al. (2010), Re-Imagining India, New Delhi: Orient _____
BlackSwan

Christophe Jaffrelot (2004), *Pakistan Nationalism without a Nation?*, Dhaka: University Press Limited

SEVENTH SEMESTER

Courses

PS 701 Geopolitics and Bangladesh

Learning Objective

Geopolitics is one of the topmost subjects of study in understanding the dynamics of politics of a country along with its geographical location, setting, environment, neighborhood, its position in the global mapping, its foreign policy, strategic and tactical maneuverings viz-a-viz its relation to others as competitors, friends, allies and foes. Hence, this course is included to equip students with proper knowledge and deeper understanding about the conjoined domain of geography and politics.

Theories of geopolitics significance, national sovereignty and interests, military strategy and geo-economics would also come under the knowledge domain of the students by studying this course.

Course Outline

Geopolitics: Definition, Scope, Importance and Significance; Theories of Geopolitics; Realism and Geopolitics, Geoeconomics and Geostrategy; State Sovereignty, National Interests and Geopolitics.

Bangladesh Geopolitics: Diplomatic, Military and Strategic Policies and Development Imperatives; Bangladesh in Regional Sub-systemic (India,

Myanmar and China) and International Systemic (USA and European Union) Political and Economic and Strategic Domains; Geopolitical Potentials and Limitations; Geopolitical Pressures and Compulsions; External Involvement and Influences

Bangladesh and Geopolitical Issues: Water and Energy Security, Trade and Connectivity, Insurgency and Militancy, Border Management; Migration and Trafficking.

Learning Outcome

This study would make the students experts as future leaders to deal with the neighbors of near and distant types as well as to face the challenge coming from global theatre.

Politics both at domestic and international levels would be better understood by studying geopolitics. It would help the students to realize the problems of neighborhood springing out from the facts of geographical and strategic locations.

Blue water problems, maritime issues, land routes problems, resource sharing, border and enclave disputes; issues related, influence and dominance dimensions; extra-territorial factors, economic and cultural issues and linkages – all would be far better understood by the students through studying this course. This sort of learning outcomes would help the students as future leaders or bureaucratic and military and foreign cadre representative officers to perform their duties with proper knowledge, deeper understanding and with clarity of thought process to deal with the problems, to address the issues of national-interest concerns from right perspectives and *locus standi*. State politics, high policies and foreign relation diplomacy and strategies would be then in compatible footing with the regional and global challenges.

Selected Readings

A. T. Mahan (1890), *The Influence of Sea Power Upon History, 1660-1783*, Little, Brown

Halford J. Mackinder (1919), *Democratic Ideals and Reality: A Study in the Politics of Reconstruction*, Henry Holt

W. H. Parker (1982), *Mackinder: Geography as an Aid to Statecraft*, Oxford University Press

Nicholas J. Spykman (1942), *America's Strategy in World Politics: The United States and the Balance of Power*, Harcourt Brace

Jakub J. Grygiel (2006), *Great Powers and Geopolitical Change*, Johns Hopkins University Press

Colin S. Gray and Geoffrey Sloan (Edited) (1999), *Geopolitics, Geography, and Strategy*, Routledge

Robert D. Kaplan (2010), *Monsoon: The Indian Ocean and the Future of American Power*, Random House

Jeremy Black (2009), *Geopolitics*, London, Social Affairs Unit

Stephen Brichieri-Colombi and Robert W. Bradnock, "Geopolitics, Water and Development in South Asia: Cooperative Development in the Ganges-Brahmaputra Delta", *The Geographical Journal*, Vol. 169, No. 1, (Mar., 2003), pp. 43-64

Marie-Carine Lall (2009), (Edited) *The Geopolitics of Energy in South Asia*, ASEAS Publications, Singapore

Eiki Berg and Henk Van Houtu (2003), (Edited) *Routing Borders Between Territories, Discourses, and Practices*, Ashgate Publishing Company

Graham P. Chapman (2000), *The Geopolitics of South Asia: From Early Empires to India, Pakistan and Bangladesh*, Ashgate Publishing House, Aldershot

Immanuel Wallerstein (1991), *Geopolitics and Geoculture: Essays On the Changing World System*, Cambridge University Press

Christopher Van Holl, "The Tilt Policy Revisited: Nixon-Kissinger Geopolitics and South Asia", *Asian Survey*, Vol. 20, no. 4, 1980, pp.339-361

David M. Malone (2012), *Does the Elephant Dance?: Contemporary Indian Foreign Policy*, Oxford University Press

PS 702 Research Methodology in Political Science

Learning Objectives

The main learning objectives of this course are to give the students lessons about introductory knowledge about research methodology to be especially applicable for the discipline of political science. It has to impart the students meaning of research, methods, methodologies, selection of problems, proposals and components, theories and epistemological considerations. The course covers wide areas of positivism, realism, interpret-ism and as well as ontological considerations including objectivism, constructivism etc. Both qualitative and quantitative analyses and strategies and designs come under its purview.

Course Outline

Meanings of Research, Method and Methodology; Research Proposal and Its Components; ; Selection of research Problem, Research Strategies: Theory, Induction/Induction, Epistemological considerations: Positivism, Realism and Interpretivism Ontological Considerations: Objectivism, Constructionism; Qualitative/Quantitative strategies and Value free Research; Research designs: Experimental design; Cross-sectional design; Longitudinal design(s); Case study design and Comparative design.

Data Collection and Analysis: Sampling, Measurement and Scaling, Survey, Interviews, Content Analysis, Focus Group Discussion (FGD), Ethnography, Discourse Analysis, Data Analysis in Qualitative and Qualitative Research, coding, tabulation - Interpretation of data

Writing Research Report: Its meaning and importance; Purpose of writing: spectrum of readerships; Writing: Brainstorming ideas, organizing ideas and writing a first draft with three general sections :introduction, body and conclusion; Needs of a readership: Clarity, Coherence and logical connectivity; Appearance of writing: Structure and clarity; Analyzing and Organizing; Signposting and Paragraphing; Editing and Revising the Text; Technical aspects:

Punctuation; Grammer, Citation and References (Harvard System and Numeric System); More style: Writing in third person; choosing right words, synonyms and avoiding jargons and technical words. Plagiarism as academic crime.

Learning Outcome

This course has learning outcome connectivity with deeper understanding learning research as a whole along with qualitative and quantitative methods, research design, data collection and analysis, writing research reports, structure, clarity, coherence, punctuation including grammar, citation and referencing. This course also connects itself with ethics of research and as well as that of the researcher. Plagiarism is taught as academic and ethical crime. Thus, this course helps in getting learning outcome of wide ranges and varieties equipping the students as experts and functional scholars. The issues and problems in the domain of politics would be studied and addressed in a better way and policy decisions and implementation processes would be largely rational and action-oriented.

Selected Readings

- Alan Bryman (2004), *Social Science Research Methods (Second Edition)*, Oxford: Oxford University Press
- John D. Brewer (2000), *Ethnography*, Buckingham/Philadelphia: Open University Press
- Andrew Sayer (1992), *Method in Social Science - A Realist Approach (2nd Edition)*, London and New York: Routledge
- David Marsh and Gerry Stoker (eds.) (1995), *Theory and Methods in Political Science*, Houndmills, Basingstoke, Hampshire: Macmillan Press Ltd.
- (2002), *Theory and Methods in Political Science (Second Edition)*, Houndmills, Basingstoke, Hampshire: Macmillan Press Ltd.
- Paul Pennings and et.al. (1999), *Doing Research in Political Science*, London, Thousand Oaks and New Delhi : Sage Publications
- David Silverman (2002), *Doing Qualitative Research (A Practical Handbook)*, London, Thousand Oaks and New Delhi: Sage Publications Ltd.
- (2001), *Interpreting Qualitative Data (Methods for Analysing Talk, Text and Interaction) (Second Edition)*, London, Thousand Oaks and New Delhi
- Salahuddin M. Aminuzzaman (2011), *Essentials of Social research*, Dhaka: Osder Publications
- W. Lawrence Neuman (2006), *Social Research Methods (Quantitative and Qualitative Approaches)*, India: Pearson
- Chris Hart (2001), *Doing a Literature Review*, London, Thousand Oaks and New Delhi: Sage Publications
- Md. Amran Hossain (2012), *Theory, Method and Practice in Social Science Research*, Dhaka
- (2011), *Social Science Research Design with empirical case studies*, Dhaka: Osder Publications
- Paul Chilton (2004), *Analysing Political Discourse (Theory and Practice)*, London and New York, Routledge
- Gavin J. Fairbairn and Christopher (2001), *Reading, Writing and Reasoning- A Guide for Students (Second Edition)*, Buckingham, Philadelphia: Open University Press
- Jo Billingham (2002), *Editing and Revising Text*, Oxford: Oxford University Press

PS 703 Political and Developmental Issues in Asia, Africa and Latin America

Learning Objective:

This is a course designed to supplement first door neighborhood study and is given to bring under its purview the relatively distant neighbors of Bangladesh starting from South East Asia, up to China, Two Korea and across continent Africa and Latin America. Thus Malaysia, China, Japan, Two Korea, South Africa, Saudi Arabia, Libya, Nigeria, Liberia, Cuba, Bolivia, Argentina, Chile, Venezuela, Columbia etc. come under study of this course. Thus, it gives a wide comparative perspective at least with apparent

touch. Even then, that gives a different lesson and enriches the students to look at the globalized world from a deeper sense of the term.

Course Outline

Asia

Socialist Modernization, International Socialist Market Economy under Deng Xiaoping in China; Japan as an Economic and Donor Superpower; The Korean War, Stalemate and the Emergence of Two Koreas; Pluralism and Democratization in Indonesia; Managing ethnic diversity in Malaysia

Africa

Slave trade, Anti colonial movements and Decolonization process; Apartheid: South Africa, Natural Resources as a curse: Nigeria, Role of the Foreign Powers in contemporary Africa: USA, China and Saudi Arabia, Dictators and Democracy: Libya and Liberia
Public Health in Africa

Latin America

Colonialism, War of Independence in the 19th century: Simon Bolivar, Anti-imperialism, Revolution: Cuba, Bolivarian Revolution: Venezuela, Military intervention in Latin American politics: Chile and Argentina, Relationship between Latin America and the USA: Venezuela and Colombia.

Learning Outcome

This course has various learning outcomes. Firstly, this would bring almost the major trends of politics and development of different parts of the world across the continents within the students' knowledge domain.

Secondly, it would help develop the knowledge from a comparative perspective.

Thirdly, this would be a sharing experiences study effort from the part of the concerned students. Fourthly, the students would understand the nature, variety, sources, range, volume, dimension, addressing efforts, success rates, significance, long term effects, benefits, sustainability of the problems and crises, solutions and phase-out etc. and thereby enrich themselves with comparative sense to face challenges in the indigenous environment. Policy matter, strategic options, implementation process etc. would be certainly influenced by this sort holistic approach and comparative understanding.

Selected Readings

Abdalla Bujra & Said Adejumobi (2003), *Breaking Barriers, Creating New Hopes: democracy, civil society and good governance in Africa*, 2nd edition, Addis Ababa : Development Policy Management Forum

Baladas Ghosal (1982), *Indonesian Politics, 1955-59: the emergence of guided democracy*, Kolkata: K. P. Bagchi

Claude E. Welch (ed) (1970), *Soldier and state in Africa : a comparative analysis of military intervention and political change*, Evanston : Northwestern U.P.

Eduardo Galeano (1997), *Open veins of Latin America: five centuries of the pillage of a continent*, 25th anniversary edition, New York : Monthly Review Press

Fidel Castro (2011), *Obama and the Empire*, New York: Ocean Press

Clark, Nancy L. & William H. Worger (2004), *South Africa: the rise and fall of apartheid*, Harlow : Longman

Gyasuddin Molla (1982), *South and South-East Asian Politics*, Dhaka: Bangla Academy, May

Harold Crouch (1988), *The Army and Politics in Indonesia*, Ithaca, N.Y: Cornell University

Ian Bannon & Paul Collier (eds) (2003), *Natural resources and violent conflict: options and actions*, Washington, D.C. : World Bank

Inada Juichi (1993), *Democratization, Marketization, and Japan's Emerging Role as a Foreign Aid Donor*, Cambridge, MA: Harvard University

- James F. Petras (1981), *Class, State and Power in the Third World: with case studies on class conflict in Latin America*, Montclair: Allanheld, Osmun
- Julio García Luis (ed.) (2008), *Cuban Revolution Reader: A documentary history of Fidel Castro's Revolution*, New York: Ocean Press
- Okechukwu Ukaga et.al (eds) (2012), *Natural Resources, Conflict, and Sustainable Development: lessons from the Niger Delta*, London : Routledge
- Paul E Lovejoy (2011), *Transformations in slavery: a history of slavery in Africa*, 3rd edition, Cambridge; New York : Cambridge University Press
- Roberto Regalado Álvarez (2006), *Latin America at the Crossroads: Domination, crisis, popular movements and political alternatives*, New York: Ocean Press
- Sergio Guerra Vilaboy & Oscar Loyola Vega (2010), *Cuba: A History*, New York: Ocean Press
- Simón de Bolívar (1819), *Message to the Congress of Angostura*
<http://www.fordham.edu/halsall/mod/1819bolivar.asp>
- T. J. Hughes and De Laurd (1961), *The Economic Development of Communist China 1949-1960*, Second edition, London: Oxford University Press

PS 704 Politics of Identity: Ethnicity, Religion and Nationalism

Learning Objective

This course is designed with the objective to give a worldview about identity of human geography as a social entity either big or small. The areas cover identity, origin, and conceptualization and sources such as race, ethnicity, gender, religion, and class. Different school's ethnic identity formation including politics of recognition, politics of presence, hybrid identity, multiculturalism and unity in diversity, identify of immigrants, and refugees and identity stateless people etc. are taught in this course. A wide variety of countries and a wide variety of people in problems are taught here in this course. Palestine issue, Kashmir issue, Tamil issue, Rohingya issue and crises regarding identity in different geographies have been taken as case studies. The problem of identity in the age of globalization also gets priority in this course with the objective to give lessons to the students to be able to cope with globalized world order.

Course Outline

Identity: Origin and definition; Sources of identity: Race, Ethnicity, Gender, Religion and Class. Schools of (ethnic) identity formation: Primordialism, Instrumentalism and Constructivism. Nation as Imagined Communities

(Anderson); Politics of Recognition (Taylor) and Politics of Presence (Anne Phillips) and Hybrid Identities (Homi Bharva)

Multiculturalism: Unity and Diversity in USA and UK, Religion and Identity: USA, Israel and Iran; Ethnicity and Identity: Tamils in Sri Lanka, Kashmiri identity in India; State and Identity: Rohingya Issue in Myanmar, CHT Issue in Bangladesh and the Palestine issue in the Middle East. Identity in the age of globalization: Immigration and Refugees.

Learning Outcome

The chief learning outcome of this course is to get proper understanding by the students to address burning issue of politics of identity as a challenge in the present day dominant-dependent uneven relations and between developed centre and backward periphery. The factors like world finance capitalism, new world order, globalization, liberalism and neo-liberalism have created tremendous pressures and the semi-peripheral and peripheral agents have made the problems more complex. Zionism, Hindu Revivalism, Buddhist fanaticism, Christian fundamentalism racism, xenophobia, Islamo-phobia, color complexity etc. and political, geopolitical and mainly economic and military interests have created crises and threats for the identities of different human collective entity or for religious or for ethnic community. This course has

the objective to impart lessons regarding these serious issues revolving round the pivotal politics of identity.

The first learning outcome would be for the students is that they would properly understand identity crisis as most burning issue challenging the peaceful co-existence of the nations and ethnic groups to live in peace, cooperation and conciliation maintaining sustained and functional effects. The students would come to know that in case of identity problem crisis and its solution relate themselves to history, tradition, culture, language, race, geography, affinity. Very often these are related very importantly and significantly with religion and faith operating as dominating variables. Sometimes these operate separately and sometimes simultaneously. The cumulative effects of various forces make these crises; and solutions also would come from mitigating these crisis-prone factors. The students would learn the art of dealing with the question of identity in logical and rational manner after getting knowledge about politics of identity and the surroundings, settings, faith structure, ideology, distinctness, orientation and mindset prevailing among the multitudes or minority living in different parts of the world at large. Moreover and especially, this course would give the students understanding, skill and ability to cope with the challenging situations and to address the problems waiting for true solution in peaceful and conciliatory manner.

Selected Readings

- Samuel P. Huntington (2004), *Who are We? America's Great Debate*, UK: Simon & Schuster UK Ltd.
- Tariq Ramadan (2010), *The Quest for meaning, Developing A Philosophy of Pluralism*, London: Allen Lane (Penguin Books).
- Amartya Sen (2006), *Identity and Violence: The Illusion of Destiny*, London: Allen Lane (Penguin Books).
- Abdul Momin Chowdhury, 'Identity/Alterity: The Bangladesh Perspective', *Journal of the Asiatic Society of Bangladesh (Hum)*, Vol. 56(1-2), 2011. PP.11-22
- Benedict Anderson (1983), *Imagined Communities, Reflections on the Origin and spread of Nationalism* (London: Vesso)
- Partha Chatterjee (1993), *The Nation and its Fragments, Colonial and Post colonial Histories*, Oxford: Oxford University Press
- (2002), *A Princely Imposter? The Kumar of Bhawal and the secret History of Indian Nationalism*, Delhi: Permanent Black
- Anne Phillips (1995), *The Politics of Presence, The political Representation of Gender, Ethnicity, and Race*, Oxford: Clarendon Press.
- Aletta J. Norval (2001), 'The Politics of Ethnicity and Identity' in Kate Nash and Alan Scott (eds.) *The Blackwell Companion to Political Sociology*, USA, UK: Blackwell Publishing.
- M. Billig (1995), *Banal Nationalism*, London: Sage
- E. Gellner (1983), *Nations and Nationalism*, Oxford: Blackwell
- W. Kymlicka (1995), *Multicultural Citizenship: A Liberal Theory of Minority Rights*, Oxford: Oxford University Press

EIGHTH SEMESTER

Courses

PS 801 Globalization, Regionalism and International Financial Institutions

Learning Objective

This course has the principal objective to teach the students about three interrelated factors, namely globalization, regionalism and International Financial Institutions (IFIs). Concept, basis, formation, presence, role and intertwined aspects and dimensions of these referred three are to be studied here in this course thoroughly so that students get a clear scenario and deep understanding about most influential

actors over the global geography, regional settings and national boundaries. Moreover, this would be the understanding that these three factors are in existence and in operation in the modern sense of the term because of the arrival of the entire world under the phase and clutch of finance capital, corporatism and *gungho* dominant patron capitalism at the centre as against crony and subservient *lumpen* and dependent capitalism at the vast periphery and acting as dominated clients.

Course Outline

The Basis for International Trade; the Principles of Comparative Advantage; Gains from Specialization and Trade; Economic Thinkers on Trade and Principles in Practice; The Mercantilist Fallacy; and Terms of Trade Productivity

and Trade: Comparative Advantage in International markets; and Implications of Lagging Productivity Growth Protectionism versus Free Trade: Arguments in favor of Protecting Domestic Industries from Foreign Competitions; The Cheap Labor Fallacy; Instruments of Protectionism: Tariffs and Import Quotas; The Problem of Retaliation; The Global Economy; Removing Barriers to Free Trade; and The Debate over Free Trade versus Fair Trade.

The International Balance of Payments and balance of Trade and Foreign Saving in Bangladesh: The Current Account and the Capital Account, International Monetary Economics; Operations of Multinationals in Bangladesh.

Development of Capitalism: Competitive to monopoly, Industrial capital to finance capital Imperialism; World Capitalist-center-periphery relation; World trade system, Trade Liberalization and GATT; Market economy versus protectionism and regionalism-NAFTA, AFTA; Different rounds of GATT,

Dunket text and structure of WTO, TRIP, GATT; Uruguay Round and Agriculture; Uruguay Round and Multinational company or Mega corporations; Trade Liberalization and WTO; Globalization of capital. World Bank, IMF: Brettonwoods Conference, Creation and Growth of World Bank and IMF, Affiliated institutions and their (IDA, IFC etc.) functions and role in third World; Structural adjustment policies and their implications; Recent jargons: Development Partnership, PRSP, MDG; From poverty alleviation to poverty reduction- a retreat; Regional Organization: SAARC, ASEAN and EU.

Learning Outcome

The students will be able to understand the phenomenon of globalization, its relations with regionalism and understand the functioning process of IFIs. They will also learn about global governance and its connecting dynamics with world finance and corporate capitalism. Liberalism and neo-liberalism with trade, market, mega corporations and very especially with international financial institutions and organizations mostly serving interests of the global center, such as WB, IMF, WTO, IDA etc. are being taken in this course as most influential factors and stakeholders controlling the entire world, especially the countries of vast peripheral geography across the continents. Dependency of satellites on metropolis on the one hand, and dominance of global capital in the name of globalization over the clients on the other hand also come within the dimensions and domain of this course making an interface and correlation among globalization, regionalism and international financial institutions. This gives a special learning outcome dimension of the present course along with WB, IMF, IDA, ADD and others. The existence of NAFTA, AFTA, EU, SAARC, ASEAN etc. are also taught and accordingly learning outcomes do exist in and as comparative, conflicting and competitive perspectives and scenarios.

The most important learning outcome of this course is that it gives a special dimension of present trends of affairs in the globalized world and makes the students informed and knowledge based. As future leaders it would make them able to take efforts at least for the peripheral countries to cope with global and local conflicting dynamics and to remain in existence as global in the real sense and local in true sense as a nation with clear identity, self determination, self respect and self direction.

Selected Readings

- Choudhury, Hasanuzzaman and Noman Shiblee (2016), *Brexit Referendum Democratic Dividend or Deficit?*, Dhaka: CSRB.
- Choudhury, Hasanuzzaman (2008a), *Globalization and 'Market Friendly' Myth A Provoking Note*, Dhaka: CIR.
- Choudhury, Hasanuzzaman (2008b), *Funeral of American Democracy Bush Huntington and Establishment*, Dhaka: CIR.
- Lenin, V. I. (1917), "Imperialism, the Highest Stage of Capitalism", Selected Works , Vol.1, Petrograd., Moscow.
- Engels, F. (1948), *The Origin of the Family, Private Property and the State (In the Light of the Researches of Lewis H. Morgan)*, Moscow: Progress Publishers
- Oatley Thomas (2004), *The International Political Economy*, Singapore: Pearson Education
- Adelman Irma (1990), "The Genesis of Current Global Economic System" in *Handbook on the Globalization of the World Economy* edited by Amnon Levy-Livermore, Massachusetts : Edward Elgar Publishing
- Mittelman H. James (1994), "The Globalization Challenge: Surviving at the Margins", *Third World Quarterly*, Vol.15, No.3,
- Schmukler L. Sergio (2004), "Financial Globalization : Gain and Pain for Developing Countries", *Federal Reserve Bank of Atlanta Economic Review*, Second Quarter.
- Robinson William (2002), "Remapping development in light of globalization : from a territorial to a social cartography ", *Third World Quarterly*, Vol.23, No.6, 1047-1071
- Plahe Kaur Jagjit & Nyland Chris (2003), "The WTO and patenting of life forms: Policy options for developing countries", *Third World Quarterly*, Vol.24, No.1, 29-45
- Hussain Ferdous (1996), *GATT Theke WTO*, Dhaka : Progressive Publishers
- Chimni S. B. (1992), "Political Economy of the Uruguay Round of Negotiations: A Perspective", *International Studies*, Vol.29, No.2, 386-379
- Morrissey Oliver & Rai Yogesh (1995), "The GATT Agreement on Trade Related Investment Measures: Implications for Developing Countries and their Relationship With Transnational Corporations", *The Journal of Development Studies* Vol.31, No5 (June) : 702-724
- Stiglitz E. Joshep (1999), "The World Bank At The Millennium", *The Economic Journal* 109 (November) : 577-597
- Anderson Barnebeck Thomas, Hansen Henrik & Markussen Thomas (2006), "US Politics and World Bank IDA-Lending", *The Journal of Development Studies*, Vol 42, No. 5, 772-794
- Bishaw Bank - IMF - ADB Gana Tribunal (2009), Dhaka: Sanghati Prakashawn
- Sobhan Rehman (ed.) (1991), *Structural Adjustment Policies in the Third World*, Dhaka : University Press Limited
- Bird Graham (2001), "A Suitable Case for Treatment? Understanding the ongoing debate about IMF", *Third World Quarterly*, Vol.22, No.5, 823-848
- Thacker C. Storm (1999), "The High Politics of IMF Lending", *World Politics*, 52 (October) : 38-75
- Nesadauri E S Hellen (2003), "Attempting Developmental Regionalism Through AFTA : The Domestic Sources of Regional Governance", *Third World Quarterly*, Vol.24, No.2, 235-253

PS 802 Non-Traditional Security Issues: Environment and Migration

Learning Objective

This is a special course to impart education about environment and migration putting these two in the context of non-traditional security issues. Concept of traditional and non-traditional security along with the studies of three main schools so far and analysis of securitization, de-securitization, and methods of securitization have been taken within the domain of understanding. State and non-state actors' roles, Human Security Approach, Japanese and Canadian Approaches have been also given importance.

Emergence of global environment agenda, climate change, damaging dimensions involved, adaptability of the community and comparative perspectives of South Asian and South East Asian countries are to be studied here in this course with the objective of giving proper lessons regarding non-traditional security issues.

Course Outline

Conceptual issues: traditional and non-traditional security - evolution of concepts; realist school, critical school and Copenhagen school; concepts of securitization and de-securitization; method of securitization - speech act; state and non-state securitizing actors; Human Security - UNDP, Japanese and Canadian approaches.

Securitization process in operation: environment - emergence of global environment agenda, mitigation and adaptation; global institutions and processes; climate change and Bangladesh - global warming, flood, cyclone, coastal surge, riverbank erosion, water logging, salinity and drought, land degradation, deforestation, biodiversity, air pollution; environmental policy and law, NEMAP, NAPA, community level adaptation.

Securitization process in operation: migration - population movement between India and Bangladesh - absence of legal regime, India and Nepal - legal migration regime, Pakistan and Afghan, Bangladesh-Myanmar - refugee movements, India-Pakistan-Bangladesh - Bihari issue. Labour migration experience ESCAP and ESCWA.

Learning Outcome

Firstly, major theoretical debates regarding non-traditional security issues would be understood by the citizens.

Secondly, the connectivity non-traditional security issues with the conjoined facts of environment and migration would also be learnt by the students.

Thirdly, the cases that are posing threat to security issues from non-traditional points of view would also be understood by the students from different angles and comparative perspectives.

Fourthly, cumulative understanding effects of these would equip the students with knowledge and skills to deal with the concerned problems having expertise-capability and thus would ensure sound policy initiatives along with corresponding problem-mitigating drives.

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PS 803 Human Rights and Political Violence

Learning Objective

Human rights, its universal declaration, its covenants as actual instruments on civil, political, economic, social, cultural aspects are studied here. Human rights of marginal groups, violence created by the state, jeopardy of human rights, curtailment in the name of democracy, human rights in the Bangladesh constitution and widened gap with practice, violation of human rights by the police and other agencies have also come under the purview of this course. Violence in politics, inter and intra party violence, election violence, violence in student politics and violence as means of social movements etc. are also studied in this course. These are included with the objective to understand the state functioning, curtailment of rights by the state, violence spread through the state agencies, problems of human rights jeopardy, because these are to be combated and the desired goals to be achieved for peaceful progress.

Course Outline

UN and Human Rights: Charter of the United Nations, Universal Declaration of Human Rights, International Covenant on civil and political rights, International Covenant on economic, social and cultural rights; Human Rights and marginal groups, Human Rights and Death Penalty, State Violence and Human Rights; Democracy and Human Rights

State of Human Rights in Bangladesh: Constitutional protection of human rights; Violation of human rights: arrest, detention, torture; Role of state agencies: Police, NSI, DGFI, SB; Special laws affecting Human Rights: Section 54 of criminal procedure, Special Powers Act; Special forces: Jatiya Rakkhi Bahini, Rapid Action Battalion

Politics of Violence in Bangladesh: Pre and post election violence; Inter party conflict, Violence in student politics; Combating Human Rights Violations: institutions and social movements.

Learning Outcome

Firstly, students will learn about human rights, its inclusion in the International Committee of Nations, its practical and operational instruments and the state of human rights in Bangladesh.

Secondly, the involvement of state in spreading violence, non-recognition of human rights in practice, breaking of rules and absence of rule of law and their ramifications in the day to day life of the people would also be learnt.

Thirdly, the ways of getting rid of these man-made menace and betrayal of social contract, the non-recognition of the basic entity of population geography, the total jeopardy of the fundamental rights and the involvement of state and governance therein would be understood by the students.

Fourthly, they would also learn about how to mitigate these undesired problems with effective solution process. The policies, programs, action orientation etc. would also come within knowledge, skill and pro-active mindset. The students themselves as well as the country with its millions of human beings would be immensely benefitted from the knowledge earned and consequently disseminated from studying this course.

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"Crossfire": Continued Human Rights Abuses by Bangladesh's Rapid Action

PS 804 Public Sector Management in Comparative Perspective

Learning Objective

With the beginning of twenty first century, the organization and structure of public sector both in the indigenous domain and in the domain of international world have been transformed in both developed and developing economies. The present course sketches the nature of transformation with a focus on the changing role of the government and the state. Here these changes are marked by a series of paradigm shift from government to public management and then from public management to governance. In the growing literature, the term governance is referred to changes in which markets and networked partnerships are increasingly used for delivering public services. These changes influence not only the process of policy making functions. They also influence the process of delivering public services in different sectors of the economy. The objective of this course is to acquaint the students with this new environment so as to reap benefits from the acquired knowledge.

Course Outline

Public Sector Management: Meaning and nature, Public services, The boundary between the public and private sector; Governance: Major theoretical approaches; State as the main actor: Old public management and the era of hierarchy; State as a marketized agent: New public management and the era of markets; State as a hollowed out agent: Governance and the era of networks; The Return of the State: Hybrid modes of governance

Coordination in partnership working; Accountability and blame shifting; Engaging with citizens and stakeholders; Policy-making in networks; Public spending: Sources of money and managing public spending; Performance measurement and management; Strategic management, Public sector project management, Talent management; Public entrepreneurship, Public-Private partnerships; Globalization and public policy-making.

Learning Outcome

Firstly, the students would be able to understand the basic difference in the approach, goals, orientation, policy initiative, functional process, attitude and targets of public sector management from that of the private sector.

Secondly, the theoretical approaches would be comparatively studied with practical operations and understood by the young learners who would develop their thought process, skill and orientation.

Thirdly, public management, governance, market management, coordination in partnership would be developed in proper sense.

Fourthly, working, engagement of citizens and stakeholders, public spending, strategic management, PPP, globalization effects, public entrepreneurship, performance management etc. would be learnt by the students which would enrich them as future leaders and members of bureaucracy to adopt sound policy and pro-active service orientation with no blame-shifting, rather with skill, accountability and transparency as part of actors in managing public sectors.

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