

***Women and Gender Studies:
Academic Programme and Courses***

***Syllabus and Courses
Bachelor of Social Sciences (Honours) and
Masters of Social Sciences***

(effective from Session: 2020-2021)



**Department of Women and Gender Studies
University of Dhaka**

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Syllabus and Courses
of
Department of Women and Gender Studies

Introduction

This curriculum is an updated version of the previous curriculum (from session 2006-2007 to 2019-2020). This is the third curriculum of the Department, which started its academic programme based on the first syllabus from session 2000-2001. The current academic programme of the Department of Women and Gender Studies is carefully designed, revised and developed by adding new courses and references, keeping in the Department's history of academic and pedagogical engagement, its mission and vision and commitment to its students, and faculties towards creating a gender-sensitive generation. The current syllabus is an outcome of a long and rigorous exercise by a group of dedicated faculties, students and staff from the Department of Women and Gender Studies (DWGS), following the broad guideline of the Bangladesh University Grants Commission (UGC) and the Institutional Quality Assurance Cell of Dhaka University (IQAC-DU). Our sincere gratitude to Professor Dr. Sheikh Shamimul Alam, Professor Dr. Mahbub Ahsan Khan and Professor Dr. Rahmatullah for their constant support and valuable input in preparing this curriculum by endorsing the required IQAC template.

The Department highly acknowledges the contributions of undergraduate students Tasnim Nowshin Fariha for taking the lead in formatting the contents and reference of the syllabus, Nawshin Jarin Prapti and Kanis Murshida Munni for reference formatting and Abdul Halim for cover page design.

Department of Women and Gender Studies (DWGS): A Brief Overview

The Department of Women and Gender Studies (DWGS) of the University of Dhaka is a multidisciplinary programme that encourages the development of critical perspectives regarding women and gender issues at both intellectual and activist levels. This Department is the first Department in the country to offer tertiary education on the subject of women and gender.

The programme has grown admirably since its inception in 2000. The Department of Women and Gender Studies first started its journey with the name of 'Women's Studies' in 2000. Dr. Najma Chowdhury, Professor Emeritus, University of Dhaka, was the Founding Chairperson of the newly established Department. Gradually by addressing the demands of the students, and due to global shifts in academia, the name of the Department was changed to 'Women and Gender Studies'.

Located under the Faculty of Social Sciences, the Department started with Master of Social Sciences (MSS) programme in December, 1999. Its four years Bachelor of Social Sciences (BSS) programme started in January, 2001 with only 12 students, among whom five were girls and the rest seven were boys. It was the first Department in the entire Faculty of Social Sciences to start the semester system and run it successfully. With time, the number of students increased and now, every year, at least 40-45 new students are getting the opportunity to be a part of this vibrant Department by starting their Bachelor's degree in Women and Gender Studies. In 2020, the Department also started its MPhil programme.

Drawing major support from Dhaka University authority and the project entitled 'Institutionalising the Department of Women's Studies', from the Kingdom of Netherlands, The Hague, The Netherlands and managed by Institute of Social Studies (ISS), the Department is now equipped with class rooms with multimedia, laptop, modern furniture and air cooler. Latest journals are subscribed; books are purchased for the 'Najma Chowdhury Resource Centre' -- named after the founder of the Department is provided with computers for the students. Starting with the books donated from the personal collection of the teachers and support from the university, the Department now has a resource centre with more than 4000 books, 1100 journals and various publications, research reports and documents from Government as well as non-governmental organisations. The 'Najma Chowdhury Resource Centre' is also a knowledge hub for students, teachers, researchers and professionals working in the area of women and gender studies.

The Department has a good number of Clubs to encourage co-curricular activities among the students in the areas of sports, movie, debate, environment, art and culture etc.

At present, in its 21st year, the Department has 19 faculty members and a good number of alumni who have proved their brilliance in the national as well as international arena. Today the Department is in a position to offer financial help to its less privileged students through different scholarship programmes. Faculties, as well as students, are managing scholarships to

study abroad and securing research grants with their own capacity. Among the 18 full-time faculties (till 2021), there are nine faculties with PhD degrees, while another five are on PhD study leave. Most of the young faculties are with Masters or MPhil degrees from abroad.

The Department started its journey with very little in hand, but now, it can proudly claim that despite many challenges, it is one of the finest departments in the Faculty of Social Sciences with outstanding faculties and a promising and vibrant group of students. The Department wishes to expand its activities in higher studies in future.

Vision and Mission Statement of the Department of Women and Gender Studies (DWGS)

Vision

The Department of Women and Gender Studies (DWGS) is committed to create, foster and nurture gender-sensitive attitude and to encourage critical thinking and voluntary engagement among the students and to contribute in developing a new generation of change-makers towards establishing gender justice in all spheres of life.

Mission

The courses of DWGS are carefully designed to provide the students with the skills to contribute to the development of Bangladesh using a gender lens.

DWGS will regularly revisit their curriculum, syllabus and curricular and co-curricular activities in order to address contemporary issues and keep updated with the changes that are taking place both in the local and global context.

DWGS will become a central platform for national and global research and academic collaboration with a view to produce, share and disseminate feminist knowledge by connecting the local to global. International meetings, conferences, webinars, dialogue in regular intervals, academic exchange of faculties and students, large scale research initiatives will be the way to such global collaboration.

DWGS will develop more convivial physical, infrastructural and intellectual space, including digitalised system and highly equipped classrooms and seminars for faculties, with students and scholars from abroad for knowledge sharing.

DWGS will take the lead through its curricular and extra-curricular activities, such as celebration of different days and by acknowledging issues related to the epistemological stance of the Department, to build awareness on gender equality and help induce visible social change and transformation in gender mainstreaming and women's development in Bangladesh.

DWGS will act as a ‘state of art’ interdisciplinary forum engaging in extracurricular activities like sports, cultural, environment, debate, reader’s and movie clubs, bringing out newsletters and other activities involving both students and faculties.

DWGS envisions having a number of specialised research centres and international journals to be published regularly with the aim of producing engendered knowledge and contributing to national policy-making and advocacy.

Through different academic trainings, workshops, short courses, certificate and diploma courses organised by the Department, the faculties of DWGS will ensure academic integrity and high-quality teaching-learning exercises that will equip the students and professionals for competing in the national and international job market and academia.

With these visions and missions, the Department of Women and Gender Studies presents the revised curriculum to be effective from the next academic year-- 2020-2021. This is a step forward from our earlier syllabus, ‘a point of departure’ in our onwards journey. We would continue to review, explore, renew and redesign the curriculum to reflect realities, developments and discourses in the field of women’s studies and gender’¹.

Basic Features and Organisation of the Courses²

Following the main structure of the previous syllabus, this syllabus also integrates five basic principles on which the courses are structured. These principles include (1) introducing students with courses on ‘mainstream’ social sciences disciplines, such as Anthropology, Sociology, Political Science and Economics; (2) offering historical and epistemological background through feminist theories and activism; (3) focusing on various approaches and theories of development through courses on gender and development; (4) Enhancing skills on research and methodological issues; and (5) highlighting gender as a cross-cutting issue in relation to broader development problems, poverty, environment etc. Additionally, in the syllabus, special consideration has been given towards emerging issues such as children and adolescents, paid and unpaid works, body and sexuality etc.

Courses have been organised in a thematic manner, with a concentration of the Social Sciences in the first two years/four semesters. The Social Sciences courses are supplemented by courses that lend strongly to the content formation of women and gender studies such as History, Psychology, Literature, International Relations and Law. Students are also introduced during this period to the theoretical and epistemological issues on women’s studies, to global women’s movement and women’s movement in Bangladesh and feminist theories. Students are also

¹ Chowdhury, N. (2009). History of Curriculum Development. *Syllabus for Bachelor of Social Sciences and Master of Social Sciences* (pp. i-v). Dhaka: Department of Women and Gender Studies, University of Dhaka.

² This section borrows from the original write-up for the previous syllabus (session 2006-2007 to 2019-2020) by Professor Emeritus and Founding Chairperson of the Department Dr. Najma Chowdhury.

acquainted with statistics and research methodologies in social sciences during the first two years of their studies.

In the course of the following two years, students are required to study courses that strengthen their capacity to identify women's needs and priorities and to locate the structures of gender subordination. Taught courses also cover feminist theory to explicate the impact of colonialism on feminism in South Asia and acquaint students with gender framework of analysis in understanding inequality and difference. Students are encouraged to self-express through supervised field research and group activities on projects. Preparation and presentation of term papers and reports are geared to raising the writing and presentation skills of students.

The MSS programme introduces students to a higher level of learning for which the BSS courses had prepared them. Offered courses include debates and discourses in feminist theory, analysis of gendered dimensions of citizenship and governance and of poverty and livelihoods. The programme includes eight courses, of which alternative courses are offered against one. A requirement in the final semester of the two-semester MSS programme is the writing of a thesis.

The Department has initiated MPhil programme from 2020 with a one-year course work while the second year is devoted to research.

Admission³

Students shall be admitted in the BSS (Hons) degree programme in different departments, including the Department of Women and Gender Studies under the Faculty of Social Sciences as per the University Rules.

In the one year MSS degree programme, only the successful students of the BSS (Hons) programme shall be eligible to get admitted within two academic years.

The Programme

The BSS (Honours) Programme

The BSS programme is comprised of total 32 mandatory courses with 4 credit hours in each, which results in total 128 credit hours. The total credit hours shall be evaluated on the basis of 3200 total marks, of which 3000 marks shall be for 30 taught courses, 100 marks for monograph/ field research/ project work/ internship and 100 marks for written and oral comprehensive examination.

One-year MSS degree Programme

A one-year MSS degree programme shall be of 32 credits and divided into two semesters. Each semester shall be of 19 weeks, of which 15 weeks will be for class teaching, one week break for preparation and three weeks for holding the semester final examination. The programme will include teaching of eight course units for a total of 800 marks, of which 700 marks shall be for six full unit taught courses and 100 marks for written and oral comprehensive examination. Some students, based on their BSS (honours) result will be eligible to do a 100 marks thesis against one course.

³ Detail information about admission can be found in the booklet 'Course Curriculum and Rules: BSS (Hons) and MSS Programs under the Semester System' in the Faculty of Social Sciences.

Distribution of Marks for Evaluation

Class attendance	5%
Active participation in discussions in class/tutorial class/group presentation/class test	10%
Term papers/home assignments	15%
Mid-semester examination (Duration of 75 minutes)	20%
Semester final examination (Duration of 3 hours)	50%
Total	100%

* Department may be allowed a choice in respect of distributing marks for evaluation provided it is commensurate with the spirit of this general guideline.

Distribution of Marks for Class Attendance

Attendance Range (in percent)	Marks
90% and above	5.0
85% to less than 90%	4.5
80% to less than 85%	4.0
75% to less than 80%	3.5
70% to less than 75%	3.0
65% to less than 70%	2.5
60% to less than 65%	2.0
55% to less than 60%	1.5
50% to less than 55%	1.0
45% to less than 50%	0.5
Less than 45%	00

Grading Structure in a 4-point Grading Scale⁴

Numerical Marks	Letter Grade	Explanation	Grade Points
80 and above	A+	Excellent	4.00
75 to 79	A		3.75
70 to 74	A-		3.50
65 to 69	B+	Very Good	3.25
60 to 64	B		3.00
55 to 59	B-		2.75
50 to 54	C+	Good	2.50
45 to 49	C		2.25
40 to 44	D	Passing	2.00
Below 40	F	Failing	0.0
	I		Incomplete
	W		Withdrawn

⁴ For interpretation of grades see the booklet 'Course Curriculum and Rules: BSS (Hons) and MSS Programs under the Semester System' in the Faculty of Social Sciences.

Bachelor of Social Sciences (BSS)

Course Titles, Contents and References

WGS 101: Introduction to Women and Gender Studies

Course Credit: 4

Introduction to the Course

Women and Gender Studies transforms the study of women within disciplines into a process by which women's own experiences become the referent for examining and analyzing the world as well as questioning what we learn. Consequently, this introduction to Women and Gender Studies takes at its starting point the history and development of feminist thought in the context of women's actual lives. The course introduces students to the central texts and debates in academic and 'real life' feminism to provide a theoretical framework for further courses in Women and Gender Studies curriculum and to courses in a wide variety of disciplines.

Specific Learning Objectives

This course aims:

- To introduce the students to the historical development of Women and Gender studies as a multi-disciplinary field of study.
- To introduce students to the different concepts and terms used in studying gender-related courses.
- To focus on the issue of subordination, inequality and discrimination of women in all spheres of life.
- To help students' understanding of the different development models and their relation to gender issues and concerns.

Instructional Strategies

The course instructor will use lecture using white board, multimedia presentation, you tube/video and internet sources, presentation by the students, discussion and seminar, in-class and home exercises, reading and writing assignments, review of movies and documentaries, group and individual presentations, field visits, collection of primary data and information, data management and presentation by the students, focus group and participatory discussion as and wherever appropriate.

Course Contents

Section 1: Introduction to Women and Gender Studies: History and Development

This introductory section will provide students with an overall idea of women and gender studies as a multi-disciplinary subject. It will focus on what is women's studies, the history and

development of women and gender studies, women's movement and the interconnection between women's studies and gender studies.

No of Classes: 3 classes

References

Required Readings

1. Najma, C. (2010). *Of mangroves and monsters: Women's political participation and women's studies in Bangladesh*. Dhaka, Bangladesh: Department of Women and Gender Studies, Dhaka University and Pathhak Shamabesh.
2. Robinson, V. & Richardson, D. (Eds.). (2015). *Introducing gender and women's studies*. London: Palgrave Macmillan.
3. Islam, M. (1994). *Wither women's studies in Bangladesh?* Dhaka, Bangladesh: Women for Women.
4. Raj, M. K. (1986). *Women's studies in India: Some Perspectives*. Bombay: Popular Prakashan.

Recommended Readings

1. Mahtab, N. (2012). *Women, gender and development: Contemporary issues*. Dhaka: AH Development Publishing House.
2. Smith, B. G. (2013). *Women's studies: The basics*. London: Routledge.
3. Howe, F., & Chamberlain, M. (1994). (Eds.). *Women's Studies Quarterly*, 22(3/4), 3-6.
4. Saraswati, L. A., Shaw, B., & Rellihan, H. (2017). *Introduction to women's, gender, and sexuality Studies: Interdisciplinary and intersectional approaches*. UK: Oxford University Press.
5. Mannan, F. (2010). Emergence of women's studies in Bangladesh: A journey through history. *Memoirs: A decade of establishment and success (2000-2010)* [Sharanika: Protishtha o shafoller ek doshok (2000-2010)]. Dhaka, Bangladesh: Department of Women and Gender Studies, University of Dhaka.

Section 2: Understanding Gender

This session will provide the foundation in understanding, analysis and critical thought on the relationship between sex and gender. Emphasis will be given on understanding the different concepts and issues of women and gender, such as meaning and definition of gender, gender identity, gender roles, gender relations, gender needs, gender policy, gender equality, gender equity, empowerment, agency, sexuality, violence, gender mainstreaming, gender analysis etc.

No of Classes: 3 classes

References

Required Readings

1. Bhasin, K. (2003). *Understanding gender*. New Delhi: Women Unlimited
2. Bhasin, K. (1993). *What is patriarchy?* New Delhi: Women Unlimited.
3. Jenainati, J., & Groves, J. (2007). *Introducing feminism*. UK: Icon Books.
4. Hazel, R., & Sally, B. (2000). *Gender and development: Concepts and definitions*. Brighton, UK: Institute of Development Studies, University of Sussex.

Recommended Readings

1. Evans, M., & Williams, C. (2013). *Gender: The key concepts*. UK: Routledge.
2. Pilcher, J., & Whelehan, I. (2016). *Key concepts in gender studies*. USA: Sage.
3. Anne, C. F., Wendy, W., Pam, S., & Joan, K. (2003). *Gender studies: Terms and debates*. Hampshire: Palgrave Macmillan.
4. Humm, M. (Ed.). (1992). *Feminisms: The reader*. London, England: Routledge.

Section 3: Biases, Oppression and Discrimination

This section will discuss the causes that lead to the subordination of women. It will focus on understanding different institutions that engender subordination, such as patriarchy, inequality and poverty, with examples from Bangladesh perspective.

No of Classes: 3 classes

References

Required Readings

1. Mahtab, N. (2007). *Women in Bangladesh: From inequality to empowerment*. Dhaka: AH Development Publishing House.
2. Hausmann, R., Tyson, L. D., Bekhouche, Y., & Zahidi, S. (2009). *The global gender gap report* (no. 4). Geneva: World Economic Forum.
3. United Nations Development Programme (1995). *Human development report*. New York: United Nations Development Programme.

Recommended Reading

1. Sen, A., & Tinker, I. (1990). *Persistent inequalities: Women and world development*. New York: Oxford University Press.

Section 4: Gender and Development: Different Approaches

This section will focus on development of the field of study, the paradigm shift from Women in Development (WID), Women and Development (WAD) to Gender and Development (GAD) and development models and their impact on women.

No of Classes: 3 classes

References

Required Readings

1. Visvanathan, N., Duggan, L., & Weigersma, N. (Eds.). (2005). *The Women, gender and development reader*. India: Zubaan.
2. Momsen, J. (2019). *Gender and development*. London: Routledge.
3. Mosse, J. C. (1993). *Half the world half a chance*. Oxford, UK: Oxfam.
4. Moser, C. O. (2012). *Gender planning and development: Theory, practice and training*. UK: Routledge.

Recommended Readings

1. Muyoyeta, L. (2007). *Women, gender and development*. Wicklow, Ireland : Women for Change, Zambia and 80:20 Educating and Acting for a Better World, with support from Development Cooperation Ireland and Concern.
2. Sen, A., & Tinker, I. (1990). *Persistent inequalities: Women and world development*. New York: Oxford University Press.
3. Miller, C., & Razavi, S. (Eds.). (1998). *Missionaries and mandarins: Feminist engagement with development institutions*. London: Intermediate Technology.

Section 5: Violence against Women and Girls

This section provides an understanding of the concept of violence against women and girls. Root causes of violence against women and girls will be examined. The section focuses on the nature and major forms of violence. A review of strategies to combat violence against women and girls will be examined. Trafficking in women and children will also be analyzed under this section.

No of Classes: 3 classes

References

Required Readings

1. Jahan, R., & Islam, M. (1997). *Violence against women in Bangladesh: Analysis and action*. Dhaka, Bangladesh: Women for Women and South Asian Association for Women Studies.
2. Ahuja, R. (2003). *Violence against women*. India: Rawat Publications.
3. French, S. G., Teays, W., & Purdy, L. M. (Eds.). (1998). *Violence against women: Philosophical perspectives*. USA: Cornell University Press.

Recommended Readings

1. Jahan, R. (1994). *Hidden danger: Women and family violence in Bangladesh*. Dhaka: Women for Women.
2. Bangladesh National Women's Lawyers' Association (2002-2010). *Violence against women report*. Dhaka, Bangladesh: BNWLA.

Section 6: Empowerment of Women

This section will focus on the meaning, definition, framework, categories of empowerment. Government and NGOs strategies for ensuring women's empowerment will also be discussed.

No of Classes: 3 classes

References

Required Readings

1. Jahan, R. (1995). *The elusive agenda: Mainstreaming women in development*. UK: Zed Books.
2. Oxaal, Z., & Baden, S. (1997). *Gender and empowerment: Definitions, approaches and implications for policy* (report no. 40). Brighton, UK: Bridge, Institute of Development Studies.
3. Batiwala, S. (1994). *Women's empowerment in South Asia: Concepts and practices*. New Delhi: Asian South Pacific Bureau of Adult Education.

Recommended Readings

1. Kabeer, N. (1999). Resources, agency, achievements: Reflections on the measurement of women's empowerment. *Development and Change*, 30(3), 435-464.

2. Azim, F., & Sultan, M. (2010). *Mapping women's empowerment: Experiences from Bangladesh, India and Pakistan*. Dhaka: BRAC development Institute, University Press Limited.

Section 7: Globalization and Its Impact on Women

This section will provide the meaning of globalization, analyze globalization from different perspectives, and discuss the impact of globalization on women. Women's advancement in the global and national perspectives, world conferences on women and other contemporary issues will be discussed.

No of Classes: 3 classes

References

Required Readings

1. Bayes, J. (2004). *The Impact of globalization on women*. Paper presented at the meeting of International Political Science Association (IPSA), Quebec City, Canada.
2. Benería, L., Berik, G., & Floro, M. (2015). *Gender, development and globalization: Economics as if all people mattered*. London: Routledge.

WGS 102: Introduction to Anthropology

Course Credit: 4

Introduction to the Course

Anthropology, as an academic discipline with various sub-disciplines, is devoted to the study of human life throughout history and in all its variations. Anthropological theories and concepts are not limited to the pre-modern or pre-industrial period of human civilization. This course is designed to prompt imaginative, critical thinking using the insights anthropology provides to make this world a better place. The focus is to explore and understand the differences and similarities and the incredible diversity of human experience,

Introduction to Anthropology introduces the meaning, definition and scope of Anthropology and provides an overview of its historical formation with particular emphasis on cultural anthropology. It discusses the various stages of the evolution of human civilisation, technology and resource management. The course addresses the issue of ethnocentric and colonial views of mainstream anthropology. The course highlights the feminist critique of mainstream anthropology and the contribution of particular feminist thinkers. With regard to the debate on culture vs. biology as determinants of gender and sexuality, Introduction to Anthropology emphasizes the impact of culture. Gender roles are conceptualised through discussions on various social and cultural institutions, like kinship, marriage, family and household, religion in pre-industrial as well as in the contemporary globalised world.

Specific Learning Objectives

Students will be acquainted with:

- A basic overview of –
 - a. Anthropology as an academic discipline.
 - b. The processes that shape the gendered position of men and women, both in the pre-industrial and the contemporary world.
- An understanding of culture and cultural constructions of gender and sexuality from an anthropological perspective.
- The ability to place debates on women and gender in a historical perspective relating to women's contribution throughout different stages of the evolution of human civilisation as well as various social and cultural institutions, and the ability to analyse linkages between pre-industrial and industrial/contemporary societies with reference to Bangladesh.

Instructional Strategies

The course instructor will use lecture using white board, multimedia presentation, you tube/video and internet sources, presentation by the students, discussion and seminar, in-class and home exercises, reading and writing assignments, review of movies and documentaries, group and individual presentations, field visits, collection of primary data and information, data management and presentation by the students, focus group and participatory discussion as and wherever appropriate.

Course Contents

Section 1: Introduction, Concepts, Definition and Scope of Anthropology

The students will be given an overview of the central issues and the major approaches to be covered in the course. Anthropology will be introduced as a discipline that explores the origin and development of human civilisation. Its branches, scope, methods and relevance (not limited to pre-industrial societies), the issue of colonialism and ethnocentrism will be elaborated with a particular focus on cultural anthropology. This section will involve students to make profile presentations on pioneers and key anthropologists and their contributions.

No of Classes: 4 classes

References

Required Readings

1. Miller, D. B. (1999). *Cultural anthropology*. USA: Allyn and Bacon Publications.
2. Kottak, C. P. (2018). *Anthropology: Exploration of human diversity* (14th ed.). Boston: McGraw-Hill.
3. Harris, M. (1971). *Culture, people and nature: An introduction to general anthropology*. USA: Thomas Y. Crowell Company.
4. Frances, E. Mascia-Lees (2010). *Gender and difference in a globalizing world: Twenty-First century anthropology*. Illinois: Rutgers University, Waveland Press, Inc, Longrove
5. Bilton, T. (2002). *Introductory sociology* (4th ed.) New York: Palgrave Macmillan.

Recommended Readings

1. Ahmed, R. & Chowdhury, M. (2003). *Nari biggyan er prothom path* (The first lesson for women and science). Dhaka: Ekushey Publications.
2. Monaghan, J. & Just, P. (2000). *Social and cultural anthropology: A very short introduction*. UK: Oxford University Press.
3. Asad, T. (Ed.). (1973). *Anthropology & the colonial encounter*. USA: Ithaca Press.
4. Abu-Lughod, L. (1993). *Writing women's world*. USA: University of California Press.

5. Lewis, D. (1973). Anthropology and colonialism. *Current Anthropology*, 14(5), 581-602.

Section 2: Culture as the Central Concept to Cultural Anthropology

This section will elaborate on culture as the central theme for cultural anthropology with particular emphasis on culture and cultural dimensions of society, basic tenets of culture, its nature and variability.

No of Classes: 2 classes

References

Required Readings

1. Miller, D. B. (1999). *Cultural anthropology*. USA: Allyn and Bacon Publications.
2. Kottak, C. P. (2018). *Anthropology: Exploration of human diversity* (14th ed.). Boston: McGraw- Hills

Recommended Reading

1. Harris, M. (1971). *Culture, people and nature: An introduction to general anthropology*. USA: Thomas Y. Crowell Company.

Section 3: Group Presentation, Assignments, Seminar and Discussion, Exercises and Field Visits, Movie Analysis Covering the Following Areas but not Limited to it

The topics for this section may vary in each semester ranging from movie analysis (A tentative list of movies added in the end), exploring the indigenous people of Bangladesh and the world, visual presentation of disappearing tribes of the world, Book/chapter review, addressing contemporary issues like UN heritage declaration (Mongol shobhajaatra, jamdani, Cox's Bazar sea beach and Sundarban, Curzon Hall, old Dhaka, 2017-18), IPR (Neem, Basmati, Spirulina), New Anthropological and archaeological discoveries, changing patterns of kinship system in Bangladesh context, visual analysis of religious architecture, idols and symbols, museum visit, contemporary/contextual issues from global to Bangladesh etc.

No of Classes: 4 classes

References

Required Readings

A list of movies is appended in the end for review. In the absence of published documents, this section will draw upon internet sources, memos, pamphlets, site and field visits, interview and primary data collection, compilation, presentation and analysis.

Recommended Readings

1. Burling, R. (1997). *The strong women of Modhupur*. Dhaka: University Press Limited.
2. Schendel, W.V., Mey, W., & Dewan, A. K. (2001). *The Chittagong hill tracts: Living in border land*. Dhaka: University Press Limited
3. Dey, S. (2016). New agriculture, new knowledge and new gender roles: Sharing the experiences of an indigenous community. *Social Sciences Review*, 33(2).

Section 4: Anthropology and Feminism

The feminist critique of traditional, male, western biases and colonialist views in Anthropology will be discussed. The section will focus on the contributions of early feminist anthropologists such as Elsie Clews Parsons, Ruth Benedict, Margaret Mead, Sherry Ortner etc. This section will highlight the critique and contribution of feminist anthropology to the mainstream traditional anthropology. As this is the mainstay of this course, students will be introduced with the idea of sex, gender, sexuality. The following section is closely connected to this and to be considered as the subsection of section four.

No of Classes: 2 classes

References

Required Readings

1. Moore, H. L. (1988). *Feminism and anthropology*. Minneapolis: University of Minneapolis.
2. Dube, L. (2001). *Anthropological explorations in gender: Intersecting fields*. New Delhi: Sage Publications.

Recommended Readings

1. Tong, R. P. (1998). *Feminist thought*. Oxford, UK: Westview Press.
2. Strathern, M. (1987). An awkward relationship: The case of feminism and anthropology. *The University of Chicago Press Signs*, 12(2), 276-292.

Section 5: Culture and Cultural Dimensions of Society: Cultural Constructions of Gender and Sexuality

In this section, the cultural dimensions of society with a special focus on gender and sexuality, its construction, variability, expression and diversity across culture from an anthropological perspective will be discussed. Examples will be drawn from both non-industrial and industrial societies. The theory of the muted group and the debates around nature vs. culture, gender as a cultural construction, origin of patriarchy and debates are elaborated with examples from pre-industrial societies. The section focuses on feminist critiques, challenges, deconstructions and redefinitions of anthropological issues related to work, motherhood and reproduction as well as the status of women in pre-industrial societies.

No of Classes: 4 classes

References

Required Readings

1. Reiter, R. R. (1975). *Toward anthropology of women*. New York & London: Monthly Review Press.
2. Bhasin, K. (2000). *Understanding gender*. New Delhi, India: Kali for Women.
3. Hager, D. L. (1997). *Women in human evolution*. London: Routledge.
4. Miller, D. B.(1999). *Cultural anthropology*. USA: Allyn and Bacon Publications.

Recommended Readings

1. Kotalova, J. (1993). *Belonging to others: Cultural construction of womanhood among Muslims in a village in Bangladesh*. Sweden: Almqvist & Wiksell International.
2. Blanchet, T. (1984). *Women, pollution and marginality: Meanings and rituals of birth in rural Bangladesh*. Dhaka: University Press Limited.
3. Mead, M. (1973). *Coming of age in Samoa: A psychological study of primitive youth for western civilisation*. USA: Harper Collins Publishers.
4. Benedict, R. (1995). *Patterns of culture*. USA: Mariner Books.

Section 6: Women in Social Organisations: Kinship System

Issues covered in this section include kinship dynamics in relation to descent, marriage, family, dowry and bride price, legitimacy and incest taboo, household and intra household dynamics and women's status, position, autonomy and power. This section will highlight the comparative advantage of the matrilineal and patrilineal system of descent from a feminist perspective. Special emphasis will be given to the matriarchy controversy from an anthropological perspective. Kinship patterns and contemporary changes in Bangladesh context will also be discussed.

No of Classes: 4 classes

References

Required Readings

1. Kottak, C. P. (2018). *Anthropology: Exploration of human diversity* (14th ed.). Boston: MacGraw-Hill.
2. Moore, H. L. (1988). *Feminism and anthropology*. Minneapolis: University of Minneapolis.
3. Fox, R. (1967). *Kinship and marriage*. Cambridge: Cambridge University press
4. Fruzzetti, L. & Oster, A. (1984). *Kinship and ritual in Bengal: Anthropological essays*. New Delhi: South Asian Publication.
5. Palriwala, R. & Risseeuw, C. (Eds.). (1996). *Shifting circles of support: Contextualising gender and kinship in South Asia and Sub-Saharan Africa*. New Delhi: Alta Mira Press.
6. Miller, D. B. (1999). *Cultural anthropology*. USA: Allyn and Bacon Publications.

Recommended Readings

1. Women for Women (2002). *Marriage, inheritance and family in Bangladesh: Towards a common family code*. Dhaka: Author.
2. Risseeuw, C. & Ganesh, K. (Eds.). (1998). *Negotiation and social space: A gendered analysis of changing kin and security networks in South Asia and Sub-Saharan Africa*. New York: Sage Publications.
3. Bamberger, J. (1974). The myth of matriarchy: Why men rule in primitive society. In M. Z. Rosaldo & L. Lamphere (Eds.), *Woman, culture, and society*. Stanford: Stanford University Press.
4. Georgoudi, S. (1994). Creating a myth of matriarchy. In G. Duby, & M. Perrot (Eds.), *From ancient goddesses to christian saints: A history of women in the west* (pp. 449 – 463). London, England: Belknap press.
5. Oberoi, P. (1993). (Ed.). *Family, kinship and marriage in India*. New Delhi: Oxford in India.

Section 7: Economies, Modes of Production and Adaptive Strategies

This section provides the students with an introduction to the modes of production and people's adaptive strategies in early to contemporary societies. Discussion will range from the beginning of civilisation in the river valley regions to subsequent stages of evolution of human civilisation, from foraging, horticulture, agriculture, pastoralism to industrialism. The section also discusses and compare the role and contribution of women in each stage of evolution, and

will explore sexual egalitarianism and diversity with a particular focus within non-industrial and industrial societies.

No of Classes: 2 classes

References

Required Readings

1. Kottak, C. P. (2018). *Anthropology: Exploration of human diversity* (14th ed.). Boston: McGraw-Hill.
2. Miller, D. B. (1999). *Cultural anthropology*. USA: Allyn and Bacon Publications.

Recommended Readings

1. Moore, H. L. (1988). *Feminism and anthropology*. Minneapolis: University of Minneapolis.
2. Mies, M. (1999). *Patriarchy and accumulation on a world scale: Women in the international division of labour*. India: Zed Books.

Section 8: Organisation of Accumulation, Production and Distribution of Resources

Continuing the previous sessions, this section will elaborate on economic patterns of market and non-market conditions and focus on the economies among pre-industrial societies: exchange, redistribution, reciprocity, economizing and maximisation, potlatching, Kula Ring etc will be discussed. A comparative analysis between the preindustrial and preindustrial societies will be made to relate the concepts with the contemporary globalised world.

No of Classes: 2 classes

References

Required Readings

1. Kottak, C. P. (2018). *Anthropology: Exploration of human diversity* (14th ed.). Boston: McGraw-Hill.
2. Miller, D. B. (1999). *Cultural anthropology*. USA: Allyn and Bacon Publications.

Recommended Reading

1. Moore, H. L. (1988). *Feminism and anthropology*. Minneapolis: University of Minneapolis.

Section 9: Symbolic System: Religion

The students will get an overview of religion as ‘cultural universal’ with its cultural, geographical and ecological embeddedness, its functions and features, rituals, rites and ceremonies across cultures. They will be introduced to theories of religion and its origin (Tylor, Frazer, and Durkheim) as well as early religious belief systems focusing on animatism, animism, cave painting, totem, mother goddess, Venuses of Willendorf etc with a gender perspective. The main purpose is to develop a critical lens while exploring the diversity in religious belief systems and its role and relevance in the contemporary world.

No of Classes: 2 classes

References

Required Readings

2. Malefijt, A. D. W. (1968). *Religion and culture: An introduction to anthropology of religion*. New York: The McMillan Company.
3. Karim, N. (1984). Bhugal o bhagoban [Geography and god]. In N. Karim (Ed.), *Smarak grantha* [Memorial book]. Dhaka: Department of Sociology, Dhaka University.
4. Giddens, A. (2001). *Sociology*. Oxford: Blackwell Publishers.
5. Bachofen, J. J. (1992). *Myth, religion & mother right*. Princeton: Princeton University Press.
6. Ornter, S.B. & Whitehead, H. (1981). *Sexual meanings: The cultural construction of gender and sexuality*. Cambridge: Cambridge University Press.

Recommended Readings

1. Kottak, C. P. (2018). *Anthropology: Exploration of human diversity* (14th ed.). Boston: MacGraw-Hill.
2. Miller, D. B. (1999). *Cultural anthropology*. USA: Allyn and Bacon Publications.
3. Sanday, P. R. & Goodenough, R.G. (1990). *Beyond the second sex: New directions in the anthropology of gender*. Pennsylvania: University of Pennsylvania Press.
4. Sanday, P. R. (1981). *Female power and male dominance*. New York: Cambridge University Press.
5. Scott, J. (1986). Gender: A useful category of historical analysis. *The American Historical Review*, 91(5), 1053-1075.

Review and discussion: 1 class

List of movies for Anthropology course (as of April 2018), subject to new additions

1. Documentaries on Charles Darwin
2. Gods Must be Crazy: part III
3. Series of Indiana Jones
4. Whale Hunter
5. Whale Rider
6. Moana ++ a documentary made in 1926 (available online)
7. Avatar
8. Atanarjuat: The Fast Runner
9. Baraka
10. The Anthropologist
11. Nanook of the North
12. N!ai, The Story of a !Kung Woman and !Kung San: Traditional Life
13. Cannibal Tour
14. A Man called Bee: on field work
15. Trance Dance in Bali: Documentary by Margaret Mead
16. Shadows of Illumination: Bali
17. Devine Horsemen: The Living Gods of Haiti
18. Keep the River on your Right
19. Happy People
20. The Nuer
21. The Wedding Camels
22. Water /India
23. Bhaktiari Migration
24. Brutes and Savages (Africa/Congolese)

WGS 103: Introduction to Political Science and Public Administration

Course Credit: 4

Introduction to the Course

The course will be divided into two major sections. The first section of this course introduces the basic theories and methodological concepts of women and gender studies in politics and recognize the significance of gender as an intersectional category. This section will also discuss the functioning of political institutions, such as the constitution, the forms and organs of governments etc. This course then describes the different methodological and theoretical approaches of feminist political science and be taught to apply these on a theoretical and empirical basis in the various sub-disciplines.

The next section introduces the basic principles of public administration. Major concepts like bureaucracy, decision-making, leadership and decentralization will be discussed. Theories of management and organization with the relevant impact on public administration will be explored. All these theories will be discussed in the context of the situation in Bangladesh and of women in administration in Bangladesh.

Specific Learning Objectives

Students will be acquainted with:

- An understanding of different Western political theories, selected classical political thinkers and their contributions to the field of political science.
- An understanding of the different principles of public administration to conceptualize government mechanisms and women's position and status in the system of governance, especially in the context of Bangladesh.
- An ability to intersect Women and Gender Studies with politics and administration.

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multimedia. A mixture of learning styles will be used in this class. Most of the time, lectures will be supported by PowerPoint presentations. There will also be assignments, group presentations, assigned readings, and classroom discussions where students will be divided into small groups to share their views.

Course Contents

Section 1: Basic Concepts of Political Science

This section will introduce students to political science as an academic discipline and will discuss the nature and scopes of the subject matter. Then students will be informed why

studying political science is important for the students of women and gender studies. At the end of the section, students will learn about the gender issues and gendered politics of political science.

No of Classes: 3 classes

References

Required Readings

1. Hanisch, C. (1969). The personal is political. In B. A. Crow (Ed.), *Radical feminism: A documentary reader* (pp. 113-116). New York, USA: New York University Press.
2. Agarwal, R. C. (2000). *Political theory principles of political science*. New Delhi: S. Chand & Company Ltd.
3. Sharan, P. (2002). *Political theory and institutions*. New Delhi: Meenakshi Prakashani.

Recommended Readings

1. Glichist, R. N. (1964). *Principals of political science*. Madras: Orient Longman.
2. Bhattharcho, A. (1992). *An introduction to political theory*. Calcutta: New Central Book Agency Pvt Ltd.

Section 2: Nationalism

This section will start with the definition of the nation, nationalism, patriotism and the rise of nation-states. Besides, it will start at the rise of nationalism in Europe during the French revolution and since then how it has changed its shape throughout the world. This section will also elaborately discuss the power and the rise of fundamentalist nationalism across the world.

No of Classes: 2 classes

References

Required Readings

1. Brubaker, R. (2004). In the name of the nation: Reflections on nationalism and patriotism. *Citizenship Studies*, 8(2), 115-127.
2. Agarwal, R. C. (2000). *Political theory principles of political science*. New Delhi: S. Chand & Company Ltd.
3. Sharan, P. (2002). *Political theory and institutions*. New Delhi: Meenakshi Prakashani.

Recommended Readings

1. Glichist, R. N. (1964). *Principals of political science*. Madras: Orient Longman.
2. Bhattecharjo, A. (1992). *An introduction to political theory*. Calcutta: New Central Book Agency).
3. Goodin, R. (1993). *A companion to contemporary political philosophy*. Oxford: Blackwell.

Section 3: The State, Society and Civil Society

This section will mainly focus on the basic four elements of a state. Besides, it will also discuss the definitions, similarities, and differences between state/government/nation/society. This section will then focus on the various theories about the origins of the state system, as well as will discuss Aristotle's classification of states

No of Classes: 2 classes

References

Required Readings

1. Carothers, T., & Barndt, W. (1999). Civil society. *Foreign Policy*, 117, 18-29.
2. Sharan, P. (2002). *Political theory and institutions*. New Delhi: Meenakshi Prakashani.
3. Randell, V. K. & Waylen, G. (1998). *Gender, politics and the state*. New York: Routledge.

Recommended Readings

1. Vickers, J. (1997). *Reinventing political science: A feminist approach*. Canada: Fernwood Publishing.
2. Russell, B. (1994). *Political idol*. London: Routledge.
3. Goodin, R. (1993). *A companion to contemporary political philosophy*. Oxford: Blackwell.

Section 4: Citizenship

The main focus of this section is the definition and various aspects of citizenship in the modern world. This section intricately focuses on the relationships among gender, citizenship, constitution, nations and nationality. Besides, it focuses on the concepts of liberty, equality,

and rights from a gender perspective and ends with the discussions of feminist contributions to the rethinking of citizenship.

No of Classes: 2 classes

References

Required Readings

1. Lister, R. (2001). Citizenship: Citizenship and gender. In A. Scott & K. Nash (Eds.), *The wiley-blackwell companion to political sociology* (pp. 372-382). New-jersey, USA: John-wiley & sons.
2. Randell, V. K. & Waylen, G. (1998). *Gender, politics and the state*. New York: Routledge.

Recommended Readings

1. Glichist, R. N. (1964). *Principals of political science*. Madras: Orient Longman.
2. Goodin, R. (1993). *A companion to contemporary political philosophy*. Oxford: Blackwell.

Section 5: Government and Its Branches

This section basically discusses the different forms of the government along with the three basic organs of the government: Legislature, Executive, and Judiciary. This section also argues about gender stereotypes and attitudes of people towards the gender balance in government.

No of Classes: 2 classes

References

Required Readings

1. Dolan, K., & Sanbonmatsu, K. (2009). Gender stereotypes and attitudes toward gender balance in government. *American Politics Research*, 37(3), 409-428.
2. Agarwal, R. C. (2000). *Political theory principles of political science*. New Delhi: S. Chand & Company Ltd.
3. Sharan, P. (2002). *Political theory and institutions*. New Delhi: Meenakshi Prakashani.

Recommended Reading

1. Glichist, R. N. (1964). *Principals of political science*. Madras: Orient Longman.

Section 6: Gender Issues in Ancient Western Societies and Western Political Thought

This section starts with the discussion of gender being the most important axis of political representation. Then the focus goes back to the evaluation of women's situation in Athens and Sparta along with the evaluation of women's situation in the ories of Aristotle and Plato. This section then focuses on the conditions of women in the political thoughts of Queen Elizabeth I, Jean-Jacques Rousseau, John Stuart Mill and Mary Wollstonecraft etc.

No of Classes: 3 classes

References

Required Readings

1. Sowad, A. S. M. (2018). Is gender a more important axis of representation than race, ethnicity or class in politics?. *International Journal of Social Ecology and Sustainable Development*, 10(2), 29-36.
2. Abraham, T. (2002). *Women and the politics of violence*. New Delhi: Shakti books.
3. Randell V. K. & Waylen, G. (1998). *Gender, politics and the state*. New York: Routledge.
4. Friedrich Ebert Stiftung. (1993). *Women in politics – forms and processes*. New Delhi: Har-Anand Publications.

Recommended Readings

1. Sheldon, G. W. (Ed). (2001). *Encyclopaedia of political thought*. New York: Facts on File.
2. Goodin, R. (1993). *A companion to contemporary political philosophy*. Oxford: Blackwell.

Section 7: Politics and Women's Political Participation in Bangladesh

This section mainly focuses on the definition, role and activities of political parties as distinct political entities and how the parties work as the agents of political socialization. This section also focuses on the issues like the meaning of party, voting on the basis of party, public opinion, politics and representation, and women's participation etc. This section also emphasizes on the fight for women's right to vote, the role of men in the suffrage movement, the need of gender equality in politics etc. This section puts special emphasis on the political ideologies and leadership in South Asian countries. The later part of this section discusses about gender, politics and different political institutions in Bangladesh, along with the positive discrimination policies for women in politics and the factors influencing women's political representation in Bangladesh.

No of Classes: 3 classes

References

Required Readings

1. Abraham, T. (2002). *Women and the politics of violence*. New Delhi: Shakti books.
2. Randel, V. K. & Waylen, G. (1998). *Gender, politics and the state*. New York: Routledge.
3. Friedrich Ebert Stiftung (1993). *Women in politics – forms and processes*. New Delhi: Har-Anand Publications.

Recommended Readings

1. Sheldon, G. W. (Ed.). (2001). *Encyclopaedia of political thought*. New York: Facts on File.
2. Goodin, R. (1993). *A companion to contemporary political philosophy*. Oxford: Blackwell.

Section 8: Concepts and Principles of Public Administration

This section provides students with a general overview of public administration as a distinct field of study. It will also discuss its importance and relevance in relation to Women and Gender Studies and the basic principles/concepts of public administration, such as bureaucracy, leadership, decision-making and decentralization

No of Classes: 2 classes

References

Required Readings

1. Fesler, J.W. (1980). *Public administration – theory and practice*. New Jersey: Prentice Hall.
2. Henry, N. (2000). *Public administration and public affairs*. New Jersey: Prentice Hall.

Recommended Readings

1. Barnard, C. I. & Andrews, K. R. (1968). *The functions of the executive: 30th anniversary edition*. Cambridge: Harvard University Press.
2. Nigro, F.A. & Nigro, L.G. (1984). *Modern public administration*. New York: Harper and Row.

Section 9: Bureaucracy

This section mainly focuses on one of the most basic elements of the public administration system – bureaucracy. To understand this core issue of public administration, Max Weber’s analysis of bureaucracy, together with all the valid criticisms, will be discussed.

No of Classes: 2 classes

References

Required Readings

1. Fesler, J. W. (1980). *Public administration – theory and practice*. New Jersey: Prentice Hall.
2. Albrow, M. (1970). *Bureaucracy*. London: MacMillan.

Recommended Readings

1. Barnard, C. I. & Andrews, K. R. (1968). *The functions of the executive: 30th anniversary edition*. Cambridge: Harvard University Press.
2. Nigro, F. A. & Nigro, L. G. (1984). *Modern public administration*. New York: Harper and Row.

Section 10: Leadership

The section will discuss about the definition of leadership, the different forms and types of leadership and the leadership theories will also be highlighted, with a focus on gender aspects.

No of Classes: 2 classes

References

Required Readings

1. Firoj, J. (2007). *Women in Bangladesh parliament*. Dhaka: AH Development Publishing House.
2. Robbins, S. (2001). *Organization behaviour*. New Delhi: Prentice Hall.
3. Siddiqui, K. (1996). *Towards good governance in Bangladesh*. Dhaka: University Press Limited.

Recommended Readings

1. Hasan, S. (2007). *Women in Bangladesh local government*. Dhaka: AH Development Publishing House.
2. Persons, T. (Ed.). (1999). *The theory of social and economic organization*. New York: Free Press.

Section 11: Decision-Making

This section focuses on the meaning and process of decision-making. Besides, the relationship between decision-making and the policy process will also be explored in this section.

No of Classes: 2 classes

References

Required Reading

1. Robbins, S. P. & Coulter, M. (1996). *Management*. India: Prentice Hall.

Recommended Reading

1. Nigro, F. A. & Nigro, L. G. (1984). *Modern public administration*. New York: Harper and Row.

Section 12: Decentralization

This section elaborately discusses about the process of decentralization with special emphasis on gender ideology, local focus and ethnic expression.

No of Classes: 2 classes

References

Required Reading

1. Khan, M. R. & Ara, F. (2006). Women, participation and empowerment in local government: Bangladesh union parishad perspective. *Asian Affairs*, 29(1), 73 - 100.

Recommended Reading

1. Nigro, F. A. & Nigro, L. G. (1984). *Modern public administration*. New York: Harper and Row.

WGS 104: Introduction to Psychology

Course Credit: 4

Introduction to the Course

The course familiarizes students with the central concepts and theories of the discipline and the empirical methods and tools that psychologists use in assessing human behaviour and mental processes. This course will also introduce students to the psychological literature on women and gender. This course examines psychoanalysis, social psychological theories and research on how gender roles shape self-conceptions and social interactions. Topics discuss both basic biological aspects and development psychological issues to examine the prospects for continued change in gender roles, stereotypes, hierarchy, and sex differences in social behaviour. Course topics include gender stereotypes, the development of gender roles, gender comparisons, relationships, women's mental health, violence against women and psychological issues and the bio-psycho-social process of dealing with those issues.

Specific Learning Objectives

Students will be acquainted with:

- A general overview of what psychologists have learned about the role of gender in people's daily lives.
- Psychological research and theories on gender-related topics.
- The psychological approach to studying gender and designing and presenting practical psychological experiments on a gender-related issue.
- The biosocial aspects of psychology to understand an individual's development through the life span and gender socialization.
- To be aware of gender specific psychopathologies and their healing and prevention process.

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multimedia. A mixture of learning styles will be used in this class. Most of the time, lectures will be supported by PowerPoint presentations. There will also be assignments, group presentations, assigned readings, and classroom discussions where students will be divided in small groups to share their views through class activity, participatory games and by conducting small scale research.

Course Contents

Section 1: Introduction

The introductory section covers the following topics:

- a. **Definition of Psychology:** Nature of psychology as a science and characteristics of Psychology as a biosocial science. Major approaches: biological approach; behavioural approach; psychodynamic approach; humanistic approach; cognitive approach.
- b. **Subfields of psychology:** Bio-psychology; experimental and cognitive psychology; developmental psychology; social psychology; clinical and counseling psychology; educational and school psychology; industrial and organizational psychology; psychology of women and gender relationship.
- c. **Methods of studying behaviour:** Observation; experimental method; survey; case studies; clinical methods; psychological testing, psychological research methods, gender focused research and Apply various research methods and empirical findings to study behaviour.

Number of Classes: 3 classes

References

Required Readings

1. Feldman, R. S. (2011). *Understanding psychology* (10th ed.). USA: McGraw-Hill.
2. Myers, D. G. (2013). *Psychology* (10th ed.). New York, USA: Worth Publishers.
3. Crider, A. B., Kavanaugh, R. D., & Goethals, G. R. (1989). *Psychology*. USA: Addison-Wesley.
4. Hergenhahn, B. R. (2008). *An introduction to the history of psychology* (6th ed.). USA : Wadsworth.

Recommended Reading

1. Crawford, M. (2005). *Transformations: Women, gender and psychology*. USA: McGraw-Hill.

Section 2: Biological Basis of Behaviour

This section covers the biological basis of behaviour, i.e. the basic units of the nervous system; the structure and functioning of neurons; transmission of neural impulses; the major divisions of the nervous system: the central nervous system: the brain and the spinal cord; the peripheral nervous system: the somatic and the autonomic nervous system; the endocrine glands and major divisions of the brain and their primary functions. It will also cover identifying major

neurotransmitters, their functions, and understand the body's most speedy electrochemical communication system.

Number of Classes: 2 classes

References

Required Readings

1. Feldman, R. S. (2011). *Understanding psychology* (10th ed.). USA: McGraw-Hill.
2. Myers, D. G. (2013). *Psychology* (10th ed.). USA: Worth Publishers.
3. Hergenhahn, B. R. (2008). *An introduction to the history of psychology* (6th ed.). USA: Wadsworth.
4. Kalat, J. W. (1998). *Biological psychology*. USA: Brooks/Cole.

Recommended Reading

1. Crider, A. B., Kavanaugh, R. D., & Goethals, G. R. (1989). *Psychology*. USA: Addison-Wesley.

Section 3: Units of the Mental Processes

This section introduces the students to the following topics:

- a. **Sensation and Perception:** Definition of sensation. Absolute and difference, thresholds of sensory experience; vision, audition and other sensory processes. Definition of perception: perceptual organization, the Gestalt principles, form perception, illusions, perceptual constancy, depth perception.
- b. **Learning:** Definition. Learning processes: classical conditioning, operant conditioning, cognitive learning, latent learning, social learning: modeling, imitation.
- c. **Memory:** Definition. Types of memory: Sensory memory, short-term memory, long-term memory. Forgetting: its causes, improving memory.
- d. **Thought and Language:** The thinking process; problem solving; creative thinking; language, culture and thought.
- e. **Intelligence:** Definition; Measurement of intelligence; intelligence tests: Stanford-Binet and Wechsler's tests.
- f. **Motivation and Emotion:** Definition of motivation. Theories of Motivation: instinct theories drive theories: arousal theories, incentive theories. Classification of motives: biological motives, social motives. Definition of emotion. Theories of emotion: James-Lange theory, Canon-Bard theory; cognitive theory, primary emotions.

The ultimate goal of this section is to gain an overview from both theoretical and experimental notions of the above topics. It will focus on social and environmental influences on overall

physiology of behaviour and also about different models of human behaviour based on science versus general ways of knowing.

Number of Classes: 8 classes

References

Required Readings

1. Feldman, R. S. (2011). *Understanding psychology* (10th ed.). USA: McGraw-Hill.
2. Myers, D. G. (2013). *Psychology* (10th ed.). USA: Worth Publishers.
3. Crider, A. B., Kavanaugh, R. D., & Goethals, G. R. (1989). *Psychology*. USA: Addison-Wesley.
4. Hergenhahn, B. R. (2008). *An introduction to the history of psychology* (6th ed.). USA: Wadsworth.

**** Recent books on Cognitive Psychology is highly recommended.**

Recommended Reading

1. Crawford, M. (2005). *Transformations: Women, gender and psychology*. USA: McGraw-Hill.

Section 4: Personality

This section familiarizes the students with different aspects of personality development and assessment: the definition of personality, different theories of personality development; such: psychodynamic theories (specifically Freud's theory of psychoanalysis and its critics), trait theories, learning theories, cognitive theories and assessment (inventories, projective tests, behavioural approach). It will also discuss the concept of 'Cognitive Self' and 'Agency'.

Number of Classes: 4 classes

References

Required Readings

1. Feldman, R. S. (2011). *Understanding psychology* (10th ed.). USA: McGraw-Hill.
2. Pervin, L. A. (2003). *The science of personality*. UK: Oxford University Press.
3. Myers, D. G. (2013). *Psychology* (10th ed.). USA : Worth Publishers.
4. Crider, A. B., Kavanaugh, R. D., & Goethals, G. R. (1989). *Psychology*. USA: Addison-Wesley.

5. Hergenhahn, B. R. (2008). *An introduction to the history of psychology* (6th ed.). USA: Wadsworth.
5. Delamater, J. D., & Myers, D. J. (2011). *Social psychology* (7th ed.). USA: Wadsworth.
6. Hogg, A. M., & Vaughan, M. G. (2010). *Essentials of social psychology*. London, UK: Pearson Education Limited.

Recommended Reading

1. Crider, A. B., Kavanaugh, R. D., & Goethals, G. R. (1989). *Psychology*. USA: Addison-Wesley.

Section 5: Development throughout the Life Span

This section covers topics such as pregnancy, childbirth, and motherhood, infancy and childhood, adolescence. Social development: the sense of self and sense of others, construction of relationships. Female development: female development; nature and nurture. This section will help to identify and describe the major theories of human development, specifically, the theories of early childhood developments and different models of parenting style from the basic examples of ‘nature versus nurture’.

Number of Classes: 2 classes

References

Required Readings

1. Feldman, R. S. (2011). *Understanding psychology* (10th ed.). USA: McGraw-Hill.
2. Myers, D. G. (2013). *Psychology* (10th ed.). USA: Worth Publishers.
3. Crider, A. B., Kavanaugh, R. D., & Goethals, G. R. (1989). *Psychology*. USA: Addison-Wesley.
4. Hogg, A. M. & Vaughan, M. G. (2010). *Essentials of social psychology*. UK: Pearson Education Limited.
5. Delamater, J. D. & Myers, D. J. (2011). *Social psychology* (7th ed.). USA: Wadsworth.
6. Lamb, S., & Brown, L. M. (2007). *Packaging girlhood: Rescuing our daughters from marketers' schemes*. New York, USA: Macmillan.

Recommended Readings

1. Schaffer, R. (1996). *Social development: An introduction*. USA: Blackwell Publishers.
2. Brumberg, J. J. (1998). *The body project: An intimate history of American girls*. USA: Vintage Books.

Section 6: Understanding Key Concepts of Gender from Psychological Perspectives

This section discusses key concepts of gender from the psychological point of view. It includes the following topics: gender roles, gender relations, gender needs. Differences and similarities between males and females: Hyde (2005), gender stereotypes. The explicit social psychological perspective will be discussed, i.e. the work of Nancy Chodorow. In addition, psychological analysis from the South Asian perspective will be discussed.

The section will also cover women and psychological disorders, focusing on different issues related to the psychology of violence against women, forms of abuse, issues of power and control, abuse dynamics: the cycle of violence and the impact of violence on the mental health of women. It will also cover the mental health impacts of abuse, violence against women and their healing process

***Course instructor will guide to know about the work of various mental health professionals, basic counselling, and psychotherapeutic skills to heal psychological wounds of women in living in a hostile society. Under this section, small scale research on case studies, visit to mental health organizations and workshops on counseling can be organised.

Number of Classes: 2 classes

References

Required Readings

1. Crawford, M. (2005). *Transformations: Women, gender and psychology*. USA: McGraw-Hill.
2. Lips, H. M. (2004). *Sex and gender: An introduction*. USA: McGraw-Hill.
3. Matlin, M. W. (2003). *The psychology of women*. USA: Wadsworth.
4. Biaggio, M and Hersen, M. (2000). *Issues in the psychology of women* (1st ed.). USA: Kluwer Academic/ Plenum Publishers.
5. Chodorow, N. (1978). *The reproduction of mothering: Psychoanalysis and the sociology of gender*. California: University of California Press.
6. Kakar, S. (1989). *Intimate relations: Exploring Indian sexualities*. Chicago: The University of Chicago Press.

Recommended Readings

1. Roberts, T. (1997). *Lanahan readings in the psychology of women*. USA: Lanahan Publishers.
2. Kohen, D. (2000). *Women and mental health*. UK: Routledge.
3. Ahmed, D. (2002). *Gendering the spirit: Women, religion and the post colonial responses*. UK: Zed Books.

Section 7: Women and the Socialization Process

The students learn the ways the socialization process forms one's societal and gender identities. Freud's Theory of Sexuality will be discussed along with other relevant theories.

Number of Classes: 1 class

References

Required Readings

1. Hogg A. M. & Vaughan M. G. (2010). *Essentials of social psychology*. UK: Pearson Education Limited.
2. Crawford, M. (2005). *Transformations: Women, gender and psychology*. USA: McGraw-Hill.
3. Lips, H. M. (2004). *Sex and gender: An introduction*. USA: McGraw-Hill.
4. Matlin, M. W. (2003). *The psychology of women*. USA: Wadsworth.
5. Biaggio, M & Hersen, M. (2000). *Issues in the psychology of women*. USA: Kluwer Academic/ Plenum Publishers.
6. Freud, S. (1977). *On sexuality: Three essays on the theory of sexuality and other works*. USA: Penguin Books.

Recommended Readings

1. Roberts, T. (1997). *Lanahan readings in the psychology of women*. USA: Lanahan Publishers.
2. Kohen, D. (2000). *Women and mental health*. UK: Routledge.

WGS 105: Introduction to Sociology

Course Credit: 4

Introduction to the Course

The course covers detailed sociological key concepts and basic theoretical knowledge that provide ample opportunity to think critically and apply sociology to the students' personal experiences. This course also includes the history of the emergence of sociology in the West and in the East.

It covers basic facts and concepts such as culture and society, socialization, groups and organizations, deviance, social stratification, race and ethnicity, family and religion, factors influencing social life, urbanization, environment and society, social change and collective behaviour and gender and sexuality. The course will also provide the students with a feminist critique of mainstream sociology.

Specific Learning Objectives

Students will:

- Learn about the emergence and development of sociology as basic discipline of the social sciences.
- Acquire knowledge about the processes of human social life through the basic concepts, major theories, methods, and research findings of sociological inquiry.
- Develop perspectives that will enable better understanding of the social environment, both globally and locally.

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multimedia. A mixture of learning styles will be used in this class. Most of the times, lectures will be supported by PowerPoint presentations. There will also be assignments, group presentations, assigned readings, small scale fieldwork to do sociology and classroom discussions where students will be divided into small groups to share their views.

Course Contents

Section 1: The Emergence, Definition and Scope of Sociology

This section introduces the foundations of sociology and its emergence as a discipline in the West and the East and aims to provide an introduction to the main area of sociology, key concepts, historical debates and basic approaches to the discipline. It covers the definitions, nature, scope and importance of sociology and its interrelations with other social science

disciplines. The relationship between Sociology and women and gender studies as well as feminist perspectives will be introduced in this section.

The section spotlights sociological investigation and explains how to use science to study human society. The topics examined are: Sociology as a point of view, its emergence as an academic discipline under social science, sociology and science, scientific methods.

Number of Classes: 2 classes

References

Required Readings

1. Giddens, A., & Sutton, P.W. (Eds.). (2010). *Sociology: Introductory readings*. Oxford: Polity.
2. Giddens, A. (2001). *Sociology* (4th ed.). Oxford: Blackwell Publishers.
3. Bilton, T. (2002). *Introductory sociology* (4th ed.). New York: Palgrave Macmillan.
4. Schaefer, R. T. (2013). *Sociology: A brief Introduction*. New York: McGraw-Hill.
5. Fletcher, R. (1981). *Sociology*. New York: Simon & Schuster.
6. Abbott, P, & Wallace, C. (1997). *An Introduction to sociology: Feminist perspectives*. London: Routledge.
7. Madan, G.R., & Gupta, V.P. (Eds). (2005). *The social structure of values: Collected works of Dr. Radhakamal Mukerjee*. New Delhi: Radha.

Recommended Readings

1. Browne, K. (2005). *An introduction to sociology*. Oxford: Polity.
2. Bassis, M. S., Gelles, R. J., & Lavine, A. (1990). *Sociology: An introduction*. New York: McGraw-Hill.
3. Smelser, N. (1993). *Sociology*. New Delhi: Prentice Hall of India.
4. Stewart, E. W., & Glynn, A. (1992). *Introduction to sociology*. New York: McGraw-Hill.

Section 2: The Development of Sociological Thinking

Students will be introduced to the major theoretical approaches and social theorists, focusing on the founders of sociology, especially the contributions of Comte, Spencer and Marx. This section highlights not only the functionalist, conflict and symbolic interactionist perspectives but also incorporates developments in the newer post-modern theories, including feminist sociology, where different voices can be heard. It also focuses on the sociological perspective of Weber and Durkheim. Additionally, this section sets out to provide insight into theories of gender and sexuality, explaining how societies transform the distinction of biological sex into

systems of gender stratification and look at the ways sexuality is produced. This section will also discuss the feminist critique of mainstream sociology.

Number of Classes: 3 classes

References

Required Readings

1. Ritzer, G., & Stepnisky, J. (2017). *Modern sociological theory*. USA: SAGE Publications.
2. Giddens, A., & Sutton, P.W. (Eds.). (2010). *Sociology: Introductory readings*. Oxford: Polity.
3. Schaefer, R. T. (2013). *Sociology: A brief Introduction*. New York: McGraw-Hill.
4. Bilton, T. (2002). *Introductory sociology* (4th ed.). New York: Palgrave Macmillan.
5. Fletcher, R. (1981). *Sociology*. New York: Simon & Schuster.

Recommended Readings

1. Browne, K. (2005). *An introduction to sociology*. Oxford: Polity.
2. Bassis, M. S., Gelles, R. J., & Lavine, A. (1990). *Sociology: An introduction*. New York: McGraw-Hill.
3. Smelser, N. (1993). *Sociology*. New Delhi: Prentice Hall of India.
4. Stewart, E. W., & Glynn, A. (1992). *Introduction to sociology*. New York: McGraw-Hill.

Section 3: Basic Concepts of Sociology: Family, Marriage, Religion, Culture and Socialization, Social Control, Crime and Deviance, Race and Ethnicity

This section primarily discusses the basic concepts and major institutions of sociology. It will examine the many changes taking place around our ways of living together in the modern world, looking at family, marriage, religion, social control, crime and deviance, gender and sexuality etc. Major topics include: family diversity, families and social change, transitions and problems in family life, the post-modern family, families in the twenty-first century, theoretical perspectives on family. The issues of deviance and conformity, agencies of social control will also be discussed. Concepts in relation to sex, gender and sexuality, and public and private dichotomy will also be discussed. The section also addresses how religious beliefs are linked to other dimensions of social life. The following topics are covered: varieties of religion, types of religious organizations, gender and religion, religion and social change, new religious movements, changing religions in the global village.

The section will also introduce the definition and classification of races, race and ethnic relations, prejudice, discrimination, explaining racism and ethnic discrimination.

Students will also take a micro-level look at the patterns of social interactions and the socialization processes that make up our everyday lives. Major topics include: social interaction and socialization, types of social interaction, agencies of socialization and the dimensions of human development.

Number of Classes: 8 classes

References

Required Readings

1. Giddens, A., & Sutton, P.W. (Eds.). (2010). *Sociology: Introductory readings*. Oxford: Polity.
2. Giddens, A. (2001). *Sociology* (4th ed.). Oxford: Blackwell Publishers.
3. Bilton, T. (2002). *Introductory sociology* (4th ed.). New York: Palgrave Macmillan.
4. Schaefer, R. T. (2003). *Sociology*. New York: McGraw-Hill.
5. Karim, N. (1998). *Samajbiggan shomikkhon* [Social science survey]. Dhaka: Noyroj Kitabistan

Recommended Readings

1. Bassis, M. S., Gelles, R. J., Lavine, A. (1990). *Sociology: An introduction*. New York: McGraw-Hill.
2. Smelser, N. (1993). *Sociology*. New Delhi: Prentice Hall of India.
3. Stewart, E. W., & Glynn, A. (1992). *Introduction to sociology*. New York: McGraw-Hill.

Section 4: Social Structure and Stratification: Different Types of Societies

Discussions focus on social structure and stratification and examine how this fits into a society's system of wealth, property and class. In this section, we show the unequal positions occupied by individuals in society. This includes the definition and nature of social structure, the stratification system, the dimensions of social stratification and social mobility.

This section continues to look into the concept of stratification, linking it to the concept of society. It analyses the main types of society that existed in the past and/or are found today: primitive communism, slavery, feudalism, capitalism, socialism and communism. It also presents the theories of class and stratification developed by Marx and Weber, which form the basis of most sociological analyses of class and stratification. The social structure and social stratification of Bangladesh will also be highlighted in this session.

Number of Classes: 2 classes

References

Required Readings

1. Giddens, A. (2001). *Sociology* (4th ed.). Oxford: Blackwell Publishers.
2. Giddens, A. & Sutton, P. W. (Eds.), (2010). *Sociology: Introductory readings*. Oxford: Polity.
3. Bilton, T. (2002). *Introductory sociology* (4th ed.). New York: Palgrave Macmillan.
4. Schaefer, R. T. (2013). *Sociology: A brief Introduction*. New York: McGraw-Hill.
5. Fletcher, R. (1981). *Sociology*. New York: Simon & Schuster.

Recommended Readings

1. Bassis, M. S., Gelles, R. J., & Lavine, A. (1990). *Sociology: An introduction*. New York: McGraw-Hill.
2. Smelser, N. (1993). *Sociology*. New Delhi: Prentice Hall.
3. Stewart, E. W. & Glynn, A. (1992). *Introduction to sociology*. New York: McGraw-Hill.

Section 5: Theories of Social Change

This section examines important dimensions of global social change, explaining how and why world societies change - with an overview that highlights traditional, modern and post-modern societies. The topics are: evolution, progress, development and change, factors of social change, theories of social change and development theories, concept of social change will be discussed in relation to the contemporary world and Bangladesh context.

Number of Classes: 2 classes

References

Required Readings

1. Giddens, A. (2011). *Runaway world*. UK: Profile Books.
2. Schaefer, R. T. (2013). *Sociology: A brief Introduction*. New York: McGraw-Hill.
3. Bilton, T. (2002). *Introductory sociology* (4th ed.). New York: Palgrave Macmillan.
4. Fletcher, R. (1981). *Sociology*. New York: Simon & Schuster.

Recommended Readings

1. Schech, S. & Haggis, J. (Eds.). (2002). *Development: A cultural studies reader*. USA: Blackwell Publishing.
2. Smelser, N. (1993). *Sociology*. New Delhi: Prentice Hall.
3. Stewart, E. W. & Glynn, A. (1992). *Introduction to sociology*. New York: McGraw-Hill.

Section 6: Emerging Issues and Concepts: Sociological Understanding

- a. **Urbanization and globalization:** The section discusses the powerful impact of population growth and urbanization throughout the world and with special focus on Bangladesh. It also presents issues of contemporary concern by highlighting the interplay of society and the natural environment. The major areas are: population and urbanization in the twenty-first century, the growth of cities, trends in Western urban development, urbanization in the developing world, theories of urbanism, the human impact on the natural world.
- b. **Migration:** Migration is an important dimension of social life. This section focuses on the determinants and impacts of migration and its consequences for health, population and development. The major topics are: global migration, migratory movements, global diasporas, trafficking.
- c. **The sociology of health and illness:** Health is a social issue just as much as it is a matter of biological processes. This section looks at a growing area of interest: such as the sociology of the body. Major concepts are: medicine and society, the social basis of health: class and health, gender and health, race and health, holistic and alternative medicine, the theoretical analysis of health and medicine.
- d. In addition to the above -mentioned issues, any contemporary and/or emerging social issues will be incorporated.

Number of Classes: 3 classes

References

Required Readings

1. Giddens, A, & Sutton, P.W. (Eds.). (2010). *Sociology: Introductory readings*. Oxford: Polity.
2. Giddens, A. (2001). *Sociology* (4th ed.). Oxford: Blackwell Publishers.
3. Bilton, T. (2002). *Introductory sociology* (4th ed.). New York: Palgrave Macmillan.
4. Schaefer, R. T. (2013). *Sociology: A brief Introduction*. New York: McGraw-Hill.
5. Fletcher, R. (1981). *Sociology*. New York: Simon & Schuster.
6. Karim, N. (1998). *Samajbiggan shomikkhon*. Dhaka: Noyroj Kitabistan.

Recommended Readings

1. Bassis, M.S., Gelles, R. J. & Levine, A. (1990). *Sociology: An introduction*. New York: McGraw-Hill.
2. Smelser, N. (1993). *Sociology*. New Delhi: Prentice Hall of India.
3. Stewart, E. W., & Glynn, A. (1992). *Introduction to sociology*. New York: McGraw-Hill.

WGS 106: Statistics for Social Sciences

Course Credit: 4

Introduction to the Course

The course offers basic concepts of data analysis and statistical computing. It is designed to equip students with elementary statistical skills so that they can interpret and use real-life data for unfolding gender inequalities and differences. Topics include: key concepts and definitions, data processing, techniques of presentation, characteristics of statistical data, relationship between variables, and hypothesis testing.

Specific Learning Objectives

Students will be acquainted with:

- Basic statistical knowledge for analyzing social and gender-related information.
- Applied statistical techniques for summarizing and analyzing data, including preliminary orientation in popular software packages, i.e. Excel, SPSS etc.
- The ability to formulate any social problem in mathematical/quantitative terms, solve the problem and interpret the results.

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multimedia presentations, classroom exercises, demonstrations with computers, home assignments and students' group presentations. The students are required to follow class lectures and the listed reading materials to deepen their understanding.

Course Contents

Section 1: Definition and Scope

The section will cover definitions of statistics: past and present, its nature and characteristics; methods of statistics; scope and application of statistics; abuse of statistics; gender statistics. Sources of statistical data, primary and secondary sources of data, examples from existing datasets of Bangladesh will also be discussed.

Number of Classes: 3 classes

References

Required Readings

1. Islam, M. N. (2004). *An introduction to statistics and probability* (3rd ed.). Dhaka: Book World.
2. Scott, J. (2010). Quantitative methods and gender inequalities. *International Journal of Social Research Methodology*, 13(3), 223-236.

Recommended Readings

1. Levin, R. I., & Rubin, D. S. (1998). *Statistics for management* (7th ed.). Upper Saddle River, N.J.: Prentice Hall.
2. Larson, R., & Farber, B. (1999). *Elementary statistics: Picturing the world* (2nd ed.). Upper Saddle River, N.J.: Prentice Hall.
3. Mostafa, M. G. (1994). *Methods of statistics*. Dhaka: Karim.

Section 2: Processing of Data

This section will emphasize measurement scales (nominal, ordinal, interval and ratio), variables: definition and types (discrete, continuous, qualitative, and quantitative), attributes, classification, array formation, tabulation, different types of tables, frequency distribution and construction.

Number of Classes: 4 classes

References

Required Readings

1. Hinton, P.R. (2014). *Statistics explained* (3rd ed.). New York & East Sussex: Routledge.
2. Islam, M. N. (2004). *An introduction to statistics and probability* (3rd ed.). Dhaka: Book World.

Recommended Readings

1. Yule, G. U., & Kendall, M. G. (1999). *An introduction to the theory of statistics*. New Delhi: Rana Printograph.
2. Anderson, D. R., Sweeney, D. J., & Williams, T. A. (1999). *Statistics for business and economics* (7th ed.). Cincinnati, USA: South-Western College Publishing.

Section 3: Techniques of Presentation of Data

This section includes topics such as graphical presentation of data (including tally, stem and leaf plot, bar chart, pie chart, histogram), details of different types of graphs and charts with their relative merits and demerits, and examples based on real-life data and interpretation. This section also provides the students with a preliminary orientation to analyze and present data through popular software packages like Excel/SPSS.

Number of Classes: 6 classes

References

Required Reading

1. Islam, M. N. (2004). *An introduction to statistics and probability* (3rd ed.). Dhaka: Book World.

Recommended Reading

1. Newbold, P. (1988). *Statistics for business and economics* (2nd ed.). Englewood Cliffs, N.J: Prentice Hall.

Section 4: Characteristics of Statistical Data

The characteristics of statistical data will be discussed in this section. Topics include: measures of central location (mean, median, and mode), measures of spread (range, quartiles, variance, standard deviation), skewness, kurtosis and their properties, and examples based on real-life data and interpretation

Number of Classes: 7 classes

References

Required Readings

1. Hinton, P. R. (2014). *Statistics explained* (3rd ed.). New York & East Sussex: Routledge.
2. Islam, M. N. (2004). *An introduction to statistics and probability* (3rd ed.). Dhaka: Book World.
3. Mason, R. D. (2002). *Statistical techniques in business and economics* (9th ed.). USA: McGraw Hill.

Recommended Readings

1. Lind, D.A., Marchal, W. G., & Wathen, S. A. (2000). *Basic statistics for business and economics*. Boston: McGraw-Hill/Irwin.
2. Mostafa, M.G. (1994). *Methods of statistics*. Dhaka: Karim.
3. Yule, G. U., & Kendall, M. G. (1999). *An introduction to the theory of statistics*. New Delhi: Rana Printograph.

Section 5: The Relationship between Variables

This section focuses on the different relationships between data and variables. Topics include: bivariate data, scattered diagram, correlation (simple and rank correlation). The section also looks into areas such as simple regression analysis, principles of least square, lines of best fit, standard error of the estimators of regression coefficients, and examples based on real-life data and interpretation

Number of Classes: 6 classes

References

Required Readings

1. Hinton, P. R. (2014). *Statistics explained* (3rd ed.). New York & East Sussex: Routledge.
2. Islam, M. N. (2004). *An introduction to statistics and probability* (3rd ed.). Dhaka: Book World.

Recommended Readings

1. Lind, D. A., Marchal, W. G., & Wathen, Samuel Adam (2000). *Basic statistics for business and economics*. Boston: McGraw-Hill/Irwin.
2. Levin, R. I., & Rubin, D. S. (1998). *Statistics for management* (7th ed.). Upper Saddle River, N.J.: Prentice Hall.
3. Larson, R., & Farber, B. (1999). *Elementary statistics: Picturing the world* (2nd ed.). Upper Saddle River, N.J.: Prentice Hall.

Section 6: Hypothesis Testing

General concepts of hypothesis testing along with the basic concept of sample, population, normal and non-normal distributions will be discussed. Different types of hypothesis test such as chi-square test, *t*-test (one sample *t*-test, two sample *t*-test) will be performed.

Number of Classes: 6 classes

References

Required Readings

1. Islam, M. N. (2004). *An introduction to statistics and probability* (3rd ed.). Dhaka: Book World.
2. Hinton, P. R. (2014). *Statistics explained* (3rd ed.). New York & East Sussex: Routledge.

Recommended Reading

1. Mostafa, M. G. (1994). *Methods of statistics*. Dhaka: Karim.

***Note: For section 3, the course instructor may contact other departments/institutes of the University of Dhaka to secure computer lab support.*

WGS 107: Gender and International Relations

Course Credit: 4

Introduction to the Course

This course traces the development of international relations as an academic discipline and examines the patriarchal basis of its theories and concepts. The goal of this course is to acquaint students with the concepts, ideas, and analytical tools necessary to understand state behaviour, relationships among actors in the international system and to relate these issues with gender discourses. Different theories of international relations will be used to analyze the forces that affect state behaviour and address some of the most pressing questions in international relations from a gender perspective. In order to understand connections among states, vital topics such as war, peace building, cooperation, international law, political economy, terrorism, human rights, and the forms of conflict that characterize the international system will be explored through a gender lens.

Specific Learning Objectives

At the end of this course, students should have a strong grasp of:

- Various theories of state behaviour and how they apply to current and past political events.
- The causes of war and other forms of conflict, such as ethnic conflict.
- How non-state actors such as international organizations can affect the actions of states.
- How and why cooperation and peace-building occur in the international system.
- The issues that concern international relations today and how they shape the foreign policy decisions of states.

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multimedia. A mixture of learning styles will be used in this class. Most of the times, lectures will be supported by PowerPoint presentations. There will also be assignments, group presentations, assigned readings, and classroom discussions where students will be divided into small groups to share their views.

Course Contents

Section 1: Concepts and Elements of International Relations

This section discusses the definition, state, nature and scope of the subject matter of international relations. It will also focus on the rationality and relevance of including gender in International Relations, the patriarchal basis of concepts like power, state, and security.

Emphasis will also be given towards understanding the sources of gender bias in the basic theories and concepts of the subject.

No of Classes: 4 classes

References

Required Readings

1. Grant, R., & Newland, K. (Eds.). (1991). *Gender and international relations*. Buckingham: Open University.
2. Steans, J. (1998). *Gender and international relations: An introduction*. New Jersey: Rutgers University Press.

Recommended Reading

1. Tickner, A. (1992). *Gender in international relations: Feminist perspectives on achieving global security*. New York: Columbia University.

Section 2: The Nexus of Gender and International Relations

This section will briefly discuss the intermingled relationship of gender and international relations. It will also focus on how and why gender matters in the study of and international relations. Later, this section will focus on the major theories of international relations: Realism, Liberalism, Marxism and the way in which the social construction of gender is ab/used and manipulated.

No of Classes: 4 classes

References

Required Readings

1. Steans, J. (2006). The gender(ed) politics of international relations. *Gender and international relations: Issues, debates and future directions*. Oxford: Polity.
2. Shepherd, L. J. (2010). Sex or gender? Bodies in world politics and why gender matters. In L. J. Shepherd (Ed.), *Gender matters in global politics: A feminist introduction to international relations* (pp. 3-16). Oxford : Rotledge.

Recommended Reading

1. Tickner, A. (1992). *Gender in international relations: Feminist perspectives on achieving global security*. New York: Columbia University.

Section 3: Feminist Perspectives of International Relations

This section focuses on the issues of feminist international relations, feminist critiques of international relations, and the problematic relationship between feminists and international relations theorists. This section then focuses on the phenomena highlighted by feminist analysis as well as the concrete themes in feminist international relations: sovereignty, security, militarism.

No of Classes: 4 classes

References

Required Readings

1. Keohane, R. O. (1998). Beyond dichotomy: Conversations between international relations and feminist theory. *International Studies Quarterly*, 42(1), 193-197.
2. Sjoberg, L., & Tickner, J. A. (2013). Feminist perspectives on international relations. In W. Caarlsnaes, T. Risse-kapper, & B. A. Simmons (Eds.), *Handbook of international relations*, (pp. 170-194). USA: SAGE publication.

Recommended Readings

1. Jones, A. (1996). Does 'gender' make the world go round? Feminist critiques of international relations. *Review of International Studies*, 22(4), 405-429.
2. Tickner, J. (1997). You just don't understand: troubled engagements between feminists and IR theorists. *International Studies Quarterly*, 41(4), 611-632.

Section 4: State, Citizenship and Nationalism

This section incorporates the theorization of men as gendered beings in the scholarly discussions of international relations and the role of masculinities in keeping women away from state-making. This section argues how men are doubly victimized not only because of war but also because of hyper-masculine attitude of the existing social settings. Lastly, this section shows how men as gender beings are absent from the international relations literature.

No of Classes: 4 classes

References

Required Readings

1. Romaniuk, S. N., & Wasylciw, J. K. (2010). 'Gender' includes men too! Recognizing masculinity in security studies and international relations. *Perspectives: Central European Review of International Affairs*, 18(1).
2. Heeg, M. J. (2010). When are states hypermasculine? In L. Sjoberg (Ed.), *Gender and international Security: Feminist perspectives*. New York: Routledge.

Recommended Reading

1. Steans, J. (2006). Gender, Feminism in the theory and practice of 'state making'. *Gender and international relations: Issues, debates and future directions* (pp. 33 – 46). Oxford: Polity.

Section 5: Gendered Standpoint of Security: Global and National Perspective

This section elaborately discusses the issues of security, insecurity, international anarchy, war, terrorism, humanitarian interventionism, peacekeeping, rethinking conflict/security using a gender perspective, conflict management and resolution. This section questions - what does gender mean for our understanding of security and how does conflict impact individual men and women?

No of Classes: 4 classes

References

Required Readings

1. Mohsin, A. (2005). Silence and marginality: Gendered security and the nation-state. In F. Faizal, & S. Rajagopalan (Eds.), *Women, security, South Asia: A clearing in the thicket* (pp. 134 – 153). India: SAGE Publication.
2. Steans, J. (2006). Re-visioning security. In J. Steans (Ed.), *Gender and international relations: Issues, debates and future directions* (pp. 63-77). Oxford: Polity.

Recommended Readings

1. Tickner, J. (2002). Feminist perspectives on 9/11. *International Studies Perspectives*, 3(4), 333-350.
2. Bloom, M. (2007). *Female suicide bombers: A global trend*. *Daedalus*, 136(1), 94-102.

Section 6: Gender, Peace-Making and Peacebuilding

This section discusses militarism, human rights abuses, rising of war and armed conflict, sexual violence in war and armed conflict, and the importance of international women's movement. This section also focuses on the gender dimensions of peacekeeping and peace building, the need for women peacekeepers and the future of peacekeeping operations from a gender perspective.

No of Classes: 4 classes

References

Required Readings

1. Whitworth, S. (2005). *Militarized masculinities and the politics of peacekeeping: The Canadian case*. Colorado, USA: Lynne Reinner Publishers.
2. Hudson, H. (2009). Peace building through a gender lens and the challenges of implementation in Rwanda and Côte d'Ivoire. *Security Studies*, 18(2), 287-318.

Recommended Readings

1. Steans, J. (2006). Gender, feminist perspectives on war and peace. In J. Steans (Ed.), *Gender and international relations: Issues, debates and future directions*. (pp. 47 – 62). Oxford: Polity.
2. Moran, M. H. (2010). Gender, militarism, and peace-building: Projects of the post conflict moment. *Annual Review of Anthropology*, 39, 261-274.

Section 7: Gender, Forced Migration and Refugee Crisis

As there has been phenomenal growth in forced migration, people's displacement due to war and conflict and rising number of refugees, including women and children and increasing violence in recent decades, this section will analyse the gendered nature of these processes.

No of Classes: 3 classes

References

Required Readings

1. Castles, S. (2003). Towards a sociology of forced migration and social transformation. *Sociology*, 37(1), 13-34.
2. Macklin, A. (2009). Legal aspects of conflict-induced migration by women. In S. F. Martin, & J. Tirman (Eds.), *Women, migration and conflict* (pp. 23-45). USA: Springer.

3. Holzer, E. (2013). What happens to law in a refugee camp?. *Law & Society Review*, 47(4), 837-872.

Recommended Readings

1. Islam, M. N. (2013). *Gender analysis of migration from Bangladesh*. Retrieved from: <https://bomsa.net/Report/R1005.pdf>
2. Fiddian-Qasmiyeh, E., Loescher, G., Long, K., & Sigona, N. (Eds.). (2014). *The Oxford handbook of refugee and forced migration studies*. Oxford: Oxford University Press.

Section 8: Gendered Realities of the Power Structure and Foreign Policy

This section discusses the gendered reality in the making and implementation of foreign policies of different countries; The existing gender gap in the committees responsible for making foreign policies, and how such discrimination affects the lives of the citizens. The section focuses its discussion on power, the polarity of power, women's participation and the role in the power structure

No of Classes: 3 classes

References

Required Readings

1. Togeby, L. (1994). The gender gap in foreign policy attitudes. *Journal of Peace Research*, 31(4), 375-392.
2. Charles, N. (2000). *Feminism, the state and social policy*. London: Macmillan.
3. Enloe, C. (2004). *The curious feminist: Searching for women in a new age of empire*. California: University of California Press.

Recommended Reading

1. Tickner, A. (1992). *Gender in international relations: Feminist perspectives on achieving global security*. New York: Columbia University.

WGS 108: Women's Movement from the Global Perspective

Course Credits: 4

Introduction to the Course

The course will discuss the meaning of women's movement, reasons for its emergence and its linkage with the broader socio-political movement. It will provide a critical understanding of the interconnection between the feminist knowledge framework and the women's movement. It investigates if there is a global women's movement and how is it defined. It evaluates the political context in the emergence of global character of women's movement, the linkage between the local struggles of women with the global movement. Focus is made on the articulation of the power of 'global sisterhood' towards creating an environment for global movement. Different waves of women's movement will be reviewed to place their relevance to the emergence, growth and nature of global one. The course highlights the debates on socio-economic development during the UN Development Decade of 70s, which shaped the UN Decade for Women. It evaluates how Decade opened space for women from all over the world, covering races, ethnicity, classes, cultures, countries and occupational backgrounds. It builds capacity to assess the significance of the Decade for global women's movement. It also provides scope to relate the gains achieved and challenges ahead derived out of global women's movement, to Bangladesh keeping in view the role of the state, activism and academia, particularly the women and gender studies.

Specific Learning Objectives

Students will be acquainted with:

- The meaning of the women's movement: why it emerges, its linkages with the broader socio-political movement and the interconnection between the feminist knowledge framework and the women's movement.
- The skills to perceive if a global women's movement exists, how it can be defined and the local-global dynamics.
- The ability to analyse the global context for an emerging movement, a decade for women, the significance of the decade for the global women's movement.
- The ability to relate the gains achieved and challenges ahead in Bangladesh, highlighting the role of the state, academia, particularly women and gender studies.

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multimedia. A mixture of learning styles will be used in this class. Most of the times, lectures will be supported by PowerPoint presentations. There will also be assignments, group presentations, assigned readings, and classroom discussions where students will be divided into

small groups to share their views through class activity, participatory games and by conducting small scale research.

Course Contents

Section 1: Introduction to Women's Movement: Global Perspective

The section will describe the topics to be discussed, methodologies to be used and relevance of the course with women & gender studies. The purpose of the section is also to receive responses of the students and assess their exposure to the subject. It attempts to understand how and why women's movements emerge. This section analyses how women's movement is linked with broader socio-political movement and also discusses the influence of feminist thoughts in shaping women's movement.

Number of Classes: 3 classes

References

Required Readings

1. Antrobus, P. (2004). *The global women's movement: Origin, issues and strategies*. London: Zed Books.
2. Humm, M. (Ed.). (1992). *Feminism: a reader*. UK: Routledge.
3. Basu, A. (Ed.). (1995). *The challenges of local feminisms*. Colorado, USA: Westview Press.

Recommended Readings

1. Rowley, M., & Antrobus, P. (2007). Feminist visions for women in a new era: An interview with Peggy Antrobus. *Feminist Studies*, 33(1), 64-87.
2. Weldon, S. L. (2006). Inclusion, solidarity and social movements: The global movement against gender violence. *Perspectives on Politics*, 4(1), 55-75.

Section 2: Women's Movement: Historical Process

The section looks at the women's movement as a process starting from the 19th century. It gives a brief introduction on the nature of women's movement: changing scenario, analysis of the issue dichotomy between men as social reformers and women as participants in the movements. Issues like women's voting rights and suffrage movements in the North (especially UK, USA) will be discussed.

Number of Classes: 2 classes

References

Required Readings

1. McMillen, S. (2009). *Seneca falls and the origins of the women's rights movement*. Oxford: University Press.
2. Antrobus, P. (2004). *The global women's movement: Origin, issues and strategies*. UK: Zed Books.
3. Jayawardena, K. (1986). *Feminism and nationalism in the third world*. UK: Zed Books.
4. Kullar, M., & Taehakkyo, I.Y. (2005). *Writing the women's movement: A reader*. New Delhi: Zubaan.
5. Basu, A. (Ed.). (1995). *The challenges of local feminisms*. Colorado: Westview Press.

Recommended Reading

1. Liddle, J., & Joshi, R. (1989). *Daughters of independence: Gender, caste and class in India*. USA: Rutgers University Press.

Section 3: Political Context of Global Women's Movement: Linking Local to Global

The section will discuss the concept and context of global women's movement, why and how global shaping of women's movement at local level analyses the political context of it- what kind of political environment is behind the emergence of global women's movement. The discussion will also focus on the boundaries of local struggle for women's liberation and its linkage with global one. Cases from East and West (with special emphasis on Asia, Latin America, Africa and the Middle East) will be discussed.

Number of Classes: 2 classes

References

Required Readings

1. Antrobus, P. (2004). *The global women's movement: Origin, issues and strategies*. UK: Zed Books.
2. Basu, A. (Ed.). (1995). *The challenges of local feminisms*. Colorado: Westview Press.
3. Margolis, D.R. (1993). Women's movements around the world: Cross-cultural comparisons. *Gender and Society*, 7(3), 379-399.

Recommended Readings

1. Smith, B. G. (2000). *Global feminisms since 1945*. UK: Routledge.

2. Davis, F. (1999). *Moving the mountain: The women's movement in America since 1960*. Illinois: University of Illinois Press.
3. Davies, M. (1987). *Third world, second sex: Women's struggles and national liberation*. UK: Zed books.

Sections 4: Development Decades 70s, Decade for Women and Women's Movement

This section will explain the economic growth model of development and United Nations Decade for Women and shift in approaches to women's development. Concepts like WID, WAD and GAD as historical emergence and world women's conferences as the outcome of global women's movement will be discussed with references to South Asia, especially Bangladesh perspectives.

Number of Classes: 2 classes

References

Required Readings

1. Emmanuel, A. (2010). Feminist movements in global perspective united nations & the rights of the women. *The Indian Journal of Political Science*, 71(3), 837-852.
2. Antrobus, P. (2004). *The global women's movement: Origin, issues and strategies*. UK: Zed Books.
3. Kabeer, N. (1994). *Reversed realities: Gender hierarchies in development*. USA: Verso.
4. Tinker, I. (Ed.) (1990). *Persistent inequalities: Women and world Development*. Oxford: Oxford University Press.
5. Karl, M. (1995). *Women and empowerment, participation & decision making*. UK: Zed Books Ltd.

Recommended Readings

1. Elson, D. (Ed.). (1991). *Male bias in the development process*. Manchester: Manchester University Press.
2. United Nations (1980). *Report of the world conference of the UN decade for women: Equality, development and peace*. Retrieved from <https://digitallibrary.un.org/record/36306?ln=en>.
3. United Nations (1989). *World survey on the role of women in development*. Retrieved from <https://www.unwomen.org/en/digital-library/world-survey-on-the-role-of-women-in-development>.
4. United Nations (1989). *Elements of an international development strategy for the 1990s*. Retrieved from <https://digitallibrary.un.org/record/87171?ln=en>.

5. Isis International (1986). *Women, struggles and strategies*. Rome: Isis International.
6. United Nations Division for the Advancement of Women (UNDAW) (1992). *Public life: women makes a difference*. Retrieved from https://www.ohchr.org/documents/issues/women/WG/PublicPoliticalLife/WG_Globa.docx.

Section 5: Significance of the Decade for Global Women’s Movement: Women’s Movement and Women’s Lives: Gains and Challenges

The section will include the contribution of the United Nations and The Decade for Women towards global movement; gains for women of the world and actions for future, commitment of the governments and world bodies for women’s empowerment; how Decade created opportunities for women and a difference in their lives.

Number of Classes: 2 classes

References

Required Readings

1. Emmanuel, A. (2010). Feminist movements in global perspective united nations & the rights of the women. *The Indian Journal of Political Science*, 71(3), 837-852.
2. Weldon, S. L. (2006). Inclusion, solidarity and social movements: The global movement against gender violence. *Perspectives on Politics*, 4(1), 55-75.
3. Antrobus, P. (2004). *The global women’s movement: Origin, issues and strategies*. UK: Zed Books.
4. United Nations (2001). *Beijing declaration and platform for action with the Beijing + 5: Political declaration and outcome document*. Retrieved from <https://www.unwomen.org/en/digital-library/publications/2015/01/beijing-declaration>.
5. Khan, S. (1994). *The UN machineries for the advancement of women: CEDAW, its strength, potential and challenges*.
6. Ray. R. (2000). *Fields of protest: Women's movements in India*. Delhi: Zubaan.
7. Wieringa, S. (Ed.) (1995). *Subversive women: Historical experiences of gender and resistance*. New Delhi: Kali for Women.

Recommended Readings

1. *Voices 2005 and beyond: Proceedings of the Asia-Pacific NGO forum on Beijing+10 - celebrating gains... confronting issues* (n.d.). Retrieved from <http://ap-ngo-forum.isiswomen.org>
2. Shaheed, F., & Hamdani, I. (2004). *Women’s agenda in the UN: to Beijing & beyond*. Pakistan: Shirkat Gah women’s resource center.

3. UNESCAP (n.d.). *Partnerships moving forward, Asia and the Pacific 1995-2005*. Retrieved from <https://www.unescap.org/resources/partnership-moving-forward-asia-and-pacific-1995>.
4. UNIFEM. (1999). *Carrying the Beijing torch in South Asia*. New York: UNIFEM.
5. UNIFEM. (2005). *Progress of South Asian women 2005*. New York: UNIFEM.

Section 6: Global Women’s Movement: its Implications for Indian Subcontinent

The section focuses on the direct and indirect implications of global women’s movement in the context of the Indian Subcontinent; commitment of government, actions taken, solidarity among women, gains achieved and challenges for the future. This section will focus on historical connection among social reformations, national movements and women’s movements from the journey of this subcontinent to Bangladesh.

Number of Classes: 2 classes

References

Required Readings

1. Khan, S. R. (2001). *The socio-legal status of women in Bangladesh: Implications for development*. Dhaka: University Press Limited.
2. Barbara, S. (1996). *The women's movement and colonial politics in Bengal : The quest for political rights, education, and social reform legislation, 1921-1936*. New Delhi : Manohar.
3. Rosas, A. M., & Wilson, S. (2003). The women's movement in the era of globalisation: Does it face extinction? *Gender and Development*, 11(1), 135-141.
4. Antrobus, P. (2004). *The global women’s movement: Origin, issues and strategies*. UK: Zed Books.
5. Wilson, S. (2006). *Introduction: Moving forward as a multi-generational movement*. UK: Taylor & Francis, Ltd.

Recommended Reading

1. Amin, S.N. (1996). *The world of Muslim women in colonial Bengal*. Netherlands: Brill.

Section 7: Changing Patterns of Women’s Movement Worldwide: Contemporary Issues

This section will discuss the changing patterns of global women’s movement. The journey of global women’s movement from contemporary world and how it has never face extinction. It will also depict the ongoing nature of women’s movement around the world in different pattern

and activism as a multi-generational social movement. Experiences from Bangladesh will be discussed with specific examples.

Number of Classes: 2 classes

References

Required Readings

***Students will be encouraged to explore contemporary issues from published and unpublished documents, websites, the internet, blogs, and newspaper and photo archives in the absence of specific readings.

***Relevant texts and articles on contemporary laws analysis. (Reading materials should be provided in class)

WGS 201: Introduction to Economics: Gender Perspectives

Course Credit: 4

Introduction to the Course

The course is designed to introduce the students to the basic concepts of economics, related to both microeconomics and macroeconomics. The microeconomic section(s) focuses on the economic principles, including demand, supply, production and market equilibrium. The macroeconomic section provides students with an understanding of how national income, consumption, savings and investments are determined and how macroeconomic policies such as fiscal, monetary and trade policies are related to the development of the country. The course examines the basic economic concepts from gender perspectives and discusses the emergence of feminist economics as a critique to traditional economic theories. The gender focus brings discussion on the wage gap, occupational segregation in the labour market, gender inequality within the household at the micro-level and critically analyse gender biases within the national and international macroeconomic policies at the macro level. The last part of the course provides an overview of women's involvement in various economic sectors of Bangladesh, including the rural economy.

Specific Learning Objectives

Upon completion, the students will be able to:

- Gain an understanding of the basic economic concepts, both from microeconomics and macroeconomics field of study.
- Get a critical understanding of basic economic concepts from a gender perspective
- Be familiar with the theoretical foundations of feminist economics.
- Engage critically with issues related to gender inequality within the labour market and household.
- Identify the gender bias within the macroeconomic policies.
- Get an overview of women's participation in the production process in the context of Bangladesh.

Instructional Strategies

The course will follow a number of instructional strategies. It includes lectures using white board, multimedia and video/film presentation. The course instructor will also arrange field visit to provide the students with practical knowledge about the economic process, field visit to a production firm, for example.

Course Contents

Section 1: Microeconomics

This section discusses the basic concepts related to the field of Microeconomics. It covers a range of topics, including the followings:

- a. **Basic Tools and Consumer Behaviour analysis:** This sub-section provides an overview of basic economic concepts of microeconomics. It discusses a range of topics, including Production Possibility Frontier (PPF) and the meaning of economic growth; the elasticity of demand and supply, demand and supply curves, choice and utility, the indifference curve, private and public goods.
- b. **Theory of Firm:** It will discuss the basic topics of production, cost and profit, consumer surplus, externality, economic and social welfare, opportunity cost and application of the idea of opportunity cost to determining women's wages. Alongside, the detail of market structure i.e. assumptions of a competitive market, short run and long run equilibrium competitive market and price and output determination under monopolistic competitive market will also be analysed.
- c. **Labour Market and Income Distribution:** This sub-section covers a range of topics, including theories of the labour market (dual market and segregated labour market), demand and supply of labour, wage determination of women labours in the labour market, poverty and income distribution.

Number of Classes: 6 classes

References

Required Reading

1. Samuelson, P. A., & Nordhaus, W. D. (1989). *Economics*. Boston: McGraw-Hill/Irwin.

Recommended Readings

1. Ahuja, H. L. (2007). *Advanced economic theory: Microeconomic analysis*. New Delhi: S. Chand.
2. Baumol, W. J., & Blinder, A. S. (2005). *Economics: Principles and policy*. USA: Thomson South-Western.

Section 2: Feminist Economics - An Overview

The section introduces the students to the field of Feminist Economics that emerged as a critique to the mainstream economic theories and policies. It discusses the theoretical ideas of

Feminist economics in relation to gender biases in economic processes and outcomes, gender inequalities within the household and labour market and macroeconomic policies. It challenges the concepts of ‘women as other’ and ‘she is not working’ and provides new pathways and strategies for advancing wellbeing and removing gender disparities

Number of Classes: 2 classes

References

Required Readings

1. Ferber, M. A., & Nelson, J. A. (Eds.). (2003). *Feminist economics today: Beyond economic man*. USA: University of Chicago Press.
2. Blau, F. D., Ferber, M. A., & Winkler, A. E. (2013). *The economics of women, men and work*. USA: Pearson Higher Ed.
3. Benería, L., Berik, G., & Floro, M. (2015). *Gender, development and globalization: Economics as if all people mattered*. UK: Routledge.

Recommended Readings

1. Jacobsen, J. P. (1998). *The economics of gender*. Malden, MA: Blackwell.
2. Aerni, A. L., Bartlett, R. L., Lewis, M., McGoldrick, K. M., & Shackelford, J. (1999). Toward a feminist pedagogy in economics. *Feminist Economics*, 5(1), 29-44.
3. Strassman, D. (2020, November 18). *What is feminist economics* [vedio]. Retrieved from https://youtu.be/8eq_f5ET8TY

Section 3: Gender Inequality within the Labour Market

The section analyses underlying causes of gender disparities, occupational segregation and wage inequality in the labour market. It rethinks the basic way the paid employment is structured and discusses the issues related to entry and exit from the labour market, for example, married women’s entry into the paid employment, pregnancy as a barrier to the labour market and the role of household responsibilities of women in determining their position in the labour market. It applies an intersectional lens and includes the factors related to gender, race and ethnicity to get a better understanding of discrimination and inequalities within labour market. It also sheds light on the consequences of feminisation of labour in the context of globalisation.

Number of Classes: 4 classes

References

Required Readings

1. Benería, L., Berik, G., & Floro, M. (2015). *Gender, development and globalization: Economics as if all people mattered*. UK: Routledge.
2. Van Staveren, I., Elson, D., Grown, C., & Cagatay, N. (Eds.). (2012). *The feminist economics of trade*. UK: Routledge.
3. Pearson, R. (2012). *Women, work and gender justice in the global economy*. UK: Routledge.

Recommended Readings

1. Schober, T., Winter-Ebmer, R. (2011). Gender wage inequality and economic growth: Is there really a puzzle? -A comment. *World Development*, 39(8), 1476-1484.
2. Standing, G. (1999). Global feminization through flexible labor: A theme revisited. *World development*, 27(3), 583-602.
3. Seguino, S. (2000). Gender inequality and economic growth: A cross-country analysis. *World Development*, 28(7), 1211-1230.
4. Ewart, M. (2001). The Social construction of difference and inequality: Race, class, gender and sexuality. *Teaching Sociology*, 29(1), 120.

Section 4: Household Economics: Unpaid and Care Work

The section focuses on unpaid and care work that has been devalued in the traditional economic theories. It critically analyses the neo-classic household theory that defines the household through the labour market and consumption decisions of the male head and thereby excludes the activities and well-being of women within the household. It covers a range of issues, including distribution of time and resources in the household, intra-household decision making and its effect on the well-being of men, women and children, the time line management and opportunity cost, inequalities and interplay of gender and race and marketization of care work.

Number of Classes: 4 classes

References

Required Readings

1. Sen, A. (1990). Gender and cooperative conflicts. In I. Tinker (Ed.), *Persistent inequalities: Women and world development*. Oxford, UK: Oxford University Press.
2. Folbre, N. (2001). *The invisible heart: Economics and family values*. New York, USA: New Press.

3. Meyer, M. H. (Ed.). (2002). *Care work: Gender, labor and the welfare state*. London, UK: Routledge.
4. Folbre, N. & Bittman, M. (2004). *Family time: The social organization of care*. New York: Routledge.
5. Hochschild, A. R. (2003). *The managed heart: Commercialisation of human feelings*. Berkeley: University of California Press.

Recommended Readings

1. Kabeer, N. (2002). *The power to choose: Bangladeshi women and labor market decisions in London and Dhaka*. New York, USA: Verso.
2. Thomas, D. (1990). Intra-household resource allocation: An inferential approach. *Journal of Human Resources*, 25(4), 635-664.
3. Folbre, N. (1986). Cleaning house: New perspectives on households and economic development. *Journal of Development Economics*, 22(1), 5-40.
4. Albelda, R., Duffy, M., Folbre, N., Hammonds, C., & Suh, J. (2010). Community development: Research and community development initiatives that support progress in low- and moderate-income communities. *Federal Reserve Bank of Boston*. Retrieved from <https://www.bostonfed.org/community-development.aspx>
5. Martin, K. (Producer), & Nash, T. (Director) (1995). *Who is counting? Marilyn waring on sex, lies and global economics* [Motion Picture]. Canada: National film board of Canada.

Section 5: Macroeconomics

This section discusses basic concepts related to the field of Macroeconomics. It covers a range of topics as follows:

- a. **Basic Tools, National Income and Consumption:** The sub-section will focus on national income determination, consumption, saving and investment, unemployment, GDP, GNP, NNP, business cycle, budget deficit and international deficit, Balance of Payment (BOP), IS-LM curves and National Income (NI).
- b. **International Economics:** The sub-section will discuss arguments for and against free trade and protectionism.

Number of Classes: 4 classes

References

Required Reading

1. Sachs, J. D., & Larraín, B.F. (1993). *Macroeconomics in the global economy*. New York, USA: Prentice-Hall.

Recommended Readings

1. Dornbusch, R., & Fischer, S. (1984). *Macroeconomics*. New York, USA: McGraw-Hill.
2. Hall, R. E., & Taylor, J. B. (1991). *Macro economics: Economic growth, fluctuations and policy*. New York, USA: W. W. Norton.
3. Parkin, M. (1992). *Modern macroeconomics*. London, England: Prentice Hall.
4. Samuelson, P. A., & Nordhaus, W. D. (1989). *Economics*. Boston, USA: McGraw-Hill/Irwin.

Section 6: Money and Government Policies

The section will discuss the definition, functions and objectives of macroeconomic policies. It will primarily focus on three main policies, namely: fiscal, monetary and trade policies. Emphasis will be given on the context of Bangladesh.

Number of Classes: 4 classes

References

Required Reading

1. Sachs, J. D., & Larraín, B. F. (1993). *Macroeconomics in the global economy*. New York, USA: Prentice Hall.

Recommended Readings

1. Hall, R. E., & Taylor, J. B. (1991). *Macro economics: Economic growth, fluctuations and policy*. New York, USA: W. W. Norton.
2. Dewett, K. K., & Chand, A. (1984). *Modern economic theory*. New Delhi, India: ShyamLal Charitable Trust.

Section 7: Feminist Analysis of the Macroeconomic Policies

The section analyses the impact of economic and financial policies from a feminist perspective and examines the gender biasness within these policies. It asks what impact the macroeconomic policies have on women and gender relations.

Number of Classes: 2 classes

References

Required Reading

1. Young, B., Bakker, I. & Elson, D. (2011). *Questioning financial governance from a feminist perspective*. New York, USA: Routledge.

Section 8: Women's Participation in the Economy: Bangladesh Perspectives

The section discusses about the size and trend of female participation both in the urban and rural economy, women's participation both in formal and informal work, female participation in the manufacturing and garment industry, the characteristics of female wage workers, determination of wage rate for female workers, division of labour by sex, women' employment in educational institutions and public offices, in the service sector and in the field of science and technology and prospect of expanding employment opportunity for women in Bangladesh. The section will also focus on women's involvement in agriculture, livestock, poultry and fisheries, women's access to the land, microcredit and its impact on women's rural economic development. industry, service. livestock, firm/ non-firm, formal/informal.

Number of Classes: 4 classes

References

Required Readings

1. Asian Development Bank (2016). *Bangladesh employment diagnostic study: Looking beyond garments*. Retrieved from <https://www.adb.org/publications/ban-looking-beyond-garments-employment-diagnostic-study>.
2. Bangladesh Bureau of Statistics (2013). *Gender statistics of Bangladesh 2012*. Dhaka: BBS.
3. Kabeer, N., & Mahmud, S. (2004). Globalization, gender and poverty: Bangladeshi women workers in export and local markets. *Journal of International Development*, 16(1), 93-109.
4. Sobhan, R., & Khundker, N. (2001). *Globalisation and gender: Changing patterns of women's employment in Bangladesh*. Dhaka: University Press Limited.

5. Paul-Majumder, P., & Sen, B., (Eds.). (2000, January 21-22). Growth of garment industry in Bangladesh: Economic and social dimensions. *Proceedings of a National Seminar on Ready-made Garment Industry*. Dhaka: Bangladesh Institute of Development Studies.

Recommended Readings

1. Ahmed, S. (1996). *Why women count: Essays on women in development in Bangladesh*. Dhaka, Bangladesh: University Press Limited.
2. World Bank (1990). *Bangladesh strategies for enhancing the role of women in economic development: A World Bank country study*. Washington, DC: World Bank.
3. Barman, B. K. (2009). Women in small-scale aquaculture in north-west Bangladesh. *Gender, Technology and Development*, 13, 199-224.
4. CARE Bangladesh (2003). *The role of women in agriculture and related rural livelihood: A review of the literature*. Dhaka: CARE SDU Reports and Studies.
5. Mizan, A. N. (1994). *In quest of empowerment: The grameen bank impact on women's power and status*. Dhaka, Bangladesh: University Press Limited.
6. Rehnuma *et al.* (2008). *Krishi pranbouchitra o nari* [agriculture life diversity and women]. Dhaka, Bangladesh: Barcik
7. Salahuddin, K. (2002). *Mainstreaming gender in agriculture sector: Bangladesh perspectives & other Essays*. Dhaka: Palok Publishers and Women Writers Association.
8. Saleque, A. & Mustafa, S. (1996, March 25-29). *Women And poultry: The Brac model in Bangladesh*. Paper Presented at Development Workers' Course: Integrated Farming in Human Development, Coursecenter Tune Landboskole, Greve, Denmark.

WGS 202: Introduction to Feminist Theories

Course Credit: 4

Introduction to the Course

What is feminism? What is theory? What is the relationship between the two? This course will introduce the students to the concept of feminism and the issues and concepts that feminists theorize about. It will also make the students contextualize feminism and its various theories to their own time, context and concerns so that they learn to make links between academia and real lives.

The course looks at ways through which women have built a collective voice and theoretical bases that shaped their agenda. It will, therefore, focus on conceptualizing feminism and its link with activism; different approaches to feminism and the debates surrounding them; debated issues in feminism like gender, class, identity, power, ethnicity, development, globalization etc. Special attention will be given to Third World feminism with a particular focus on South Asia.

Specific Learning Objectives

Students will be acquainted with:

- The major trends and approaches of feminist thoughts.
- Different types of feminisms and the relationship between context, theory and political positions including Third World Feminisms with special emphasis on South Asia.
- Contemporary issues and debates in feminist thoughts.

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multimedia. A mixture of learning styles will be used in this class. Most of the times, lectures will be supported by PowerPoint presentations. There will also be assignments, group presentations, assigned readings, and classroom discussions where students will be divided in small groups to share their views.

Course Contents

Section 1: Introduction

The section addresses the major approaches to the main issues that will be covered in the course, introduces the concepts of 'Feminism' and 'Theory', and establishes a relationship between feminism and theory.

No of Classes: 9 classes

References

Required Readings

1. Lorber, J. (2010). *Gender inequality: Feminist theories and politics*. USA: Oxford University Press.
2. Tong, R. (2014). *Feminist thought: A more comprehensive introduction*. Colorado: Westview press.
3. Humm, M. (Ed.). (1992). *Feminism: A reader*. New York: Wheatsheaf.
4. Watkins, S. A., Rueda, M., & Rodriguez, M. (1992). *Feminism for beginners*. Cambridge: Icon books.
5. Chhachhi, A. (1999). *Concepts in feminist theory-consensus and controversy*. Papers presented at the inaugural seminar of the University of the West Indies, Women and Development Studies Project, Jamaica, University of West Indies.

Recommended Readings

1. Kolmer, W., & Bartkowski, F. (Eds.). (2004). *Feminist theory: A reader*. New York: McGraw Hill.
2. Watkins, S. A., Rueda, M., & Rodriguez, M. (1992). *Feminism for beginners*. UK: Icon books.

Section 2: Introduction to Third World Feminism

This section focuses on 'Third World feminism'. It introduces the context, concepts, relevance and contribution of Third World feminism to women's movements, especially in South Asia.

No of Classes: 5 classes

References

Required Readings

1. Mohanty, C.T., Russo, A. & Torres, L. (Eds.). (1991). *Third world women and the politics of feminism*. USA: Indiana University Press.
2. Roy, M. (1992). *Bengali women*. USA: University of Chicago Press.
3. Burton, A. M. (1994). *Burdens of history: British feminists, Indian women, and imperial culture, 1865-1915*. USA: UNC Press.
4. Jayawardena, K. (1995). *The white woman's other burden -- western women and South Asia during British rule*. New York: Routledge.
5. Kumar, R. (1993). *The history of doing: An illustrated account of movements for women's rights and feminism in India, 1800-1990*. India: Zubaan.

6. Visram, R. (1992). *Women in India and Pakistan: The struggle for independence from British rule*. UK: Cambridge University Press.

Recommended Readings

1. Narayan, U. (1997). *Dislocating cultures: Third world feminism and the politics of knowledge*. New York: Routledge.
2. Tong, R. (2014). *Feminist thought: A more comprehensive introduction*. Colorado: Westview press.
3. Ghose, I. (1998). *Women travellers in Colonial India: The power of the female gaze*. UK: Oxford University Press.
4. Sahgal, M. Z., & Hancock-forbes, G. (1994). *An Indian freedom fighter recalls her life*. New York: Sharpe.
5. Sangari, K., & Vaid, S. (Eds.) (1989). *Recasting women: Essays in colonial history*. New Delhi: Kali for Women.

Section 3: Different Approaches and Theories of the North

Focusing on major works from the 18th and the 19th century, this section provides the background to the women's movements and the emergence of feminist theory. In keeping with this, the students will be introduced to the concept of 'Liberal Feminism', its origin, rise and fundamental issues and concerns, major arguments and its contribution. Added to this will be a discussion on critiques of liberal feminism.

No of Classes: 6 classes

References

Required Readings

1. Tong, R. (2014). *Feminist thought: A more comprehensive introduction*. Colorado: West view press.
2. Jaggar, A., & Rothenberg, P.S. (Eds.). (1993). Theories of women's sub ordination. *Feminist frameworks: Alternative theoretical accounts of the relations between women and men*. Boston: McGraw Hill.
3. Jaggar, A., & Rothenberg, P. S. (Eds.). (1993). Liberalism. *Feminist frameworks: Alternative theoretical accounts of the relations between women and men*. Boston: McGraw Hill.

Recommended Readings

1. Kolmer, W., & Bartkowski, F. (Eds.). (2004). *Feminist theory: A reader*. New York: McGraw Hill.

2. Andermahr, S., Lovell, T., & Wolkowitz, C. (1998). *A concise glossary of feminist theory*. London & New York: Arnold Publications.

Section 4: Debates on Class and Gender: Marxist/Socialist Feminism

This section introduces Marxist/Socialist feminism, its concepts, major issues, arguments etc. The historical background of this theory, major writers/feminist activists, their contribution to the women's movement and their critiques will be discussed.

No of Classes: 3 classes

References

Required Readings

1. Kolmer, W., & Bartkowski, F. (Eds.). (2004). *Feminist theory: A reader*. New York: McGraw Hill.
2. Tong, R. (2014). *Feminist Thought: A more comprehensive introduction*. Colorado: Westview press.
3. Jaggar, A., & Rothenberg, P. S. (Eds.). (1993). Classical marxism. *Feminist frameworks: Alternative theoretical accounts of the relations between women and men*. Boston: McGraw Hill.
4. Jaggar, A., & Rothenberg, P.S. (Eds.). (1993). Socialist feminism. *Feminist frameworks: Alternative theoretical accounts of the relations between women and men*. Boston: McGraw Hill.

Recommended Reading

1. Andermahr, S., Lovell, T., & Wolkowitz, C. (1998). *A concise glossary of feminist theory*. London & New York: Arnold Publications.

Section 5: Debates on Sex and Class: Radical Feminism

The section provides an understanding of gender and class as concepts and how they are linked together. Special focus will be given on exploring the students' views/understanding/perspective of the role of 'biology' in creating gender. The section also introduces radical feminism, its historical background, the concepts and main arguments, its link and contribution to women's movements, the critiques of radical feminism as well as its relevance to today's women.

No of Classes: 3 classes

References

Required Readings

1. Tong, R. (2014). *Feminist thought: A more comprehensive introduction*. Colorado: Westview press.
2. Jaggar, A., & Rothenberg, P. S. (Eds.). (1993). Radical feminism. *Feminist frameworks: Alternative theoretical accounts of the relations between women and men*. Boston: McGraw Hill.

Recommended Reading

1. Andermahr, S., Lovell, T., & Wolkowitz, C. (1998). *A concise glossary of feminist theory*. London & New York: Arnold Publications.

Section 6: Postmodern Feminism

The section introduces postmodern feminism, its context, major concepts and contributions in dealing with topics like diversity, essentialism and language within feminism.

No of Classes: 3 classes

References

Required Readings

1. Tong, R. (2014). *Feminist thought: A more comprehensive introduction*. Colorado: Westview press.
2. Wieringa, S. (2002). Essentialism versus constructivism: Time for a rapprochement? In P. Mohammed (Ed.), *Gendered realities: Essays in Caribbean feminist thought*. Jamaica: University of the West Indies Press.
3. Parpart, J. (1993). Who is the other? A postmodern feminist critique of women and development theory and practice. *Development and Change*, 24(3).

Recommended Reading

1. Nicholson, L. (Ed.). (1990). *Feminism/postmodernism*. New York: Routledge.

Section 7: Debates on Gender, Race and Class: Black Feminism

The section focuses on the historical context of black feminism, its concepts, major arguments and debates introducing the writers, activists etc.

No of Classes: 3 classes

References

Required Readings

1. Tong, R. (2014). *Feminist thought: A more comprehensive introduction*. Colorado: Westview press.
2. Andermahr, S., Lovell, T., & Wolkowitz, C. (1998). *A concise glossary of feminist theory*. London & New York: Arnold Publications.

Recommended Reading

1. Lorber, J. (2011). *Gender inequality: Feminist theories and politics*. New York: Oxford University Press.

Section 8: Debates on Nature and Women: Eco-feminism

The section focuses on eco-feminism, its historical contexts, concepts, main arguments and debates and the contribution of activists to the women's movements.

No of Classes: 3 classes

References

Required Reading

1. Mies, M., & Shiva, V. (1993). *Ecofeminism*. London: Zed Books.

Recommended Reading

1. Tong, R. (2014). *Feminist thought: A more comprehensive introduction*. Colorado: Westview press.

Section 9: Construction of Marginal Identities

This section introduces concepts like ‘identity’ and ‘marginalization’, how different identities (masculine, feminine, motherhood, sexuality etc.) are constructed in societies, and how feminist theories or feminism in general understands these constructions and identity politics.

No of Classes: 3 classes

References

Required Reading

1. Hesse-Biber, S., Gilmartin, C. & Lydenberg, R. (1999). *The politics of identity and differences* (chapter 2) & *Social construction of differences* (chapter 3). In S. Hesse-Biber, C. Gilmartin, & R. Lydenberg (Eds.), *Feminist approaches to theory and methodology: An interdisciplinary reader*. Oxford: Oxford University Press.

Recommended Reading

1. Young, I. M. (1990). *Justice and politics of difference*. USA: Princeton University Press. (Chapter: Marginalization).

Section 10: Theories and Debates on Intersectionality

This section briefly touches upon issues involved in conceptualizing the interrelationships of gender, class, race and ethnicity and other social divisions. Special focus on the issues of power and how it crosses races.

No of Classes: 6 classes

References

Required Readings

1. Yuval-Davis, N. (2006). Intersectionality and feminist politics. *European Journal of Women's Studies*, 13, 193- 209.
2. Jaggar, A. & Rothenberg, P. S. (Eds.). (1993). Multicultural feminism. *Feminist frameworks: Alternative theoretical accounts of the relations between women and men*. Boston: McGraw Hill.
3. Jaggar, A. & Rothenberg, P. S. (Eds.). (1993). Multicultural feminism. *Feminist frameworks: Alternative theoretical accounts of the relations between women and men*. Boston: McGraw Hill.
4. Bhavani, K. (Ed.). (2001). *Feminism and ‘race’*. Oxford: Oxford University Press.

Recommended Readings

1. Hua, A. (2003, May 2 - 4). *Critical race feminism*. Paper Presented at Canadian Critical Race Conference 2003: Pedagogy and Practice, University of British Columbia, Vancouver, Canada.
2. Healey, J., & O'Brian (Eds.). (2003). African Americans. *Race, ethnicity and gender: Selected readings*. New York: Sage Publications.
3. Aguilar, D. D. (2006). Current challenges to feminism: Theory and practice. *MOnline* (Monthly Review). Retrieved from <https://mronline.org/2006/10/18/current-challenges-to-feminism-theory-and-practice/>

WGS 203: Social Science Research Methodology 1

Course Credit: 4

Introduction to the Course

The course covers basic concepts in social research along with qualitative and quantitative methodologies and presents a brief overview of the implementation process. In addition, the course focuses on the ethical issues in social research. The aim of this course is to provide students with an extensive understanding of basic concepts and principles of social science research, as well as introductory ideas on research design and the methods of data collection, which will be discussed at length afterwards at the higher level.

Specific Learning Objectives

Students will:

- Understand the foundations and basic concepts, the principles and the techniques of social science research methodology.
- Gain a methodological understanding of various social researches, i.e. quantitative and qualitative methodologies.
- Get a brief overview of different methods of data collection in social science research (experiments, survey research, observation etc.).
- Apply their acquired knowledge to study systematically various social and gender issues.

Instructional Strategies

This course will be taught through lectures with white board and multimedia presentations, field investigation, home assignments and group presentations by the students. The students are required to follow class lectures and the listed reading materials to deepen their understanding.

Course Contents

Section 1: Introduction and Basic Concepts of Social Research

The section includes the following topics:

- a. **The Foundations of Social Research:** The nature of the human inquiry, a historical overview of social research (the early years; forerunners of modern social research; the nineteenth century: the rise of positivism; the twentieth century: research pluralism); the state of contemporary research.

- b. **Basic Concepts in Social Research: Ontology;** epistemology; research method; research methodology; reflexivity; objectivity; paradigm; ideographic and nomothetic explanation; inductive and deductive theory; qualitative and quantitative data; pure and applied research.

Number of Classes: 6 classes

References

Required Readings

1. Sarantakos, S. (2005). *Social research* (3rd ed.). New York: Palgrave Macmillan.
2. Bryman, A. (2016). *Social research methods*. UK: Oxford University Press.

Recommended Readings

1. Khanum, R. A. (2015). Emergence of feminist methodology: Philosophical perspective. *Empowerment*, 22, 1-8.
2. Babbie, E. (2004). *The practice of social research*. California: Thomson Wordsworth.

Section 2: Varieties of Social Research

This section includes the following topics:

- a. **Quantitative methodology:** Theoretical background of quantitative research (realism; empiricism; positivism), central criteria of quantitative research; critique of quantitative methodology
- b. **Qualitative methodology:** Theoretical foundation of qualitative methodology (constructivism and interpretivism); central criteria of qualitative research; critique of qualitative methodology
- c. **Mixed-methods approach:** Integrating qualitative and quantitative methodology: the rationales; criticisms

Number of Classes: 5 classes

References

Required Readings

1. Sarantakos, S. (2005). *Social research* (3rd ed.). New York: Palgrave Macmillan.
2. Bryman, A. (2016). *Social research methods*. UK: Oxford University Press.

Recommended Readings

1. Babbie, E. (2004). *The practice of social research*. California: Thomson Wordsworth.
2. Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, USA: Sage.
3. Metso, M., & Le-Feuvre, N. (2006). *Quantitative methods for analysing gender, ethnicity and migration*. Toulouse: Université de Toulouse–Le Mirail.

Section 3: Principles and Essentials of Social Research

This section includes the following topics:

- a. Measurement (nature of measurement, levels of measurements, variables); scales and indexes.
- b. Validity and reliability in qualitative and quantitative research.
- c. Objectivity, representativeness and generalizability.
- d. Sampling: principles of sampling; types of sampling.
- e. Hypothesis: types of hypothesis; function of hypothesis.
- f. Ethical issues in social research.

Number of Classes: 5 classes

References

Required Readings

1. Sarantakos, S. (2005). *Social research* (3rd ed.). New York: Palgrave Macmillan.
2. Bryman, A. (2016). *Social research methods*. UK: Oxford University Press.

Recommended Readings

1. Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, USA: Sage.
2. Babbie, E. (2004). *The practice of social research*. California: Thomson Wordsworth.

Section 4: Brief Overview of Research Methods (Methods of Data Collection)

This section provides a brief overview of different methods of data collection. The topics include: experiments, questionnaire survey, interview, Focus Group Discussion (FGD) observation. Other methods will be taught afterwards at the higher level.

Number of Classes: 5 classes

References

Required Readings

1. Sarantakos, S. (2005). *Social research* (3rd ed.). New York: Palgrave Macmillan.
2. Bryman, A. (2016). *Social research methods*. UK: Oxford University Press.
3. Sobha, I., & Reddy, M. S. N. (2009). *Research methodology in women's studies*. Delhi: Anmol Publications.

Recommended Reading

1. Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, USA: Sage.

Section 5: Research Designs

This section includes the following topics:

- a. Choosing research topic
- b. Formulation of research questions/hypothesis
- c. Steps in quantitative research design (topic and methodology; methodological construction of the topic; sampling; data collection; data processing; reporting)
- d. Fixed qualitative research design; flexible qualitative research design.

Number of Classes: 3 classes

References

Required Readings

1. Sarantakos, S. (2005). *Social research* (3rd ed.). New York: Palgrave Macmillan.
2. Bryman, A. (2016). *Social research methods*. UK: Oxford University Press.

Recommended Reading

1. Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, USA: Sage.

WGS 204: The Women's Movement in Bangladesh

Course Credit: 4

Introduction to the Course

The course sets a basic foundation for understanding the history of the women's movement in the context of Bangladesh starting with a brief introduction to the colonial period and pre-liberation period. It will also discuss shifts within the women's movement: the social reform movement, the struggle for political rights, equality and empowerment. The current framework of the women's struggle and its major concerns and issues will be discussed with special emphasis on the issue of leadership. The course also evaluates the interconnection between state power and the women's movement, the responses of state power and the implications of state policy on the women's movement. It will also point out the linkages between women and gender studies and women's rights activism in Bangladesh and its linkages with the global women's movement. The course will make a historical journey through the trajectory of the women's movement in Bangladesh, focusing on issues raised, activism and leadership, loss and gains, strategies and negotiations, challenges and future direction.

Each of the students will be engaged in class presentation covering issues in the women's movement, and some of the sections will be participatory and interactive. Guest lectures by the key figures of the women's movement will be organised. Screening of movies, case studies and small scale research and exploration by the students will be encouraged.

Specific Learning Objectives

Students will be acquainted with:

- Thorough knowledge of the historical perspective of the women's movement in Bangladesh — its origin, development and diversity.
- A critical understanding of the women's movement in different periods and its linkage with the current women's rights movement in Bangladesh and its interconnectedness with the global scenario.
- The ability to review and analyse the implications of state policy and interconnections between state power and the women's movement.
- The ability to review and critically analyses the nature of the women's movement in contemporary Bangladesh, the major issues and the leadership: success and crisis, challenges and future directions.

Instructional Strategies

Lecture using white board, multimedia presentation, focus group discussion, seminar and presentation by the students, field visit, interviewing and primary data collection and compilation, presentation on more recent issues exploring newspaper and photo/film archives, web and internet sources, reviewing published and unpublished documents and reports.

Course Contents

Section 1: Introduction to the Women's Movement in the Region

The section reviews the origin of the women's movement in this region in its social and political context with a brief introduction to the pre-independence era. The main purpose is to recapitulate the learning from Course WGS#108: Women's Movement from Global Perspective. The section briefly traces women's struggles through pre-colonial, colonial and post-colonial periods in order to contextualise the women's movement in Bangladesh.

No of Classes: 2 classes

References

Required Readings

1. Southard, B. (1996). *The women's movement and colonial politics in Bengal 1921—1936*. Dhaka: University Press Limited.
2. Kumar, R. (1993). *The history of doing: An illustrated account of movements for women's rights in India. 1800-1990*. London & NY: Verso
3. Asthana, P. (1974). *Women's movement in India*. Delhi: Vikas Publishing House.
4. Sobhan, S. (1994). National identity, fundamentalism and the women's movement in Bangladesh. In V. M. Moghadam (Ed.), *Gender and national identity, women and politics in Muslim societies*. London: Zed Books.
5. Falguni, A. (2010). *Banglar nari shogramer itihash* [The history of the women's movement in Bengal]. Dhaka: Annesha Prokashon
6. Begum, M. (1989). *Banglar nari andolon* [The women's movement of Bengal]. Dhaka: The University Press Limited.

Recommended Readings

1. Amin, S. N. (1996). *The world of Muslim women in colonial Bengal 1876—1939*. New York: Brill Publications.

2. Hossain, S., & Masuduzzaman (Eds.) (2003). *Narir khamatayan: Rajniti o andolon*. Dhaka: Mowla Brothers.
3. Chatterjee, P. (1993). *The nation and Its fragments: Colonial and postcolonial histories*. Princeton: Princeton University Press.
4. Chatterjee, P. (1999). *The partha chatterjee omnibus*. New Delhi & Oxford: Oxford University Press.
5. Murshed, G. (1983). *Reluctant debutante: The response of Bengali women to modernization*. Rajshahi, Bangladesh: Sahitya Samsad.
6. Chaudhuri, M. (1992). *Indian women's movement: Reform and revival*. USA: Indian Strosius Inc / Advent Books Division

Section 2: Women's Movement in Bangladesh: Nature, Main Issues and Leadership

This section is divided into four broad subsections covering issues raised, strategies, activism and leadership of the women's movement in each of the decades, starting from the seventies till post-2000 (focussing on the first three decades of independent Bangladesh).

Section 2 (a): Decade of the Seventies

The section starts with the independence of Bangladesh and discusses the scenario of the decade of the seventies with particular focus on the war of liberation, and atrocities against women, process of rehabilitation and responses from the women's movement and the state. Making of the Constitution, autonomous women's organisations and their activism and other issues like influence of UN-led global feminism will also be discussed, highlighting the role and activism of the women's movement in Bangladesh.

No of Classes: 4 classes

References

Required Readings

1. Begum, M. (2002). *Nari andoloner panch dashak*. Dhaka: Onnyoprakash.
2. Jahan, R. (1991). *Women's movement in Bangladesh: Concerns and challenges. Alternative: Women's vision and movements*. Dhaka.

Recommended Readings

1. Mookherjee, N. (2008). Gendered embodiments: Mapping the body-politic of the raped woman and the nation in Bangladesh. *Feminist Review*, 88(1), 36-53.

2. D'costa, B. (2003). *War babies: The question of national honour*. Retrieved from http://www.drishtipat.org/1971/docs/warbabies_bina.pdf
3. Chowdhury, M. (2015). *71-er juddhoshishu: Obitito itihash*. Dhaka: Ahmad Sarwarruddwala, Academic Press and Publishing Library.
4. Saikia, Y. (2011). *Women, war, and the making of Bangladesh: Remembering 1971*. Durham: Duke University Press.
5. Banu, A. (2015). *Feminism in Bangladesh (1971-2000): Voices from the women's movement* (Unpublished Doctoral dissertation). University of Dhaka, Dhaka, Bangladesh.

Section 2 (b): Decade of the Eighties

The section highlights major issues raised during the decades of the eighties. The main focus is to analyse the inner dynamics of issues at stake like movements against violence against women, dowry, acid violence, reproductive rights and body issue, garments workers movement, Uniform Family Code (UFC), movement against 'state religion', and state initiatives including legal gains and challenges. The section will analyse the shift in its nature, issues, strategies and leadership over the decade.

No of Classes: 4 classes

References

Required Readings

1. Begum, M. (2002). *Nari andolonar aanch dashak*. Dhaka: Onnyoprakash.
2. Chowdhury, E. H. (2011). *Transnationalism reversed: Women organising against gendered violence in Bangladesh*. New York: SUNY
3. Kabeer, N. (1991). The quest for national identity: Women, Islam and the state in Bangladesh. *Feminist Review*, 37(1), 38-58.

Recommended Readings

1. Nazneen, S., & Tasneem, S. (2010). A silver lining: Women in reserved seats in local government in Bangladesh. *IDS Bulletin*, 41(5), 35-42.
2. Chowdhury, N. (2002, September 25). *The implementation of quotas: Bangladesh experience – dependence and marginality in politics*. Paper presented at the International IDEA Workshop titled The Implementation of Quotas: Asian Experiences, Jakarta, Indonesia, Bangladesh.

3. Shehabuddin, E. (2008). *Reshaping the holy: Democracy, development and Muslim women in Bangladesh*. New York: Columbia University Press.
4. Bangladesh Mahila Parishad. (1993). *Uniform family code*. Dhaka: Bangladesh Mahila Parishad.

Section 2 (c): Decade of the Nineties

The decades of the nineties can be marked as the most vibrant and golden period for the women's movement, with more than five hundred women's organisations and NGOs working on women's issues. The issues those are highlighted here are violence against women, the case of rape and murder of Yasmin under police custody, revisiting the war time rape and atrocities led by Jahanara Imam, Union Parishad election and issue of direct election in reserved seats, sex workers movement, fatwa and religious extremism, democracy and female leadership, legal gains like *Nari unnayan neeti* and other legal frameworks. Apart from all these local agendas and activism, impact of global feminism and international frameworks like CEDAW, international Human rights conventions its ratification and reservation will also be discussed and analysed from a feminist perspective.

No of Classes: 4 classes

References

Required Readings

1. Chowdhury, N. (2001). The politics of implementing women's rights in Bangladesh. In J. Bayes & N. Tohidi (Eds.), *Globalisation, gender and religion: The politics of women's rights in Catholic and Muslim Contexts*. New York: Palgrave.
2. Nazneen, S. (2017). *The women's history in Bangladesh: A short history and current debates*. USA: Memeo.

Recommended Readings

1. Chowdhury, N. (1994). Bangladesh: Gender and politics in a patriarchy. In N. Barbar, & N. Chowdhury (Eds.), *Women and politics worldwide*. New Haven & London: Yale University Press.
2. Mohsin, A. (2010). Coming out of the private: Women forgoing voices in Bangladesh. In F. Azim & M. Sultan (Eds.), *Mapping women's empowerment: Experiences from Bangladesh, India, and Pakistan*. Dhaka: The University Press Limited.
3. Azim, F. & Banu, A. (2009, September). *Shifts and changes in women's dress in contemporary Dhaka: Some preliminary observations*. Working Paper Series 7. Department of Women and Gender Studies: University of Dhaka, Bangladesh.

Section 3: Women’s Movement in Contemporary Bangladesh: Nature, Main Issues and Leadership; Decade of 2000 and onwards

This section will focus on issues and activism which are more contemporary and may not be available in resources like books and articles but can be traced by looking at newspaper archives, contemporary journal articles, media resources, net and blogs and social media, exploration through primary research, direct interview with relevant and concerned persons and personalities. Issues like contemporary cases of VAW, rape and murder, domestic VAW/G, marital rape, #Me Too and other virtual spaces for resistance and activism, changing strategies and style of activism, networking, lobbying and policy intervention in the contemporary scenario will be addressed. The discussion will also add debates by looking at the context of the paradigm change from women’s development to women’s empowerment covering GO-NGO interface. Students will be encouraged to make presentations on current issues to stimulate debate and discussions in the class.

No of Classes: 4 classes

References

In absence of specific text books, published and unpublished research documents, GoB documents, resources available online, web/internet sources will be used as references.

1. Jad, I. (2004). The “nGOisation” of the Arab women’s movement. *IDS Bulletin*, 35(4), 34–42.
2. Sabur, S. (2013). Did nGOisation deradicalise the women’s movement?. Retrieved from <https://alalodulal.org/2013/05/28/ngoization/>

Section 4: Role of Women’s Movement in Feminist Knowledge Production: Linkages between Academia and Activism

This section will particularly explore research, publication, training and teaching and pedagogic contribution in higher studies on women and gender issue by looking at selected autonomous women’s organisations and state discourses. Feminist knowledge production and critique of mainstream knowledge is viewed as part of women’s movement and activism in the contemporary world. Knowledge created and demonstrated in women’s organisations, through pamphlets, slogans, brochures, newsletter, research and publication, training and certificate courses and its content analysis is central to this section. This section will also look at the interconnections between women studies and the women’s movement. It will examine the linkages and networking between academia and activism and activists and the impact of these interconnections in the context of Bangladesh. Focus Group Discussions with selected women’s rights activists and academia will be arranged.

Emergence and Establishment of the Department of Women and Gender Studies as a discipline in public and private universities and its historical journeys will also be discussed as case studies.

No of Classes: 2 classes

References

Required Readings

1. Islam, M. (1994). *Whither women studies in Bangladesh*. Dhaka: Women for Women.
2. Chowdhury, N. (2010). *Of mangroves and monsters: Women's political participation and women's studies in Bangladesh*. Dhaka: Pathak Shamabesh.
3. Tanjeem, N., & Sabur, A. (2018). The institutionalisation of women and gender studies in higher education. In H. Letchamanan & D. Dhar (Eds.), *Education in South Asia and Indian ocean islands*. New York: Bloomsbury Publishing.

Recommended Readings

1. Islam, M. (2005). Trends in women's studies in Bangladesh. *Journal of Asian Women's Studies*, 14(12).
2. John, E, M. (2008). *Women's studies in India: A Reader*. New Delhi: Penguin

Section 5: Interconnections between the Women's Movement and State Power

The section covers state responses to the women's movement and the interaction between the state and women's rights activism. The focus will be to explore the strategies and negotiations, cooperation, collaboration, resistance, reversion and dilution with the state. Significant gains and challenges, loopholes and contradictions will be discussed.

No of Classes: 2 classes

References

Required Readings

1. Kabeer, N. (1989). *The quest for national identity: Women, Islam, and the state of Bangladesh*. Brighton, England: Institute of Development Studies, University of Sussex
2. Molyneux, M. (1985). Mobilization without emancipation? Women's interests, the state and revolution in Nicaragua. *Feminist Studies*, 11(2), 27-54.

3. Nazneen, S. & Sultan, M. (2010). Reciprocity, distancing, and opportunistic overtures: Women's organisations negotiating legitimacy and space in Bangladesh. *IDS Bulletin*, 41(2), 70–78.

Recommended Readings

1. Government of Bangladesh policies like *Nari Unnayan Neeti 2011*, documents from the *Ministry of Women and Children's Affairs*, *Child Policy*, *Child Marriage Restraint Act 2017*, *CEDAW* and other *UN documents* available online.
2. Banu, A. (2015). Global-local interactions: First three decades of women's movement in Bangladesh. *Journal of the Asiatic Society of Bangladesh (Humanities)*, 60(2).

Section 6: Women's Movement: Gains and Challenges

The section is primarily devoted to class activities, field visits, exercises to contextualise the theoretical issue in everyday lived experiences from the perspective related to activism and movement. The section focuses on the contemporary issues of the women's movement in Bangladesh, the gains achieved and the challenges lying ahead. Contemporary issues and its interconnections with the role of media, social networks, state and civil society in Bangladesh will be discussed. New ways, new strategies and new forms of activism will be analysed from a feminist perspective through active class participation, guest lecture, student's participation, debates and discussion. Readings will be provided by the course instructor as required.

No of classes: 4 classes

References: class activity

Review and discussion: 1 class

WGS 205: Women and Literature

Course Credit: 4

Introduction to the Course

This course is designed to help students to appreciate literature both aesthetically as well as a representation/reflection of lives and society in a particular period of time by introducing them to a wide range of world literature. At the same time, it aims to help students become feminist literacy critics. This course takes them through the writings that have shaped the images of women in the history of literature. Concentrating on literary texts, it examines literature through the ages. Beginning with the Greek and Indian classics, it covers Aeschylus, Kalidasa, Virginia Woolf, Henrik Ibsen, Rabindranath Tagore, and goes on to modern-contemporary writings of the sub-continent. The syllabus purposively covers both Western and Eastern literature, with a special emphasis on Bangladeshi literature of Rokeya Sakhawat Hossain, National Poet Kazi Nazrul Islam etc. As it covers a vast historical horizon, beginning with Greek classics to contemporary writings in different genres, the primary focus will be on understanding the diversity of women's realities and situations. The selection of texts can change and vary as and when required.

Specific Learning Objectives

Students will:

- Understand how to make the interpretation of a literary text.
- Gain the ability to approach literary texts with a feminist perspective to understand and uncover issues of gender and gender ideologies.
- Gain the ability to relate the material learnt in this course to the literary sphere in Bangladesh.
- Acquire the skill to develop these interpretations and appreciation of literary texts in the form of a formal argument in an essay.

Instructional Strategies

Lecture using white board and multimedia presentation, group discussion, recitation, role play, video clippings, writing assignments, individual/group presentation and reviewing articles.

Course Contents

Section 1: Introduction to Women and Literature and Feminist Literary Criticism

The section will address students' expectations, and give an overview of the course and the major approaches to the main issues to be covered in the course. Topics include: definitions of literature, the different genres, reviewing the students' concepts of 'literature', and establishing

a relationship between women and literature: women as subjects, women as readers and women as writers.

No of Classes: 3 classes

References

Required Readings

1. Culler, J. (1997). *Literary theory: A very short introduction*. UK: Oxford- Indian Edition
2. Barrett, M. (1979). *Virginia Woolf: Women and writing*. UK: The Women's Press Ltd.
3. Guhathakurata, M. (Ed.). (1997). *Contemporary feminist perspectives*. Dhaka: The University Press Limited.
4. Hossain, S., Ghosh, B. & Masudujjaman (Eds.). (2007). *Sahitya narir jibon o porisor*. Dhaka: Mowla Brothers.

Recommended Readings

1. Gallop, J. (1981). *Academic feminist literary theory*. In S. Kemp & J. Squires (Eds.). *Feminisms*. UK: Oxford.
2. Jacobus, M. (1986). *Reading woman: Essays in feminist criticism*. USA: Columbia University Press.
3. Blanchard, L. (1980). Women in fiction: Literature as politics. *Studies in the Novel*, 12(1).
4. Gupta, R. K. (1993). Feminism and modern Indian literature. *Indian Literature*, 36(5).

Section 2: Greek Literature - Agamemnon

Students will be introduced to Greek history, culture and women in Greek culture. This section will introduce students to Greek/classical literature/Greek tragedy through 'Agamemnon', the play written by Aeschylus. Students will study how the play takes a popular myth and transforms it into a social commentary on politics, social values and norms by challenging them and through the twisting of gender role. It will also link history and cultures to gender, sexuality and power as portrayed in the introduction to Agamemnon.

No of Classes: 2 classes

References

Required Readings

1. Aeschylus (1959). *Agamemnon: The oresteian trilogy* [translated by Philip Vellacott]. London: Penguin Books
2. Bond, R. (2014). *The oresteia of Aeschylus Agamemnon* [translated]. Christchurch, New Zealand: University of Canterbury.
3. Kittela, S. (2009). The queen and modern: Aeschylus' Clytemnestra. *New Voices in Classical Reception Studies*, 4.

Recommended Readings

1. Ali, M. (2001). Agamemnon. *Greek tragedy*. Dhaka: Oitijho Prokashoni.
2. Anderson, F. M. B. (1929). The character of Clytemnestra in the Agamemnon of Aeschylus. *Transactions and Proceedings of the American Philological Association*, 60.

Section 3: Introduction to Kalidasa and Sakuntala

Students will be introduced to Sakuntala by Kalidasa, masterpieces of Indian literary history. The aim of this section is to create a link between cultures, history, and gender to literature. Students will learn to investigate why Sakuntala has been regarded as the personification of Indian womanhood; to examine how icons are created and how they are modified to suit the particular cultural compulsions of the times by analyzing the figure of Sakuntala by locating her in a specific social and historical context and uncovering the process by which "ideal womanhood" is constructed and represented.

No of Classes: 2 classes

References

Required Readings

1. Badrinath, C. (2010). *The women of the Mahabharata: The question of truth*. India: Orient Blackswan.
2. Kalidasa (2003). *Sakuntala*. USA: Dover Publications.
3. Thapar, R. (2002). *Sakuntala: Texts, readings, histories*. London: Anthem Press.

Recommended Reading

1. Vanita & Anamika (2003). I am not Shakuntala. *Indian Literature*, 47(3).

Section 4: Ibsen- A Doll's House

A Doll's House is undoubtedly a landmark literary piece that explores the complexities of gender relations, women's struggle against oppression, patriarchy, especially in a middle-class society. It pronounced a vision for new-found freedom for women (through the actions of the heroine) amidst suffocating societal norms, rules and structure governed by oppressive, unsympathetic and insensitive men. Students will be introduced to gender relations in a modern-urban context through this play and will learn to critically analyze, appreciate as well as contextualize Ibsen's creation in their own time and culture.

No of Classes: 3 classes

References

Required Readings

1. Ibsen, H. (Printed 2002). *A doll's house*. Dhaka: Friends Book Corner.
2. Amin, N. S. (1997). A door to which they found the key: The departing women of Ibsen and Tagore-Nora, Mrinal and Anila. *Proceedings of the International Ibsen Conference, Dhaka, Bangladesh*, 155-164.
3. Tahmina, T. (2003). Is the translation/adaptation of a doll's house relevant today in Bangladesh? *Proceedings of the International Ibsen Conference, Dhaka, Bangladesh*, 127-138.
4. Gogoi, R. (2003). Nora: Shifting from framed image of women. *Proceedings of the International Ibsen Conference, Dhaka, Bangladesh*, 149-153.

Recommended Reading

1. Jakovljevic, B. (2002). Shattered back wall: Performative utterance of "A doll's house". *Theatre Journal*, 54(3).

Section 5: Bangla Folklore

The culture of Bangladesh has a unique history, dating back more than 2500 years ago. This history has manifested itself through different forms of literature. Folk literatures, especially the oral tradition of stories, are perhaps the best documents of social values, structures, norms and beliefs. Studying the 'Mymensingh Geetika', a collection of such age-long popular folk tales will give students an amazing opportunity to understand the connection between society, cultures, and religion in Bengali/Bangladeshi context as the *Palas* of the Mymensingh Geetika and *KhanarBachan* show a detailed picture of Bengali society hundreds of years ago.

The focus of this section will be on texts to understand the lives and tribulations of the female characters, named and nameless, young and old, married and single. The task of the students,

therefore, will be to probe the texts, to recognize the marginalized histories of women, and to make a feminist attempt to unearth the buried voices of women. Text introduction: Mohua / Chandraboti/Dewana-Madina (texts will be used alternatively in different semesters).

No of Classes: 2 classes

References

Required Readings

1. Sen, D. S. (Ed.). (1993). *Mymensigh geetika* (Part-I). Kolkata University.
2. Hossain, S., Ghosh, B. & Masudujjaman (Eds.). (2007). *Sahitya narirjibon o porisor*. Dhaka: Mowla Brothers.

Recommended Readings

Will be suggested by the course instructor, if any.

Section 6: Selected Poems: Bangla and English

The following section is divided into two sections. In the first part, students will learn about Bangla poems. English poems will be discussed in the second part. Texts will be used alternatively from both parts in different semesters.

Part A: This section will focus on the historic contribution of Bangla poets to construct and represent female roles in their writings. Rabindranath Tagore, National Poet Kazi Nazrul Islam, Jibonanando Das, Sufia Kamal, Taslima Nasrin and a few contemporary poets contributions will be analyzed to emphasize women's position. By analyzing their poems, student will learn how the link among gender, culture and power contributes to portraying women's position in writings.

No of Classes: 2 classes

References

Required Readings

Will be suggested by the course instructor, if any

Recommended Readings

Will be suggested by the course instructor, if any.

Part B: The following part will look at two famous female poets and understand gender, cultures and life through a different literary genre, i.e. poetry. While Emily Dickinson, perhaps the most enigmatic female poet of all time, offers poems that penetrate the mind, the psychology and life of a secluded, elusive persona; Adrienne Rich shows how a contemporary poet can influence women readers through her eloquent, provocative voice on the politics of sexuality, race, language, power, and women's culture.

Students will also learn to appreciate poetry as a genre, which has effectively served as an instrument for many women writers to articulate and voice their inner struggles, battles and achievements.

No of Classes: 2 classes

References

Required Readings

1. Dickinson, E. (2003). *Selected poems*. UK: Phoenix Press.

(I'm Wife- I've finished that-; A Solemn Thing-it Was-I Said-; I felt my life with both my hands; I'm Ceded-I've Stopped Being Their-")

2. Farr, J. (Ed.). (1995). *Emily Dickinson: A collection of critical Essays* (pp. 1-19). New York: Prentice Hall.
3. Gilbert & Gubar (2002). *The madwoman in the attic: The woman writer and the nineteenth-century literary imagination* (2nd ed.). USA: Yale University Press
4. Martin, W. (Ed.). (2008). *The Cambridge companion to Emily Dickinson* (pp. 108-128). UK: Cambridge University Press.
5. Rich, A. (1967). *Selected poems*. London: Chatto and Windus & Hogarth Press.

Recommended Reading

1. Klein, M. (1999). *A rich life: Adrienne Rich on poetry, politics, and personal revelation*. Boston: Phoenix Publications.

Section 7: Rokeya Sakhawat Hossain: Sultana's Dream

Begum Rokeya is the founding pillar of Bengali Muslim Feminism. Her writings, actions, and resistances strategically pinpoint, analyze, and resolve gender-biased social, cultural and political practices. She coined the term '*manoshikdashhotto*' or mental slavery to describe the loss of individuality in women and identified this psychological phenomenon as the main force behind women's subjugation. Her work is essential reading for any student of women and gender studies, especially those who are located in the sub-continent, more particularly in

Bangladesh. In this section, the life, work and contribution of Rokeya will be introduced to students, and they will learn to understand Feminism, especially Bengali Feminism, in their own socio-economic-cultural-religious-political context.

No of Classes: 3 classes

References

Required Readings

1. Amin, N. S. (1996). *The world of Muslim women in colonial Bengal: 1876 to 1939*. Netherlands: Brill Publication.
2. Chowdhury, N. (2006). *Protesting patriarchy; Contextualizing Rokeya*. Paper Presented at Rokeya Memorial Lectures 2004 and 2005, Department of Women and Gender Studies, University of Dhaka.
3. Hossain, R. S. (2005). *Sultana's dream and padmarag: Two feminist utopias*. New Delhi: Penguin Publications.
4. Jahan, R. (Ed.). (1988). *Sultana's dream and selections from the secluded ones by Rokeya Sakhawat Hossain* (afterword by H. Papanek). New York: The Feminist Press.

Recommended Reading

1. Bhattacharya, N. (2006). Two dystopian fantasies. *Indian Literature*, 50(1).

Section 8: Colonial Critique of English Literature

The section will introduce students to the colonial critique of English literature. It will highlight debates and writings about the interrelationships of post-colonial literatures and will investigate the powerful forces acting on language in the post-colonial text and show how these texts constitute a radical critique of Eurocentric notions of literature and language.

No of Classes: 2 classes

References

Required Reading

1. Said, W. E. (1978). *Orientalism*. USA: Vintage.

Recommended Readings

1. Ashcroft, B., Griffiths, G., & Tiffin, H. (2002). *The empire writes back*. London: Routledge.
2. Gates, H. L. & Gates, H. L. Jr. (Eds.). (1986). *Race, writing and difference*. USA: University of Chicago.
3. Spector, J. A. (1981). Gender Studies: New directions for feminist criticism. *College English*, 43(4).
4. Saibaba, G. N. (2008). Colonialist nationalism in the critical practice of Indian writing in English: A Critique. *Economic and Political Weekly*, 43(23).

Section 9: Short Stories - South Asian Perspective

In this section, students will study short stories by South Asian writers, especially from Bangladesh, India and Nepal, to understand and appreciate the broad range of the literary voices of Bangladeshi women. Texts will be used alternatively in different semesters.

- a. We will study writings of Bangladeshi women writers like Selina Hossain, Rabeya Khatun, Nasrin Jahan, Shaheen Akhter, Kaberi Gayen, Monira Kayes, Rizia Rahman etc. to understand and appreciate the broad range of the literary voices of Bangladeshi women.
- b. Writers from South Asia like Rabindranath Tagore, Mohashweta Devi, Nabaneeta Devsen, Bani Basu, Latifa, Sarojini Sahoo, Asit Dutta, Ismat Chughtai, Ayesha Hoda Ahmad, Naeem Aarvi, etc. will study to disclose the different issues of women's lives around the society.

No of Classes: 2 classes

References

Required Readings

1. Hossain, S. & Sengupta, D. (Eds.). (2008). *Dokkhin asiar naribadi galpa*. Dhaka: Somoy.
2. Hossain, S., Ghosh, B. & Masudujjaman (Eds.). (2007) *Sahitya narir jibon o porisor*. Dhaka: Mowla Brothers.
3. Haque, S. A. (2004). *Sahitya nari jiboner rupayan*. Dhaka: Ekademic Press and Publishers Library.

Recommended Readings

1. Zaman, N. & Azim, F. (Eds.). (2006). *Galpa - short stories by women writers from Bangladesh*. Bangladesh: Saqi.

2. Selective texts from Begum Potrika and selected texts from Indian contemporary journals (feminist writings)

Session 10: Contemporary Feminist Writers and Women's Subjectivity: Global Perspective

In this section, students will learn contemporary feminist writers' contribution in understanding women's image and their standpoint from global perspective. Also, feminist writers from the diaspora will also be explored. Mahasweta Devi, Arundhati Roy, Jhumpa Lahiri, Tahmima Anam, Doris Lessing, Anita Desai, Margaret Atwood and Toni Morrison will be studied (texts will be used alternatively in different semesters) to gain a critical understanding of women's subjectivity in literature.

No of Classes: 2 classes

References

Required Readings

1. Chakravarty, R. (2008). *Feminism and contemporary women writers: Rethinking subjectivity*. London, New York & New Delhi: Routledge.
2. Will be suggested by the course instructor.

Recommended Reading

1. Kaplan, C. (1990). Women's writing and feminist strategy. *American Literary History*, 2(2).

WGS 206: Women, Society and Culture in Contemporary Bangladesh: Theory and Practice

Course Credit: 4

Introduction to the Course

The course discusses the concepts of culture and society and their interconnections. Students will gain an analytical, feminist understanding of different approaches in defining and assessing the three main institutions of the society: family, education and religion and how women's position is constituted in relation to these factors. Emphasis will be given to the everyday life experiences of women, particularly in the context of Bangladesh. This course will address contemporary issues broadly from sociological and anthropological perspectives, and the students will learn to apply their knowledge in the context of policy analysis and implementation.

This course will serve as a preliminary research-based course focusing on contextual exercises, policy analysis, small-scale research and practical analysis drawn from the theoretical discussion of previous courses (WGS #102 and WGS#105).

Specific Learning Objectives

Students will be acquainted with:

- A critical, feminist understanding of the institutions of family, education and religion in relation to women's position in society and culture.
- Theoretical readings and lived experience to understand and critically analyse the interconnections and relevance of these three factors.
- Applied knowledge as a starting point for small-scale research and development of oral, writing, analytical and practical skills through case studies, presentations, group discussions, film review, and relevant policy evaluation on the above themes.

Instructional Strategies

Lecture using white board, multimedia presentation, YouTube/video, web sources, movie analysis, conducting small scale research and research presentation by the students using newspaper archives, everyday life experiences, field visits and interviews, group presentation, content analysis, and seminar-style discussion session.

Course Contents

Section 1: Family

This section looks into the primary organisation of the society, i.e. family: the meaning, definition and scope of family and its feminist critique. The introduction will be devoted to briefly refresh their memory and learning in previous courses and connect it with the contemporary realities of Bangladesh. It will critically analyze women's life cycle: growing up as a girl, idealized motherhood, the mother-daughter relationship, family ideals and the debate around the public-private dichotomy. It will also deal briefly with violence against women and girls (VAW/G), particularly with domestic violence and state responses. Students will be required to conduct small-scale research, collection of primary data on domestic violence, using oral history, case studies, newspaper archives and engage in discussion on policy issues.

No of classes: 6 classes

References

Required Readings

1. Giddens, A., & Sutton, P. W. (Eds.). (2010). *Sociology: Introductory readings*. UK: Polity.
2. Kottak, C. P. (2018). *Anthropology: Exploration of human diversity* (14th ed.). USA, Michigan: McGraw-Hill.
3. Abbott, P., & Wallace, C. (1997). *An introduction to sociology: Feminist perspectives* (2nd ed.). USA: Rutledge.
4. de Beauvoir, S. (1949). *The second sex* (Chapter on 'Motherhood'). London: Vintage Classics.

Recommended Readings

1. Kirk, G., & Okazawa, M. (2001). *Women's lives: Multicultural perspectives* (2nd ed.). USA: Mayfield Publishing.
2. Kotolova, J. (1993). *Belonging to others: Cultural construction of womanhood among Muslims in a village in Bangladesh*. Sweden: Almqvist & Wiksell International.
3. Barrett, M. (1980). Women's oppression and the family. *Women's oppression today: Problems in Marxist feminist analysis*. London: Verso Publications.
4. Schaefer, R. T. (1994). *Sociology matters* (5th ed.) USA: McGraw-Hill.
5. Schaefer, R. T. (2013). *Sociology: A brief introduction* (10th ed.). New York: McGraw Hill.

Section 2: Education

Education is perceived as a critical tool for women's empowerment. This section will elaborate on women's position in relation to education in different phases of their lives with reference to historical perspectives (looking at both the Western and Eastern contexts with particular reference to Rokeya Sakhawat Hossain and Mary Wollstonecraft). After discussing the creation of knowledge and alternative perspectives on education, the students will be introduced to the idea of feminist epistemology.

Students will critically analyze the situation of women and education in the current scenario of Bangladesh and discuss attitudes towards girls' education, opportunities and hindrances, spaces in educational institutions, e.g. access to science vs. arts, technical skills, higher education, playgrounds, analysis of primary, tertiary level text books, as well as curriculum and education policies of Bangladesh.

No of classes: 6 classes

References

Required Readings

1. Abbott, P., & Wallace, C. (1997). *An introduction to sociology: Feminist perspectives*. (2nd ed.). USA: Routledge.
2. Amin, S. N. (1996). *The world of Muslim women in colonial Bengal: 1876 to 1939*. New York: J. Brill.
3. Islam, M. (1994). *Whither women's studies in Bangladesh?* Dhaka: Women for Women.
4. Education Commission Reports of GOB.
5. Tanjeem, N., & Sabur, A. (2018). The institutionalisation of women and gender studies In higher education. In C. Brock, H. Letchamanan, & D. Dhar (Eds.), *Education in South Asia and Indian ocean islands*. New York: Bloomsbury Publishing.
6. Banu, A. (2009, February). *Women students of Dhaka University: Opportunities and constraints*. Working Paper Series 4. Department of women and Gender Studies: University of Dhaka, Bangladesh.
7. National Education Policy
8. Text books from grade one-ten, GoB

Recommended Readings

1. Collins, P. (2000). *Black feminist thought: Knowledge, consciousness and the politics of empowerment, perspectives on gender*. New York: Rutledge.

2. Schaefer, R. T. (2004). *Sociology: A Brief introduction* (10th ed.). New York: McGraw Hill.
3. Rousseau, J.J. (1763). *Emile*. France: Geneva.
4. Wollstonecraft M. (1994). A vindication of rights of woman. *Mary Wollstonecraft: Political writings, world's classics*. Oxford, Melbourne: Oxford University press.
5. Kader, M. (1999). (Ed.). *Rokeya rachanabali*. Dhaka: Bangla Academy.
6. Banu, A. (1999). Fabrics of reality vs. fabricated reality: A case for an alternative feminist methodology. *Theoretical Perspective*. 6.

Section 3: Religion

This section will look into the origins and development of religion from anthropological and sociological perspectives. Issues discussed in WGS #102 and WGS # 105 will be elaborated here to contextualize the institution of religion in Bangladesh context from a feminist lens. Religion will be discussed as a primary social institution and its embeddedness in various social and cultural institutions. Theories on religion will be highlighted, focusing on the works of Emile Durkheim, Karl Marx and Max Weber. Apart from the brief theoretical introduction, the section explores religion in the context of the everyday lives of women, how women are positioned in relation to religion and its various interpretations and how they negotiate on their own terms. The main focus would be on the representation of women, their access, agency, exclusion and control in the major religions of the world and Bangladesh context. Representation of women in various belief systems and religions will be discussed with special emphasis such as --Mother Goddess in pre-industrial societies, female deities in Greek mythology: Athena Pandora, Shanatan or Hindu religion: Sita, Draupadi, Kunti, Buddhism: Bhikkhu and bhikkhuni, shangha and its rules. Christianity: Genesis and Virgin Mary and the concept of immaculate conception, Islam: Women in early Islam,

No of classes: 6 classes

References

Required Readings

1. Kottak, C. P. (2018). *Anthropology: Exploration of human diversity* (14th ed.). USA: McGraw-Hill.
2. Giddens, A. (2001). *Sociology* (4th ed.). USA: Polity Press.
3. Sharma, A. (Ed.). (1994). *Today's woman in world religions*. New York: State University of New York Press.
4. Islam, M. (1974). *Society and religion*. Dhaka: Bangla Academy.

Recommended Readings

1. Excerpts from *The Ramayana, The Mahabharata, The Bible, The Qur'an*
2. Mohsin, A. W. (1992). *Qur'an and woman*. Malaysia: Penerbit Fajar Bakti Sdn Bhd
3. Mernissi, F. (2003). *Beyond the veil: Male-female dynamics in Muslim society* (Revised ed.). London: Al Saqi Books.

Section 4: Combining Theory and Practice

This section is devoted to field visits, conducting small scale research work, data gathering, data presentation, group work, and presentations by the students. Content analysis, text book analysis, policy analysis and participatory discussion sessions on contemporary issues related to the course will be the main activities of this session. Readings will be arranged and provided by the course instructor as required.

No of Classes: 6 classes

Review and discussion: 1 class

Section wise Additional Reading List

For Section 1: Family

1. Gittins, D. (1992). *What is the family? Is it universal?* In L. Macdowell, & P. Rosemary (Eds.), *Defining women: Social institution and gender divisions*. UK: Polity and Open University
2. Richardson, D. (1993). *Women, motherhood and childbearing*. USA: MacMillan.
3. Hallway, W., & Brid, F. (Eds.). (1994). *Mothering and ambivalence*. New York: Routledge.
4. Chodorow, N. (1978). *The Reproduction of mothering: Psychoanalysis of sociology of gender*. Berkeley: University of California Press.
5. Hossain, S., & Zaman, M. (Eds.). (2004). *Bangladesher nari o shomaj* [Gender and women's studies-2]. Dhaka: Mawla Brothers.

For Section 2: Education

1. Harding, S. (1987). (Ed.). *Feminism and methodology: Social science issues*. USA: Indiana University Press
2. Bilton, T. (2002). *Introductory sociology* (4th ed.). New York: Palgrave Macmillan.
3. Banu, A., & Rumman, I. (2017). Gender and education in South Asia: An overview, *The Journal of Social Studies (CSS)*, 155.

For Section 3: Religion

1. Karim, N. (1984). Bhugal o bhagoban [Geography and god]. In N. Karim (Ed.), *Smarak grantha* [Memorial book]. Dhaka: Department of Sociology, Dhaka University.
2. de Waal Malefijt, A. (1968). *Religion and the culture: An introduction to anthropology of religion*. New York: McMillan.
3. Hawley, J. S., & Donna, M. W. (Eds.). (1998). *Devi: Goddesses of India*. Delhi: Motilala Banarasidas Pub.
4. Ahmed, L. (1992). *Woman and gender in Islam*. UK: Yale University.
5. Hussain, F. (Ed.). (1984). *Muslim women*. London: Cromwell Publications.

WGS 207: Gender and Human Rights

Credit Credit: 4

Introduction to the Course

This course introduces both theoretical and practical perspectives on human rights. It includes discussions on the conceptual and theoretical issues around human rights. This course also tries to sketch out the origin of human rights and the development of both international and national mechanisms for protecting human rights. These mechanisms that protect human rights of women providing a better insight will help students to understand the rights of women from a human rights perspective. After learning legal mechanisms, it will get back to the critical theoretical perspective on universalism and cultural relativism, Finally, a critical discussion on States' promises and the realities of contemporary issues will be highlighted underscoring cases on Indigenous and other marginal communities in Bangladesh.

Specific Learning Objectives

Students will be acquainted with:

- Theoretical and practical perspectives of human rights.
- Salient features of the Constitution of Bangladesh and the issue of fundamental rights
- Basic human rights documents, both internationally and nationally, with particular reference to the human rights of women.
- Overview of a critical perspective on human rights trend.

Instructional Strategies

This course will integrate visuals, multimedia, discussion, active learning strategies, small-group techniques, and peer instruction. It will also arrange to show available movies, documentaries on human rights violations for student's critical learning. A small-scale field visit will also be accommodated to get practical experience on how marginal people live their lives in miserable conditions and are not ensured basic human rights.

Course Contents

Section 1: Concepts and Theories: Rights and Human Rights

This section is divided into 3 parts. The first subsection will cover conceptual issues. The second subsection discusses about the theoretical aspects of rights and human rights and the third section highlights on historical roots of human rights.

- a. Conceptual clarification on rights along with relevant issues. i.e. Rights, human right and international law.

- i. Concepts, types of rights, human rights, fundamental and constitutional rights, crime and violation of rights, generations of human rights.
 - ii. Defining international law, convention, customary law as well as general principles, subsidiary and additional principles of law.
- b. Nature of rights: theoretical perspective (natural rights, legal, social economic and political rights).
 - c. Historical development of human rights (since Magna Carta-1215) and introduction of the United Nation systems and the modern human rights regime (1945-present).

Number of Classes: 4 classes

References

Required Readings

1. Renteln, A. (1988). The concept of human rights. *Anthropos*, 83(4/6), 343-364.
2. Symonides, J. (2000). *Human rights: Concept and standards*. Aldershot, Hants, England: Ashgate.

Recommended Readings

1. Rehman, J. (2003). *International human rights law*. England: Pearson Education Limited.
2. Rahman, M. (Ed.). (2006). *Human rights and governance*. Dhaka: ELCOP & MJF.
3. Pollis, A. & Schwab, P. (2000). *Human rights: New perspectives, new realities*. India: Lynne Rienner Publishers.

Section 2: International and National Mechanisms for Protecting and Ensuring Human Rights

This section will discuss two broad areas. One is international law, and another is national law. It will focus on how international and national laws affirm, confirm and protect human rights of the people. Special stress will be on UN system and the process of ensuring human rights i.e. procedural issues of the international court of justice. This will include regional and national mechanisms for the protection of human rights and the working procedure of national human rights commission.

Section (2a) Human rights: International Mechanisms

A brief orientation will given on the standard set of declaration and conventions by the United Nations, ILO, EU and convention, Latin American Development, Developments in

Africa, The ARAB World and other relevant sets of standard. A special focus will be on the detailed discussion on UDHR, ICCPR, ICSSR and other mechanisms of United Nations.

Section (2b) Human Rights: National Mechanisms

Orientation of the lists of National standard: The Bangladesh Constitution, National Children Policy, National Policy for the Advancement of Women, Bangladesh Protibondhi Kollyan Ain- 2001, Gram Adalat Ain-2006, Bangladesh Srom Ain-2006, Division of Judicial System, Laws for Rights to Information, Anti Discriminatory Law(Drafted), Hindu Marriage Act (Drafted), Domestic Violence Prevention and Protection Act, 2010 (*Paribarik Nirjaton Protirodh o Shurokkha or Protirodh Ain*, 2010)

Number of Classes: 5 classes

References

Required Readings

1. Rehman, J. (2003). *International human rights law*. England: Pearson Education Limited.
2. Rahman, M. (2006). *Human rights and domestic implementation mechanism*. Dhaka: MJF & ELCOP.

Recommended Readings

1. United Nation (1996). *The United Nations and the advancement of women* (United Nations Blue Books Series, Vol. VI). Department of Public Information, NY: UN.
2. Rahman, M. (2002). (Ed.). *Human rights and development*. Dhaka: ELCOP & MJF.

Section 3: Women's Right Is Human Right: Gender Politics of Human and Feminism

This section has focuses on the human rights standards that are specially prepared for the protection of women's human rights. Students will be acquainted with how women's rights are human rights and how it has become a central claim of the global women's movement. The discussion of human rights and gender perspective examines the critical issues raised by this embracement and expansion of the human rights discourses by feminists worldwide. It is expected that students will be able to find out some ways to engender the gendered nature of human rights.

- a. Recap of the legal instruments: Rights of Women and the Rights regime revisited, UN and its initiatives i.e. Commission on the Status of Women, CEDAW, BFA, Beijing+5, Beijing+10, Human rights and women's rights in family law as well as special reference to national instruments

- b. Legal procedures to ensure women's human rights nationally and internationally
- c. Critical discussion on feminist theories and rights of women, women's human rights, and cultural differences, religion and women's human rights.

Number of Classes: 4 classes

References

Required Readings

1. Das, S. P. (2005). Human rights: A gender perspective. *The Indian Journal of Political Science*, 66(4), 755-772.
2. Bunch, C. & Fried, S. (1996). Beijing '95: Moving women's human rights from margin to center. *Signs*, 22(1), 200-204.
3. Bunch, C. (1995). Beijing, backlash, and the future of women's human rights. *Health and Human Rights*, 1(4), 449-453.
4. O' Hare, U. A. (1999). Realizing human rights for women. *Human Rights Quarterly*, 21(2), 364-402.
5. Miller, M. A. (2004). Health sexuality, violence against women and human rights: Women make demands and ladies get protection. *Human Rights and Health*, 7(2), 16-47.
6. Okin, S. M. (1998). Feminism, women's human rights, and cultural differences. *Hypatia border crossings: Multicultural and postcolonial feminist challenges to philosophy (Part 1)*, 13(2), 32-52.

Recommended Readings

1. Hilsdon, A. (2000). *Human rights and gender politics: Asia-Pacific perspectives*. UK: Routledge.
2. Madhok, S. (2015). Developmentalism, gender and rights: From a politics of origins to a politics of meanings. In J. Drydyk & A. Peetush (Eds.), *Human rights: India and the west*. Delhi: Oxford University Press.
3. Shank, G. (1999). Human rights, gender politics & postmodern discourses. *Social Justice*, 26(1), 1-3.

Section 4: Theoretical and Critical Perspective on Human Rights

This section will critically look at the theoretical debates over universal nature of human rights along with the counter arguments of regionalism and cultural relativism in this era of globalization. The orientalist construction of human rights and politics of institutionalizing human rights as a development concern will be the major focus of this section. It will cover the followings:

- a. Universalism, Regionalism, Cultural relativism
- b. Interdependence of human rights
- c. Human rights and globalisation
- d. Other critical aspects related to human rights (i.e. orientalist construction of human rights and politics of human development)

Number of Classes: 4 classes

References

Required Readings

1. Donnelly, J. (1984). Cultural relativism and universal human rights. *Human Rights Quarterly*, 6(4), 400-419.
2. Donnelly, J. (1982). Human rights and human dignity: An analytic critique of non-western conceptions of human rights. *The American Political Science Review*, 76(2), 303-316.
3. Dallmayr, F. (2002). Asian values' and global human rights. *Philosophy East and West*, 52(2), 173-189.
4. Ibhawoh, B. (2000). Between culture and constitution: Evaluating the cultural legitimacy of human rights in the African state. *Human Rights Quarterly*, 22(3), 838-860.

Recommended Readings

1. Bell, C. & Keenan, J. (2004). Human rights nongovernmental organizations and the problems of transition. *Human Rights Quarterly*, 26(2), 330-374.
2. Twiss, Sumner B. (2004). History, human rights and globalization. *The Journal of Religious Ethics*, 32(1), 39-70.

Section 5: Ecology and Human Rights

This section stresses human ecology that focuses on the interrelated nature of crisis in human and environmental systems and argues that the right to a healthy environment is a fundamental human right. Discussing a conceptual framework for human rights and the environment, it will explore connections between international and national policy, government action or sanctioned action, and human environmental crises. Students will learn that how cultural notions of nature are seen to play a key role in influencing social relations, legitimizing power relations, and justifying the production and reproduction of human environmental crises. They will also learn how these cases explore the ways in which political, economic, and cultural forces influence and at times inhibit efforts to respond to human-environmental crises

Number of Classes: 3 classes

References

Required Readings

1. Johnston, R. B. (1995). Human rights and the environment. *Human Ecology*, 23(2), 111-123.
2. Aiken, W. (1992). Human rights in an ecological era. *Environmental Values*, 1(3), 191-203. Retrieved from <http://www.jstor.org/stable/30301288>.

Section 6: States' Promises and the Reality: Contemporary Issues

This section is based on case studies, which explore and analyze different stories, particularly about State's promises and its reality. Examples are drawn from recent violations of human rights, particularly of women's rights (Cases from Bangladesh: Rights of marginal community, i.e. Dalits, Indigenous community and refugee issues, i.e. Rohingya)

Number of Classes: 2 classes

References

Required Readings

1. Mohsin, A. (2001). *The state of "minority" rights in Bangladesh*. Sri-lanka: International Centre for Ethnic Studies.
2. Yasmin, F. (2014). *Situation of excluded Dalits of Khulna division in Bangladesh*. Unpublished manuscript.
3. Ahmed, I. (2010). *The plight of stateless Rohingyas: Responses of the state, society and international community*. Dhaka: University Press Limited.
4. Abrar, C. R. (2012). Opening doors to Rohingya. *The New Age*.
5. Alam, F. (Ed.). (2012). Rohingya refugee in Bangladesh: Humanitarian assistance, internal disturbances and the role of external factors. In N. Uddin. (Ed.), *To host or to hurt: Counter-narratives on Rohingya issue in Bangladesh*. Dhaka: ICDR.

Recommended Readings

1. Chimni, B. S. (1998). The Geo-politics of Refugee studies: A view from the South. *Journal of Refugee Studies*, 11(4), 350–374.
2. Goodwin-Gill, G. S. (2001). Refugees: Challenges to protection. *International Migration Review*, 35(1), 130–142.

3. Hossain, D. (2010). Tracing the plight of the Rohingya. In A. Imtiaz. (Ed.), *In the plight of the stateless Rohingyas: Responses of the state, society and international community*. Dhaka: University Press Limited.

WGS 208: Demography and Gender

Course Credit: 4

Introduction to the Course

This course defines demography, relates demography with other disciplines and highlights population growth worldwide together with some selected population theories of growth. The course focuses on the components of population change, namely, fertility, mortality and migration, missing women – definition and determinants, along with the methods and techniques of demographic data collection and the sources and analysis of demographic data. It discusses marriage as an institution affecting demographic characteristics and migration in terms of type, causes and how it influences the socio-demographic structure of a population and its overall impact on women. In general, the course relates to basic demographic principles and concepts and illustrates sex differentials with special reference to Bangladesh.

Specific Learning Objective

Students will be able to:

- Get substantive knowledge on the basic tools and principles of demography.
- Develop a holistic understanding of the major demographic events and population trend in the areas of fertility, mortality, marriage, ageing and migration.
- Gain the ability to analyze the key demographic issues from gender perspectives.
- Identify the implications of the demographic changes on gender roles and development process.

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multimedia. A mixture of learning styles will be used in this class. Most of the times, lectures will be supported by PowerPoint presentations. There will also be assignments, group presentations, assigned readings, and classroom discussions where students will be divided into small groups to share their views.

Course Contents

Section 1: Demography: Major Gender Issues

In this section, the definition and emergence of demography as a scientific discipline, its interdisciplinary approach and present status with reference to gender will be discussed. The sources and use of demographic data, including census, sample survey, vital registration system, will also be discussed in this section.

Number of Classes: 2 classes

References

Required Readings

1. Riley, N. E. & McCarthy, J. (2003). *Demography in the age of the postmodern*. UK: Cambridge University Press.
2. Weeks, J. (2011). *Population: An introduction to concepts and issues*. USA: Cengage Learning. (Chapter 3)
3. Shryock, H. S., Siegel, J. S., & Larmon, E. A. (1980). *The methods and materials of demography*. USA: Department of Commerce, Bureau of the Census. (Chapter 3)
4. Rowland. D. T. (2003). *Demographic methods and concepts*. Oxford: Oxford University Press.
5. Riley, N. E. (1998). Research on gender in demography: Limitations and constraints. *Population Research and Policy Review*, 17(6), 521-538.
6. The Economist (2007, December 9). Census sensitivity: Counting people: Numbers mean power, which is why counting people is so controversial. Retrieved from <http://www.economist.com/node/10311346>.

Recommended Readings

1. Raj. H. (1996). *Fundamentals of demography: Population studies with special reference to India*. Delhi : Surjeet Publications.
2. Bhende, A. A. & Kanitkar, T. (2004). *Principles of population studies*. Delhi: Himalaya Publishing House.

Section 2: World Population Growth

The different patterns and changing trends of world population growth, the associated factors and the impact as well as various theories of population growth, including demographic transition theory will be discussed, bringing gender dimensions together.

Number of Classes: 2 classes

References

Required Readings

1. Weeks, J. (2011). *Population: An introduction to concepts and issues*. USA: Cengage Learning. (Chapter 3)

2. Bhende, A. A. & Kanitkar, T. (2004). *Principles of population studies*. Delhi: Himalaya Publishing House.
3. Matras, J. (1973). *Populations and societies*. New Jersey: Prentice-Hill.
4. Rowland, D. T. (2003). *Demographic methods and concepts*. Oxford: Oxford University Press.

Recommended Readings

1. Raj. H. (1996). *Fundamentals of demography: Population studies with special reference to India*. Delhi: Surjeet Publications.
2. Elahi, K. M. (1997). Evolution of population in Bangladesh: A spatio-temporal study. In A. Ahmad, D. Noin, & H. N. Sharma (Eds.), *Demographic transition: The third world scenario*. Jaipur & New Delhi: Rawat Publications.
3. Malaker, C.R. (1997). Population growth in developing countries, 1950-2025. In A. Ahmad, D. Noin, & H. N. Sharma (Eds.), *Demographic transition: The third world scenario*. Jaipur & New Delhi: Rawat Publications.
4. Noin, D. (1997). Population growth in the third world: Evolution and disparities. In A. Ahmad, D. Noin, & H. N. Sharma (Eds.), *Demographic transition: The third world scenario*. Jaipur and New Delhi: Rawat Publications.

Section 3: Introduction to Basic Demographic Methods and Presenting Data

This section focuses on developing students' problem-solving skills through introducing various demographic methods and techniques. Various cartographical techniques for presenting demographic data will be taught in this section with a view to improving the presentation skill of the students.

Number of Classes: 2 classes

References

Required Readings

1. Rowland, D. T. (2003). *Demographic methods and concepts*. Oxford: Oxford University Press.
2. Shryock, H. S., Siegel, J. S., & Larmon, E. A. (1980). *The methods and materials of demography*. USA: Department of Commerce, Bureau of the Census.

Recommended Readings

1. Huq-Hussain. S., Khan, A.U. & Momsen, J.(2006). *Gender atlas of Bangladesh*. Dhaka: Geographical Solutions Research Center.

2. Bangladesh Bureau of Statistics (2011). *Population & housing census 2011*. Dhaka: BBS.

Section 4: The Age-Sex Structure, the Sex Ratio and the Issue of Missing Women

The significance of age-sex specific population and sex ratio, population pyramid and the issue of millions 'missing women' from census statistics and its impact, with a special focus on Asian women, will be discussed.

Number of Classes: 2 classes

References

Required Readings

1. Rowland, D. T. (2003). *Demographic methods and concepts*. Oxford: Oxford University Press.
2. Momsen, J. H. (1991). *Women and development in the third world*. London: Routledge.
3. Weeks, J. (2011). *Population: An introduction to concepts and issues*. USA: Cengage Learning. (Chapter 3)
4. Sen, A. (1990). *More than 100 million women are missing*. New York: The New York Review of Books.

Recommended Readings

1. Forum against sex determination and sex pre-selection (1994). Using technology, choosing sex: The campaign against sex determination and the question of choice. In V. Shiva (Ed.), *Close to home: women reconnect ecology, health and development*. London: Earth scan Publications Ltd.
2. Bangladesh Bureau of Statistics (1994). *Bangladesh population census 1991* (Analytical report 1). Dhaka: BBS

Section 5: Major Components of Population Change: Fertility, Mortality and Migration

This section focuses on concepts and definitions of fertility and mortality. Determinants of fertility, fertility differentials and basic measures of fertility, and concept of mortality, mortality differentials, determinants and measurement of mortality are discussed with special reference to Bangladesh and from gender perspective. This section also examines migration, theories of migration, determinants and trends of migration and subsequent urbanization in relation to gender in the global south with a focus on Bangladesh.

Number of Classes: 6 classes

References

Required Readings

1. Weeks, J. (2011). *Population: An introduction to concepts and issues*. USA: Cengage Learning. (Chapter 3)
2. Rowland, D. T. (2003). *Demographic methods and concepts*. Oxford: Oxford University Press.
3. Clarke, J. I. (1965). *Population geography*. London: Pergamon Press Ltd.
4. Momsen, J.H. (1991). *Women and development in the third world*. London: Routledge.
5. Bhende, A. A. & Kanitkar, T. (2004). *Principles of population studies*. Delhi: Himalaya Publishing House.

Recommended Readings

1. Haider, R. (1995). *A perspective in development: Gender focus*. Dhaka: University Press Ltd.
2. Raj. H. (1996). *Fundamentals of demography: Population studies with special reference to India*. Delhi: Surjeet Publications.
3. Population Reference Bureau (2005). *World population data sheet*.
4. Brennan, D. (2002). *Selling sex for visas: sex tourism as a stepping-stone to international migration*. New York: Holt.
5. Lee, E. S. (1966). *A theory of migration*. *Demography*, 3(1), 47-57.
6. Siddiqui, T. (2001). Conditions of employment in the host country. *Transcending boundaries: Labor migration of women from Bangladesh*. Dhaka: University Press.
7. Siddiqui, T. (2001). Economic impact of migration. *Transcending boundaries: Labour migration of women from Bangladesh*. Dhaka: University Press.
8. Castles, S., & Wise, R. D. (Eds.). (2008). *Migration and development: Perspectives from the South*. Geneva: International Organization for Migration.
9. Toulemon, L. (2011). Should governments in Europe be more aggressive in pushing for gender equality to raise fertility? The first "YES". *Demographic Research*, 24.
10. Philipov, D. (2011). Should governments in Europe be more aggressive in pushing for gender equality to raise fertility? The first "NO". *Demographic Research*, 24.
11. Oláh, L. S. (2011). Should governments in Europe be more aggressive in pushing for gender equality to raise fertility? The second "YES". *Demographic Research*, 24.
12. Neyer, G. (2011). Should governments in Europe be more aggressive in pushing for gender equality to raise fertility? The second "NO". *Demographic Research*, 24, 225.

Section 6: Marriage and Nuptiality

This section discusses marriage as an institution affecting demographic characteristics. Discussions incorporate definition and types of marriage, age at marriage of women, widowhood and the dissolution of marriage from global and national perspectives.

Number of Classes: 2 classes

References

Required Readings

1. Matras, J. (1973). *Populations and societies*. New Jersey: Prentice-Hill.
2. Weeks, J. (2011). *Population: An introduction to concepts and issues*. USA: Cengage Learning. (Chapter 3)

Recommended Readings

1. Rowland, D. T. (2003) *Demographic methods and concepts*. Oxford: Oxford University Press.
2. Clarke, J. I. (1965). *Population geography*. London: Pergamon Press Ltd.
3. Bangladesh Bureau of Statistics (1994). *Bangladesh population census 1991* (Analytical report 1): Dhaka: BBS

Section 7: Gender and Population Ageing

The section discusses the effect of changing age structure and analyses how the ageing process is gendered. It examines the magnitude and speed of population ageing and focuses on the demographic profile of the older population, including sex ratio and, marital status and socio-economic characteristics of the older population, including illiteracy, labour force participation and retirement.

Number of Classes: 2 classes

References

Required Readings

1. Weeks, J. (2011). *Population: An introduction to concepts and issues*. USA: Cengage Learning. (Chapter 3)
2. Department of Economic and Social Affairs (2002). Demographic determinants of population ageing: World population ageing: 1950-2050. *United nations*. Retrieved from <http://globalag.igc.org/ruralaging/world/ageingo.htm>.

3. United Nations Economic Commission for Latin America and the Caribbean (ECLAC) (2004). Population, ageing and development. *United Nations*. Retrieved from <https://digitallibrary.un.org/record/579366?ln=en>.

Recommended Reading

1. Clark, F. C. & Laurie, N. (2000). Gender, age and exclusion: A challenge to community organisations in Lima, Peru. *Gender and Development*, 8(2), 80-88.

Section 8: Population Policy

The section defines population policies and discusses different types, nature and motivation, objectives and consequences of population policy. It examines the formulation of population policy on key demographic issues including mortality and morbidity, fertility, family planning programmes, reproductive health, marriage and migration and analyses the gender effect of these policies.

Number of Classes: 2 classes

References

Required Readings

1. Neyer, G. (2011). Should governments in Europe be more aggressive in pushing for gender equality to raise fertility? The second "NO". *Demographic Research*, 24.
2. Bhende, A., & Kanitkar, T. (1978). *Principles of population studies*. Bombay: Himalaya Pub.
3. *Bangladesh Population Policy 2012* (n.d.). Dhaka: Ministry of Health and family welfare, Government of Bangladesh

Recommended Readings

1. Oláh, L. S. (2011). Should governments in Europe be more aggressive in pushing for gender equality to raise fertility? The second "YES". *Demographic Research*, 24.
2. Toulemon, L. (2011). Should governments in Europe be more aggressive in pushing for gender equality to raise fertility? The first "YES". *Demographic Research*, 24.
3. Philipov, D. (2011). Should governments in Europe be more aggressive in pushing for gender equality to raise fertility? The first "NO". *Demographic Research*, 24.
4. Seltzer, W., & Anderson, M. (2001). The dark side of numbers: The role of population data systems in human rights abuses. *Social Research*, 481-513.

5. Eberhardt, P., & Schwenken, H. (2010). Gender knowledge in migration studies and in practice. *Gender Knowledge and Knowledge Networks in International Political Economy*, 94.
6. Greenhalgh, S. (2012). On the crafting of population knowledge. *Population and Development Review*, 38(1), 121–131.

WGS 301: Gender and Development: Conceptual Issues

Course Credit: 4

Introduction to the Course

The course introduces students to the concepts and theoretical approaches in the field of gender and development. The purpose of the course is to get a critical understanding of gender discrimination and gender inequality within development process and different development outcome for men and women. The course begins with defining theories and paradigms of development and critically analyze why development is a gender issue. It focuses on how feminist redefines the development models and advocates for alternative development approaches for women in the developing countries. This course will equip the students with the basic knowledge on the paradigm shift in development theories, from Women in Development (WID), Women and Development (WAD) to Gender and Development (GAD). The course will also explore gender and development issues in the globalized world.

Specific Learning Objectives

Upon completion, students will:

- Gain an understanding of the basic concepts of gender and development and its various dimensions.
- Be acquainted with theories of development and different approaches on women/gender and development.
- Get an analytical understanding of economic development and women's position within the development process.
- Gain the ability to define development from gender perspectives.
- Get a critical understanding of why gender matters in the development process.

Instructional Strategies

Lecture using whiteboard, multimedia presentation, video clippings, group/individual presentation and debate by the students, writing assignments, field visit, reviewing articles and reports.

Course Contents

Section 1: Theories and Paradigms of Development

This section discusses the definition of development and different paradigms of development and development models with a focus on Trickle-Down, Basic Needs and Structural Adjustment programme and analyses how these models had an impact on women. It also

discusses four major development theories, namely the modernization school of thought, the imperialism and neo-imperialism, the dependency and the world system theory.

No of Classes: 4 classes

References

Required Readings

1. Agarwal, B., Humphries, J., & Robeyns, I. (Eds.). (2007). *Capabilities, freedom, and equality: Amartya Sen's work from a gender perspective*. Oxford: Oxford University Press.
2. Giddens, A., & Sutton, P. W. (Eds.). (2010). *Sociology: Introductory readings*. UK: Polity.
3. So, A. Y. (1990). *Social change and development: Modernization, dependency and world-system theories* (No. 178). New York: Sage.
4. Allen, T., & Thomas, A. (Eds.). (2000). *Poverty and development: Into the 21st century* (U208 Third World Development). Oxford: Oxford University Press.

Recommended Readings

1. Preston, P. W. (1994). *Discourses of development: State, market, and polity in the analysis of complex change*. London: Avebury.
2. Rist, G. (2014). *The history of development: From western origins to global faith*. London: Zed Books Ltd.
3. Hite, A. (2000). *From modernization to globalization: Perspectives on development and social change*. USA: Blackwell publishing.

Section 2: Development is Gender Issue

The section discusses why gender is a development issue and why development is a gender issue. It uses gender as a tool for analysis and critically examines how gender hierarchies and stereotypes take place in the development measures and processes, policies and institutions.

No of Classes: 2 classes

References

Required Readings

1. Momsen, J. H. (1991). *Women and development in the third world*. London & New York: Routledge.
2. Momsen, J. H. (2004). *Gender and development*. London and New York: Routledge.

3. Mosse, J. C. (1993). *Half the world half A change*. Oxford: Oxfam.
4. Visvanathan, N. (Ed.). (1997). *The women, gender & development reader*. Dhaka: University Press Limited.

Recommended Readings

1. Mahtab, N. (2012). *Women, gender and development: Contemporary issues*. Dhaka: AH Development Publishing House.
2. Wallace, T., & March, C. (1991). *Changing perceptions: Writings on gender and development*. Oxford: Oxfam GB.

Section 3: Understanding Gender and Development Issues

This section discusses the basic terminologies in the field of gender and development, including Gender, Culture, Gender Analysis, Gender Discrimination, Gender Division of Labor, Gender Equality and Equity, Gender Mainstreaming, Gender Needs, Gender Planning, Gender Relations, Gender Training, Gender Violence, Intra-household Resource Distribution, National Machineries for Women, Patriarchy, Social Justice, Empowerment, Human Rights, Gender Awareness, Gender Roles, Gender Balance, Engender, Sex Disaggregated Data, Gender Gap, Gender Indicators, Gender Sensitivity, Gender Stereotypes, Gender Audit, Gender Budgeting, Gender Policy, Gender Issues in Project Cycle, Access and Control Over Resources, Condition and Position. The section will also involve students in different reading based exercises to clarify the above concepts.

No of Classes: 4 classes

References

Required Readings

1. Bhasin, K. (2005). *Understanding gender*. New Delhi: Women Unlimited.
2. Kabeer, N. (1994). *Reversed realities: Gender hierarchies in development thought*. London: Verso.
3. Pearson, R. (2000). Rethinking gender matters in development. In T. Allen & A. Thomson (Eds.), *Poverty and development into the 21st century*. Oxford: Oxford University Press/ Open University Press.
4. Reeves, H. & Barden, S. (2000). *Gender and development: Concepts and definitions* (report no. 55). Brighton, UK: Bridge, Institute of Development Studies, University of Sussex.
5. Smythe, I. (2007). Talking of gender: Words and meanings in development organizations. *Development in Practice*, 17, 4-5.
6. Kader, A. (Ed.). (1999). *Rokeya rachanabali*. Dhaka: Bangla Academy.

Recommended Readings

1. Elson, D. (1995). Male bias in the development process: An overview. In D. Elson (Ed.), *Male bias in the development process*. Manchester: Manchester University Press.
2. Mahtab, N. (2012). *Women, gender and development: Contemporary issues*. Dhaka: AH Development Publishing House.

Section 4: Feminism and Rethinking Development

The section examines the feminist critique of the previous development models and advocates alternative development models at international, national and household levels for women in the global south. Development Alternatives with Women for a New Era (DAWN) - Third World feminist group's contribution to defining the issues of development from the vantage point of women will also be analysed.

No of Classes: 3 classes

References

Required Readings

1. Aguinaga, M., Lang, M., Mokrani, D., & Santillana, A. (2013). Development critiques and alternatives: A feminist perspective. *Beyond Development, consultado el*, 9, 41-59.
2. Cornwall, A. (2008). Myths to live by? Female solidarity and female autonomy reconsidered. In A. Cornwall, E. Harrison, & A. Whitehead (Eds.), *Gender myths and feminist fables: The struggle for interpretive power in gender and development*. USA: Blackwell Publishing.
3. Connelly, M. P., Li, T. M., MacDonald, M., & Parpart, J. L. (2000). Feminism and development: Theoretical perspectives. *Theoretical Perspectives on Gender and Development*, 51-159.
4. Lewis, S. (2005). *Women: Half the world, barely represented* [CBC Massey Lectures "Race Against Time"]. Retrieved from http://www.aidsfreeworld.org/OurIssues/WomensRights/~/_media/DCBC75B7EFD24DE79890D5EF699EDC21.pdf (OWL).
5. Sen, G. & Grown, C. (1985). *Development crisis and alternatives visions*. London: Earth scan.

Recommended Readings

1. Aslanbeigui, N., & Summerfield, G. (2001) Risk, gender, and development in the 21st century. *International Journal of Politics, Culture, and Society*, 15(1).
2. Bhasin, K. & Khan, S. N. (2006). *Feminism and its relevance in South Asia*. New Delhi: Women Unlimited.
3. El-Bushra, J. (2000) Rethinking gender and development practice for the twenty-first century. *Gender and Development*, 8(1).
4. Bourque, C. S. & Warren, B. K. (1987). Technology, gender and development. *Daedalus*, 116(4).

Section 5: Theoretical Approaches to Women, Gender and Development

The section will discuss the theoretical approaches to gender and development, including Women in Development (WID), Women and Development (WAD), Gender and Development (GAD), Women, Environment and Development (WED) and Post Modernism and Development (PAD), welfare approach, the equity approach, the anti-poverty approach, the efficiency approach and the empowerment approach. The section also discusses the participation of men in the gender and development discourse.

No of Classes: 4 classes

References

Required References

1. Aguinaga, M., Lang, M., Mokrani, D., & Santillana, A. (2013). Development critiques and alternatives: A feminist perspective. *Beyond Development, Consultado el*, 9, 41-59.
2. Boserup, E. (1970). *Women's role in economic development*. New York: St. Martin's Press.
3. Mahtab, N. (2012). *Women, gender and development contemporary issues*. Dhaka: AH Development Publishing House.
4. Chant, S. H., & Gutmann, M. C. (2000). *Mainstreaming men into gender and development: Debates, reflections, and experiences*. Oxford: Oxfam.
5. Momsen, J. H. (1991). *Women and development in the third world*. London & New York: Routledge.
6. Momsen, J. H. (2004). *Gender and development*. London & New York: Routledge.
7. Mosse, J. C. (1993). *Half the world half a chance: An introduction to gender and development*. Oxford: Oxfam GB.
8. Parpart, J. L, Connelly, M. P., & Barriteau, V. E. (Eds.). (2000). *Theoretical perspectives on gender and development*. Canada: International Development Research Center.

9. Visvanathan, N. (Ed.). (1997). *The Women, gender & development reader*. Dhaka: University Press Limited.

Recommended Readings

1. Duza, S. & Begum, A. (1993). *Emerging new accents: A perspective of gender and development in Bangladesh*. Dhaka: Women for Women.
2. Kabeer, N. (1994). Same realities, different windows: Structuralist perspectives on women and development. In N. Kabeer (Ed.), *Reversed realities: Gender hierarchies in development thought*. London: Verso.
3. Rathgeber, E. M. (1990). WID, WAD, GAD: Trends in research and practice. *The Journal of Developing Areas*, 24, 489 - 502.
4. Elson, D. (1995). Male bias in the development process: An overview. In D. Elson (Ed.), *Male bias in the development process*. Manchester: Manchester University Press.
5. Welsh, P. (2010). Community development: A gendered activism? The masculinities question. *Community Development Journal*, 45(3), 297-306.

Section 6: Development Issues in the Globalized World

The section discusses the development issues and concerns at the global level. It focuses on North-South Relationship- the Effects of International Economic Development and Inequality, Gender, Industrialization, Transnational Corporations and Development.

No of Classes: 2 classes

References

Required Readings

1. Dolan, C. & Linda, S. (2009). Lipstick evangelism: Avon trading circles and gender empowerment in South Africa. *Gender and Development*, 16(2).
2. Gaerlan, K., Cabrera, M., Samia, P., & Santoalla, E. L. (2010). Feminised recession: impact of the global financial crisis on women garment workers in the Philippines. *Gender & Development*, 18(2), 229-240.
3. Haider, R. (2000) *A perspective in development: Gender focus*. Dhaka: University Press Limited.
4. Horn, Z. E. (2010). The effects of the global economic crisis on women in the informal economy: Research findings from WIEGO and the inclusive cities partners. *Gender and Development*, 18(2).
5. Preston, P. (1996). *Development theory: An introduction to the analysis of complex change*. UK: Willey-Blackwell.

6. Roberts, J. T. & Hite, A. (2000). *From modernization to globalization: Perspectives on development and social change*. UK: Blackwell Publishers Ltd.
7. T. Wallace & C. March (Eds.). (1991) *Changing perceptions: Writings on gender and development*. Oxford: Oxfam GB.

Recommended Readings

1. Boserup, E. (1970). *Women's role in economic development*. New York: St. Martin's Press.
2. Rist, G. (2008). *The history of development: From western origins to global faith*. London & New York: Zed Books.

Section 7: Women, Gender and Development- Bangladesh Perspective

The section examines the application of gender and development approach in the context of Bangladesh. It analyses issues related to Foreign Aid, Women's empowerment and the Role of NGOs and Engendering the Development Process: Achievements and Failures. The process of urban/rural women's marginalization and links between modernization and urbanization in Bangladesh will also be discussed under this section.

No of Classes: 2 classes

References

Required Readings

1. Ahmad, M. M. (2000). *Donors NGOs, the state and the clients in Bangladesh*. UK: The Arkleton Trust.
2. Ahmad, Q. K. (2004) *Development of whom for whom by whom*. Dhaka: Mowla Brothers.
3. Baden, S., Green, C., Goetz, A.M, & Guhathakurata, M. (1994). *Background report on gender issues in Bangladesh* (prepared for the British High Commission, Dhaka). Brighton, UK: Bridge, Institute of Development Studies, University of Sussex.
4. Begum, A. (2000). *Government – NGO interface in development management*. Dhaka: AH Development Publishing House.
5. Batliwala, S. (2007). Taking the power out of empowerment – an experiential account. *Development in Practice*, 17, 4-5.
6. Devi, L. (Ed.). (1998). *Women and development*. New Delhi: Anmol Publications Pvt. Ltd.
7. Masika, R., Haan, A. D, & Baden, S. (1997). *Urbanization and urban Poverty: A gender analysis* (prepared for the gender equality unit and Swedish International Development Cooperation Agency). Brighton, UK: Bridge, Institute of Development Studies, University of Sussex.

8. Mahtab, N. (2012). *Women, gender and development: Contemporary issues*. Dhaka: A H Development Publishing House.
9. Momsen, J. H. (2004). *Gender and development*. London & New York: Routledge.

Recommended Readings

1. Hossain, H., Dodge, C. P., & Abed, F. H. (Eds.). (1992). *From crisis to development: Coping with disasters in Bangladesh*. Dhaka: University Press Limited.
2. Novack, D. E. & Lekachman, R. (Eds.). (1969). *Development and society: The dynamics of economic change*. New York: St. Martin's Press.

Section 8: Contemporary Gender and Development Issues of Well-being and Happiness: Global Perspective

This section will focus on the theoretical issues of subjective and objective well-being, national well-being accounts-the science of happiness, social indicators of well-being, developing a national index of subjective well-being. Social development, quality of life, and happiness will also be discussed in this section.

No of Classes: 2 classes

References

Required Readings

1. White, S. C. (2010). Analyzing wellbeing: a framework for development practice. *Development in Practice*, 20(2).
2. Anad, P., Hunter, G., & Smith, R. (2005). Capabilities and well-being: Evidence based on the Sen-Nussbaum approach to welfare. *Social Indicator Research*, 74(1).
3. Nussbaum, M., & Sen, A. (1993). *The quality of Life*. Oxford: Oxford University Press.

Recommended Reading

1. Tiliouine, H., Cummins, R. A., & Davern, M. (2006). Measuring wellbeing in developing countries: The case of Algeria. *Social Indicators Research*, 75(1).

WGS 302: Gender and Reproductive Health

Course Credit: 4

Introduction to the Course

The course will focus on reproductive health and rights: the basic concepts and their relationship; history and contemporary politics of population growth control and reproductive health. Causes and consequences of reducing maternal and infant mortality rate in Bangladesh and different mechanisms of fertility control, marginalized group, gender and HIV/AIDS will also be discussed. Topics on women empowerment and reproductive health and rights will be specially emphasized.

Specific Learning Objectives

Students will be acquainted with:

- The fundamental/ basics of reproductive health issues.
- Women's health, morbidities and mortality.
- The political economy and social perspectives of women's health and reproductive rights.

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multimedia. A mixture of learning styles will be used in this class. Most of the times, lectures will be supported by PowerPoint presentations. There will also be assignments, group presentations, assigned readings, and classroom discussions where students will be divided in small groups to share their views.

Course Contents

Sections 1: Understanding Reproductive Health and Rights: Basic Concepts and Its Relationship

The section focuses on the definition and inter-connections between reproductive and sexual health and reproductive rights. Basic knowledge on physiological organs, Reproductive Health (RH), Sexual Health (SH), and Reproductive Rights (RR) and the interactive relationship between RH, SH, and RR will be discussed.

Number of Classes: 2 classes

References

Required Readings

1. United Nations Population Fund (UNFPA) (1994). *Programme of action adopted at the international conference on Population and Development, Cairo*. Retrieved from http://www.unfpa.org/sites/default/files/event-pdf/PoA_en.pdf
2. Crowley, H., & Himmelweit, S. (1992). *Knowing women: Feminism and knowledge*. Cambridge, England: Polity Press in association with the Open University.

Recommended Reading

1. Dixon-Mueller, R. (1993). The sexuality connection in reproductive health. *Studies in Family Planning*, 24(5), 269-282. (Excerpt of 8 pages).

Section 2: History and Contemporary Politics of Population Growth Control and Reproductive Health

The section provides basic historical ideas on population control and its related international agendas. Additionally, how class, age and sex influence the differential attitude towards population growth control also forms part of the section. Topics include: history of population control; eugenics; sterilization; movements for reproduction and sexual self-determination and health; reproductive rights: family planning, contraception, abortion and safe motherhood, political economy of population and development, a paradigm shift from population control to reproductive health; reproductive health and the political economy of AIDS: the case of Bangladesh; rights to sexual and reproductive health: poverty (Bangladesh PRSP); globalization and MDGs and SDGs.

Number of Classes: 4 classes

References

Required Readings

1. Centre for Reproductive Law & Policy (1994, October). *The Cairo conference: A programme of action for reproductive rights?- International programme briefing* (pp. 1-7). UN Population Division, Department of Economic and Social Affairs with support from UNFPA
2. Lane, S. D. (1994). From population control to reproductive health: An emerging policy agenda. *Social Science & Medicine*, 39(9), 1303-1314.

3. Sultana, U. B. F. (2016). A Critical trajectory of family planning and birth control in Bangladesh: Interventions, challenges and tensions. *Social Science Review [The Dhaka University Studies, Part -D]*, 33(1).
4. Petchesky, R. P. (1995). From population control to reproductive rights: Feminist fault lines. *Reproductive Health Matters*, 3(6), 152-161.
5. McIntosh, C. A., & Finkle, J. L. (1995). The Cairo conference on population and development: A new paradigm?. *Population and Development Review*, 223-260.
6. Davis, A. Y. & Kauffman, L. S. (Eds.). (1993). Outcast mothers and surrogates: Racism and reproductive politics in the Nineties. *American feminist thought at the century's end: A reader* (pp. 355-366). Cambridge & Oxford: Blackwell Publishers.
7. ICPD. (1995). *Summary of the programme of action of the international conference on population and development 1994* (pp. 3-27). New York: United Nations.
8. Ross, E. B. (1998). Demography and the cold war. *The Malthus factor: poverty, politics and population in capitalist development Malthusianism* (pp. 79-104). London & New York: St. Martin's Press.
9. Sen, G., Germain, A., & Chen, L. C. (Eds.). (1994). Reconsidering population policies: Ethics, development, and strategies for change. *Population policies reconsidered: Health, empowerment and rights* (pp. 3-11). Boston, Massachusetts: Harvard University Press.
10. Turshen, M. (1997). The political ecology of AIDS in Africa. In M. Singer (Ed.), *The political economy of AIDS*. Amityville, NY: Baywood Publishing Company.

Recommended Readings

1. United Nations Population Fund (2004). *State of the world population 2004: The Cairo consensus at ten: Population, reproductive health and the global effort to end poverty*. UNFPA. (Chapter 1: Introduction; Chapter 2: Population and Poverty).
2. Young, K. (1989). Not the church, not the state ...In K. Young (Ed.), *Serving two masters*. London: Routledge.

Section 3: Safe Motherhood: State of Maternal Health, Maternal Mortality and Morbidity in Global and Bangladesh Context

The section discusses concepts of safe motherhood and its associated factors. Causes of maternal and infant mortality rates, its consequences, and constraints/major challenges to not reducing M and IMR (maternal and infant mortality rate) with special reference to Bangladesh will be discussed. This section will also discuss the debate around the increasing trend of over-medicalization of childbirth.

Number of Classes: 4 classes

References

Required Readings

1. Rosenfield, A. (1997). The history of the safe motherhood Initiative: Introductory remarks. *International Journal of Gynecology & Obstetrics*, 59, S7-S9.
2. Filippi, V., Ronsmans, C., Campbell, O. M., Graham, W. J., Mills, A., Borghi, J., & Osrin, D. (2006). Maternal health in poor countries: The broader context and a call for action. *The Lancet*, 368(9546), 1535-1541.
3. Berer, M., & Ravindran, T. K. (1999). *Safe motherhood initiatives: Critical issues*. Guilford: University of Surrey.
4. Fox, B., & Worts, D. (1999). Revisiting the critique of medicalized childbirth: A contribution to the sociology of birth. *Gender & Society*, 13(3), 326-346.
5. Malacrida, C., & Boulton, T. (2014). The best laid plans? Women's choices, expectations and experiences in childbirth. *Health*, 18(1), 41-59.
6. Bhatia and Faruque.(1997). *Indigenous birth practices in rural Bangladesh and their implications for a maternal and child health programme*. USA: University of Michigan, International Center for Diarrheal Disease Research.
7. Afsana, K., & Rashid, S. F. (2009). Constructions of birth in Bangladesh. *Childbirth across cultures* (pp. 123-135). Germany: Springer, Dordrecht.
8. Akhter, S., & Schech, S. (2018). Choosing caesareans? The perceptions and experiences of childbirth among mothers from higher socio-economic households in Dhaka. *Health Care for Women International*, 39(11), 1177-1192.
9. Akhter, S., Dasvarma, G. L., & Saikia, U. (2020). Reluctance of women of lower socio-economic status to use maternal healthcare services: Does only cost matter?. *Plos one*, 15(9), e0239597.

Recommended Readings

1. Islam, M. (1985). *Women, health and culture*. Dhaka: Women for Women.
2. Rozario, S. (1992). *Purity and communal boundaries: Women and social change in a Bangladeshi village*. London: Zed Books.

Section 4: Different Mechanisms of Fertility Control

This section highlights the definition and different types of birth control methods. The political economy of the development of different contraceptive methods and the side effects of different contraceptive mechanisms will also be discussed. Topics include: definition of birth control and contraception, different types of birth control methods, abortion, gender differentials in using various kinds of contraceptives and its consequences and causes for increasing the use rate of contraceptive methods, particularly condoms, in Bangladesh. Safe

Sex and its gender dimension will receive emphasis. Issues of infertility and the modern technology of infertility treatment will also be discussed in this section.

Number of Classes: 5 classes

References

Required Readings

1. Cleland, J., Conde-Agudelo, A., Peterson, H., Ross, J., & Tsui, A. (2012). Contraception and health. *The Lancet*, 380(9837), 149-156.
2. Bhatia, S. (1982). Contraceptive intentions and subsequent behaviour in rural Bangladesh. *Studies in Family Planning*, 13(1), 24-31.
3. Caldwell. (1982). *The theory of fertility decline*. Cambridge: Academic press.
4. Greene, M. E., Mehta, M., Pulerwitz, J., Wulf, D., Bankole, A., & Singh, S. (2006). *Involving men in reproductive health: Contributions to development*. Washington D.C.: UN Millennium Project.
5. Nahar, P. (2010). Health seeking behaviour of childless women in Bangladesh: An ethnographic exploration for the special issue on: loss in child bearing. *Social Science & Medicine*, 71(10), 1780-1787.
6. Ahman, E., & Shah, I. (2011). Unsafe abortion: Global and regional estimates of the incidence of unsafe abortion and associated mortality in 2008. *Journal of Obstetrics & Gynecology*, 31(12), 1149-1158.

Recommended Readings

1. Ravindran, S. T., & de Pinho, H. (Eds.). (2005). *The right reforms? Health sector reforms and sexual and reproductive health*. South Africa: Women's Health Project, School of Public Health, University of the Witwatersrand.
2. Gupta, J. A. (2000). *New reproductive technologies, women's health and autonomy: Freedom or dependency?*. New Delhi: Sage Publications.
3. Oudshoorn, N. (1996). The decline of the one-size-fits-all paradigm, or, How reproductive scientists try to cope with post modernity. In N. Lykke & R. Braidotti (Eds.), *Between monsters, goddesses and cyborgs: Feminist confrontations with science, medicine and cyberspace* (pp. 153-170 or pp. 170-172). London & New Jersey: Zed Books.

Section 5: Women Empowerment and Reproductive Health and Rights

The section provides understandings towards the relationship between women empowerment and their decision on reproductive health and rights. In addition to this, the section also discusses the influence of women's movements on policy decisions regarding population

control, reproductive health and rights, and the impact of these movements on women's sexual and health rights in Bangladesh.

Number of Classes: 3 classes

References

Required Readings

1. Freedman, L. P., & Isaacs, S. L. (1993). Human rights and reproductive choice. *Studies in Family Planning*, 24(1), 18 - 30.
2. Petchesky, R. P. (2003). Transnationalising women's health movements. *Global prescriptions: Gendering health and human right* (pp. 1-21). London & New York: Zed Books in association with UNRISD.
3. Wieringa, S. (2002). *Politics and sexuality in Indonesia*. New York: Palgrave McMillan.
4. Sen, G., & Batliwala, S. (2000). Empowering women for reproductive rights. In H. B. Presser & G. Sen (Eds.), *Women's empowerment and demographic processes: Moving beyond Cairo*. Oxford: Oxford University Press.

Recommended Readings

1. Voluntary Health Society (2001). *Reproductive health manual 2001*. Dhaka: VHS.
2. Engender Health (2003). *Comprehensive counselling for reproductive health: An integrated curriculum*. Dhaka: Engender Health.
3. Ministry of Health and Family Welfare (2000). *Janmaniantran manual* (National Family Planning Manual). Dhaka: Government of Bangladesh.

Section 6: Reproductive Health in Development Agenda

This section discusses how and to what extent reproductive health has been incorporated in the development agenda, particularly in MDGs and SDGs and to what extent Bangladesh has been able to keep pace with reproductive health targets set in MDGs and SDGs. A critical discussion on the challenges and opportunities on the reproductive health and development goals will also be done in this section.

Number of Classes: 2 classes

References

Required Readings

1. Yamin, A. E., & Falb, K. L. (2012). Counting what we know; knowing what to count. *Nordic J. Hum. Rts.*, 30, 350.

2. Sachs, J. D. (2012). From millennium development goals to sustainable development goals. *The Lancet*, 379(9832), 2206-2211.
3. Galati, A. J. (2015). Onward to 2030: Sexual and reproductive health and rights in the context of the sustainable development goals. *Guttamacher Institute*, 18(4).
4. Newman, K., Fisher, S., Mayhew, S., & Stephenson, J. (2014). Population, sexual and reproductive health, rights and sustainable development: Forging a common agenda. *Reproductive Health Matters*, 22(43), 53-64.

Recommended Readings

1. Akhter, S., & Dasvarma, G. (2017). Whither MDG 5 in Bangladesh and its regions?. *Journal of Population Research*, 34(3), 279-301.
2. Buse, K., & Hawkes, S. (2015). Health in the sustainable development goals: Ready for a paradigm shift?. *Globalization and Health*, 11(1), 13.

WGS 303: Gender - Based Violence

Course Credit: 4

Introduction to the Course

The course gives a clear understanding of the concept of Gender-Based Violence (GBV) adopted globally. The sections look into GBV as a process, as a global phenomenon and analyse its characteristics as it cuts across socio-economic lines all over the world. Root causes of Gender-Based Violence are examined, highlighting connections between patriarchy and GBV. The course describes the nature and major forms of violence in relation to public and private spheres, with major focus on the private one. In this context, the influence of culture on violence will be analysed, with examples from specific cultures. Some of the issues addressed in the course include sexual terrorism, domestic and intimate partner violence and state-sponsored violence. The course will assess the consequences of violence on women's lives. A review of the struggle for combating Gender-Based Violence will be undertaken. The alarming situation in Bangladesh will be examined as a country case.

Specific Learning Objectives

Students will be acquainted with:

- The analytical understanding of the concept of Gender-Based Violence (GBV).
- The ability to critically assess the root cause/foundation of Gender-Based Violence.
- The necessary skills to understand the consequences of violence on female lives and the challenges towards ending it.
- Acquiring critical insight into the gravity of the problem of GBV in Bangladesh.

Instructional Strategies

The course instructor will use lecture using white board, multimedia presentation, youtube/video and internet sources, presentation by the students, discussion and seminar, in-class and home exercises, reading and writing assignments, review of movies and documentaries, group and individual presentations, field visits, collection of primary data and information, data management and presentation by the students, focus group and participatory discussion as and wherever appropriate.

Course Contents

Section 1: Conceptual Understanding of Violence against Women and Girls and Gender-Based Violence

This section will focus on the meaning and definition, and magnitude of violence against women and girls and gender-based violence and will also emphasise violence against women

as a global phenomenon. Different theories in understanding gender-based violence will be discussed.

No of Classes: 3 classes

References

Required Readings

1. Jahan, R., & Islam, M. (1997). *Violence against women in Bangladesh: Analysis and action*. Dhaka: Women for Women and South Asian Association for Women Studies.
2. French, S. G., Teays, W., & Purdy, L. M. (Eds.). (1998). *Violence against women: Philosophical perspectives*. New York: Cornell University Press.
3. Ahuja, R. (2003). *Violence against women*. India: Rawat Publications.
4. Jahan, R. (1994). *Hidden danger: Women and family violence in Bangladesh*. Bangladesh: Women for Women.
5. Shehabuddin, E. (1999). Contesting the illicit: Gender and the politics of fatwas in Bangladesh. *Signs: Journal of Women in Culture and Society*, 24(4), 1011-1044.

Recommended Reading

1. Bangladesh National Women Lawyers Association (2002-2006). *Violence against women*. Dhaka, Bangladesh: BNWLA.

Section 2: The Nature and Forms of Violence against Women

The section discusses the nature of Gender-Based Violence and its different forms in two categories – public and private. It gives a brief overview of different forms of GBV taking place in the two spheres. The section also focuses on forms of violence in the context of interconnections between culture and violence, such as dowry, honour-killing, sati/ widow burning, acid attack and fatwa.

No of Classes: 3 classes

References

Required Readings

1. Coomaraswamy, R. (1994). *Violence against women: Causes and consequences. Fire in the house: Determinants of intra-familial violence and strategies for its elimination*. Bangkok, Thailand: UNICEF East Asia and Pacific Regional Office.

2. Freedom from violence (1992). *Women's strategies from around the world*. New York: United Nations Development Fund for Women.
3. Davies, M. (Ed.). (1994). *Women and violence: Realities and responses worldwide*. London: Zed Books.
4. Narasimhan, S. (1994). India: From sati to sex discrimination rest. In M. Davies (Ed.), *Women and violence: Realities and responses worldwide*. London: Zed Books.

Recommended Readings

1. Freeman, J. E. (1994). *Women: A feminist perspective*. USA: Mayfield Pub.
2. Amnesty International (2020). *Report on the situation of the violence against women*. UK: Author.
3. UNICEF. (1999). *Helping survivors of acid violence and preventing further attacks in Bangladesh*. Dhaka, Bangladesh: UNICEF.

Section 3: Factors Leading to Gender-Based Violence: Patriarchy — Ideology and Institution

The section examines the root cause of GBV, referring to the historically unequal power relations between men and women and following the ideological framework of patriarchy within the institutional set-ups of family, community and state.

No of Classes: 2 classes

References

Required Readings

1. Walby, S. (1990). *Theorizing patriarchy*. Oxford: Basil Blackwell.
2. Islam, M. (2008). *Masculinity, patriarchy, gender and women's oppression*. Working Paper no. 03. Department of Women and Gender Studies: University of Dhaka, Bangladesh.
3. Goldberg, S. (1974). *The inevitability of patriarchy*. New York: Morrow.
4. Goldberg, S. (1993). *Why men rule: A theory of male dominance*. Chicago: Open Court.

Recommended Reading

1. Engels, F. (1972). *The origin of family, private property and state*. New York: International Publishers.

Section 4: Domestic and Intimate Partner Violence against Women

This section discusses the observations and findings that most crimes against women are committed within the home, that violence against women within the home is widespread but mostly remains invisible. It also examines the underlying causes of and the challenges in redressing this violence.

No of Classes: 2 classes

References

Required Readings

1. Jahan, R. (1994). *Hidden danger: Women and family violence in Bangladesh*. Bangladesh: Women for Women.
2. Bangladesh National Women Lawyers Association (2002-2006). *Violence against women*. Dhaka, Bangladesh: BNWLA
3. Abraham, M. (2000). *Speaking the unspeakable: Marital violence among South Asian immigrants in the United States*. USA: Rutgers University Press.
4. Ferraro, K. J., & Johnson, J. M. (1983). How women experience battering: The process of victimization. *Social Problems*, 30(3), 325-339.
5. Gelles, R. J. (1997). *Intimate violence in families*. London: Sage Publications.

Recommended Readings

1. Islam, M. (2003). *Domestic violence among immigrant South Asian families living in North America*. Dhaka, Bangladesh: Women for Women
2. Raj, A., & Silverman, J. (2002). Violence against immigrant women: The roles of culture, context and legal immigrant status on intimate partner violence. *Violence against Women*, 8(3), 367-398.

Section 5: Sexual Assault and Sexual Harassment

In this section, students will learn about the conceptual understanding of sexual assault and sexual harassment. Causes and types of sexual assault and harassment will also be focused. Additionally, students will be able to know about work place violence and cyber violence against women.

No of Classes: 2 classes

References

Required Reading

1. Huda, S. (2003). *Sexual harassment and professional women: Perspectives, experiences and responses*. Paper Presented at a Dialogue organised by CIRDAP, Dhaka, Bangladesh.

Recommended Readings

Will be suggested by the course instructor.

Section 6: Understanding Rape

This section will focus on the concept of rape. Causes and types of rape will also be analyzed under this section.

No of Classes: 2 classes

References

Required Reading

1. Ahuja, R. (2003). *Violence against women*. India: Rawat Publications.

Recommended Reading

1. Bangladesh National Women Lawyers Association (2002-2006). *Violence against women*. Dhaka, Bangladesh: BNWLA.

Section 7: Trafficking in Women and Children

This section will focus on the issues related to trafficking in women and children, meaning and definition, reasons. Demand and supply of trafficking will be discussed.

No of Classes: 2 classes

References

Required Reading

1. Shamim, I. (2005). Trafficking of women and children: Changing scenario and policy implications in South Asia. *Sustainable development bridging the research/policy gaps in southern context* (vol. 2). Pakistan: Oxford University Press, Sustainable Development Policy Institute.

Recommended Readings

Will be suggested by the course instructor.

Section 8: The Consequences of Gender-Based Violence on Women's Lives: A Priority Health Issue

This section discusses the social, psychological, economic and physical consequences of GBV on women's health in its various dimensions. HIV/AIDS will also be analyzed under this section.

No of Classes: 4 classes

References

Required Readings

1. World Bank (1993). *World development report 1993: Investing in health*. New York, Oxford University Press.
2. United Nations (1994). *Declaration on the elimination of violence against women*. New York, USA: UN.
3. Coomaraswamy, R. & UNHCR (1995). *Preliminary report submitted by the special rapporteur on violence against women, its causes and consequences* (no. E/CN.4/1995/42). New York: Commission on the Human rights, Economic and Social Council, United nations.
4. Heise, L., Moore, K., & Toubia, N. (1995). Sexual coercion and reproductive health. *Population*, 100(10), 1.
5. Schei, B., & Bakketeig, L. S. (1989). Gynaecological impact of sexual and physical abuse by spouse: A study of a random sample of Norwegian women. *BJOG: An International Journal of Obstetrics & Gynaecology*, 96(12), 1379-1383.
6. Sutherland, C., Bybee, D., & Sullivan, C. (1998). The long-term effects of battering on women's health. *Women's Health (Hillsdale, NJ)*, 4(1), 41-70.

Recommended Reading

1. Deuba, A. R., & Rana, P.S. (2001). *A study on the psycho-social impacts of violence against women and girls with special focus on rape, incest and polygamy*. Nepal: SAATHI.

Section 9: Bangladesh Country Case: Interconnections between Patriarchy and Gender-Based Violence

This section mainly discusses the interconnection between patriarchy and gender-based violence. It will focus on case studies from Bangladesh highlighting major issues, challenges and strategies to redress GBV. The section may also include a panel discussion with representatives from women's rights activists, human rights activists, researchers and one from the Ministry of Women and Children Affairs of the Government of Bangladesh. The discussion is likely to enable the students to place debates on patriarchy, gender and gender-based violence in the context of Bangladesh.

No of Classes: 3 classes

References

Required Readings

1. Government of Bangladesh, Ministry of Women & Children Affairs (2005, February 28 - March 10). *Beijing +10 global review*. High level round-table of the forty-ninth session of the commission on the status of women (United Nations), Dhaka, Bangladesh.
2. NGO Coalition on Beijing Process (2005). *National workshop on Bangladesh alternative NGO report on Beijing+10*. Dhaka: Author.
3. Huq, N. (1997). *Maternal mortality and violence against women: Insights from the women's movement in Bangladesh*. Kathmandu: Regional Office for South Asia, UNICEF.
4. Jahan, R. & Islam, M. (1997). *VAW in Bangladesh: Analysis and action*. Dhaka: Women for Women.
5. Koenig, M., Stephenson, R., Ahmed, S., Jejeebhoy, S. J., & Campbell, J. (1999). *Individual and community-level determinants of domestic violence in rural Bangladesh*. Paper presented at the Meeting of the Population Association of America, New York, USA.

Recommended Readings

1. Haider, S. J. (2006). *Draft report on baseline survey on socio-cultural perception and legal issues in relation to gender-based violence*. New York: UNFPA.

2. Azim S. (2002). *Naripokkho pilot study on violence against women in Bangladesh*. Dhaka: Naripokkho.
3. Bangladesh National Women Lawyers Association (2004). *Violence against women in Bangladesh 2003*. Dhaka: BNWLA.
4. Ministry of Women and Children Affairs (2000). *Multi-sectoral programme on violence against government of Bangladesh Women*. Dhaka: Government of Bangladesh,

Section 10: Struggle Towards Ending Gender-Based Violence: Global and National Initiatives

This section gives an overview of the struggle towards ending GBV: local to global. It also introduces the major international legal instruments (CEDAW, CRC, Declaration on the Elimination of Violence Against Women and the relevant World Conferences during 1990s). Interventions to prevent and combat violence against women and girls by the Government of Bangladesh will also be focused.

No of Classes: 3 classes

References

Required Readings

1. Jahan, R., & Islam, M. (1997). *Violence against women in Bangladesh: Analysis and action*. Dhaka: Women for Women and South Asian Association for Women Studies.
2. Bhatti, L. I., Faruqi, N., Haroon, N., & Iqam, A. I. (1991). *Women speak about violence*. Geneva: World Health Organization.
3. Kelkar, G. (1992). Stopping the VAW: Fifteen years of activism in India. In M. Schuler (Ed.), *Freedom from violence: Women's strategies from around the world*. New York: UNIFEM.
4. Hayward, R. F. (2000). *Breaking the earthenware jar: Lessons from South Asia to end violence against women and girls*. Nepal: UNICEF Nepal.
5. UNICEF (1994). *Fire in the house: Determinants of intra-familial violence and strategies for its elimination*. Bangkok, Thailand: UNICEF East Asia and Pacific Regional Office.
6. Omvedt, G. (1990). *Violence against women: New movements and new theories in India*. Delhi: Kali for Women.
7. Chowdhury, E. H. (2011). *Transnationalism reversed: Women organizing against gendered violence in Bangladesh*. New Yourk: SUNY Press.

Recommended Reading

1. United Nations. (2001). *Beijing declaration and platform for action*. New York: UN.

WGS 304: Gender, Media and Communication

Course Credit: 4

Introduction to the Course

This course will help students to understand how social order and meanings are created through different communicative levels and contexts, what is expected from women and men, and what values are bestowed on gender. It will explore how conventional views of masculinity and femininity lead to inequities and how institutional, social and personal communication sustain the status quo.

Additionally, this course is designed to facilitate a better understanding of the significant impact of the media on women's status and gender relations. Women's participation in the media industry and their access to new communication technologies will also be addressed. This course enables students to be reflective and active on practices and skills needed to be adopted and implemented to eliminate gender-biased communications.

Specific Learning Objectives

Students will be acquainted with:

- The analytical ability to consider the relation between gender and communications.
- Students will be able to understand the pivotal role of communication in sustaining and altering existing cultural patterns that uphold gendered meanings and practices.
- The ways in which cultural expectations of gender are communicated in our daily lives through family, society, institutions, organizations, and the media.
- Capacity to understand and challenge organisational stereotypes. This will enable students to promote gender sensitivity through alternative legal and institutional efforts.
- The knowledge of potential interventions in order to open up possibilities for gender sensitive communication practices.
- Media monitoring skills and advocacy strategies to overcome the obstacles to gender equality in media portrayal, participation and reception.

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multimedia. A mixture of learning styles will be used in this class. Most of the times, lectures will be supported by PowerPoint presentations, hand-outs and multi-media, audio-visual materials and movies. Resource persons will be invited on special occasions. There will also be class tests, quizzes, assignments, group presentations, assigned readings, and classroom discussions where students will be divided in small groups to share their views.

Course Contents

Section 1: Introduction and Key Concepts: Gender and Communication as an Area of Study

The section introduces gender and communication as an area of study. The session is comprised of some sub-topics, namely: Developing a broader understanding on gender & communication; Elements/characteristics of communication; Relationship between gender, culture and communication; Categories/types of communication.

No of Classes: 4 classes

References

Required Readings

1. Book, C. L. (1980). *Human communication: Principles, contexts and skills*. New York: St. Martin's Press.
2. Gamble, T. K., & Gamble, M. (1996). The essentials of communication. In T.K. Gamble & M. Gamble (Eds.), *Communication works* (5th ed.), New York: McGraw-Hill.
3. Nasreen, G. (2007). *Ki porai? keno Porai* (What and why I teach). *Nari O Progoti*, 3.

Recommended Reading

1. Khan, S., Huq, J., & Islam, M. (Eds.). (2005). *The advancement of women in Bangladesh: Gaps and challenges Bangladesh NGO report Beijing + 10*. Dhaka: NGO Coalition on Beijing Process (NCBP).

Section 2: Communication and Gendered Relationships in the Family and Society

This section considers the dynamics in women's and men's intimate relationships, such as same and opposite sex friendships, romantic relationships and marriage. To the extent that these views are internalized, women and men tend to develop gendered ways of experiencing and expressing closeness in terms of masculinity and femininity. This section emphasizes the limitations of stereotypical gendered relationships and encourages looking at new ways to form and sustain alternative relationships.

No of Classes: 3 classes

References

Required Reading

1. Lips, H. M. (1993). Family and friends: Attachment, intimacy, and power. In H. M. (Ed.), *Lips, sex and gender: An introduction* (2nd ed.). London: Mayfield.

Recommended Reading

1. Gamble, T. K., & Gamble, M. (1996). Understanding relationships. In T. K. Gamble & M. Gamble (Eds.), *Communication works* (5th ed.). New York: McGraw-Hill.

Section 3: Organizational Communication and Gender

This section explores the variety of ways in which cultural views of gender construct the culture and climate of institutions and organizations: Examining stereotypes of women, men, and the professional communication that are transmitted through concrete practices, such as hiring, placement, promotion and interaction patterns.

No of Classes: 2 classes

References

Required Reading

1. Wood, J. T. (1997). Gendered organizational communication. In J.T. Wood (Ed.), *Gendered lives* (2nd ed.). London: Wadsworth.

Recommended Reading

1. Hollway, W. (1996). Gender and power in organizations. In F. Barbara, F. Brid, H. Jeff, & T. Christine (Eds.), *Violence and gender relations: Theories and interventions*. New York: Sage.

Section 4: Gendered Communication Practices: Verbal and Non-Verbal Communication

This section probes how verbal communication reflects and shapes cultural understanding of masculinity and femininity. The discussion will emphasize how by defining, classifying, and evaluating gender, language reinforces the social views of men as the standard and women as the marginal. This section discusses the different styles of communication for men and women and explores ways to revise cultural perspectives through the language we use. Along with

verbal communication, the section will also focus on non-verbal communications and behaviours.

No of Classes: 1 class

References

Required Readings

1. Goddard, A., & Patterson, L. (2000). *Language and gender*. New York: Routledge.
2. Nasreen, G. (2006). Gender difference in verbal communication and talking about equality. *Unnayan Padaskhep*, 12(3).
3. Gamble, T. K., & Gamble, M. (Eds.). (1996). Non-verbal communication: Silent language speaks. *Communication works* (5th ed.). New York: McGraw-Hill.
4. Nasreen, G. (2007). Rethinking unwritten gender grammar [Special issue]. *Unnayan Padakkhep*.

Recommended Readings

1. Tannen, D. (1991). *You just don't understand: Women and men in conversation*. New York: Virago.
2. Ruben, B. D. (1992). Non-verbal codes. In B. D. Ruben (Ed.), *Communication and human behaviour* (3rd ed.). New Jersey: Prentice Hall.

Section 5: Media Representations of Gender

This section looks into an important form of communication – the ‘mass media’ as a form of communication with reference to images of women, men and gender relations. This section is divided into three sub-sections (advertisement, print & electronic media and cinema) where gender representation will be analysed and understood through a gender lens.

No of Classes: 6 classes

References

Required Readings

1. Baehr, H., & Gray, A. (Eds.). (1996). *Turning it on: A reader in women and media*. London: Arnold Publications.
2. Craig, S. (Ed.). (1992). *Men, masculinity and the media*. New York: Sage.
3. Deacon, D., Pickering, M., Golding, P., & Murdock, G. (2007). *Researching communications: A practical guide to methods in media and cultural analysis* (2nd ed.). London: Hodder Education.

4. Hall, S. (Ed.). (1997). *Representation: Cultural representation and signifying practices*. London: Sage Publications.
5. Kress, G., & Van Leeuwen, T. (2006). Visual Interaction. In A. Jaworski, & N. Coupland (Eds.), *The Discourse reader* (2nd ed.). London: Routledge.

Recommended Reading

1. Nari Sanghati. (1987). *Women and mass media*. Dhaka: Nari Sanghati.

Section (5a) Advertisements

This sub-section highlights influence of advertisements, their demeaning and debilitating portrayals of gender in everyday life.

References

Required Readings

1. Begum, A. (2008). *Magical shadows: Women in the Bangladeshi media*. Dhaka, Bangladesh: A. H. Development Publishing House.
2. Chaudhuri, M. (2017). Gender and advertisements: The rhetoric of globalization. In M. Chaudhuri (Ed.), *Refashioning India*. Delhi: Orient Black Swan.
3. Leiss, W., Kline, S., Jhally, S., & Botterill, J. (2005). *Social communication in advertising: Consumption in the mediated market place* (3rd ed.). New York: Routledge.

Recommended Readings

1. Nasreen, G. (1999). The political economy of BTV commercials: A gender analysis. *Journal of Politics and Economics*, 5.
2. Sultana, U. B. F. (2011). The imageries of menstruation in sanitary napkin ads: Representation and the practice of discourse as a marketing strategy. *Advertising & Society Review*, 11(4).

Section (5b) Representation in Print & Electronic Media

The depiction of gender in the print media (i.e. newspapers, magazines, books) and the effect of that portrayal on society is the key concern of this sub-section. Besides print media, television in particular, and the electronic media in general heavily influences gender identity in our culture. After introducing the growing body of literature about electronic media, noting their importance, this sub-section will attempt to pinpoint the most effective means of documenting this influence.

References

Required Readings

1. Chaudhuri, M. (2017). 'Feminism' in print media. In M. Chaudhuri (Ed.), *Refashioning India*. Delhi: Orient Black Swan.
2. Brown, M. E. (1990). *Television and women's culture: The politics of the popular*. New York: Sage.
3. Modleski, T. (1982). *Loving with a vengeance: The mass produced fantasies for women*. Routledge.

Recommended Readings

1. Sharmeen, A., & Robaet, F. (2002). Women in newspapers: Problems and recommendations. In G. Nasreen, & S. Parveen (Eds.), *Ganomadhyam and janosamaj* [Mass media and society]. Dhaka: Shrabon Prakashani.
2. Prabha, K., & Dighe, A. (1990). *Affirmation and denial: Construction of femininity on Indian television*. New York: Sage.

Section (5c) Gender in Cinema

In mainstream Bangla cinema, women are frequently portrayed as objects of male desire or mothers and are largely valued either for their idealized beauty or for their roles in childrearing. Cinema texts reinforce gender divisions by repeating polarized images of women and men on a regular basis, rather than creating and distributing images that might challenge traditional views. Taken to the extreme, one very serious consequence of gender stereotyping in the cinema is the prevalence of violence and degrading or pornographic media products that also negatively impact women and men and their status in society.

References

Required Readings

1. Chatterji, S. A. (1998). *Subject: Cinema, object: Women*. Calcutta: Parumita Publications.
2. Hoek, L. (2008). *Cut-pieces: Obscenity and the cinema in Bangladesh* (Doctoral dissertation). University of Amsterdam, Amsterdam, Netherlands.
3. Hoek, L. (2010). Unstable celluloid: Film projection and the cinema audience in Bangladesh. *Bioscope: South Asian Screen Studies*, 1(1), 49-66.
4. Nasreen, G. (2003). From melodramatic to psychopath: The evolution of the silver screen heroes. In M. Hossain (Ed.), *Drisyarup*. Dhaka.

Recommended Reading

1. Sultana, S. M. (2005). *Dhakai movies: Women in and out of purdah*. Dhaka: FOWSIA.

Section 6: Women in the Media Industry

This section considers women's involvement with media from both audience reception and active participation aspect. The section thus includes two sub-sections:

Section (6a) The Question of Participation

This sub-section will address issues related to women's marginal participation in the media industry and some possible strategies for reversing these trends, recognizing that women's equal participation is a vital first step in building media that support and promote gender equality.

No of Classes: 3 classes

References

Required Readings

1. Akhter, A., & Shahriar, T. (2005). *Women in news media*. Dhaka: Women for Women.
2. Gadihoke, S. (1995). Women's relationship with technology in the media: Some reflections. In B. Tankher (Ed.), *Communications and democracy: Ensuring plurality*. Videazimut, Cendit: South Bound.
3. Gallagher, M. (1981). Participation of women in the mass media industries. *Unequal opportunities: The case of women and the media*. France: UNESCO.

Recommended Reading

1. Nasreen, G. (2003). Women in journalism: Overcoming obstacles. *Women in Bangladesh media*. Dhaka: News Network.

Section (6b) Polarized Audiences

Media audiences are often polarized into clichéd versions of male and female on the basis of stereotypical assumptions. This distinction also classifies media contents in a hierarchical order. The section deals with these issues. Also, the section addresses alternative strategies for media

change and looks at some of the different ways in which women have intervened to challenge existing media representation of women and the working practices involved in their production.

No of Classes: 3 classes

References

Required Readings

1. Hobson, D. (1980). Housewives and the mass media. In S. Hall, D. Hobson, A. Lowe, & P. Willis. (Eds.), *Culture, media, language*. London: Hutchinson.
2. Modleski, T. (1983). The rhythms of reception: Daytime television and women's work. In E. A. Kaplan (Ed.), *Regarding television: Critical approaches - an anthology*. USA: The American Film Institute.
3. Nasreen, G. (2006). Women and the mass media. *Chandrabati, 1*.
4. Jallof, B. (1996). Women on the air: Community radio as a tool for feminist messages. In H. Baehr & A. Gray (Eds.), *Turning it on: A reader in women and media*. London: Arnold Publications.

Recommended Readings

1. Zoonen, L. (1994). Gender and media reception. In L. Zoonen (Ed.), *Feminist media studies*. New York: Sage Publications.
2. Riano, P. (Ed.). (1994). *Women in grassroots communication: Furthering social change*. New York: Sage.

Section 7: Globalisation and Policy Issues

This section mainly includes access to and experiences of ICTs and policy issues to reduce stereotypical depictions by the media. The section includes two sub-sections:

Section (7a) Gendered Access and Experience of ICTs

This sub-section emphasizes that against the existing and growing digital and gender divide, women's active involvement in ICTs is essential to ensure gender equity in the information society. The section will look into the possibility of implementing changes at the macro-level as well as within institutions at the micro-level.

No of Classes: 3 classes

References

Required Readings

1. Joshi, I. (Ed.). (2006). *Asian women in the information age*. Singapore: Asian media Information and Communication Center (AMIC).
2. Rush, R.R., & Allen, D. (Eds.). (1989). *Communication at the crossroads: The gender gap connection*. US: Alex Publishing Corporation.

Recommended Reading

1. Ng, C., & Mitter, S. (2005). *Gender and the digital economy: Perspectives from the developing world*. New York: Sage.

Section (7b) Effective Interventions: Policy Frameworks

This sub-section surveys the international and domestic policy framework which supports Bangladesh's commitment to gender equality in the media. Students will explore possible interventions in transforming policies to create the conditions for gender equality. Also, recognizing the fact that only when women are empowered to enhancing their skills, knowledge and access to and control over information technology can they begin to combat negative gender portrayals more effectively and reverse the norms of media industries. The section specifically focuses on gender-sensitive practices, policies and processes that need to be adopted and implemented both by the women and government to eliminate gender-biased programming.

No of Classes: 3 classes

References

Required Readings

1. Beijing Declaration and Platform for Action (1995). Section J – women and media, Fourth world conference on women. *UN Women*. Retrieved from <https://www.un.org/womenwatch/daw/beijing/platform/media.htm>
2. *Draft gender guidelines for media practitioners* (2004). Proposed at the Regional Workshop on 'Gender and Media in South Asia' organised by South Asia Free Media Association (SAFMA) & Shacharika Samuha in Kathmandu, Nepal.
3. Ministry of Women and Children Affairs (1998). *National policy of women*. Dhaka: Government of Bangladesh.
4. Ministry of Women and Children Affairs (1998). *National action plan (NAP) for women's advancement* (Section 5.9). Dhaka: Government of Bangladesh.

Recommended Readings

1. Huq, F. (2006). *Media and women: CEDAW, PFA and Bangladesh*. Dhaka: Steps Towards Development.
2. World Association of Christian Communication (2006). *Mission possible: A gender and media advocacy toolkit*. UK: WACC

WGS 305: Gender, Poverty and Livelihood

Course Credit: 4

Introduction to the Course

This course is designed to examine the key issues surrounding poverty from a gender perspective. The students will gain an analytic appreciation of different approaches to defining, assessing and reducing poverty. The concept of inequality will be treated with special attention to exploring the relationships between gender, poverty and livelihood. It will examine the impact of economic growth on poverty and gender and vice versa.

The course goes on to examine the causes of poverty, its spatial distribution and introduces sustainable livelihood approach as an important tool for framing poverty reduction strategies. With special emphasis on ‘feminisation of poverty’, it looks at the inequality, risk and vulnerability of women and analyses the changes in intra-household bargaining, consumption patterns and reconstitution of gender relations in the situation of extreme poverty and relative deprivation. It discusses the historical trends of globalization and its impact on gender and livelihoods with reference to the labour market and household. A range of policy responses and strategies (global to local) aiming at poverty reduction will be discussed. Particular attention will be given to current trends, changes and shifts in the poverty situation in women’s lives as a result of NGO/INGO activities and programme, government responses and various national and international interventions.

Specific Learning Objectives

The students will:

- Get a broad overview of poverty as a concept and the debates in the area of development emphasising poverty issue.
- Gain the ability to develop a critical mind towards the gender dimension of poverty, vulnerability, resilience, exclusion and interaction between global and local processes.
- Acquire the necessary knowledge to apply gender as an analytical tool to the analysis of development policies and planning in practice with reference to the changing conditions of livelihood, poverty and vulnerability.

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multimedia presentations, student’s presentations and review of research articles, films and policy papers/ project documents.

Course Contents

Section 1: Concepts of Poverty

The section overviews the conceptual framework underlying current discussions on poverty and introduces some issues related to its measurement, such as the uni-dimensional and absolute concept of poverty (WB, Neo-Classical Economics) and looking at the multidimensional, qualitative and relative concept of poverty (Marxist school and A. K. Sen. etc.). Eventually, an alternative conceptualisation of poverty from a gender perspective will be forwarded.

No of Classes: 4 classes

References

Required Readings

1. Sen, A. K. (2000). *Development as freedom*. New York: Oxford University Press.
2. Sen, A. K. (1981). *Poverty and famines: An essay on entitlement and deprivation*. New Delhi: Oxford University Press.
3. Chambers, R. (1995). Poverty and livelihoods: Whose reality counts?. *Environment and Urbanization*, 7(1), 173-204.
4. Agarwal, B., Humphries, J., & Robeyns, I. (Eds.). (2007). *Capabilities, freedom, and equality: Amartya Sen's work from a feminist perspective*. Oxford, UK: Oxford University Press. (Chapter 3).
5. Chant, S. (2003). *New contributions to the analysis of poverty: Methodological and conceptual challenges to understanding poverty from a gender perspective*. Santiago: Women and Development Unit, United Nations. (Chapter 1 & 2).

Recommended Readings

1. Kabeer, N. (2000). *Gender mainstreaming, Poverty eradication and the millennium development goals: A handbook for policy-makers and other stakeholders*. Canada: International Development Research Centre. (Chapter 4).
2. Kabeer, N. (1995). *Reversed realities: Gender hierarchies in development thought*. New Delhi: Kali for Women. (Chapter 6).
3. United Nations Development Programme. (2006). *Poverty in focus*. International Poverty Centre. New York: UNDP.
4. Bessel, S. (2015). The individual deprivation measure: Measuring poverty as if gender and inequality matter. *Gender & Development*, 23(2), 223-240.
5. Sen, A. K. (1999). *Amartya Sen and Jean Dreze omnibus*. New Delhi: Oxford University Press.

Section 2: The Poor across the World and the Feminisation of Poverty

This section examines the distribution of the poor across the world. It sheds light on the divide between prosperous-poor nations and urban-rural areas and examines why poverty exists across human societies, why certain areas of the world face greater poverty challenges than others and why inequality exists within societies. The section explores the social inequality and discrimination against women looking at the neglected dimensions of deprivation, including vulnerability, powerlessness and humiliation, and sheds light on the intra-household dynamics in the situation of extreme poverty.

No of Classes: 3 classes

References

Required Readings

1. Acemoglu, D., & Robinson, J. A. (2012). *Why nations fail: The origins of power, prosperity and poverty*. London: Profile Books Limited. (Available at Google Books).
2. Sachs, J. D. (2005). *The end of poverty: Economic possibilities for our time*. New York: The Penguin Press. (Chapter 3 & 4).
3. Mitlin, D., & Satterthwaite, D. (2013). *Urban poverty in the global south: Scale and nature*. London, UK: Routledge. (Available at Google Books).
4. Chant, S. (2003). *New contributions to the analysis of poverty: Methodological and conceptual challenges to understanding poverty from a gender perspective*. Santiago: Women and Development Unit, United Nations. (Chapter 2).
5. Chant, S. (2006). Re-thinking the “feminization of poverty” in relation to aggregate gender indices. *Journal of Human Development*, 7(2), 201-220.
6. Kabeer, N. (2000). *Gender mainstreaming in poverty eradication and the millennium development goals: A handbook for policy-makers and other stakeholders*. Canada: International Development Research Centre. (Chapter 3).

Recommended Readings

1. Boserup, E. (1970). *Women's role in economic development*. New York: St. Martin's Press.
2. Sen, G., & Grown, C. (1998). *Development, crises and alternative visions: Third world women's perspectives*. London: Routledge.
3. UN Sustainable Development Solutions Network (2012). *Global profile of extreme poverty and hunger*. Retrieved from <http://unsdsn.org/wp-content/uploads/2014/02/121015-Profile-of-Extreme-Poverty.pdf>
4. United Nations Research Institute for Social Development (2010). *Combating poverty and inequality: Structural change, social policy and politics*. Geneva: UNRISD. (Chapter 4).

5. Tinker, I. (1976). The adverse impact of development on women. In I. Tinker, & M. B. Bramsen (Eds.), *Women and world development*. Westport, USA: Praeger.

Section 3: Livelihood and Poverty: Conceptual Issues and Analytical Frameworks

This section overviews the conceptual issues & debates related to the livelihood approach. It introduces various sustainable livelihood frameworks (e.g. DFID's) and emphasises examining the gender dimensions of livelihoods of the poor.

No of Classes: 4 classes

References

Required Readings

1. Chambers, R. (1995). Poverty and livelihoods: Whose reality counts?. *Environment and Urbanization*, 7(1), 173-204.
2. Scoones, I. (2009). Livelihoods perspectives and rural development. *The Journal of Peasant Studies*, 36(1), 171-196.
3. Harcourt, W. (2012) (Ed.). *Women reclaiming sustainable livelihoods: Spaces lost, spaces gained*. UK: Palgravemacmillan. (Chapter 1 & 2) (Available at Google Books).
4. Moser, C. O. N. (1998). Reassessing urban poverty reduction strategies: The asset vulnerability framework. *World Development*, 26(1), 1-19.
5. Nazneen, S. (2010). *Rural livelihoods and gender*. Asia-Pacific Human Development Report Background Papers Series 2010/08.

Recommended Readings

1. Chambers, R. (1983). *Rural development: Putting the last first*. England: Longman Group Limited.
2. Ellis, F. (2000). *A framework for livelihood analysis. Rural livelihoods and diversity in developing countries* (pp. 28-30). Oxford, United Kingdom: Oxford University Press.
3. Elliot, J. E. (2006). *An introduction to sustainable development*. London: Routledge. (Chapter 5).

Section 4: Globalisation and its Impact on Poverty and Gender

This section explores concepts of globalisation and its historical trends. It examines the financial flow, commodity flow and labour flow, which shape poor women's lives in the age of globalisation. Students will be exposed to the analyses of the impacts of agrarian

transformations, rapid urbanisation and the growth of global cities and industries on poor women's livelihoods and gender relations.

No of Classes: 5 classes

References

Required Readings

1. Oberhauser, A. M., Mandel, J. L., & Hapke, H. M. (2004). Gendered livelihoods in diverse global contexts: An Introduction. *Gender, Place & Culture*, 11(2), 205-208.
2. Agarwal, B (1997). Bargaining and gender relations within and beyond the household. *Feminist Economics*, 3(1), 1-51.
3. Razavi, S. (Ed.). (2002). *Shifting burdens: Gender and agrarian change under neoliberalism*. USA: Kumarian Press. (Chapter 1)
4. Guhathakurta, M., & Banu, A. (Eds.). (2016). *Gendered lives, livelihoods and transformation: The Bangladesh Context*. Dhaka: The University Press Limited.

Recommended Readings

1. Dreze, J., & Sen, A. (2015). *An uncertain glory: India and its contradictions*. London: Penguin Books. (Chapter 2).
2. Francis, E. (1998). Gender & rural livelihoods. *The Journal of Development Studies*, 35(2), 72-95.
3. Maertens, M., & Swinnen, J. F. M. (2012). Gender and modern supply chains in developing countries. *The Journal of Development Studies*, 48(10), 1412-1430.
4. Jafry, T., & Sulaiman, R. V. (2013). Gender inequality & agricultural extension. *Journal of Agricultural Education and Extension*, 19(5), 433-436.
5. Kabeer, N., & Mahmud, S. (2004). Globalisation, gender and poverty: Bangladeshi women workers in export and local markets. *Journal of International Development*, 16, 93-109.
6. Delaney, A. (2017). A comparison of Australian and Indian women garment and footwear homeworkers. In D. Peetz & G. Murray (Eds.), *Women, labor segmentation and regulation* (pp. 193-210). New York: Palgrave Macmillan.
7. Ye, J. (2016). Left-behind women: Gender exclusion and inequality in rural-urban migration in China. *The Journal of Peasant Studies*, 43(4), 910-941.
8. Yeoh, B. S. A., & Huang, S. (2000). "Home" and "away": Foreign domestic workers and negotiations of diasporic identity in Singapore. *Women's Studies Forum*, 23(4), 413-423.
9. Sobhan, R., & Khundker, N. (Eds.). (2001). *Globalization and gender: Changing patterns of women's employment*. Dhaka: Centre for Policy Dialogue and University Press Limited.

Section 5: Poverty Eradication: Policy Debates

This section examines WB, IMF and UN approach to ending poverty. The origin and implementation of Poverty Reduction Strategy Papers (PRSP), Millennium Development Goals (MDGs), Sustainable Development Goals (SDGs), Women's Development Policies and their implications for gender equality and women's empowerment will be discussed.

No. of Classes: 3 classes

References

Required Readings

1. Maxwell, S. (2009). Eliminating world poverty: Building our common future. *Development Policy Review*, 27(6), 767-770.
2. Kabeer, N. (2000). *Gender mainstreaming in poverty eradication and the millennium development goals: A handbook for policy-makers and other stakeholders*. Canada: International Development Research Centre. (Chapter 8).
3. United Nations Development Programme (2016). *Human development report 2016: Human development for everyone*. New York: UNDP.
4. Stuart, E., & Woodroffe, J. (2016). Leaving no-one behind: Can the sustainable development goals succeed where the millennium development goals lacked?. *Gender & Development*, 24(1), 69-81.
5. Schech, S., & Vas Dev, S. (2007). A gender justice: The World Bank's new approach to the poor?. *Development in Practice*, 17(1), 14-26.

Recommended Readings

1. Moser, C. O. N. (1999). From residual welfare to compensatory measures: The changing agenda of social policy in developing countries. *Silver Jubilee Paper 6*. Sussex: Institute of Development Studies, University of Sussex.
2. Bangladesh Ministry of Women and Children Affairs & 4th United Nations World Conference on Women (1995). *Women in Bangladesh: Equality, development and peace: National report to the Fourth World Conference on Women, Beijing, 1995*. Dhaka: Government of the People's Republic of Bangladesh.
3. World Bank (1990). *Bangladesh strategy paper on women in development* (report no. 7899-BD). Washington, D. C., United States: Author.
4. United Nations Research Institute for Social Development (2010). *Combating poverty and inequality: Structural change, social policy and politics*. Geneva: UNRISD.
5. International Monetary Fund (2015). *Bangladesh: Progress report-poverty reduction strategy paper*. Washington D. C.: Author.

Section 6: Changes in Women's Life: Case Studies

Students will be exposed to several case studies related to poverty and vulnerability. They will look into various changes that occur in women's lives due to NGO/INGO interventions and state-level efforts. Particular emphasis will be given on: Microfinance and other NGO/INGO interventions and women's empowerment, Various safety net programmes of national governments targeting women and girls (widow pension, female education etc.).

No. of Classes: 3 classes

References

Required Readings

1. Dreze, J., & Sen, A. (2015). *An uncertain glory: India and its contradictions*. London: Penguin Books. (Chapter 2, 3 & 7).
2. Oxfam. (2015). *Resilience in times of food insecurity: Reflecting on the experiences of women's organizations*. Ottawa: Oxfam Canada.
3. Arku, C., & Arku, F. (2009). More money, new household cultural dynamics: Women in micro-finance in Ghana. *Development in Practice*, 19(2), 200-212.
4. Karim, L. (2008). Demystifying micro-credit: The Grameen Bank, NGOs and neoliberalism in Bangladesh. *Cultural Dynamics*, 20(5), 5-28.
5. Self Employed Women's Association (2013). *SEWA annual report 2013*. Ahmedabad, India: Author.
6. Green, D. (2015). *Fit for the future?: Development trends and the role of international NGOs*. England: Oxfam GB.
7. General Economics Division (GED) (2015). *7th five year plan FY 2016-FY 2020: Accelerating growth, empowering citizens*. Dhaka: Author, Planning commission, Government of the People's Republic of Bangladesh.

Recommended Readings

1. Akash, M. M., & Sobhan, R. (2006). *Poverty reduction strategies of the international development community: The scope for structural change* [monograph]. Dhaka, Bangladesh: Centre for Policy Dialogue.
2. The Huairou Commission. (2015). *Community resilience at scale: Grassroots women demonstrating successful practices*. NY, USA: Author.

***Note: We are indebted to late Simeen Mahmud for her contribution to the development of this course during 2007-2008. The renowned researcher was the Head of the Gender Studies Cluster and the Coordinator of the Centre for Gender and Social Transformation (CGST) at BRAC Institute of Governance and Development (BIGD), BRAC University. Prior to that, she worked as a Research Director at the Bangladesh Institute of Development Studies (BIDS).*

WGS 306: Feminist Theory and Writings: **Selected Readings from the Early to Contemporary Periods**

Course Credit: 4

Introduction to the Course

This course is designed to provide students with a further deepening of feminist theories through a brief introduction to a variety of feminist writings focusing particularly on the West and Bangladesh. Students will study historical as well as contemporary feminist writings to examine feminist approaches to women's experiences, their representations and their relative positions in societies around the world in different periods of time. In the context of different intellectual and political traditions, this course particularly focuses on the West as there are other courses dealing with the East and Bangladesh. The selection of texts can change and vary as and when required.

Specific Learning Objectives

Students will be acquainted with:

- The theoretical work in feminism through selected writings of different periods of time in different socio-historical contexts with particular focus on the West and a brief overview from Bangladesh.
- The necessary knowledge to identify what the core issues are for each author, analyze how s/he addressed/addresses these issues in their writings and women's lives.

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multimedia. A mixture of learning styles will be used in this class. Most of the times, lectures will be supported by PowerPoint presentations. There will also be assignments, group presentations, assigned readings, and classroom discussions where students will be divided in small groups to share their views.

Course Contents

Section 1: Introduction: Early Feminism and Epochs of Feminism

This section focuses on the earliest development of feminist thought in the West. Although feminism is conventionally known to be incepted in the 19th century with the rise of first wave feminism, this section looks further back into the earliest feminist theoretical effort to combat negative view of women drawn from Judeo-Christian writings. This section will also try to establish the interconnection between feminist theory, feminist movement and writings and

initiate brief discussion on journey through major trends of first wave and second and third wave feminism/s.

No of Classes: 2 classes

References

Required Readings

1. Gamble, S. (Ed.). (1999). *Critical dictionary of feminism and postfeminism*. New York: Routledge.
2. Lorber, J. (2012). *Gender inequality: Feminist theories and politics*. New York & Oxford: Oxford University Press.
3. Tong, R. (2014). *Feminist thought: A more comprehensive introduction*. Colorado: West view press.
4. Humm, M. (Ed.). (1992). *Feminisms: A reader*. New York: Wheatsheaf.
5. Kolmer, W., & Bartkowski, F. (Eds) (2004). *Feminist theory: A reader*. New Jersey: McGraw Hill.

Recommended Readings

1. Nicholson, L. (Ed.). (1997). *The second wave*. New York: Routledge.
2. Watkins, S. A., Rueda, M., & Rodriguez, M. (1992). *Feminism for beginners*. Cambridge: Icon books.

Section 2: Liberal Feminism and Mary Wollstonecraft

This section introduces the main trends, the key concepts of liberal thought and its critique. Mary Wollstonecraft, her life and activism, writings and main arguments as presented in the *Vindication of the Rights of Women (1792)* will be discussed. Special emphasis will be given to Chapter one and the chapter on National Education.

No of Classes: 2 classes

References

Required Reading

1. Wollstonecraft, M. (1792). *Vindication of the rights of women*. New York: Oxford University Press. [Introduction / Chapter One and chapter twelve on national education.]

Recommended Reading

1. Vidyut, B. (2004). *Feminist social thought: An introduction to six key thinkers*. New Delhi: Rawat Publications.

Section 3: Introduction to Virginia Woolf

This section introduces Virginia Woolf, her writings/ ideas/thoughts, introduction to prescribed text, e.g. reading and critical analysis of *A Room of One's Own: Chapter 1 and 6 (Androgyny)*. The film *The Hours* (at a convenient time) will also be shown.

No of Classes: 2 classes

References

Required Reading

1. Woolf, V. (1959.) *A room of one's own*. London: The Hogarth Press.

Recommended Readings

1. Moi, T. (2002). Introduction: Who's afraid of Virginia Woolf? Feminist readings of Woolf. *Sexual/textual politics: Feminist literary theory* (pp. 1-20). New York: Routledge.
2. Johnston, I. (1999). Basic historical issues in feminism: An introduction to the second sex. Retrieved from <http://www.mala.bc.ca/~johnstoi/introser/beauvoir.htm>
3. Vidyut, B. (2004). *Feminist social thought: An introduction to six key thinkers*. New Delhi: Rawat Publications.

Section 4: Introduction to the Radical School of Thought and Betty Friedan, Kate Millett or Shulamith Firestone

This section includes an introduction to the Radical Feminist thoughts and theories, its historical context and major writers/feminists and their contributions. The main texts to be followed are:

Betty Friedan (Introduction to the writer and the text: Text reading and analysis of *The Feminine Mystique* (Chapter I: *The Problem That Has No Name* / Chapter II: *The Crisis in Women's Identity*) and Kate Millett (Introduction to her work *Sexual Politics*, reading and analysis of Chapter 2 on *Theory of Sexual Politics*) or Shulamith Firestone, (Introduction to

her work *The Dialectic of Sex*, reading and analysis of Chapter 1: *Dialectic of Sex* and 10: *The Ultimate Revolution: Demands and Speculations*

No of Classes: 4 classes

References

Required Readings

1. Friedan, B. (1965). *The feminine mystique*. USA: Penguin Books
2. Millett, K. (1977). *Sexual politics*. London: Virago
3. Firestone, S. (2003). *The dialectic of sex*. USA: FSG Paperback

Recommended Readings

1. Tong, R. (2014). *Feminist theory: A more comprehensive introduction*. New York: West view Press.
2. Moi, T. (2002). Two feminist classics: Kate Millett, Mary Ellmann. *Sexual/textual politics: Feminist literary theory* (pp. 21-30). New York: Routledge.
3. Nicholson, L. (Ed.). (1997). *The second wave*. New York: Routledge.

Section 5: Introduction to Marxist Socialist Feminist Thoughts and Theory

This section includes an introduction to the Marxist/Socialist Feminist school of thought and theories, its historical context and major writers/feminists and their contributions. The main texts to be followed are:

Friedrich Engels. *The origin of the family, private property and the state*. It will focus on the world's historic defeat of female sex, Engels' theory on the origin of the oppression of women.

Heidi Hartmann *The unhappy marriages between Feminism and Marxism*,

***Note: texts by Iris Marion Young or Michelle Barrett can be taught in alternative semesters at the course instructor's discretion.*

No of Classes: 2 classes

References

Required Readings

1. Engels, F. (1995). *The origin of the family, private property and the state*. UK: International Publishers
2. Nicholson, L. (Ed.). (1997). *The second wave*. New York: Routledge.
3. Hartmann, H. I. (1993). The unhappy marriages between feminism and marxism. In R. Dale (Ed.), *Education and the state*. New York: Taylor and Francis.

Recommended Readings

1. Tong, R. (2014). *Feminist theory: A more comprehensive introduction*. New Jersey: West View Press.
2. Jacobus, M. (1986). *Reading woman: Essays in feminist criticism*. New York: Columbia University Press.
3. Young, I. M. (1990). *Justice and the politics of difference*. New Jersey: Princeton University Press.

Section 6: Introduction to Simone de Beauvoir and Her Work

The main text of this section is *The Second Sex*. This section includes an introduction to Simone de Beauvoir and her work, an introduction to *The Second Sex*. Reading and critical analysis of *Second Sex* (Formative Years. Part IV: Childhood)

No of Classes: 2 classes

References

Required Reading

1. Beauvoir, S. D. (1997). *The second sex*. London: Vintage.

Recommended Readings

1. Moi, T. (1990). *Feminist theory: Simone De Beauvoir*. Oxford: Blackwell Publications.
2. Nicholson, L. (Ed.). (1997). *The second wave*. New York: Routledge.

Section 7: Postmodernism and Judith Butler

This section will include a brief introduction to postmodern thoughts and theories, its historical context and major writers/feminists and their contribution. The main text:

Judith Butler: Gender trouble: Feminism and subversion of identity (*Chapter 1: Subjects of Sex/Gender/Desire*)

No of Classes : 2 classes

References

Required Reading

1. Butler, J. (1999). *Gender trouble: Feminism and the subversion of identity*. NY & London: Routledge.

Recommended Readings

1. Nicholson, L. (Ed.). (1997). *The second wave*. New York: Routledge.
2. Andermahr, S., Wolkowitz, C., & Lovell, T. (1997). *A concise glossary of feminist theory*. New York: Arnold Publications.
3. Butler, J. (1993). *Bodies that matter*. London: Routledge Publications.

Section 8: Selected Feminist Writings from Bangladesh

The main concentration of this section is the feminist writing in Bangladesh which will include the pioneer Liberal Feminist Begum Rokeya and the radical contemporary Taslima Nasreen, to examine the different feminist theories working in the context of Bangladesh and to have a comparative knowledge of feminist theories and thoughts from a global perspective. The texts to be followed are: (Text selection may vary according to course instructor's discretion.)

Hossain, Rokeya S: *Aborodhbasini*

Nasreen, Taslima: *Nirbachito Column*

No of Classes : 4 classes

References

Required Readings

1. Kader, A. (Ed.). (1999). *Rokeya rachanabali*. Dhaka: Bangla Academy.
2. Nasreen, T. (1999). *Nirbachoto column*. Kolkata: Ananda Publishers.

Recommended Readings

1. Azim, F., & Zaman, N. (1994). *Infinite variety: Women in society and literature*. Dhaka: University Press Limited.
2. Nayar, S., & Mankekar, K. (Eds.). (2002). *Women pioneers in India's renaissance*. India: National Book Trust.

Section 9: Sexuality, Queer and Trans Feminism

This section theoretically introduces concepts like sexuality, queer and transfeminism. In this section, it will be discussed that sexuality, gender and desire are not natural and normative rather have multiple alternatives, and these are very much political categories with political implications. This section will introduce the theoretical work of Gayle Rubin, Adrienne Rich, Gayle Salmon and Raewyn Connell.

No of Classes: 4 classes

References

Required Readings

1. Rubin, G. (1984). Thinking sex: Notes for a radical theory of the politics of sexuality. *Social perspectives in lesbian and gay studies: A reader*, 100-133
2. Rich, A. (1980). Compulsory heterosexuality and lesbian existence. *Signs: Journal of Women in Culture and Society*, 5(4), 631-660. (Read: p.631-632 & 637-653 & 657-660)
3. Salmon, G. (2010). *Assuming a body: Transgender and rhetoric of materiality*. USA: Columbia University Press.
4. Connell, R. (2012). Transsexual women and feminist thought: Toward new understanding and new politics. *Signs: Journal of Women in Culture and Society*, 37(4), 857-881.

Recommended Reading

1. Mascia-Lees, F. E. (2010). Sex and sexuality. *Gender and difference in a globalizing world: Twenty first century anthropology*. Illinois: Waveland Press.

Section 10: Post-colonial and Transnational Feminism

This section will introduce post-colonial and transnational feminism which have both questioned universalism and essentialism in Euro- American feminism. Euro-American feminism has universalist and essentialist understanding of gender, roles, hierarchies and

oppressions, which have come under scrutiny by both post-colonial and transnational feminist thoughts. It will introduce the theoretical work of Chandra Talpade Mohanty to understand post-colonial feminism and joint theoretical work by Grewal Inderpal and Caren Kaplan to enhance the understanding of transnational feminism.

No of Classes: 2 classes

References

Required Readings

1. Mohanty, C. T. (1988). Under western eyes: Feminist scholarship and colonial discourses. *Feminist Review*, 30, 61-88.
2. Grewal, I., & Kaplan, C. (Eds.). (1994). *Scattered hegemonies: Postmodernity and transnational feminist practices*. Minneapolis, Minnesota: University of Minnesota Press.

Recommended Reading

1. Timble, A. (2010). Transnational feminist studies: A brief sketch. *New Global Studies*, 4(1).

Section 11: Understanding Social Inequality: Intersectionality and Related Issues

The section focuses on intersectionality as a knowledge project to understand power and multi-dimensional social inequalities. It will discuss the theoretical development of intersectionality in feminism by introducing the conceptualization of Kimberle Crenshaw and Patricia Hill Collins. It will deepen the understanding of how social categories like race, class, gender, age, sexualities, ethnicity, nation etc., reciprocate and construct everyday experience of women and men. Texts can be changed if/when necessary.

No of Classes: 2 classes

References

Required Readings

1. Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics and violence against women of color. *Stanford Law Review*, 43(6), 1241-1299.
2. Collins, P. H. (2015). Intersectionality's definitional dilemmas. *Annual Review of Sociology*, 41(2015), 1-20.

Recommended Readings

1. Davis, K. (2008). Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful. *Feminist Theory*, 9(1), 67-85.
2. Bilge, S. (2013). Intersectionality undone: Saving intersectionality from feminist intersectionality studies. *Du Bois Review*, 10(2), 405–424.

WGS 307: Women and Religion

Course Credit: 4

Introduction to the Course

The course aims to look into religion from sociological, anthropological and political perspectives. The course will not go into details of theological or spiritual components of religion but rather will attempt to place religion in the context of everyday life and how it is related to women, how women are placed and represented in relation to religion and its various interpretations, furthermore how women themselves are negotiating on their own terms. Representation, active participation and agency of women in major religions (Hinduism, Buddhism, Christianity and Islam) will be looked into. While doing so, it will also examine socio historic and cultural settings of Bangladesh in relation to religion and its impact on women and their role. Feminist view of religion will also be explored while exploring the major areas of legal and other interventions. The course will also deal with contemporary issues taking into account of both national and international scenarios.

Learning Objectives

The objectives are:

- To introduce students to the study of ‘religion as a cultural universal’ and to examine religion from anthropological, sociological and political perspectives.
- To provide students with analytical tools in order to stimulate critical thinking on treatment of women in major religions of the world.
- To expose students to the issue of gender identities, representations and their relationship to religion from both global and national perspectives.
- To examine the impact of various religious belief systems on women, their active participation, their role and agency in the family and society with particular reference to Bangladesh
- To expose students to feminist views on religion.
- By the end of the course, students will be expected to be able to use various analytical tools to analyze the status, position and participation of women in relation to religion and identify related key issues for social, cultural, legal and other interventions.

Instructional Strategies

A multidisciplinary approach will be used primarily using white board, lecture, multimedia presentation etc. In order to ensure an interactive learning process, the students will be asked to analyse illustrations, icons and symbols, deities and idols, architecture, popular literature, visiting museum, shrines and religious places, cinema, media and look into current issues in order to examine women’s representation, images, status, position, agency and participation.

Students are to carry out small ethnographic, primary data-based research projects within their own religious community and to write a term paper or essay on selected topics. There will be class seminars, presentations by the students and group discussions exploring own experience with religion as a citizen, member of the community.

Main Text Throughout the Sections

1. Sharma, A. (2000). *Women in world religion*. Albany: State University of New York Press.
2. Roy, N. (1980). *Bangaleer itihash: Adi parba* (3rd ed.). Calcutta: Dey's Publishing.

Course Contents

Section 1: Revisiting “Religion as a Cultural Universal”

The course will look into the origin, development and role of religion from anthropological and sociological perspectives. Major theories on origin, development and role of religion and culture will be revisited with special emphasis on E. Durkheim, K. Marx and M. Weber. Functions of religion will be discussed with particular reference to women and gender and interaction between women and religion in the context of social control and agency, assigning gender roles and identities.

No of classes: 2 classes

References

Required Readings

1. Jones, L., Eliade, M., & Adams, C. J. (1986). *Encyclopaedia of religion* (2nd ed.). Detroit: Macmillan
2. Harris, M. (1997). *Culture, people and nature: An Introduction to general anthropology* (7th ed.). USA: Thomas Y Crowell
3. Kottak, C. P. (2018). *Cultural anthropology*. USA: McGraw Hill
4. Giddens, A. (2001). *Sociology*. UK: Polity
5. Sharma, A. (Ed.). (1994). *Today's woman in world religions*. Albany: State University of New York Press
6. Islam, M. (1974). *Society and religion* [in Bangla]. Dhaka: Bangla Academy

Recommended Reading

1. Karim, N. (1984). Bhugal o bhagoban [Geography and god]. In N. Karim (Ed.), *Smarak grantha* [Memorial book]. Dhaka: Department of Sociology, Dhaka University.

Section 2: Representation of Women in Major Religions and Belief Systems

This section provides a broad overview of representation of women in major religions, which was briefly discussed in course WGS# 206 (Women, Society and Culture). The section will explore construction of virginity, purity, femininity, motherhood, power and agency, and the politics of seclusion and exclusion, drawing examples from the following cases. The list is neither complete nor it will be limited to the following topics:

- a. Worship of mother goddess in *pre-history*: Venus of Willendorf
- b. Women in *Greek Mythology*: Athena, Venus, Aphrodite and Pandora the first woman and other female deities.
- c. Representation of women in *Hinduism*: Shifts and changes in religious texts (Vedas, Upanishad Purana and Epics. The phenomenon of *Devi*: Durga, Kali the counter image, representation of Radha, Sita, Draupadi, Kunti)
- d. Christianity and Women: Lilith and Eve, The Fall of Man, Madonna, Christian fundamentalism (*Witch burning, inquisition etc. along with identifying roots of fundamentalism in Christianity in detail, need references*)
- e. Women under Buddhism

No of classes: 3 classes

References

Required Readings

1. Malefijt, A. W. (1968). *Religion and the culture: An introduction to anthropology of religion*. New York: McMillan
1. Hawley, S., & Donna, M. W. (Eds.) (1998). *Devi: Goddesses of India*. Delhi, India: Motilala Banarasidas Pub.
2. Sharma, A. (2002). *Women in Indian religion*. India: Oxford University Press.
3. Blundell, S. & Margaret, W. (Eds.) (1998). *The sacred and the feminine in ancient Greece*. London and New York: Routledge.
4. Warner, M. (1983). *Alone of all her sex: The myth and cult of the Virgin Mary*. New York, United States: Vintage.
5. Barnes, N. J. (1994). Women in Buddhism. In A. Sharma (Ed.), *Today's woman in world religions* (pp. 137–170). Albany, United States: New York Press.
6. Kajiyama, Y. (1982). Women in Buddhism. *Eastern Buddhist*, 15(2), 53–70.
7. Chand, R. S. (2016). Buddhism and women: The dhamma has no gender. *Journal of International Women's Studies*, 18(1), 273-292
8. Bryne, J. (2012). Why I am not a Buddhist feminist: A critical examination of 'Buddhist feminism'. *Feminist Theology*, 21(2), 180 –194
9. Relevant websites and internet sources will be used

Recommended Readings

1. Altekar, A. S. (1959). *The position of women in Hindu civilisation*. Delhi: Motilal Banarasidass Publishers Private Limited
2. Dube, & Dube (1970). Women in India, Hinduism and the category of Politics. *Journal of Social Studies*, 37.
3. Ramayan
4. Mahabharat
5. The Bible

Section 3: Construction of Ideal Womanhood, Wifehood and Agency of Women in Islam

The section will focus on Islam and its historical and geographical origin. A feminist lens will be used to explore the sacred textual representation, politics of interpretation and historical reality and the context of 7th Century and beyond. Status of women in early Islam will be discussed in the light of 'ideal womanhood', *parda* and seclusion, mobility and agency, autonomy, power and subordination from gender perspective. The discussion will explore the much debated issue of Equality vs. inequality in the religious text and the politics of interpretations (Verses related to women and its various interpretations may be discussed in class): Surah Al Anam (on Human Rights), Surah Al Nahl (defending the birth of girl child), Surah Al Nisa (Women's right to earn a living), Surah Al Azfa (Dress code), Surah6:151 (false allegation against a woman), Surah Al Nur: (respect for women) and other relevant verses, highlighting equal status as believer and status in marriage, inheritance, *parda*, *hijab* and mobility. This section will also explore Popular Reading of Islam by looking at Beheshtee, Zeewar, popular Waz and popular Hadith.

No of classes: 3 classes

References

Required Readings

1. Bearman, P., Bianquis, T., Bosworth, C. E., Donzel, E. V., & Heinrichs, W. P. (Eds.). (2006). *Encyclopedia of Islam* (2nd ed.). Leiden, Neatherlands: Brill Academic Publishers.
2. Ahmed, L. (1992). *Women and gender in Islam*. New Haven, Connecticut: Yale University Press.
3. Hussain, F. (Ed.). (1984). *Muslim women*. London: Cromwell Press
4. Metcalf, B. D. (1990). *Perfecting women: Maulana Ashraf Ali Thanawi's bihishti zewar* (A partial translation with commentary). California: University of California Press.

Recommended Readings

1. English Translation of The Qu'ran By Yusuf Ali, Pikthal, N.J Wadud
2. Mananzan, S. M. J. (2004). *Woman, religion and spirituality in Asia*. Philippines: Anvil and Institute of Women's Studies.
3. Wadud, A. (1992). *Qur'an and woman*. Oxford, England: Oxford University Press.
4. Wadud, A. (1999). *Qur'an and woman: Rereading the sacred text from a woman's perspectives*. New York: Oxford University Press.
5. Haque, S. (1997). *Beheshtee zewar in Bangla*. Dhaka: Emdadiya Library.
6. Mernissi, F. (1985). *Beyond the veil: Male female dynamics in Muslim society*. London: Al Saqi Books
7. Mernissi, F. (1987). *The veil and the male elite: A feminist interpretation of women's rights in Islam*. Boston, United States: Addison-Wesley publication.

Section 4: Feminist Religious Theories

This section will look into feminist religious theories with a particular focus on Rokeya Sakhawat Hossain and her writings on women and religion. Other western theories will also be discussed in order to contextualise Rokeya. The section will delve into Islamist feminism and other emerging thoughts, debates, dilemmas and epistemological rise.

No of classes: 3 classes

References

Required Readings

1. Hossain, R. S., & Kadir, A. (Eds.). (1999). *Rokeya Rachanabali*. Dhaka: Bangla Academy.
2. Yvonne, Y., & Esposito, J. (Eds.). (2001). *Daughters of abraham: Feminist thought in Judaism, Christianity and Islam*. Gainesville: University Press of Florida.
3. Daly, M. (1973). *Beyond god the father: Towards A philosophy of women's liberation*. Boston: Beacon Press
4. Plaskow, J., & Christ, C. (1989). *Weaving the visions: New patterns in feminist spirituality*. New York: Harper and Row.
5. Ruether, R. R. (1985). *Woman guides: Readings toward a feminist theology*. Boston: Beacon Press.
6. Jasper, A. (2000). Feminism and religion. *The Rutledge critical dictionary of feminism and postfeminism* (pp. 158-167). New York: Rutledge
7. Tulip, M. (1990). Religion. *Feminist knowledge: Critique and construct* (pp. 229-270). London & New York : Rutledge

Recommended Readings

1. Feminist Studies (2001). *Feminist Studies*, 27(1), 101-113.
2. Plaskow, J. (1991). *Standing again at Sinai: Judaism from a feminist perspective*. New York: Harper Collins.
3. Ruether, R. R. (1983). *Sexism and God talk: Towards a feminist theology*. Boston: Beacon Press.
4. Ruether, R. R. (1975). *New woman, New earth: Sexist ideologies and human liberation*. Boston: Beacon Press.
5. Ruether, R. R. (Ed.). (2002). *Methodology in religious studies: The interface of women's studies*. Albany, New York: State University of New York Press.
6. Williams, D. (1993). *Sisters in the wilderness: The challenge of womanist God talk*. Maryknoll. New York: Orbis Books.
7. Mahmood, S. (2005). *Politics of peity: The Islamic revival and the feminist subject*. Princeton University Press: Princeton and Oxford

Section 5: Atheism, Humanism and Religion

This section relates the origin of religion in primitive societies as a supernatural belief system born out of unanswered question, unsolved mystery of the unknown and helplessness against the all-powerful 'nature'. In contrast to that atheism is based on scientific enquiry, positivism, reason and rationality, the changing notions around 'truth' and rise of secular ideas and humanism. One weaker variant of atheism is Agnosticism. The section will also engage in debates and discussion around the controversial issues related to diversified nature of belief system beyond conventional rituals and practices, alternative ways of spirituality and this worldly exercises as well as Sufism, meditation and reflection, secular collective rituals and activities.

No of class: 2 classes

References

Required Readings

1. George, T. (1950). *An essay on religion*. USA: Lawrence Wishart.
2. Karim, N. (1984). Bhugal o bhagoban [Geography and god]. In N. Karim (Ed.), *Smarak grantha* [Memorial book]. Dhaka: Department of Sociology, Dhaka University.

Recommended Readings

1. James, G. F. (1890). *The golden bough: A study in magic and religion*. New York, United States: Macmillan Publishers.

2. Dawkins, R. (2006). *The God delusion*. New York, United States: Bantam Books.

Section 6: Religion and Belief Systems among Indigenous People of Bangladesh

This section will focus on religious belief system of pre-industrial people with a particular focus on indigenous people of Bangladesh. The religious belief system and its transformation over the period will be discussed by drawing examples from indigenous communities of Bangladesh, i.e. Garo, Chakma, Khasi, Shantal, Mro, Jaintia etc. The concept of ‘Orientalism’ will also be explored in this connection with special reference to women and gender.

No of classes: 2 classes

This section starts with the origin of religion in primitive societies as a supernatural belief system born out of unanswered question, unsolved mystery of nature and helplessness against the all powerful nature. In contrast to that atheism is based on scientific enquiry into the nature. One weaker variant of atheism is Agnosticism.

References

Required Readings

1. Said, E. (1978). *Orientalism: Western conception of the orient*. New Delhi: Penguin
2. Burling, R. (1997). *The strong women of Modhupur*. Dhaka: University Press Limited
3. Schendel, W. V., & Dewan, A. K. (2001). *The Chittagong hill tracts: Living in border land*. Dhaka: University Press Limited.
4. Bleie, T. (2005). *Tribal peoples, nationalism and the human rights challenge: The adivasis of Bangladesh*. Dhaka: University Press Limited.

Recommended Readings

1. Marcos, S. (Ed.). (2010). *Women and indigenous religion*. USA & UK: Praegar
2. Newspaper archives, internet sources.

Section 7: Women and Religion in Bangladesh: Contemporary Issues

This section will start with the cultural history of South Asia with special reference to Bangladesh, highlighting cultural, social and religious identities, syncretism and cultural adaptation. A brief journey through Bangladesh history focusing on religion and changing roles of women during Partition 1947, Language Movement, War of Liberation, Bangladesh Constitution and Secularism etc. will be discussed under the complex interaction between women and religion in Bangladesh context. Contemporary issues related to diversity, tolerance,

and acceptance are to be addressed (but not limited to). Students will be engaged in group work, presentation and discussion session on contemporary issues to stimulate critical thinking with relevant examples from Bangladesh.

- a. Amendments in Constitution and Islam as state religion and role of women's movement
Students will make group presentation on the basis of secondary sources or primary data on any of the recent issues:
- b. Constitution, Inheritance, marriage, divorce, child custody, Uniform family code, National Women's Development Policy, CEDAW and reservation.
- c. Women in conflict situation: Case of Babri Masjid and Dhaka (1992), Case of Ahmadia (1992, 1999, 2003/4), Communal riot and women, election violence, cases related to Fatwa and Shalish (Nurjahan, Hena), communal attacks in Ramu, Cox's Bazar, Satkhira, Bashkhali (2013-14-15), Attack on Intellectuals (issue of Murtad: Ahmad Sharif, Sufia Kamal, Taslima Nasreen, Humayun Azad, Abhijit Roy, Dipon, killing of bloggers, Kalabagan killing and other issues
- d. Rise of religious extremism and case of Holey Artisan 2016
- e. State and global reactions towards terrorism
- f. Growing use of Parda and Hijab, issues around politics of dress and deportments.

No of classes: 4 classes

References

Required Readings

1. Eaton, R. (1993). *The rise of Islam and the Bengal frontier* (pp. 1204-1760). Barkley: University of California Press.
2. Mernissi, F. (1992). *Women and Islam: A historical and theological enquiry*. Oxford: Mary Jo Lakeland, Blackwell
3. Women for Women. (2005). *Marriage, inheritance and family law in Bangladesh: Towards A common family code*. Bangladesh: UNESCO.
4. Yamani, M. (Ed.). (1996). *Feminism and Islam: Legal and literary perspectives*. NY: New York University Press,
5. Moghadam, M. V. (Ed.). (1994). *Gender and national identity: Women and politics in Muslim societies*. London: Zed Books Ltd.
6. Kabeer, N. (1998). *Quest for national identity: Women, Islam and the state in Bangladesh*. IDS Discussion Paper no. 268. UK: University of Sussex

Recommended Readings

1. Rozario, S. (1992). *Purity and communal boundaries: Women and social change in a Bangladeshi village*. Australia: Allen & Unwin.

2. Blanchet, T. (1984). *Women, pollution and marginality: Meanings and rituals in rural Bangladesh*. Dhaka: University Press Limited
3. Kotolova, J. (1993). *Belonging to others: Cultural construction of womanhood among Muslims in a village in Bangladesh*. Sweden: Acta Universitatis Upsaliensis
4. Ahmed, R. (1981). *The Bengal Muslims 1871-1906: A quest for identity*. Delhi: Oxford University Press.
5. Karim, A. (2001). *Social history of Muslims in Bengal (down to 1958)* (3rd ed.). Dhaka: Jatiya Grantha Prakashan.
6. Esposito, J. L., & Abu-Lughod, L. (2001). *Orientalism and Middle East*.
7. Hossain, H., Jahan, R., & Sobhan, S. (1990). *No better option: Industrial women workers in Bangladesh*. Dhaka: University Press Limited
8. Writings of Taslima Nasreen

Cinema: The list is neither complete nor limited to the following: *Laal Shalu* by Tanvir Mokammel, *Matir Moina* by Katherine and Tarek Masud, *Devi* by Sattayjeet Ray, *Runway* by Tarek Masud etc.

In the absence of published books and journal articles, this section will largely explore current published and unpublished documents, research papers, newspaper/photo archives, journal articles, and internet sources

Section 8: Women and Religion: International Scenario and Contemporary Issues

This section looks at contemporary case studies, focusing on selected issues from South and North: Muslim women living as religious minorities. (One case from India: Shahbanu and Hijab in France from the west can be selected. Specific issues to be addressed under this section are (but are not limited to):

- a. Impact of 9/11
- b. Influence of international labour market: Female garments workers, labour migration
- c. Rise of fundamentalism/religious extremism as a crosscutting issue
- d. Current trends in feminist movement and areas of resistance on issues related to religion: global to local (Case of Iran and Turkey, Bangladesh, India, Pakistan)
- e. Other relevant contemporary issues as and when required

No of classes: 3 classes

References

In the absence of published books and journal articles, this section will largely explore current published and unpublished documents, research papers, newspaper/photo archives, journal articles, and internet sources.

WGS 308: Gender and Law

Course Credit: 4

Introduction to the Course

The course starts with a brief overview of laws of different religious groups (Christian, Buddhist, Hindu) along with a background discussion of the idea of gender equality and discrimination within the legal field and includes the sources and nature of law in general. This will be followed by the scheme of the Constitution of Bangladesh and the fundamental rights granted to all citizens of Bangladesh. A more specific review of important provisions of civil and criminal laws, labour law and family law from a gender perspective will follow. Discussions on criminal law will include substantive laws, including the penal code and other more recent enactments. The new labour code in Bangladesh is to be examined in detail with particular reference to hours of work, maternity leave, equal treatment and other issues. In matters of family law, provisions regarding marriage, dower, maintenance, guardianship, custody of children and inheritance under Muslim law and Hindu Law are to be examined. This will be done with a view to assess how these measures influence women's position in Bangladeshi society. The course will draw on a number of studies that illustrate this point. Lastly, the course provides an idea of the use of law as a tool for attaining gender justice in a critical manner.

Specific Learning Objectives

Students will be acquainted with:

- A critical understanding of the legal field and key national laws from the gender perspective and the treatment of women under these laws.
- The legal mechanisms for addressing principal issues relating to women's position in society, family and the workplace.
- The salient features of different legislative measures in Bangladesh that create legal rights for women and also protect them from injustices.
- The necessary knowledge to assess the potential of the law as an instrument of achieving gender justice in society.

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multimedia. A mixture of learning styles will be used in this class. Most of the times, lectures will be supported by PowerPoint presentations. There will also be assignments, group presentations, assigned readings, and classroom discussions where students will be divided in small groups to share their views.

Course Contents

Sections 1: Basic Ideas about Gender and Law

This section deals with some basic ideas about gender and law that will help as background knowledge to analyze legal issues from the gender perspective. It will conceptualize gender equality from legal perspectives highlighting feminist legal theories. It will also include a discussion of the constitutional guarantees of rights under the Constitution of Bangladesh as well as the issues of nationality and citizenship.

No of Classes: 4 classes

References

Required Readings

1. Conaghan, J. (2014). *Law and gender*. Oxford University Press
2. Chakraborty, G. (2008). Emerging necessities of gender balance in law. In N. K. Chakrabarti & S. Chakrabarty (Eds.), *Gender justice*. Cheltenham, U.K: Cambay.
3. Haksar, N. (1994). Dominance, suppression and the law. In L. Sarkar, B. Sivramayya (Eds.), *Women and law: Contemporary problems*. Cambridge, USA.: Academic Publishers.
4. Bhadra, B. (2008). Gender justice or gendered justice? A sociological exploration or revelation. In N. K. Chakrabarti & S. Chakrabarty (Eds.), *Gender justice*. Cheltenham, UK: Cambay.

Recommended Readings

1. The Constitution of the People's Republic of Bangladesh.
2. The Citizenship Act of 1951.
3. Williams, R. V. (2006). *Postcolonial politics and personal laws: Colonial legal legacies and the Indian state*. Oxford: Oxford University Press.

Section 2: Gender in Criminal Laws

Section (2a) The Penal Code and Other Protective Laws

It includes the study of general criminal laws and special laws protecting women. Provisions on issues relating to kidnapping, abducting of woman to compel her to marriage, procuring of minor girls, trafficking of women, rape, offences relating to marriage such as adultery, detaining with criminal intent, insults to the modesty of a woman, domestic violence etc. are examined. This part of the course will draw on relevant features of the following laws:

- a. The Penal Code
- b. Nari-0-Shishu Nirjaton Daman Ain, 2000
- c. Nari-0-Shishu Nirjaton Daman (Amendment) Ain, 2003
- d. Acid Niyontron Ain, 2002
- e. Acid Aporadh Daman Ain, 2002
- f. The Suppression of Immoral Traffic Act, 1933.
- g. Domestic Violence Act 2010
- h. Human Trafficking Act 2012 Bangladesh
- i. The Pornography Control Act, 2012
- j. Hindu Marriage Registration Act, 2012
- k. Child Marriage Restraint Act 2017

*** This unit will add relevant contemporary acts in regards to keep students updated about gender-friendly national legal steps.

No of Classes: 6 classes

References

Required Readings

1. Ferdousi, N. (2004). *Women and law*. Dhaka: Bangladesh Boighar.
2. Sanyal, S. (2006). *Causes and consequences of domestic violence*. In N. K. Chakrabarti & S. Chakrabarty (Eds.), *Gender justice*. Cheltenham, UK: Cambay.
3. Chakrabarti, N. K. (2008). *Domestic violence and crimes against women in India*. In: N. K. Chakrabarti & S. Chakrabarty (Eds.), *Gender justice*. Cheltenham, U.K: Cambay.
4. Kumari, V. Gender analysis of the Indian Penal Code. In A. Dhanda & A. Parashar (Eds.), *Engendering law: Essays in honour of Lotika Sarkar*. Lalbagh, Lucknow, India: Eastern Book.
5. Legislative and Parliamentary Affairs Divison of Government of Bangladesh (n.d.). *Laws of Bangladesh*. Retrieved from <http://bdlaws.minlaw.gov.bd/> the website of the Ministry of Laws Bangladesh
6. Relevant texts and articles on contemporary laws analysis. (Reading materials should be provided in class)

Recommended Readings

1. The Penal Code
2. Nari-0-Shishu Nirjaton Daman Ain, 2000
3. Nari-0-Shishu Nirjaton Daman (Amendment) Ain, 2003
4. Acid Niyontron Ain, 2002

5. Acid Aporadh Daman Ain, 2002
6. The Suppression of Immoral Traffic Act, 1933.
7. Biswas, P. (2006). *Forgotten souls women and children in trafficking*. In N. K. Chakrabarti & S. Chakrabarty (Eds.), *Gender justice*. Cheltenham, UK :Cambray.
8. Goenka, S. (2008). *Immoral trafficking of women and girls in India: Issues of gender justice and legal control in perspective of cross border trafficking*. In N. K. Chakrabarti & S. Chakrabarty (Eds.), *Gender justice*. Cheltenham, UK: Cambray.
9. Lahiri, D. (2008). *Dignity of women and offence of rape: Law and reality*. In N. K. Chakrabarti & S. Chakrabarty (Eds.), *Gender justice*. Cheltenham, UK :Cambray.
10. Amin, N. (2005). *Wife abuse in Bangladesh*. Dhaka: University Press Limited.

Section (2b) Gender in Labour Law

Special provisions for women workers will be critically discussed in light of the ILO standards. The impact of protective legislation on women will also be assessed. Salient features of The Bangladesh Labour Code, 2006:

- a. The rights of the workers to appropriate conditions of service, healthy and safe working environment, wages, to participate in trade unions, etc.
- b. Specific measures applicable only to women workers.
- c. Maternity benefits and other privileges.
- d. The analysis and deficiencies in the existing laws including that of non-coverage of domestic workers, workplace violence, sexual harassment at work, etc.

No of Classes: 2

References

Required Readings

1. Dhar, N. (2000). *Dhar on labour and industrial laws of Bangladesh*. Dhaka: Remisi Publishers.
2. Date-Bah, E. (Ed.). (1997). *Promoting gender equality at work*. London: Zed Books.

Recommended Readings

1. Islam, F. (2003). The masculinity of labour laws and the paradoxes of protective legislation for women. *Journal of the Faculty of Law (Part-F)*, 14(1).
2. Islam, F. (n.d.). Paper rights revisited: Coverage for women industrial workers under the labour laws of Bangladesh. *Journal of the Faculty of Law (Part-F)*, 15(1).
3. The Bangladesh Labour Act, 2006.

4. Haspels, N. (2001). *Action against sexual harassment at work in Asia and the Pacific*. Geneva, Switzerland: International Labour Organization.
5. Gupta, S. (2006). Sexual harassment of women at workplace: In India and abroad. In N. K. Chakrabarti & S. Chakrabarty (Eds.), *Gender justice*. Cheltenham, UK: Cambay.

Section 3: Gender in Family Law

This section examines the concept of gender in family law and the legal rights of women in terms of personal laws in Bangladesh. Provisions regarding marriage, dower, maintenance, guardianship, custody of children and inheritance under different personal laws is critically analyzed. In doing so, it also assesses the impact of the relevant statutory laws on the rights of women, the reforms of personal laws through judicial activism in the subcontinent.

- a. **Gender and Muslim Family Law:** The origin, sources, nature and scope of Islamic law as applicable to Bangladesh will be discussed. The pertinent issues covered by the law and important judicial decisions that have enlarged and enlivened the scope of this law. Salient features of The Muslim Family Law Ordinance and the concept of reformation through the process of ijtihad will also be discussed.
- b. **Marriage:** The meaning, nature and types of marriage, marriageable age, registration of marriage, polygamy.
- c. **Dower:** The meaning, nature and utility, types and amount of dower. The difference between Dower and Dowry are explored. Legal remedies against non-payment of dower.
- d. **Maintenance:** The utility and nature of the liability, conditions for payment of maintenance, legal remedies against non-payment.
- e. **Guardianship:** Custody and guardianship of children, and the rights of the father and the mother in this regard.
- f. **Divorce:** Modes of divorce, and the rights of the husband and the wife. Changes made by the Muslim Family Law Ordinance and judicial interpretations of the right to divorce by the wife.
- g. **Succession:** Principles of succession under Muslim law.
- h. Ijtihad and the modernization of Islamic law.

No of Classes: 4 classes

References

Required Readings

1. Monsoor, T. (1999). *From patriarchy to gender equity: Family law and its impact on women in Dhaka, Bangladesh*. Dhaka: University Press Limited.

2. Monsoor, T. (2005). *Judiciary and gender on trial: Reported and unreported decisions of family courts*. Dhaka: University Press Limited.
3. Menski, W. & Pearl, D. (1998). *Muslim family law*. Mytholmroyd, United Kingdom : Sweet & Maxwell.
4. Nasir, J. J. (1990). *The status of women under Islamic law and under modern Islamic legislation*. London, England: Graham & Trotman.
5. Women for Women (2005). *Marriage, inheritance and family laws in Bangladesh*. Dhaka: Author.

Recommended Readings

1. Ahmed, G. (1997). *Women's rights and values: Islamic and modern perspectives*. Dhaka, Bangladesh: Era Enterprise.
2. Patel, R. (2003). *Woman versus man: Socio-legal gender inequality in Pakistan*. Oxford, United Kingdom: Oxford University Press.
3. Flavia, F. A. (2001). *Law and gender inequality: The politics of women's rights in India*. Oxford, United Kingdom: Oxford University Press.
4. Bhattacharya, B. R. (2006). Gender inequality in right of inheritance. In N. K. Chakrabarti & S. Chakrabarty (Eds.), *Gender justice*. Cheltenham, UK: Cambay.

Section 4: Gender and Law in Other Religions

The section includes the nature of Hindu law, issues of marriage, restitution of conjugal life, the right to dissolution of marriage, Hindu women's right to property and inheritance, etc. Analysis of the current situation of Hindu women's rights in Bangladesh and the scope of reforms are also discussed.

No of Classes: 3

References

Required Readings

1. Williams, R. V. (2006). *Postcolonial politics and personal laws: Colonial legal legacies and the Indian state*. Oxford: Oxford University Press.
2. Menski, W. F. (2005). *Hindu law: Beyond tradition and modernity*. Oxford: Oxford University Press.
3. Basu, M. (2006). Hindu women and marriage law. In A. Flavia (Ed.), *Women and law in India*. Oxford: Oxford University Press.

Recommended Reading

1. Bhattacharya, B. R. (2006). Gender inequality in right of inheritance. In N. K. Chakrabarti & S. Chakrabarty (Eds.), *Gender justice*. Cheltenham, UK: Cambay.

Section 5: An Overview of Women's Legal Rights in Bangladesh

An assessment of national laws from the gender perspective includes the debate on a uniform family code and the current position of women in the light of international standards set by instruments such as CEDAW. It summarizes the whole study on gender and law, the issue of women's access to justice and also attempts to take stock of different reform policies and the possibilities of using law as a tool for achieving gender justice in society.

No of Classes: 2 classes

References

Required Reading

1. Reddy, G. B. (2004). *Women and the law*. Hyderabad, India: Georgia Law Agency.

Recommended Readings

1. Text of CEDAW and relevant materials.
2. United Nations. (1996). *The United Nations and the advancement of women*. New York: United Nations.

Section 6: Special Contemporary Laws in Bangladesh

This section will focus on the legal measures and steps that the Government of Bangladesh has pursued to minimise violence against women and to ensure equal rights to all citizens. It will also describe new laws which have been formulated on the uprising socio-political situation of our country and to uphold the rights of every citizen of Bangladesh. It will also discuss how these laws become a demand of current perspective and to reflect concurrences with international aspects. Persons with Disabilities Rights, third gender recognition in Bangladesh, will also be covered in this section.

No of Classes: 2 classes

References

Required Reading

1. Persons with Disabilities Rights and Protection Act 2013.

***Relevant texts and articles on contemporary laws analysis. (Reading materials will be provided in class)

WGS 401: Project Management and Tools for Gender Analysis

Course Credit: 4

Introduction to the Course

This course provides an overview of the project management concepts, principles and techniques and different tools for gender analysis to lead and manage projects and realize benefits from projects. Students will learn how to design and manage a project from project diagnosis to project evaluation from gender perspective. The course also enables students to know about effective communication, leadership and risk management for a project.

This course also focuses on inter-linkages between gender analysis and policy and planning. This course looks at gender indicators, gender auditing, and gender training. It will review and critically assess the frameworks through exercises. It will provide students with skills in contemporary analytical perspectives for project planning.

Specific Learning Objectives

Upon completion of this course, students will:

- Be acquainted with techniques of project designing and management.
- Be acquainted with core frameworks for analysing gender relations and gaps.
- Acquire the skill to apply these frameworks to different development projects.
- Get an introduction to the human development approach as a contemporary analytical perspective.
- Get knowledge about gender-disaggregated statistics and indices.
- Get an introduction to some key research methodological tools for gender analysis.
- Acquire the skills required to link gender analysis with policy and strategic planning.

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multimedia. There will also be assignments, group/individual presentations, assigned readings, field work, training/workshop sessions and classroom discussions where students will be divided into small groups to share their views.

Course Contents

Section 1: Basic Concepts and Techniques of Project Management

This section will discuss the concept of project management, project version operation, the role of project manager, benefits of project management and project life cycle. Project selection methods, project charter development, evaluation, monitoring and risk management will also be analysed under this section.

No of Classes: 3 classes

References

Required Readings

1. Heagney, J. (2012). *Fundamentals of project management*. New York: Amacom
2. Schwalbe, K. (2015). *An introduction to project management*. Minneapolis: Schwalbe Publishing.

Recommended Reading

1. Oosthuizen, T., & Venter, R. (Eds.). (2011). *Project management in perspective*. Oxford, England: Oxford University Press.

Section 2: Gender Issues in the Project Cycle: Theoretical Understanding

The section will focus on the concept of gender mainstreaming and the process of mainstreaming gender in the development project from theoretical perspectives. It will also emphasize addressing gender issues in project cycle, Project Life Cycle (PLC) and the Logical Framework Approach (LFM). SWOT analysis and assessing gender equality at all project stages will also be looked.

No of Classes: 4 classes

References

Required Readings

1. European Council/Europeaid (2004). *Project cycle management guidelines*. Brussels: EC
2. Food and Agriculture Organization (2001). *Project cycle management technical guide*. Retrieved from <http://www.fao.org/sd/seaga/downloads/En/projecten.pdf>

3. Interagency Coalition on AIDS and Development (2007). *Gender analysis for project planners*. Retrieved from-
http://icad-cisd.com/pdf/Gender_Analysis_for_Project_Planners_EN_FINAL.pdf

Recommended Readings

1. Rao, A., Anderson, M. B. & Overholt, C. (Eds.). (1991). *Gender analysis in development planning: A case book*. Kumarian Press: Connecticut
2. Swedish Civil Contingencies Agency (2009). *Gender equality handbook: Practical advice for international assistance*. Retrieved from
<https://www.msb.se/siteassets/dokument/publikationer/english-publications/gender-equality-handbook.pdf>
3. United Nations Sustainable Development Group (UNDG) (2014). *Resource book for mainstreaming gender in UN common programming at the country level*. Retrieved from <https://undg.org/wp-content/uploads/2017/03/Resource-Book-for-Mainstreaming-Gender-in-UN-Common-Programming.pdf>
4. United Nations (2002). *Gender mainstreaming: An overview*. Retrieved from <http://www.un.org/womenwatch/osagi/pdf/e65237.pdf>
5. Walter, V., & Bowe, A. (2001). *Practising gender: The tool book*. Bonn: Friedrich Ebert Stiftung.
6. Malyadri, P. & Sumana, B. (2012). Gender issues in project management. *International Journal of Research Studies in Management*, 3.
7. Nimpuno, P. (n.d.). *Gender issues in project planning and implementation: The case of dandora site and service project in Kenya*. Working Paper no. 56. Retrieved from https://www.ucl.ac.uk/bartlett/development/sites/bartlett/files/migrated-files/WP56_0.pdf
8. Commonwealth Secretariat (2002). *Gender mainstreaming in the health sector*. London: Author.
9. Mkenda-Mugittu V. F. (2003). Measuring the invisibles: Gender mainstreaming and monitoring experience from a dairy development project in Tanzania. *Development in Practice*, 13(5), 459-473
10. Waal, M. D. (2006). Evaluating gender mainstreaming in development projects. *Development in Practice*, 16(2).

Section 3: Project Planning, Gender Planning and Gender in Project Planning

This section will focus on issues related to project planning and gender planning. In gender planning, it will critique conventional development planning from a gender perspective and gender-responsive planning with a focus on Moser's Initial Framework and its diversification. In addition, it will explore the importance of gender planning for project and policy implementation, focusing on engendering projects and policies and their implementation at a micro level. It explores the organizational policy implementation, mechanisms, its weaknesses, resistance and possible alternatives. Topics include: gender and organizational change, gender

auditing, and gender in development planning/project/ organization through gender analytical tools and engendering the logical framework.

No of Classes: 4 classes

References

Required Readings

1. Kabeer, N. & Subrahmanian, R. (Eds.). (1999). *Institutions, relations, and outcomes: A framework and case studies for gender-aware planning*. Delhi: Zubaan.
2. Moser, C. (1993). *Gender planning and development: Theory, practice and training*. [Chapter 5 and 7]. London & New York: Routledge.
3. Macdonald, M. (Eds.). (1994). *Gender planning in development agencies: Meeting the challenge*. UK & Ireland: Oxfam.
4. Pietila, H. & Vickers, J. (1994). *Making women matter: The role of the United Nations*. London & New Jersey: Zed Books.
5. Tinker, I. (1990). The adverse impact of development on women. In I. Tinker, & M. B. Bransen (Eds.), *Persistent inequalities: Women and world development*. New York: Oxford University Press
6. Wallace, T. & March, C. (Eds.). (1991). *Changing perceptions: Writings on gender and development*. Oxford: Oxfam.
7. Wieringa, S. (1994). Women's interests and empowerment: Gender planning reconsidered. *Development and Change*, 25(6), 829 – 848.
8. Young, K. (1993). *Development planning with women: Making a world of difference*. London: MacMillan Press.

Recommended Readings

1. Braunmuehl, C. (2002). Mainstreaming gender: A critical revision. In M. Braig & S. Woelte (Eds.), *Common ground or mutual exclusion? Women's movements and international relations* (pp. 55-79). London: Zed Books.
2. Raju, S. (2005). Limited options: Rethinking women's empowerment projects in development discourses. *Gender, Technology and Development*, 9(2), 253-271.
3. Roberts, P. (1979). The integration of women into the development process: Some conceptual problems. *IDS Bulletin*, 10(3), 60- 66.
4. Taylor, V. & Commonwealth Secretariat (1999). *Gender mainstreaming in development planning: A reference manual for government and other stakeholders*. New York: Commonwealth Secretariat

Section 4: Monitoring and Evaluation of Project

This section is intended to explore the concepts of monitoring and evaluation (M&E), the purpose of monitoring and evaluation, the guiding principles to evaluate a project.

No of Classes: 3 Classes

References

Required Readings

1. Lahiri-Dutt, K. (2011). Gender-based evaluation of development projects: The Last method. In K. L. Dutt, (Ed.), *Gendering the field: Towards sustainable livelihoods for mining communities*. Australia: Anu Press Publication.
2. Evaluating Low Carbon Communities Project (2014). *A step by step guide to monitoring and evaluation monitoring and evaluation for sustainable communities*. Retrieved from <http://www.geog.ox.ac.uk/research/technologies/projects/mesc/guide-to-monitoring-and-evaluation-v1-march2014.pdf>
3. United Nations Development Programme (2009). *Handbook of planning, monitoring and evaluating for development result*. USA: UNDP.
4. International Federation of Red Cross and Red Crescent Societies (2011). *Project/programme: Monitoring and evaluation (M&E) Guide*. Geneva: IFRC.

Recommended Reading

1. Dominguez, S. M., & Blancas, F. J. (2011). A gender wellbeing composite Indicator: The best/worst evaluation approach. *Social Indicators Research*, 102(3).

Section 5: Gender Analysis: The Development Context and Tools

The section will focus on the development context of gender analysis and different gender analysis tools in two parts.

Part A: The first part will look at the emergence and purpose of gender analysis frameworks in the field of development. Some key concepts and tools in social and gender analysis will also be discussed. Review of key concepts and tools are: sex and gender, gender relations, gender division of labour, gender roles and responsibilities, productive work, reproductive work, differential access to and control over resources and benefits, condition and position, transforming gender relations, transformatory potential empowerment.

No of Classes: 1 class

References

Required Readings

1. Bhasin, K. (2000). *Understanding gender*. New Delhi, India: Kali for Women.
2. Lorber, J (1994). *Paradoxes of gender*. New Haven, Connecticut: Yale University Press.
3. March, C. & Smyth, I. (1998). *A guide to gender-analysis frameworks*. Oxford: Oxfam publication.

Recommended Readings

1. McDowell, L. & Pringle, R. (1992). *Defining women: Social institutions and gender divisions*. Cambridge: Polity Press.
2. Miller, C., & Razavi, S. (1998). *Gender analysis: Alternative paradigms*. New York: UNDP.
3. Young, K. (1993). Framework for analysis. In K. Young (Ed.), *Development planning with women: Making a world of difference*. London: Macmillan Press.

Part B: This part discusses the following different analytical tools in relation to gender inequalities as well as their linkages with policies:

The Harvard Analytical Framework; the DPU⁵ Frameworks; the Moser (triple roles) Framework; the Levy (web of institutionalisation) Framework; the Gender Analysis Matrix (GAM); the Equality and Empowerment Framework (Longwe); the Capacities and Vulnerabilities Framework (CVA); the People Oriented Framework (POP); the Social Relations Approach Framework (SRA) (empowerment, access to, control over and decision-making). Participatory research methodological tools will also be highlighted.

No of Classes: 5 classes

References

Required Readings

1. March. C. & Smyth, I. (1998). *A guide to gender-analysis frameworks*. Oxford: Oxfam publication.
2. Rao, A., Anderson, M. & Overholt, C. (Eds). (1991). *Gender analysis in development planning: A casebook*. USA: Kumarian Press.

⁵ These frameworks were developed by Carolyn Moser and Caren Levy of the Development Planning Unit (DPU) of London University.

3. Williams, S., Seed, J. & Mwau, A. (1994). *The Oxfam gender training manual*. UK & Ireland: Oxfam.
4. Mikkelsen, B. (1995). *Methods for development work and research: A guide for practitioners*. New Delhi: Sage Publications.

Recommended Readings

1. Mehra, R., & Esim, S. (1998). What gender analysis can contribute to irrigation research and practice in developing countries: Some issues. In D. Merrey & S. Baviskar (Eds.), *Gender analysis and reform of irrigation management: Concepts, cases and gaps in knowledge* (pp. 3 – 22). Sri Lanka: International Water Management Institute.
2. Zeeuw, H. D., & Wilbers, J. (2004). *PRA Tools: For studying urban agriculture and gender*. Resource Center on Urban Agriculture and Forestry (RUAF).

Section 6: The Human Development Approach: Contemporary Analytical Perspective

This section deals with different Contemporary Analytical Perspectives to understand the critical perspectives of gender analysis at the policy level and discuss the recent debates around it both at the macro and micro levels. The section topic includes:

- a. The Human Development (HD) approach: Genesis of HD, application, merits and demerits (strength and weaknesses),
- b. Gender indicators: Sex-disaggregated statistics, gender statistics, gender-sensitive indicators,
- c. Gender Indices: The HDI, GDI, GGI, GEI, GII, GSI, RGA and GEM.

No of Classes: 3 classes

References

Required Readings

1. Fukuda-Parr, S. (2003). The human development paradigm: Operationalizing Sen's ideas on capabilities. *Feminist Economics*. London & New York: Routledge.
2. *Guide to gender sensitive indicators* (1997). Canada: Canadian International Development Agency (CIDA).
3. Mikkelsen, B. (1995). *Methods for development work and research: A guide for practitioners*. New Delhi: Sage Publications.
4. Sharos, B. S, Guyer, P. & Lewis, K. (2011). Metrics matter: A human development approach to measuring social impact. *Community Development Investment Review*.

5. Sudhir, A., & Sen, A. (1994). *Human development index (HDI): Methodology and measurement*. Occasional Paper no. 12. New York: Human Development Report Office, United Nations Development Programme.

Recommended Readings

1. Haq, M. (2000). *Human development in South Asia 2000: The gender question*. Islamabad, Pakistan: Human Development Centre.
2. Haq, M. (1995). *The advent of the human development report. Reflections on human development*. New York: Macmillan. [Chapter 3: pp. 24 – 45].
3. Truong, T. D. (1997). Gender and human development: A feminist perspective. *Gender, Technology and Development*, 3(1), 349 -368.
4. Agarwal. B. (Ed.). (2006). *Capabilities, freedom, and equality, Amartya Sen's work from a gender perspective*. New Delhi: Oxford University Press.
5. Nussbaum, M. (1995). Human capabilities, female human beings. In M. Nussbaum & J. Glover (Eds.), *Women, culture and development* (pp. 61 -103). Oxford: Clarendon.
6. Wieringa, S. (2006). Measuring women's empowerment: Developing a global tool. In T. D. Truong, S. E. Wieringa & A. Chhachhi (Eds), *Engendering human security: Feminist perspectives*. London & New Delhi: Zed Press and Women Unlimited.
7. United Nations Development Programme (1997). *Human development report 1997: Human development to eradicate poverty*. New York: Oxford University Press. [Technical note 1 and chapter 1 "Poverty in the human development perspective: Concept and measurement]. (HPI-1)
8. United Nations Development Programme (1999). *Human development report 1999: Globalization with a human face*. New York: Oxford University Press. [Technical note, "What do the human development indices reveal?"] (HDI, GDI)
9. United Nations Development Programme (2000). *Human development report 2000: Human rights and human development - for freedom and solidarity*. New York: Oxford University Press. [Annex to Chapter 5: "Assessing progress in human rights and human development"]
10. United Nations Development Programme (2002). *Human development report 2002: Deepening democracy in a fragmented world*. New York: Oxford University Press. [Technical note.] (HDI, GEM, HPI-1, HPI-2)

Section 7: Gender Training

This section focuses on effective gender training process, gender training as a strategy for gender-responsive planning and gender mainstreaming and how to conduct effective gender training: when, by whom, why, how.

No of Classes: 2 classes

References

Required Readings

1. Moser, C. (Ed.). (1993). Training strategies for gender planning: From sensitising to skills and techniques. *Gender planning and development: Theory, practice and training*. London: Routledge.
2. Porter, F. & Smyth, I. (1998). *Gender training for development policy implementers*. Oxfam Working Papers. Nairobi, Kenya: Oxfam.
3. Parker, R. (1993). *Another point of view: A manual on gender analysis training for grassroots workers*. New York: United Nations Development Fund for Women.

Recommended Readings

1. Royal Tropical Institute (1998). *Gender training: The source book*. Nairobi, Kenya: Oxfam.
2. Wach, H. & Reeves, H. (1999). *Southern gender training materials: An overview and resource guide*. Brighton: Institute of Development Studies.
3. Williams, S., Seed, J. & Mwau, A. (1994). *The Oxfam gender training manual*. Oxford: Oxfam.

WGS 402: Feminism, History and Colonialism

Course Credit: 4

Introduction to the Course

This course is intended as an introduction to some of the central methodological and interpretive issues involved in the historical study of women and gender, the introduction of gender as an analytical tool. This course also provides an overview of the history of colonization around the world, how it has impacted women and women's lives and its cultural implications. It introduces conceptualizing colonialism, gender, and feminism. Women's position under colonial rule, creating the 'other' and stereotyping traditions like purdah, Sati etc., are highlighted. The course also explores issues related to nationalism, marginalization and women's voices and contribution in resistance to women's oppression and colonialism.

Specific Learning Objectives

Students will:

- Gain an understanding of the impact of colonial intrusion into the lives and living of women in colonial India.
- Acquire knowledge about a theoretical underpinning of the notion of patriarchy through locating it within the institutions, practices and languages of the colonial powers.
- Learn about women's rights and social positions within colonial structures which resulted in the evolution of feminist thought.

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multimedia. A mixture of learning styles will be used in this class. Most of the times, lectures will be supported by PowerPoint presentations. There will also be assignments, group presentations, assigned readings, and classroom discussions where students will be divided into small groups to share their views.

Course Contents

Session 1: Using Gender to Reread Women's History

History has always been written, spoken and read by men. Women's presence and status have not been represented properly in most cases. This introductory session will introduce how and why to use gender as a cross-cutting concept to reread history. The participation, representation and underrepresentation of women from history will also be discussed in this section.

No of Classes: 3 classes

References

Required Readings

1. Shepard, A., & Walker, G. (2008). Gender, change and periodisation. *Gender & History*, 20(3), 453-462.
2. Wiesner-Hanks, M. E. (2011). Crossing borders in transnational gender history. *Journal of Global History*, 6(3), 357-379.
3. Kelly-Gadol, J. (1976). The social relation of the sexes: Methodological implications of women's history. *Signs*, 1(4), 809-823.
4. Bock, G. (1989). Women's history and gender history: Aspects of an international debate. *Gender & History*, 1(1), 7-30.
5. Tilly, L. A. (1987). Women's history and family history: Fruitful collaboration or missed connection? *Journal of Family History*, 12(1), 303-315.

Recommended Readings

1. Hannam, J. (2008). *Women's history, feminist history*. London, England: Institute of Historical Research.
2. Scott, J. W. (2007). Gender as a useful category of historical analysis. In J. W. Scott (Ed.), *Culture, society and sexuality* (pp. 77-97). London: Routledge.
3. Boydston, J. (2008). Gender as a question of historical analysis. *Gender & History*, 20(3), 558-583.

Session 2: Introduction and History of Colonization around the World

The session introduces the history of colonization around the world. In doing so, it focuses on the definition of colonialism and theorizing colonial cultures.

No of Classes: 2 classes

References

Required Readings

1. Colonialism (2021). Retrieved from <http://en.wikipedia.org/wiki/Colonialism>
2. Williams, P. & Chrisman, L. (1994). *Colonial discourse and postcolonial theory: A reader*. USA: Columbia University Press. [Chapter: Theorizing Colonial Cultures].

Recommended Readings

1. Loomba, A. (1998). Situating colonial and post-colonial studies. In A. Loomba (Ed.), *Colonialism/ postcolonialism*. UK: Routledge.
2. Fanon, F. (1986). *Black skin, white masks*. London: Pluto Press.

Session 3: Feminism and Colonialism

The session will introduce the main themes: conceptualizing colonialism and gender, and feminism; women under colonial rule: creating the 'other'.

No of Classes: 4 classes

References

Required Readings

1. Said, W. E. (1978). *Orientalism*. USA: Vintage Book Edition.
2. Sangari, K. & Vaid, S. (1989). Introduction. In K. Sangari & S. Vaid (Eds.), *Recasting women: Essays in colonial history* (pp. 1-26). New Delhi: Kali for Women.
3. Chakravorty, S. G. (1999). *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. USA: Harvard University Press.
4. Jones, E. C. (1998). *Joyce: Feminism / post / colonialism*. New York: Rodopi.
5. Judith, B. (1989). Feminism and history. *Gender and History*, 1, 251-272.

Recommended Reading

1. Feminism and post-colonialism (n.d.). *The Imperial Archive*. Retrieved from <http://www.qub.ac.uk/schools/SchoolofEnglish/imperial/key-concepts/feminismand-postcolonialism.htm>

Session 4: Colonial India and Women's Position

The session will focus particularly on the history of colonization of the Indian subcontinent. The condition and social status of women will be discussed as well.

No of Classes: 2 classes

References

Required Reading

1. South Asian history: Colonial India (n.d.). Michigan: U C Berkeley Library. Retrieved from: http://www.lib.berkeley.edu/SSEAL/SouthAsia/india_colonial.html

Recommended Reading

1. Chaube, S. (1996). Colonialism in India. In S. Chaube (Ed.), *Colonialism, freedom struggle and nationalism in India*. Europe : ERES

Session 5: Colonialism, Culture and Women

The session will discuss colonialism exploring its impact on women's lives (social and cultural) from local and national perspectives. This session will also look into the stereotyping tradition, i.e. purdah and *sati*.

No of Classes: 4 classes

References

Required Readings

1. Loomba, A. (1998). Constructing racial and cultural differences. In A. Loomba (Ed.), *Colonialism/ postcolonialism* (pp. 104-122). UK: Routledge.
2. Bhabha, H. K. (1994). Introduction. In H.K. Bhabha (Ed.), *The location of culture* (pp. 1-18). UK: Routledge.
3. Loomba, A. (1998). Hybridity. In A. Loomba (Ed.), *Colonialism/ postcolonialism* (pp. 173-183). UK:Routledge.
4. Bannnerji, H. (2001). Introduction. In H. Bannnerji (Ed.), *Inventing subjects: Studies in hegemony, patriarchy and colonialism* (pp. 1-17). New Delhi: Tulika.
5. Bhabha, H. K. (1994). The other question: Stereotype, discrimination and the discourse of colonialism. In H. K. Bhabha (Ed.), *The location of Culture* (pp. 66-84). UK: Routledge.

Recommended Readings

1. Bannnerji, H. (2001). Attired in virtue: Discourse on shame (lajja) and clothing of the gentlewoman (bhadramohila) in colonial Bengal. In H. Bannnerji (Ed.), *Inventing subjects: Studies in hegemony, patriarchy and colonialism* (pp. 99-134) . New Delhi: Tulika.
2. Loomba, A. (1998). Gender, sexuality and colonial discourse. In A. Loomba (Ed.), *Colonialism/ postcolonialism* (pp. 152-172). UK: Routledge.

3. Ranjan, S. R. (1993). The subject of Sati. In T. Niranjana, P. Sudhir, & V. Dhareshwar (Eds.), *Interrogating modernity: Culture and colonialism in India* (pp. 291-318). India: Seagull
4. Engles, D. (1999). *Beyond purdah? Women in Bengal, 1890-1930*. London: Oxford University Press.
5. Yegenoglu, M. (1998). Veiled fantasies: Cultural and sexual differences in the oriental discourse. In M. Yegenoglu (Ed.), *Colonial fantasies: Towards a feminist reading of Orientalism* (pp. 39-67). Cambridge, U.K.: Cambridge University Press.

Session 6: Nationalism, Colonialism and Women

This session will focus on the issue of nationalism from a gender perspective. Women's role during peoples' movement or anti-colonial movements will be discussed as well.

No of Classes: 3 classes

References

Required Readings

1. Loomba, A. (1998). Feminism, nationalism, postcolonialism. In A. Loomba (Ed.), *Colonialism/ Postcolonialism* (pp. 215-230). UK: Routledge.
2. Butalia, U. (1998). *The other side of silence: Voices from the partition of India*. New Delhi, India: Viking Books.
3. Guha, R. (1997). *Subaltern studies reader* (pp.1986-1995). Minneapolis, Minnesota: University of Minnesota Press.
4. Chatterjee, P. (1989). Colonialism, nationalism, and colonized women: The contest in India. *American Ethnologist*, 16(4), 622-633.

Recommended Readings

1. Yegenoglu, M. (1998). The battle of the veil: Women between orientalism. In M. Yegenoglu (Ed.), *Colonial fantasies: Towards a feminist reading of orientalism* (pp. 121-144). London: Cambridge University Press.
2. Chakravorty S. G. (1994). Can the subaltern speak? In P. Williams & L. Chrisman (Eds.), *Colonial discourse and postcolonial theory: A reader*. USA: Columbia University Press.
3. Loomba, A. (1998). Can the subaltern speak? In A. Loomba (Ed.), *Colonialism/ postcolonialism* (pp. 231-244). UK: Routledge.
4. Kannabiran, V. & Lalitha, K. (1989). The magic time: Women in Telegana struggle. In K. Sangari & S. Vaid (Eds.), *Recasting women: Essays in Indian colonial history* (pp. 180-203). India: Kali for Women.

Session 7: History of Bengali Women: Colonial India to Independent Bangladesh

This section will focus on the contributions and participation of Bengali women from the colonial period to making Bangladesh as an independent nation.

No of Classes: 3 classes

References

Required Readings

1. Ray, B. (1991). Women of Bengal: Transformation in ideas and ideals, 1900-1947. *Social Scientist*, 3-23.
2. Chatterjee, P. (1989). Colonialism, nationalism, and colonized women: The contest in India. *American Ethnologist*, 16(4), 622-633.
3. Kabeer, N. (1991). The quest for national identity: Women, Islam and the state in Bangladesh. *Feminist Review*, 37(1), 38-58.

Recommended Readings

Will be suggested by the instructor.

Session 8: Modernization and Marginalization of Women in Contemporary World

The session will focus on colonialism and its impact on women's lives and the economic consequences in the context of the contemporary world.

No of Classes: 2 classes

References

Required Reading

1. Niranjana, T., Sudhir, P. & Dhareshwar, V. (Eds). (1993). *Interrogating modernity: Culture and colonialism in India*. India: Seagull. [Introduction: pp 1-8].

Recommended Reading

1. Bannerji, N. (1990). Working women in colonial Bengal: Modernization and marginalization. In K. Sangari & S. Vaid (Eds.), *Recasting women: Essays in Indian colonial history*. London: Rutgers University Press.

WGS 403: Children, Youth and Development: South Asian Perspective

Course Credit: 4

Introduction to the Course

This course examines the key concepts and theories of childhood and youth in the context of development. Beginning with the recognition that young people are the significant factors in the development sector, the course is offering diverse issues to explore. Topics to be covered are legal construction of children and their wellbeing, family related rights and responsibilities and adolescent related issues from South Asia, especially Bangladesh, India and Nepal perspectives. This course will also explore child and youth's poverty and livelihood strategies. The complex intersections of individual development and multi-level ecological systems as they shape a range of developmental domains – including perceptions of children's rights, civic engagement, and identity development – in the face of continuing inequality and oppression will be focused. The last part of this course is designed to explore some contemporary issues i.e crisis of refugee children, problems of disabled children and LGBT. Social Policies and Justice will also be explored in this course.

Specific Learning Objectives

Students will

- Learn the importance of issues related to children and youth in the context of development.
- Get an overview of the legal construction of childhood and family roles and responsibilities for their positive development.
- Gain an understanding of adolescent issues focusing on girls' reproductive health
- Recognize the crisis situation of children and youth in terms of poverty, refugee, disability and LGBT context.
- Be acquainted with social policies and justice to ensure child and youth's development.

Instructional Strategies

The course will be a combination of lectures and discussions through white board, multimedia presentations, video clippings, group/individual presentations and debates by the students, writing assignments, field visit, reviewing articles and reports.

Course Contents

Section 1: Children, Youth and Development: An Introduction

This section focuses on an introductory discussion and conceptual understanding of children, youth and development. Why it is an important issue in the development sector will be analyzed from gender perspective. The concept of development, attachment, interaction and psychodynamics will also be highlighted to understand the interconnection.

No of Classes: 2 classes

References

Required Readings

1. Davies, D. (2010). *Child development: A practitioner's guide*. New York: Guilford Press
2. James, A. & Alan, P. (Eds.). (1997). *Constructing and reconstructing childhood* (2nd ed.). London: Falmer Press.
3. Kessel, F. S. & Alexander W. S. (Eds.). (1983). *The child and other cultural inventions*. New York: Praeger.
4. Misri, U. (1985). Child and childhood: A Conceptual construction. *Contribution to Indian Sociology*, 19(1), 115-132.
5. Super, C. M. & Harkness, S. (Eds.). (1980). *Anthropological perspectives on child development*. San Francisco: Jossey-Bass Inc.

Recommended Readings

1. Boli, J., & Meyer. J. W. (1987). The ideology of childhood and the state: Rules distinguishing children in national constitutions, 1870- 1970. *Institutional structure: Constituting state, society and the individual*. CA: Sage Publications.
2. Listed movies can enlighten you:
 - a. Children of the Taliban
 - b. Not My Life (Amazon Video) Born into Brothels
 - c. Gem Slaves: Tanzania's Child Labour
 - d. Beasts of No Nation (Class screening, Netflix)
 - e. Innocent Voices
 - f. Invisible Children

Section 2: Legal construction of Childhood and Child Wellbeing: Gender Perspective

In this section, student will be able to know about the legal construction of childhood, age limit, and difficulties of age determinations from gender perspective. Child wellbeing as a concept

will also be introduced with the legal indicators of childhood. The Convention on the Rights of the Child (CRC) and debates around it will also be analysed in this section.

No of Classes: 3 classes

References

Required Readings

1. Todres, J. (2014). Independent children and the legal construction of childhood. *Southern California Interdisciplinary Law Journal*, 23.
2. Onta-Bhatta, L. (2001) Childhood constructed, childhood lived: Law and social history in Nepal. *Studies in Nepali History and Society*, 6(2).
3. Zelizer, V. A. (1985). *Pricing the priceless child: The changing social value of children*. New York: Basic Books.
4. Bueren, G. V. (1995). The definition and status of the child in international law. *The international law on the rights of the child*. Boston & New York: Kluwer Academic Publishers.

Recommended Reading

1. Comaroff, J. & Comaroff, J. (2005). Reflections on youth: From the past to the postcolony. In Honwana, A. & de Boeck, F. (Eds), *Makers and breakers: Children and youth in postcolonial Africa*. Oxford: James Currey.

Section 3: Social Construction of Childhood: Gender Perspective

This section will discuss the existing socio-cultural practices of determining childhood and age limit from gender perspective. It will also examine how the social construction of childhood, both across time and context, shapes children's perceptions of self, others, and society.

No of Classes: 3 classes

References

Required Readings

1. Corsaro, W. (2015). *The sociology of childhood*. New York: Sage.
2. Lesko, N. (2012). *Act your age! A cultural construction of adolescence*. New York: Routledge.

Recommended Readings

Will be suggested by the course instructor.

Section 4: Feminist Theoretical Perspectives of Childhood and Development

This section will discuss the theoretical perspectives of childhood and development. It also emphasizes the importance of considering childhood issues in the development discourse.

No of Classes: 3 classes

References

Required Readings

1. Bessant, J. (2008). Hard wired for risk: Neurological science, 'the adolescent brain' and developmental theory. *Journal of Youth Studies*, 11(3), 347-360.
2. Lesko, N. (2012). *Act your age! A cultural construction of adolescence*. New York: Routledge.

Recommended Reading

1. Woodhead, M. (2009). Child development and the development of childhood. In Qvortrup, J., Corsaro, W. A., & Honig, M. S. (Eds.), *The palgrave handbook of childhood studies* (pp. 46 – 61). Basingstoke: Palgrave Macmillan.

Section 5: Children and Youth Development: Roles, Rights and Responsibilities of Family

The section will discuss the role of family, structure of family, rights and responsibilities. Family violence, behavioural and learning difficulties of children will also be analyzed.

No of Classes: 3 classes

References

Required Readings

1. Collins, D., Jordan, C. & Coleman, H. (2013). *An introduction to family social work*. Belmont, California: Thomason/Brooks/Cole.
2. Bromfield, R. (2007). *Doing child & adolescent therapy*. Hoboken, NJ: Wiley & Sons.

3. Davies D. (2010). *Child development: A practitioner's guide*. New York: Guilford Press
4. Farley, S. (2003). A cognitive-behavioural training programme for parents of children with attention-deficit/hyperactivity disorder. In A. E. Kazdin, & Jr. Weisz (Eds.), *Evidence-based psychotherapies for children and adolescents*. New York: Guilford
5. Trotter, C. (2013). *Collaborative work with families: A practical guide to working with families in the human services*. Sydney: Allen & Unwin.
6. Archard, D. (1993). *Children: Rights and childhood*. London: Routledge.
7. Pollock, L. (1983). *Forgotten children: Parent-child relations from 1500 to 1900*. Cambridge: Cambridge University Press.

Recommended Readings

1. Mason, M. A. (1994). *From father's property to children's rights*. NY: Columbia University
2. Aries, P. (1962). *Centuries of childhood: A social history of family life*. Robert Baldick, trans. New York: Vintage Books.

Section 6: Early Adolescence and Adolescent: Youth Development

Students will learn about pre-school and school-going children's issues to develop their body and mind positively.

No of Classes: 2 classes

References

Required Readings

1. World Bank (2007). *Development and the next generations*. Washington D. C.: Author.
2. Geldard, K., & Geldard, D. (2015). *Counselling adolescents: The proactive approach for young people* (4th ed.). Thousand Oaks, California: Sage.
3. Geldard, K., Geldard, D., & Foo, R. Y. (2013). *Counselling children: A practical introduction*. London: Sage.
4. Stevenson, H.C., Reed, J., Bodison, P. & Bishop, A. (1997). Racism stress management: Racial socialization beliefs and the experience of depression and anger in African American youth. *Youth and Society*, 29, 197-222.
5. Bromfield, R. (2007). *Doing child & adolescent therapy*. Hoboken, NJ: Wiley & Sons.
6. Davies D. (2010). *Child development: A practitioner's guide*. New York: Guilford Press

Recommended Reading

1. Nasaw, D. (1979). *Schooled to order: A social history of public schooling in the United States*. NY: Oxford University Press.

Section 7: Girls Adolescent Health: Quest for Identity

The section will focus on health-related issues of children and youth. It mainly focuses on girls' reproductive health, adolescence, nutrition, menstruation and their psychological development. National strategy will also be discussed from Bangladesh perspective.

No of Classes: 3 classes

References

Required Readings

1. Barkat, A., & Majid, M. (2003). *Adolescent reproductive health in Bangladesh: Status, issues, policies and programme*. Washington D. C.: USAID.
2. Ministry of Health and Family Welfare (2016). *National strategy for adolescent health 2017-2030*. Dhaka, Bangladesh: Government of the People's Republic of Bangladesh.

Recommended Readings

1. Geldard, K., & Geldard, D (2015). *Counselling adolescents: The proactive approach for young people* (4th ed.). Thousand Oaks, California: Sage.
2. Geldard, K., Geldard, D., & Foo, R. Y. (2013). *Counselling children: A practical introduction* (4th ed.). London: Sage.

Section 8: Children and Youth Poverty: Big Obstacle for Development

Students will learn about child labour and poverty in the context of developing countries. Forced labour of children and youth and income deprivation, involvement in criminal activity will also be analyzed. This section will also focus on conceptual and practical understanding of children and youth as social actors, and how they can contribute in the development section as social actors will also be explored.

No of Classes: 2 classes

References

Required Readings

1. Banks, N. (2015). *Understanding youth: Towards a psychology of youth poverty and development in sub-Saharan African cities*. Brooks World Poverty Institute Working Paper Series no. 216. Manchester: University of Manchester, England.
2. Hossain, N., & McGregor, J. A. (2011). A lost generation? Impacts of complex compound crises on children and young people. *Development Policy Review*, 29(5).
3. Thurlow, J. (2015). Youth employment prospects in Africa. In D. Resnick, & J. Thurlow (Eds.), *African youth and the persistence of marginalization: Employment, politics and prospects for change*. Abingdon: Routledge.
4. Lundy, L. (2007). 'Voice' is not enough: Conceptualising article 12 of the United Nations Convention on the Rights of the Child. *British Educational Research Journal*, 33(6), 927-942.
5. Morrow, V. (1999). We are people too: Children's and young people's perspectives on children's rights and decision-making in England. *International Journal of Children's Rights*, 7, 149-170.
6. Ruck, M. D., Peterson-Badali, M., & Helwig, C. (2014). *Children's perspectives on nurturance and self-determination rights: Implications for development and well-being*. In B. Asher, I. Frones, F. Casas, & J. E. Korbin (Eds.), *The handbook of children's well-being: Theories, methods and policies in global perspectives* (pp. 2537-2560). Dordrecht, Netherlands: Springer.

Recommended Readings

1. Dewilde, C (2003). A life-course perspective on social exclusion and poverty. *British Journal of Sociology*, 54(1), 109–128
2. Geldard, K., & Geldard, D. (2015). *Counselling adolescents: The proactive approach for young people*. Thousand Oaks, California: Sage.
3. Geldard, K., Geldard, D., & Foo, R. Y. (2013). *Counselling children: A practical introduction*. London: Sage.
4. Ruck, M. D., Peterson-Badali, M., Elisha, I., & Tenenbaum, H. (2016). Children's voices about children's rights: Thoughts from developmental psychology. In M. D. Ruck, M. Peterson-Badali, & M. Freeman (Eds.), *Handbook of children's rights: Global and multidisciplinary perspectives* (pp. 597-610). New York: Taylor & Francis.

Section 9: Global and Contemporary Context: Social Justice and Policy Perspective

In this section, students will know about the survival strategies of children and youth in the context of refugee, disability and minority. Issues related to media, peer pressure, violence, technology, LGBT and socio-cultural practices will also be highlighted. In the section, the

concept of social justice and policy will be introduced. Importance of social policies and justice for children and youth's rights will be analysed.

No of Classes: 3 classes

References

Required Readings

1. Duman, N., & Snoubar, Y. (2016). Problems faced by refugee children and social work practices. In H. Yaldir, & R. Efe (Eds.), *Current topics in Social Sciences*, St. Kliment Ohridski: University Press Sofia.
2. Medeiros, D.M., Seehaus, M., Elliott, J., & Melaney, A. (2004). Providing mental health services to LGBT teens in a community adolescent health clinic. *Journal of Gay & Lesbian Psychotherapy*, 8, 83-95.
3. UNICEF (2007). *Promoting the rights of children and disabilities*. New York: Author.
4. World Health Organization (2012). *Early childhood development and disability*. Geneva, Switzerland: WHO.
5. Jenson, J. M. & Fraser, M. W. (2006). *Social policy for Children and families: A risk and resilience perspective*. Thousand Oaks: Sage Publication
6. Rosenheim, M. K., Zimring, F. E., Tannenhaus, D. S., & Dohrn, B. (Eds.). (2002). *A century of juvenile justice*. Chicago: University of Chicago Press

Recommended Readings

1. Jeffery, C., & McDowell, L. (2004). Youth in a comparative perspective: Global change, Local lives. *Youth and Society*, 36(2),131-142.
2. Waldfogel, J. (2009). *Social policy and child wellbeing: A comparative perspective*. Wisconsin: Institute for research on Poverty, Madison: University of Wisconsin.

WGS 404: Social Sciences Research Methodology 2

Course Credit: 4

Introduction to the Course

Taking from the earlier course on research methodology, this course reviews issues of theory and methodology in social science research. It focuses on both qualitative and quantitative research methodologies. It further explores quantitative research methodologies and familiarizes students with the fundamental differences between the two methodologies. In doing so, the course examines such matters as the conducting of research and the critical interpretation and dissemination of results, including a thorough consideration of the way of developing a research proposal, writing reports, and scholarly styles of writing bibliographic references from a feminist perspective. Thus, at the end of this course, the students will become familiar with the language, principles, reasoning and methodologies of both the qualitative and quantitative research methods, their application and dissemination in Women and Gender Studies.

Specific Learning Objectives

Students will be acquainted with:

- A brief overview of different Social Science research methodologies and their application in Women and Gender Studies.
- A particular and detailed understanding of quantitative and qualitative research and its implications for feminist research.
- Critical interpretation and dissemination of results including developing research proposals, writing reports, and formats of bibliographic referencing.

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multimedia. A mixture of learning styles will be used in this class. As this course requires students to prepare a research proposal, classroom sharing of the students' thoughts and plans and progress of their proposal through a number of small workshops will be done. There will also be assignments, group presentations, assigned readings, and classroom discussions where students will be divided into small groups to share their views on different methodological approaches.

Course Contents

Section 1: Introduction to Social Sciences Research Methods

This section briefly refreshes students with an overview of different research methods in social science (qualitative and quantitative) and basic differences between qualitative and quantitative research methodologies. Emphasis is also given to make them understand the process through which both of these methodologies can be used in a single research. The section also includes the following:

- a. An understanding of feminist research in women's studies,
- b. How feminist research is different from mainstream research,
- c. Feminist epistemology.

No of Classes: 3 classes

References

Required Readings

1. Sarantakos, S. (2005). *Social research*. New York: Palgrave Macmillan.
2. Sufian, A. J. M. (1998.). *Methods and techniques of social research*. Dhaka: The University Press Limited.

Recommended Readings

1. Boynton, P. M. (2005). *The research companion: A practical guide for the social and health sciences*. New York: Psychology Press.
2. Alvesson, M., & Sköldbberg, K. (2017). *Reflexive methodology: New vistas for qualitative research*. Los Angeles, London, New Delhi, Singapore, Washington D. C. & Melbourne: Sage.

Section 2: Formulation of a Research Topic and Research Design

This section provides students with a thorough understanding of how to formulate a research topic and of things to be considered for conducting a research. This section will also discuss different steps of a research design and its variation in quantitative and qualitative research. The students will also be introduced with the following:

- a. Operationalization of a concept
- b. Design and execution of research;
- c. Steps in conducting quantitative and qualitative research.

No of Classes: 2 classes

References

Required Readings

1. Sarantakos, S. (2005). *Social research*. New York: Palgrave Macmillan.
2. Babbie, E. (2015). *The practice of social research*. Toronto: Nelson Education.
3. Sufian, A. J. M. (1998.) *Methods and techniques of social research*. Dhaka: The University Press Limited. [Chapter 3 and 4]
4. Creswell J. W. (2005). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. NJ, Pearson: Upper Saddle River. [Chapter 10, 11, 12.]

Recommended Reading

1. Boynton, P. M. (2005). *The research companion: A practical guide for the social and health sciences*. New York: Psychology Press.

Section 3: Data Collection in Women and Gender Studies Research

This section provides students with an overall understanding of major tools of data collection and techniques of data analysis followed in Women and Gender Studies researches. This section also analyses the ways data are gathered and processed from the field by using qualitative methods. In doing so, the section will highlight the following:

- a. Qualitative field research, different types of interviews, case study, observation, participant observation, analysis of secondary data; evaluation research, life story method, PRA method etc.
- b. Ethnography, mixed methods
- c. Phenomenology and hermeneutics

No of Classes: 6 classes

References

Required Readings

1. Berg, B. L. (2004). *Methods for the social sciences. Qualitative research methods for the social sciences*. Boston: Pearson Education. (chapters 5-11)
2. Alvesson, M., & Sköldbberg, K. (2017). *Reflexive methodology: New vistas for qualitative research*. California: Sage. (Chapters 6 and 7)

3. Silverman, D. (Ed.). (2016). *Qualitative research*. California: Sage.

Recommended Reading

1. Pope, C., & Mays, N. (Eds.). (1999). *Qualitative research in health care* (pp. 75-88). London, UK: BMJ books.

Section 4: Data Analysis in Women and Gender Studies Research

This section will introduce students to different approaches, strategies and techniques of data analysis. The data that are collected by using different qualitative data collection techniques can be analysed in different ways depending on the objectives and epistemological position of the research. This section will discuss those along with the following:

- a. Varieties of qualitative data analysis; thematic analysis, analytical induction; construction and deconstruction; data analysis in narrative interviews; data presentation in qualitative research; computer aided data analysis.
- b. Grounded theory, discourse analysis and content analysis

No of Classes: 5 classes

References

Required Readings

1. Silverman, D. (Ed.). (2016). *Qualitative research*. California: Sage.
2. Sarantakos, S. (2005). *Social research*. New York: Palgrave Macmillan.
3. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
4. Sufian, A. J. M. (1998). *Methods and techniques of social research*. Dhaka: The University Press Limited. [Chapter 5, 6, and 7]
5. Berg, B. L. (2004). *Methods for the social sciences. Qualitative research methods for the social sciences*. Boston: Pearson Education. (chapters 5-11)
6. Alvesson, M., & Sköldbberg, K. (2017). *Reflexive methodology: New vistas for qualitative research*. California: Sage. (Chapters 6 and 7)
7. Carr, W. N., & Kemmis, S. (1986). *Becoming critical* (Selections). London: Falmer Press.
8. Denzin, K. N., & Lincoln, Y. S. (Eds.). (2005). *The SAGE handbook of qualitative research*. USA: California: Sage Publications

Recommended Reading

1. Creswell J. W. (2005). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. NJ, Pearson: Upper Saddle River. [Chapter 15, 16, 17.]

Section 6: Developing a Research Proposal

This is an applied section that guides students to develop a research proposal based on some agreed topics. Students will be acquainted with different steps of a standard research proposal, i.e. introduction, objective of the research, significance, literature search, theoretical construction of research topic, methodology, time frame and budget.

A mandatory requirement of this course for each student is to come up with a research proposal at the end of the course. Scholarly journals and online resources will be explored to guide the section.

No of Classes: 2 classes

Section 7: Report Writing, Formatting and Bibliographic Referencing

Students are introduced to the process of writing reports and are given a brief idea of how to write a report once the data analysis process is completed. This includes:

- a. Ethical requirements of reporting.
- b. Necessary steps to be included in reporting.
- c. Different types of reporting.
- d. Types of bibliographic referencing (MLA, APA etc).
- e. Exploring standard bibliographic referencing most commonly used by feminist scholars.
- f. Formatting of the report.

No of Classes: 2 classes

References

Required Readings

1. Sarantakos, S. (2005). *Social research*. New York: Palgrave Macmillan.
2. Babbie, E. (2015). *The practice of social research*. Nelson Education.
3. Neuman, W. L., & Robson, K. (2014). *Basics of social research*. Canada: Pearson.

4. Boynton, P. M. (2005). *The research companion: A practical guide for the social and health sciences*. New York: Psychology Press. [Chapter 7, 8, 9].

Recommended Reading

1. Sufian, A. J. M. (1998.) *Methods and techniques of social research*. Dhaka: University Press Limited.

WGS 405: Women in Philosophical Discourse

Course Credit: 4

Introduction to the Course

The course provides the students with a clear and comprehensive introduction to the different concepts and tenets of the discipline. The course is designed to gain an understanding of various philosophical thoughts related to feminist methodology and feminist ethics. Students will also be exposed to the philosophical literature on women, which were written by some great thinkers in the history of philosophy.

Specific Learning Objectives

Students will be acquainted with:

- Central topics in philosophy.
- An approach to the compatibility and incompatibility of existing philosophies with current feminist thoughts.
- Conceptual analysis and logical reasoning.

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multimedia. A mixture of learning styles will be used in this course. Most of the times, lectures will be supported by PowerPoint presentations, hand-outs and multi-media and audio-visual materials. Resource persons will be invited on special occasions. There will also be class tests, quizzes, assignments, group presentations, assigned readings, and classroom discussions where students will be divided into small groups to share their views.

Course Contents

Section 1: Introduction to Philosophy

The introductory section will make a start with rise of philosophy in Ancient India in Vedic period. Then it will move towards Greek philosophy. The topics include: the literal meaning of philosophy and some analysis of the term, Indian natural philosophy, the nature and function of philosophy; philosophy and other pursuits: philosophy and commonsense, philosophy and science, and philosophy and religion; The goal of philosophical study; the principle that knowledge is preferable to ignorance; that awareness is of greater value than innocence.

No of Classes: 3 classes

References

Required Readings

1. Titus, H. H. (1994). *Living issues in philosophy*. New Delhi: Eurasia Publishing House. Originally published in the USA.
2. Anderson, P. S. (2000). Feminism and philosophy. In S. Gamble (Ed), *The Routledge dictionary of feminism and post feminism* (pp. 148-157). New York: Routledge.
3. *India: Crash course history of science # 4* [Video file] (2018, April 25). Retrieved from <https://www.youtube.com/watch?v=bDQkpNbsly4>

Recommended Readings

1. Hirst, R. J. (Ed.). (1968). *Philosophy: An outline for the intending student*. London: Routledge.
2. Creel, R. E. (2001). *Thinking philosophically*. Oxford: Blackwell.

Section 2: The Source, Object and Extent of Knowledge

This section covers the following theories regarding the question: what are the primary sources of our knowledge? – (i) Authoritarianism; (ii) Rationalism – Descartes, Kant and Hegel.

A number of epistemological questions concentrating on theories of perception will be examined here through the gender lens. Such theories are common-sense realism (that things exist in the physical world), skepticism (that we can never know anything for certain), representative realism (that perception is a result of consciousness of inner representations of the external world), existentialism (existence precedes essence) and phenomenology (knowledge of consciousness and knowledge of the external world).

No of Classes: 3 classes

References

Required Readings

1. Beauvoir, S. de. (1964). *The ethics of ambiguity*. New York: Citadel Press.
2. Connor, S. (2000, January 4-30). *Rough magic: Bags* [BBC Interview].
3. Felski, R. (1999). The invention of everyday life. *New Formations*, 39, 15-31.
4. Warburton, N. (2004). *Philosophy: The basics*. London: Routledge.

Recommended Reading

1. Matin, A. (2006). *An outline of philosophy*. Dhaka: Adhuna Prokashoni.

Section 3: The Philosophy of the Mind

This section covers four sub-topics, namely: a) the nature of a person, alternative feminist personhood, personal identity, the notions of body and mind, the problem of other minds; b) the very name ‘philosophy of mind’, which indicates predominance to what is mental, because of which feminists often prefer to call it philosophical psychology; c) philosophers give greater value to the mind in order to identify mind with man and body with woman, women are devalued here. The approach adopted by the feminist thinkers focus on the philosophy of the mind, which leads to valuing women. d) Two points made by Beauvoir in her *The Second Sex* will be discussed: the body is not a natural fact but a historical idea, and one is not born but rather becomes a woman.

No of Classes: 4 classes

References

Required Readings

1. Card, C. (Ed.). (2003). *The Cambridge companion to Simone De Beauvoir*. Cambridge: Cambridge University Press.
2. Garry, A. & Pearsall, M. (Eds.). (1992). *Women, knowledge and reality*. New York: Routledge.

Recommended Reading

1. Glover, J. (Ed.). (1980). *The philosophy of mind*. Oxford: Oxford University Press.

Section 4: Women, Self-respect and Autonomy

This section covers rationalistic and empirical philosophical theories regarding self-respect and autonomy. Particular attention will be paid towards a feminist conception of self-respect. Self-respect is crucial to feminist political empowerment, as the source of the strength and confidence is needed to effectively challenge and change subordinating institutions.

No of Classes: 3 classes

References

Required Reading

1. Dillon, R. S. (Ed.). (1995). *Dignity, character and self-respect*. New York: Routledge.

Recommended Readings

1. Alcoff, I. L. & Potter, E. (1993). *Feminist epistemologies*. London: Routledge.
2. Singh, S. (1997). *Feminism: Theory, criticism, analysis*. Delhi, India: Pencraft International.

Section 5: The Gendered Nature of Philosophy

This section focuses on the historical progress of feminism in the philosophical literatures of Pythagoras, Plato and J. S. Mill. It further addresses the relationship between philosophy and feminism and the feminist critique of mainstream traditional philosophical discourses.

No of Classes: 2 to 3 classes

References

Required Readings

1. Davies, L. & Vaughan, D. J. (1950). *The republic of Plato by Plato* [translated]. London: Macmillan Press.
2. Haque, N. (2015). *Applied philosophy: A new horizon of thought* (pp. 72-87). Dhaka, Bangladesh: Jatiyo Shahityo Prokash.
3. Gatens, M. (1991). *Feminism and philosophy*. Oxford: Oxford University Press.
4. Card, C. (Ed.). (2003). *The Cambridge companion to Simone De Beauvoir*. Cambridge: Cambridge University Press.
5. Garry, A. & Pearsall, M. (Eds.). (1996). *Women knowledge and reality: Explorations in feminist philosophy*. NY & London: Routledge.
6. Mill, J. S. (1983). *The subjection of women*. Denmark: Wordsworth publications.

Recommended Readings

1. Scruton, R. (2005). *A short history of modern philosophy*. London: Routledge.
2. Russell, B. (1965). *History of western philosophy*. London: Allen & Unwin.

Section 6: Methodological and Epistemological Issues: Positivism

This section includes discussions on different methodologies used in the field of philosophy, science and social studies, viz., inductivism, conventionalism, positivism and heuristics. Particular emphasis is given to post modern epistemology, which challenges universalism and objectivism as the only criteria of justified knowledge.

Students' attention will be drawn to the fundamental questions feminist philosophers raise about the philosophical method, viz., (i) the extent to which philosophical methods ignore, make obscure or deny the experiences of women; (ii) whether or not the methods of philosophy are compatible with the methods of feminist theory and feminism.

No of Classes: 3 to 4 classes.

References

Required Readings

1. Ayer, A. J. (Ed.). (1966). *Logical positivism*. New York: The Free Press.
2. Harding, S. (1986). *From the women question in science to science question in feminism*.
3. Lakatos, I. (1992). *The methodology of scientific research programmes*. London: Cambridge University Press.
4. Moulton, J. (1992). A paradigm of philosophy: The adversary method. In A. Garry & M. Pearsall (Eds.), *Women, knowledge and reality* (pp. 5-20). New York: Routledge.
5. Sherwin, S. (1992). *Philosophical methodology and feminist methodology: Are they compatible?*. In A. Garry & M. Pearsall (Eds.), *Women, knowledge and reality* (pp. 21-35). New York: Routledge.

Recommended Readings

1. Ramazanoglu, C. (Ed.). (2002). *Feminist methodology: Challenges and choices* (pp. 1-59). London: Sage Publications.
2. Alcoff, I. L. & Potter, E. (1993). *Feminist epistemologies*. London: Routledge.

Section 7: Moral Philosophy and Feminist Ethics

This section discusses different key concepts of morality – concepts such as right, good, duty, obligation and theories, such as Kantian deontology and ethical relativism through the gender lens. This section also covers Gilligan's feminist ethics explaining women's experience and responsibilities as against existing positivistic moralism.

No of Classes: 3 classes

References

Required Readings

1. Warburton, N. (2004). *Philosophy: The basics*. London: Routledge.
2. Gilligan, C. (1993). *In a different voice: Psychological theory and women's development*. Cambridge: Harvard University Press.

Recommended Readings

1. Singer, P. (Ed.). (1994). *A companion to ethics*. Oxford: Blackwell.
2. Meyers, D. T. (Ed.). (1997). *Feminist social thought: A reader*. New York: Routledge.

WGS 406: Gender, Environment and Natural Resource Management

Course Credit: 4

Introduction to the Course

This course is designed to examine the significance of studying gender in the context of the environment and natural resource management. It discusses the fundamentals of the environment, provides an overview of different approaches to natural resource management, and their implications for the environment. It examines the link between gender and the environment from different theoretical perspectives and analyses the role of women and men in the environment as producers, consumers and managers. It discusses the gendered effects of policies and interventions targeting environmental protection and sustainable use of natural resources. The course evaluates the gendered implications of environmental problems, i.e. women's vulnerability and capacity to deal with environmental degradations and natural hazards as well as their protests to safeguard the environment and natural resources. It overviews the UN and other international conferences on Environment and Development from a gender perspective.

Specific Learning Objectives

Students will:

- Gain understanding about the complex and changing relationship between gender and the environment.
- Realize the ways gender roles and relations in the family and in the community affect the environment and natural resource management practices and how the contemporary natural resource management interventions have a differential impact on women and men.
- Develop a critical understanding of the gendered impacts of environmental degradation and natural hazards.
- Gain knowledge and skills to analyze and conduct policy-relevant research related to environment and natural resource management from a gender perspective.

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multi-media presentations, student's presentations and review of research articles, documentary films, policy papers and project documents.

Course Contents

Section 1: Fundamental Concepts of the Environment

This section introduces the fundamental concepts of the environment and natural resource management. It discusses the meaning, definition, types of environment, major spheres of earth, the composition of biosphere, ecosystem, types of natural resources, concepts of common property and resource scarcity.

No of Classes: 3 classes

References

Required Readings

1. Misra, D. D. (2008). *Fundamental concepts in environmental studies*. New Delhi: S. Chand Company. (Available at Google Books).
2. Barry, R. G., & Chorley, R. J. (2010). *Atmosphere, weather & climate*. London & New York: Routledge. (Available at Google Books).
3. Hardin, G. (1968). *The tragedy of the commons*. *Science*, 162(3859), 1243-1248.
4. Agrawal, A. (2007). Forests, governance, and sustainability: Common property theory and its contributions. *International Journal of the Commons*, 1(1), 51-76.

Recommended Readings

1. Knox, P. L., & Marston. S. A. (2007). *Human Geography*. New Jersey: Pearson Education.
2. Rodda, A. (1991). *Women and the environment*. London & New Jersey: Zed Books. Chapter 2).
3. Walker, A. (2003). Agricultural transformation and the politics of hydrology in northern Thailand. *Development and Change*, 34(5), 941–964.
4. Mehta, L. (2000). *Water for the 21st century: Challenges and misconceptions*. IDS Working Paper no. 111. Brighton: Institute of Development Studies, University of Sussex.
5. Theis, T., & Tomkin, J. (Eds.). (2015). *Sustainability: A Comprehensive foundation*. Minneapolis, Minnesota: U of I Open Source Textbook Initiative.
6. Recently published environment and natural resource-related news/incidences/events in newspapers and journals available in Bangladesh

Section 2: Towards Sustainable Management of Natural Resources

This section discusses the ethical values and worldviews concerning the environment (anthropocentrism, eco-centrism, techno-centrism, individualistic philosophy), different approaches to natural resource conservation and management, and their evolution. It sheds light on the environmental crisis of 21 century and emphasizes sustainable management of natural resources to save the planet.

No of Classes: 3 classes

References

Required Readings

1. Knox, P. L., & Marston. S. A. (2007). *Human geography*. New Jersey: Pearson Education. (Chapter 4).
2. Merchant, C. (2005). *Radical ecology: The search for a livable world*. New York & London: Routledge.
3. Elliot, J. E. (2006). *An introduction to sustainable development*. London: Routledge. (Chapter 2).
4. Detraz, N. (2017). *Gender and the environment*. UK: Polite Press. (Chapter 2&3).
5. W'O Okot-Uma, R., & Odachi, R. (1999). *Biodiversity & gender for sustainable development*. London: The Commonwealth Secretariat & SFI Publishing.
6. Chasek, P. S., Downine, D. L., & Brown, J. W. (2010). *Global environmental politics* (7th ed.). Boulder, CO: Westview Press. (Chapter 1).

Recommended Readings

1. Carson, R. (1991). *Silent spring*. London: Penguin Books.
2. Krisna, S. (1996). *Environmental politics: People's lives & development choices*. New Delhi: Sage Publications India Pvt. Ltd.
3. Lockiea, S. & Sonnenfeld, D. A. (2008). Communities, natural resources and environments: African and Asian experiences. *Local Environment*, 13(5), 385–391.
4. Adams, W., & J. Hutton. (2007). People, parks and poverty: Political ecology and biodiversity conservation. *Conservation and Society*, 5(2), 147-183.
5. Blaikie, P. (2006). Is small really beautiful?: Community-based natural resource management in Malawi and Botswana. *World Development*, 34(11), 1942-1957.
6. Theis, T., & Tomkin, J. (Eds.). (2015). *Sustainability: A comprehensive foundation*. Minneapolis, Minnesota: U of I Open Source Textbook Initiative.

Section 3: Gender and Environment: Theoretical Debates

This section examines the relationship between gender and the environment, focusing on major feminist theories (eco-feminism, feminist environmentalism, feminist political ecology) and development approaches (WED, GED).

No of Classes: 5 classes

References

Required Readings

1. Shiva, V. (1989). *Staying alive: Women, ecology & development*. London & New Jersey: Zed Books. (Chapter 3).
2. Agarwal, B. (1997). The gender and environment debate: Lessons from India. In N. Visvanathan, L. Duggan, L. Nisonoff, & N. Wiegiersma (Eds.), *The women, gender & development reader*. Dhaka: The University Press Limited.
3. Buckingham-Hatfield, S. (2005). *Gender and environment*. London & New York: Routledge. (Chapter 3).
4. Braidotti, R., Charkiewicz, E., Hausler, S., & Wieringa, S. (1995). *Women, the environment and sustainable development: Towards a theoretical synthesis*. London: Zed books. (Chapter 4, 5 & 8).
5. Elliot, J. E. (2006). *An introduction to sustainable development*. London: Routledge. (Chapter 2).
6. Resurrección, B. P. (2017). Gender and environment from ‘women, environment and development’ to feminist political ecology. In S. MacGregor (Ed.), *Routledge handbook of gender and environment*. Oxon: Routledge. (Part I, Chapter 4, pp 71-85).

Recommended Readings

1. Detraz, N. (2017). *Gender and the environment*. UK: Polite Press. (Chapter 1 & 2).
2. Rodda, A. (1991). *Women and the environment*. London & New Jersey: Zed Books.
3. Mies, M., & Shiva, V. (1993). *Ecofeminism*. London: Zed Books.
4. Harcourt, W. (Ed.). (2012). *Women reclaiming sustainable livelihoods: Spaces lost, spaces gained*. UK: Palgrave Macmillan. (Chapter 1, available at Google Books).

Section 4: The Role of Gender in the Environment

This section examines the role of local women and men as producers, consumers and managers of the environment. Drawing on a variety of case studies from the Global South, this section investigates the gendered process of resource management, i.e. how gender norms and power relations in the family and in the community influence women and men’s environmental

knowledge and their differential access to and control over natural resources including forest, land and water.

The students will be forwarded to evaluate local women and men's natural resource management experience led by the governments, international donors, and global corporations (emphasising privatization, commodification, and sustainable management).

No of Classes: 5 classes

References

Required Readings

1. Rodda, A. (1991). *Women and the environment*. London & New Jersey: Zed Books.
2. Resurrección, B. P. & Elmhirst, R. (Eds.). (2008). *Gender and natural resource management: Livelihoods, mobility and interventions*. UK & USA: Earthscan.
3. Rocheleau, D., Thomas-Slayer, B., & Wangari, E. (Eds.). (1996). *Feminist political ecology: Global issues and local experiences*. London & New York: Routledge. (Part I: Chapter 1& Part IV).
4. Buckingham-Hatfield, S. (2005). *Gender and environment*. London & New York: Routledge. (Chapter 6).
5. Agarwal, B. (1994). *A field of one's own: Gender and land rights in South Asia*. UK: Cambridge University Press.
6. Agarwal, B. (2001). Participatory exclusions, community forestry & gender: An analysis for South Asia and a conceptual framework. *World Development*, 29(10), 1623-1648.
7. Shiva, V. (1989). *Staying alive: Women, ecology & development*. London & New Jersey: Zed Books. (Chapter 4, 5& 6).
8. United Nations Environment Program (n.d.). *Women and the environment*, policy series. Nairobi, Kenya: UNEP.

Recommended Readings

1. Gururani, S. (2002). Forests of pleasure and pain: Gendered practices of labor and livelihood in the forests of the Kuma on Himalayas, India. *Gender, Place and Culture: A Journal of Feminist Geography*, 9(3), 229-243.
2. Krishna, S. (Ed.). (2004). *Livelihood and gender: Equity in community resource management*. New Delhi, Thousand Oaks & London: SAGE Publication.
3. Shiva, V. (1989). *Staying alive: Women, ecology & development*. London & New Jersey: Zed Books. (Chapter 6).
4. Leder, S., Clement, F., & Karki, E. (2015). Property, legal pluralism, and water rights: The critical analysis of water governance and the politics of recognizing "local" rights. *The Journal of Legal Pluralism and Unofficial Law*, 47(3), 456-475.

5. Leder, S., Clement, F., & Karki, E. (2017). Reframing women's empowerment in water security programmes in western Nepal. *Gender & Development*, 25(2), 235-251.
6. Lahiri-Dutt, K. (2012). Large dams and changes in an agrarian society: Gendering the impacts of damodar valley corporation in Eastern India. *Water Alternatives*, 5(2), 529-542.
7. The women's environment and development organization (WEDO) & the REDD+ Social and Environmental Standards (SES) (2013). *From research to action, leaf by leaf: Getting gender right in the REDD+. Social and environmental Standards, Lessons from action research, BOOKLET*.
8. March, C. (1999). *A guide to gender analysis frameworks*. Nairobi, Kenya: Oxfam.

Section 5: Gendered Vulnerability and Responses to Environmental Problems

This section focuses on the socio-economic status of women living in rural and urban settings to reveal their vulnerability compared to their male counterparts. It discusses the risk and vulnerability of women to some selected environmental problems, including climate change, natural hazards (drought, flood, earthquake, cyclone etc.) and environmental pollutions as case studies. It also examines women's capacity to resist environmental threats by examining their coping strategies to survive in disaster situations.

No of Classes: 3 classes

References

Required Readings

1. Detraz, N. (2017). *Gender and the environment*. UK: Polite Press. (Chapter 2, 3 & 7).
2. Buckingham-Hatfield, S. (2005). *Gender and environment*. London & New York: Routledge. (Chapter 4).
3. Resurreccion, B. P. (2017). Gender and environment from 'women, environment and development' to feminist political ecology. In S. MacGregor (Ed.), *Routledge handbook of gender and environment* (pp. 71-85). Oxon: Routledge. (Part I, Chapter 4).
4. Rodda, A. (1991). *Women and the environment*. London & New Jersey: Zed Books Ltd.
5. Cannon, T. (Ed.). (2009). *Climate change and gender justice*. UK: Practical Action Publishing Ltd. (Chapter 1).
6. Krishna, S. (Ed.). (2004). *Livelihood and gender: Equity in community resource management*. New Delhi, Thousand Oaks & London: SAGE Publication (Part II: Chapter 10, Part IV).

Recommended Readings

1. Chambers, R. (1989). Editorial introduction: Vulnerability, coping and policy. *Institution of Development Studies Bulletin*, 20(2), 1–7.
2. Rocheleau, D., Thomas-Slayter, B., & Wangari, E. (Eds.). (1996). *Feminist political ecology: Global issues and local experiences*. London & New York: Routledge. (Part IV).
3. Juran, L & Trivedi, J. (2015). Women, gender norms and natural disasters in Bangladesh. *Geographical Review*, 105(4), 601–611.
4. Hanson, A. M. (2017). Women’s environmental health activism around waste and plastic pollution in the coastal wetlands of Yucatán. *Gender & Development*, 25(2), 221–234.
5. Dhali, H. H. (2008). Deforestation and its impacts on indigenous women: A case from the Chittagong hill tracts in Bangladesh. *Gender, Technology and Development*, 12(2), 229 - 246.
6. Ahsan, R. M. & Khatun, H. (2004). *Disaster and the silent gender: Contemporary studies in geography*. Dhaka: Bangladesh Geographical Society.
7. Dankelman, I. & Davidson, J. (1988). *Women and environment in the third world*. London: Earthscan Publications.
8. Baten, M. A. & Khan, N. A. (2010). *Gender issue in climate change discourse: Theory versus reality*. Dhaka: Unnayan Onneshan-The Innovators.

Section 6: Struggles for the Protection of Nature: Gender Perspective

This section discusses women’s sporadic and collective protests (e.g. Chipko, Green Belt Movement) for safeguarding the environment and natural resources.

No of Classes: 2 classes

References

Required Readings

1. Shiva, V. (1989). *Staying alive: Women, ecology & development*. London & New Jersey: Zed Books. (Chapter 4).
2. Buckingham-Hatfield, S. (2005). *Gender and environment*. London & New York: Routledge. (Chapter 6).
3. Rodda, A. (1991). *Women and the environment*. London & New Jersey: Zed Books Ltd.

Recommended Readings

1. Dey, S., Resurreccion, B. P., & Doneys, P. (2014). Gender and environmental struggles: Voices from adivasi Garo community in Bangladesh. *Gender, Place and Culture*, 21(8), 945–962.
2. Hanson, A. M. (2017). Women’s environmental health activism around waste and plastic pollution in the coastal wetlands of Yucatán. *Gender & Development*, 25(2), 221–234.
3. Dankelman, I. & Davidson, J. (1988). *Women and environment in the third world*. London: Earthscan Publications.

Section 7: Overview of the UN and Other International Conferences

This section presents an overview of the UN and international conferences on Environment & Development: UN Conference on Environment and Development at Rio (UNCED), Women’s Action Agenda 21 and Implementation of Beijing Platform for Action.

No of Classes: 3 classes

References

Required Readings

1. Braidotti, R., Charkiewicz, E., Hausler, S., & Wieringa, S. (1995). *Women, the environment and sustainable development*. Santo Domingo: INSTRAW. (Chapter 1 & 7)
2. Elliot, J. E. (2006). *An introduction to sustainable development*. London: Routledge.
3. Women for Women (1995). *Environment & development: Gender perspectives* (pp. 71-116). Dhaka: Author.
4. Ivanova, M. (2013). The contested legacy of Rio+ 20. *Global Environmental Politics*, 13(4), 1-11.
5. United Nations Library (2021). Conferences and reports on the environment. *UN Documentation: Environment*. Retrieved from <http://research.un.org/en/docs/environment/conferences>.

Recommended Readings

1. Detraz, N. (2017). *Gender and the environment*. UK: Polite Press (Chapter 2).
2. Haas, M. P. (2002). UN conferences and constructivist governance of the environment. *Global Governance*, 8(1), 73-91.
3. Frankson, J. S. (Ed.). (2002). *Women’s action agenda for a healthy and peaceful planet 2015: A decade of women’s advocacy for sustainable development*. New York, USA: Women's Environment and Development Organization (WEDO).

4. Krook, M. L., & True, J. (2012). Rethinking the life cycles of international norms: The United Nations and the global promotion of gender equality. *European Journal of International Relations*, 18(1), 103-127.
5. Resurrección, B. P. (2013). Persistent women and environment linkages in climate change and sustainable development agendas. *Women's Studies International Forum*, 40(2013), 33–43.

WGS 407: Monograph

Course Credit: 4

Students are required to write a monograph based on primary or secondary research on their particular areas of interest related to women and gender studies. At the beginning of the semester, students need to submit a short research proposal to the Department of Women and Gender Studies. The proposal should not exceed five pages and has to be signed by the proposed supervisor. Students are responsible to arrange their supervisor in mutual agreement. To facilitate their work on the monograph, students will receive methodological guidelines from their respective course instructor of the course WGS 404: Social Science Research Methodology 2 of the previous semester. A standard monograph should be no less than 10000 words.

The written monograph is followed by a viva voce examination. The written monograph comprises seventy per cent, and viva comprises thirty per cent marks. Department will announce the schedule and deadline of submission if and when required.

WGS 408: Comprehensive

Course Credit: 4

Students are required to sit for a comprehensive examination during the fourth year eight semester final examination. The comprehensive examination covers areas taught during the honours level ranging from the first year to the final year. The written comprehensive is followed by a viva voce examination. The comprehensive question paper follows the standard pattern. The written comprehensive examination comprises fifty per cent and viva voce comprises another fifty per cent marks.

Master of Social Sciences (MSS)

Course Titles, Contents and References

WGS MSS 01: Contemporary Feminist Debates and Discourses

Course Credit: 4

Introduction to the Course

The course will briefly go through the feminist theoretical approaches in order to raise different views and current debates around particular issues. The course will focus on a critical understanding of Postmodernism and Post Structuralism as approaches to feminist discourse and contemporary debates centering on different key concepts in feminist study. Current theorization of power, Identity, intersectionality, agency, body and sexuality will also be discussed. This course will examine processes through which women and gender become political subjects and agents of social change. In short, the course will attempt to question and problematize the categories of intersectionality, agency, sexuality and the like and recognize their changing meaning over time. Thus, the course will broadly analyse how these key concepts intersect and are defined and produced as well as enacted by women.

Specific Learning Objectives

Students will be acquainted with:

- A brief overview of recent feminist theoretical approaches.
- A critical understanding of post modernism and structuralism as approaches to both feminist discourse and feminist critique.
- A critical overview and analysis of some contemporary key concepts like power, identity, intersectionality, agency body and sexuality.
- Ability to relate these contemporary issues to the context of the global south, specifically Bangladesh

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multimedia. A mixture of learning styles will be used in this class. Most of the times, lectures will be supported by PowerPoint presentations. There will also be assignments, group presentations, assigned readings, and classroom discussions where students will be divided in small groups to share their views.

Course Contents

Section 1: Postmodernism and Post Structuralism as a Method of Inquiry and Approach of Study

The section focuses particularly on postmodernism and post structuralism as methods of feminist inquiry as well as a debated approach of study. Students will be introduced to current

debates on postmodernism. Feminist positioning for and against postmodernism will be analysed. Under this section post structural theorization of body and power will be the main areas of discussion

No of Classes: 8 classes

References

Introduction to Postmodern/poststructuralist Feminist Theory

Required Reading

1. Scott, J. W. (1994). Deconstructing equality-versus-difference: Or, The uses of poststructuralist theory for feminism. In S. Seidman (Ed.), *The postmodern turn: New perspectives on social theory* (pp. 282-298). Cambridge, UK: Cambridge University Press.

Poststructuralist Theorization of Bodies

Required Readings

1. Butler, J. (2011). *Gender trouble: Feminism and the subversion of identity*. London, UK: Routledge.
2. Butler, J. (2011). *Bodies that matter: On the discursive limits of sex*. London, UK: Taylor & Francis.
3. Connell, R. (2012). Transsexual women and feminist thought: Toward new understanding and new politics. *Signs: Journal of Women in Culture and Society*, 37(4), 857-881.

Poststructuralist Theorization of Power

Required Readings

1. Foucault, M. (1990). *The history of sexuality: An introduction*. New York, USA: Vintage.
2. Deveaux, M. (1994). Feminism and empowerment: A critical reading of Foucault. *Feminist studies*, 20(2), 223-247.
3. Butler, J. (1997). *The psychic life of power: Theories in subjection*. California, USA: Stanford University Press.

Recommended Readings

1. Lorber, J. (2010). *Gender inequality: Feminist theories and politics*. USA: Oxford University Press.

2. Foucault, M. (1997). Introduction. In P. Rabinow & J. D-faubian (Eds.), *The essential works of Michel Foucault, 1954-1984* (pp. 11-41). New York, USA: The new Press.

Section 2: Postmodernism: Challenges and Dilemmas for Future

This section discusses the future challenges and dilemmas for feminism. It will stress moral dilemmas, reactionary forces and possible backlashes and impediments for a positive feminist future

No of Classes: 2 classes

References

Required Readings

1. Mahmood, S. (2011). *Politics of piety: The Islamic revival and the feminist subject*. Princeton, NJ, USA: Princeton University Press.
2. Spivak, G. C. (1985). Three women's texts and a critique of imperialism. *Critical inquiry*, 12(1), 243-261.

Recommended Readings

1. Alcoff, L. M. (1997). The politics of postmodern feminism, revisited. *Cultural Critique*, 36, 5-27.
2. Grewal, I., & Kaplan, C. (Eds.). (1994). *Scattered hegemonies: Postmodernity and transnational feminist practices*. Minnesota, USA: University of Minnesota Press.

Section 3: Contemporary Feminist Thoughts and Debates: An Overview

The section briefly introduces students to contemporary issues and debates in feminist theorization that have evolved in recent time and space and how these have formed and contributed to the ongoing feminist movement/activism. Besides theorizations from global North, this section will discuss feminist writings that have taken theoretical queue from global South and from transnational feminist works that have been undertaken to understand gender realities in Global South along with Global North.

No of Classes: 4 classes

References

Required Readings

1. Abu-Lughod, L. (2001). Orientalism and Middle East feminist studies. *Feminist Studies*, 27(1), 101-113.
2. Connell, R. (2014). Rethinking gender from the south. *Feminist Studies*, 40(3), 518-539.
3. Ahmed, S. (2017). *Living a feminist life*. North Carolina, USA: Duke University Press.
4. Wieringa, S., & Sivori, H. (2013). *The Sexual history of the global south : Sexual politics in Africa, Asia and Latin America*. London & New York: Zed books.

Recommended Readings:

1. Smith, A. (2005). Native American feminism, sovereignty, and social Change. *Feminist Studies*, 31(1), 116-132.
2. Sinha, M. (2012). A global perspective on gender: What's South Asia got to do with it?. In A. Loomba & R. A. Lukose (Eds.), *South Asian feminisms* (pp. 356-374). Durham & London: Duke University Press.

Section 4: Contemporary Feminist Debates: Selected Concepts

Tensions stemming from diverse understanding of key concepts in contemporary feminist thoughts with their critiques such as intersectionality, agency, body and sexuality will be discussed in this section. Beside western conceptualization of these concepts, a good number of texts are carefully chosen from diverse Southern contexts to enable better understanding of students. Keeping the changing nature of contemporary feminist debates in mind, texts can be changed if required.

No of Classes: 12 classes

References

Required Readings

1. Patil, V. (2013). From patriarchy to intersectionality: A transnational feminist assessment of how far we've really come. *Signs: Journal of Women in Culture and Society*, 38(4), 847-867.
2. Bilge, S. (2013). Intersectionality undone: Saving intersectionality from feminist intersectionality studies. *Du Bois Review*, 10(2), 405-424.
3. McNay, L. (2004). Agency and experience: Gender as a lived relation. *Sociological Review*, 52(2), 175-90

4. Abu-Lughod, L. (2013). *Do Muslim women need savings?* Cambridge, USA: Harvard University Press.
5. Jamal, A. (2012). Global discourses, situated traditions and Muslim women's agency in Pakistan. In A. Loomba & R. A. Lukose (Eds.), *South Asian feminisms* (pp. 54-74). Durham & London: Duke University Press.
6. Azim, F. (2012). Keeping sexuality in the agenda: The sex worker's movement in Bangladesh. In A. Loomba & R. A. Lukose (Eds.), *South Asian feminisms* (pp. 267-284). Durham & London: Duke University Press.
7. Karim, L. (2012). Transnational politics of reading and the (un) making of Taslima Nasreen. In A. Loomba & R. A. Lukose (Eds.), *South Asian feminisms* (pp. 205-223). Durham & London: Duke University Press.
8. Huq, S. (2014). Islam in urban Bangladesh: Changing worldviews and reconfigured sexuality. In P. Charmaine (Ed.), *Changing narratives of sexuality: Contestations, compliance and women's empowerment*. London, UK: ZED books.

Recommended Readings

1. Choo, H. Y., & Ferree, M. M. (2010). Practicing intersectionality in sociological research: A critical analysis of inclusions, interactions, and institutions in the study of inequalities. *Sociological Theory*, 28(2), 129-149.
2. Cho, S., Crenshaw, K., & McCall, L. (2013). Toward a field of intersectionality studies: Theory, applications and praxis. *Signs: Journal of Women in Culture and Society*, 38(4), 785-810.
3. McCall, L. (2005). The complexity of intersectionality. *Signs: Journal of Women in Culture and Society*, 30(3), 1771-1800
4. Clegg, S. (2006). The problem of agency in feminism: A critical realist approach. *Gender and Education*, 18(3), 309-324.
5. Loomba, A. & Lukose, A. R. (2012). *South Asian feminisms*. Durham, USA: Duke University Press.
6. Huq, S., & Khondaker, S. I. (2011). *Religion and Muslim women: Trajectories of empowerment*. Dhaka, Bangladesh: BRAC Development Institution.

WGS MSS 02: Gender, Sustainable Development and Globalization: Issues and Debates

Course Credit: 4

Introduction to the Course

The course is designed to provide a critical understanding of how gender is connected to the processes of sustainable development and globalization. The course begins with discussing the debates and theoretical concepts related to the field of gender and development, the interconnection between postmodernism and gender and sustainable development and the role of states from a feminist perspective.

The second part of the course analyses how globalisation is associated with the increasing trend of formalisation and feminisation of work and widening gender and racial inequalities. It examines the gender implications of the major economic restructuring processes within global economy in recent decades. Emphasis is given on providing the students with analytical tool, such as global commodity chain, to understand the unequal distribution of wealth across the globe and its impact on women working at the bottom of the chain. The NGOs approach will also be analyzed here to understand the process of women's empowerment.

The last part of the course analyses some emerging issues like the Post MDG agenda and Sustainable Development Goals (SDGs) from gender perspective. This section attempts to connect the global and local by exploring case studies from different cultural contexts and by focusing on the diversity of women's lives, activity, resistance and struggle at the local, national and transnational level.

Specific Learning Objectives

Upon completion, the students will be able to:

- Get an overview of theoretical and conceptual understanding and correlation of gender, sustainable development and globalization.
- Get substantive knowledge about the conceptual issues and debate in the field of gender and development.
- Learn the connection, approaches and debates between globalization and gender and development issues.
- Get an updated knowledge on contemporary global issues related to the Millennium Development Goals and the post-2015 development agenda, including the Sustainable Development Goals from gender perspective.
- Gain a critical understanding of some emerging research issues of sustainable development and globalization.

Instructional Strategies

Lecture using white board, multimedia presentation, video clippings, group/individual presentation and debate by the students, writing assignments, field visit, reviewing articles and reports.

Course Contents

Section 1: Gender, Sustainable Development and Globalization: An Introduction

This section focuses on the conceptual understanding of sustainable development and globalization. It will highlight colonial and post-colonial development links to emerge the concept of sustainable development in the era of globalization. Dimensions of sustainable development (economic, social and environmental) will also be discussed.

No of Classes: 2 classes

References

Required Readings

1. Asefa, S. (2005). The concept of sustainable development: An introduction. In A. L. Halpern (Ed.), *The economics of sustainable development*. Michigan: Upjohn Institute for Employment Research.
2. Evans, P. (2002). Collective capabilities, culture, and Amartya Sen's development as freedom. *Studies in Comparative International Development*, 37(2), 54-60.
3. Gorbachev, M. (2006). A new glasnost for global sustainability. In M. Keiner (Ed.), *The future of sustainability*. Dordrecht: Springer.
4. Mahoney, J. (2010). *Colonialism and post-colonial development: Spanish America in comparative perspective*. Cambridge, England: Cambridge University press.
5. Sen, A. (1999). *Development as freedom*. Oxford: Oxford University Press.
6. Peter, R., Jalal K., & Boyd, J. (2008). *An introduction to sustainable development*. London: Earthscan.
7. Ross, P. (2007). Sustainable development in an international perspective. In K. V. Thai, V. Rahm & J. D. Coggburn (Eds.), *Handbook of globalization and the environment*. Boca Raton, USA: CRC Press.

Recommended Readings

1. Cole, M. (2007). Economic growth and the environment. In G. Atkinson, S. Dietz & E. Neumayer (Eds.), *Handbook of sustainable development*. Cheltenham: Edward Elgar Publishing Limited.

2. Vogler, J. (2007). The international politics of sustainable development. In G. Atkinson, S. Dietz & E. Neumayer (Eds.), *Handbook of sustainable development*. Cheltenham: Edward Elgar Publishing Limited.
3. Lam, D. (2005). How the world survived the population bomb: An economic perspective. In A. L. Halpern (Ed.), *The economics of sustainable development*. Michigan: Upjohn Institute for Employment Research.

Section 2: Feminist Theories of Sustainable Development: Working toward a Theoretical Synthesis

This section will focus on sustainable development from feminist perspective and effective connection between sustainable theories and feminist theories. Theories of sustainable development will be discussed from both the developed and the developing world perspectives.

No of Classes: 3 classes

References

Required Readings

1. Robert, R. M. V. (2004). Feminist theory and environmental justice. In R. Stein (Ed.), *New perspectives on environmental justice: Gender, sexuality and activism* (pp. 63-77). New Brunswick, New Jersey: Rutgers University Press.
2. Harding, S. (1995). "Just add women and stir?" *Missing links: Gender equity in science and technology for development*. Ottawa, Canada: International development research centre.
3. Drew, G. (2012). *Meaningful waters: Women, development and sustainability along the Bhagirathi Ganges*. Arizona, USA: University of Arizona press.
4. Lind, A., & Share, J. (2003). Queering development: Heterosexuality in development theory, practice and politics in Latin America. In K. Bhavnani, J. Foran, P. A. Kurian & D. Munshi (Eds.), *Feminist futures: Re-imagining women, culture and development*. New York: Zed Books.

Recommended Readings

Will be suggested by the course instructor

Section 3: Sustainable Development Debates and the Role of State: Feminist Perspectives

This section looks into socio-economic issues related to sustainable development and focuses on contemporary debates around development strategies, development in practice (poverty,

human rights and globalization) and the role of the state, governance, non-governmental organization and poverty alleviation. Discussions will also focus on the relationships between feminist actions and critiques and the practices of stakeholders.

No of Classes: 3 classes

References

Required Readings

1. Esquivel, V. (2016). Power and sustainable development goals: A feminist analysis. *Gender and Development*, 24(1).
2. Simon-Kumar, R., MacBride-Stewart, S., Baker, S., & Saxena, P. L. (2017). Towards north-south interconnectedness: A critique of gender dualities in sustainable development, the environment and women's health. *Gender, Work and Organization*, 25(3), 246-263.
3. Lele, S. M. (1991). Sustainable development: A critical review. *World Development*, 19(6).
4. Voorn, T. V. D, & Popov, V. (2013). *World economic and social survey 2013: Development challenges*. New York: United Nations
5. Reddock, R. (2000). Why gender? Why development?. In J. Parpart, M. P. Connelly & V. E. Barriteau (Eds.), *Theoretical perspectives on gender and development* (pp. 233-250). Ottawa: IDRC
6. Snyder, M. (1995). *Transforming development women, poverty and politics*. London: Intermediate Technology Publications.
7. Pietila. H., & Vickers. J. (1994). *Making women matter: The role of the United Nations*. London: Zed Books Ltd.

Recommended Readings

1. Tinker, I. (Ed.). (1990). *Persistent inequalities: Women and world development*. New York: Oxford University Press.
2. Sen, G. & Grown, C. (1985). *Development crisis and alternative visions*. London: Earthscan.

Section 4: Gender, Globalization and Neo-liberalism: Theoretical Debates

The section discusses the features of globalisation and neo-liberalism and their impacts of women, particularly from developing countries. It will discuss the key concepts related to the field of gender and globalisation, including industrialisation, the impact of structural adjustment policy on women, increasing flexibilization and feminisation of labour, women's working conditions in the global factories. The impact of globalisation and issues of neoliberalism on women in Bangladesh with a focus on women's entry to the export industries

will be analyzed. Transnational movements against neo-liberalism and its consequences for sustainable development will also be focused on in this section.

No of Classes: 4 classes

References

Required Readings

1. Benería, L., Berik, G., & Floro, M. (2015). *Gender, development and globalization: Economics as if all people mattered* (2nd ed.). London: Routledge.
2. Fonchingong, C. (1999). Structural adjustment, women and agriculture in Cameroon. *Gender and Development*, 7(3),73-79.
3. Standing, G. (1999). Global feminization through flexible labor: A theme revisited. *World Development*, 27(3), 583-586.
4. Collins, J. L. (2002). Mapping a global labor market: Gender and skill in the globalizing garment industry. *Gender & Society*, 16(6), 921-940.
5. Bhattacharya, D., & Rahman, M. (2002). Female employment under export-propelled industrialization: Prospects for internalizing global opportunities in the apparel sector in Bangladesh'. In C. Millar & J. Vivian (Eds.), *Women's employment in the textile manufacturing sectors of Bangladesh and Morocco*. Geneva: UNRISD.
6. Gunewardena, N., & A. Kingsolver, A. (Eds.). (2007). *The gender of globalization: Women navigating cultural and economic marginalities*. Santa Fe: School for Advanced Research Press.
7. Kabeer, N., & Mahmud, S. (2004). Globalization, gender and poverty: Bangladeshi women workers in export and local markets. *Journal of International Development*, 16(1), 93-109.

Recommended Reading

1. Elson, D., & Pearson, R. (1981). "Nimble fingers make cheap workers": An analysis of women's employment in third world export manufacturing'. *Feminist Review*, 7(1), 87-107.

Section 5: Gender, Global Restructuring and Survival Strategies: Connection Global to Local

The section examines the major economic restructuring process in the recent decades and analyses how gender becomes central to these processes. It focuses on the changing nature of the global labour market, the increasing number of informal work and the participation of female migrants in care work in the industrialised country. It introduces the students to the concept of the global commodity chain as an analytical tool to understand global and gender inequality. It covers a range of issues, including global competitiveness, labour standard,

consumer power, ethical standard. This section emphasises on how the local manifestation of the global phenomena and attempts to connect the global and local by focusing on different case studies and ethnographies of women's lives in local, national and transnational contexts.

No of Classes: 3 classes

References

Required Readings

1. Marchand, M., & Runyan, A. (2011). *Gender and global Restructuring* (2nd ed.). London: Routledge.
2. Gibbon, P., & Stefano, P. (2005). *Trading down: Africa, value chains and the global economy*. Philadelphia: Temple University Press.
3. Hale, A., & Opondo, M. (2005). Humanising the cut flower chain: Confronting the realities of flower production for workers in Kenya. *Antipode*, 37(2), 301-323.
4. Ehrenreich, B., & Hochschild, A. R. (2004). *Global woman: Nannies, maids and sex workers in the new economy*. New York, USA: Holt paperbacks.
5. Freeman, C. (2001). Is local: global as feminine: masculine? Rethinking the gender of globalization. *Signs: Journal of Women in Culture and Society*, 26(4).
6. Salzinger. (1997). From high heels to swathed bodies: Gendered meanings under production in Mexico's export-processing industry. *Feminist Studies*, 23(3).

Recommended Readings

1. Ong, A. (1987). *Spirits of resistance and capitalist discipline: Factory women in Malaysia*. New York: State University of New York Press.
2. Wolf, D. L. (1992). *Factory daughters: Gender, household dynamics and rural industrialization in Zava*. Berkeley: University of California Press.

Section 6: Gender, Sustainable Development and Women's Empowerment in Bangladesh: The NGO Approach

This section focuses on NGO approaches to women's empowerment, gender and sustainable development in Bangladesh. Topics of discussion include: conceptualizing the role of women in the planning and the implementation process and financial allocation for women's empowerment. The emergence of NGOs in Bangladesh and the development process - critical understanding and mandates of various feminist organizations and development partners and NGOization in Bangladesh will also be analyzed under this section.

No of Classes: 2 classes

References

Required Readings

1. Clark, J. (1991). *Democratizing development: The role of voluntary organizations*. London: Earthscan Publications Ltd.
2. Begum, A. (2000). *Government–NGO interface in development management*. Dhaka: A H Development Publishing House.
3. Goetz, M. A. (Ed.). (1997). *Getting institutions rights for women in development*. London: Zed Books.
4. Jahan. R. (1995). *The elusive agenda: Mainstreaming women in development*. Dhaka: University Press Limited.
5. Taylor, V. (2000). *Marketisation of governance*. University of Cape Town, South Africa: SADEP.
6. Moser, C. O. N. (1989). *Gender planning and development: Theory, practice and training*. London & New York: Routledge.
7. Young, K. (1993). *Development planning with women: Making a world of difference*. London: MacMillan Press.

Recommended Readings

1. Holloway, R. (1998). *Supporting citizen's initiative: Bangladesh NGOs and society*. Dhaka: University Press Limited.
2. Carr, M., Chen, M., & Jhabvala, R. (1996). *Speaking out: Women's economic empowerment in South Asia*. Delhi: Vistaar Publication.
3. Farrington, J. & Lewis, J. D. (Eds.). (1993). *Non-governmental organizations and the state in Asia*. London: Routledge.
4. Chowdhury, A. N. (1989). *Let grassroots speak, people's participation, self-help groups and NGOs in Bangladesh*. Dhaka: University Press Limited.

Section 7: Development Policies, Post MDGs Agendas and SDGs: Gender Perspective

The section discusses policies in the field of gender and development. The nature of this section will remain open to change and modification in order to include current development and gender issues. It covers a range of topics, including global and national gender inequality and gender gap in different sectors and CEDAW, Five Year Plans, National Development Policy for the Advancement of Women, National Action Plan, achievement of millennium development goals (MDGs) and post-MDG agenda and sustainable development goals (SDGs). Sustainable development agendas, opportunities and challenges for women and sustainable consumption will also be analyzed in this section.

No of Classes: 3 classes

References

Required Readings

1. Hausmann, R., Tyson, L. D., Bekhouche, Y., & Zahidi, S. (2011). *Global gender gap report 2011*. Retrieved from <https://www.weforum.com>.
2. Razavi, S. (2012). World development report 2012: Gender equality and development: A commentary. *Development and Change*, 43(1), 423-437.
3. United Nations (2012). *The millennium development goals report 2012*. Retrieved from <http://www.un.org/en/development/desa/publications/mdg-report-2012.html>
4. McArthur, J. W. (2012, March-June). Rethinking global development goals. *Stanford Social Innovation Review*, 10(4).
5. Brenner, A. (2009). GAD and gender mainstreaming: A pathway to sustainable development? *Consilience*, 2.
6. Cela, B., Dankelman, I., & Stern, J. (2014). Powerful synergies: Gender equality, economic development and environmental sustainability. *Reproductive Health Matters*, 22(43).
7. Griggs, D., Smith, M. S., Rockström, J., Öhman, M. C., Gaffney, O., Glaser, G., Kanie, N., Noble, I., & Shyamsundar, P. S. (2014). An integrated framework for sustainable development goals. *Ecology and Society*, 19(4).

Recommended Reading

1. Attfield, R., Hattingh, J. & Matshabaphala, M. (2004). Sustainable development, sustainable livelihoods and land reform in South Africa: A conceptual and ethical inquiry. *Third World Quarterly*, 25(2), 405-421

Section 8: Research in Sustainable Development and Globalization: The Way Forward

This section examines new forms of feminist sustainable development. Sustainable development to create a more just future and the practical application of gender and sustainability-related knowledge under globalization will be focused. In light of gender critique of sustainable development discourse and actions will also be introduced.

No of Classes: 2 classes

References

Required Readings

1. Wichterich, C. (2012). *The future we want: A feminist perspective*. Berlin: Heinrich Böll Foundation.

2. Shiva, V. (2005). *Earth democracy: Justice, sustainability and peace*. California, USA: North Atlantic Press.
3. Button, G. V., & Kristina, P. (2009). Participatory action research: Community partnership with social and physical scientists. In S. A. Crate & M. Nattal (Eds.), *Anthropology and climate change: From encounters to actions*. New York: Routledge.

Recommended Readings

Will be provided by the course instructor

WGS MSS 03: Feminist Research Methodology: Theory and Practice

Course Credit: 4

Introduction to the Course

This course mainly deals with advanced methodological issues exposing students to various stages of research related to women and gender studies. This course also introduces students to feminist critiques of and contributions to social science. Feminist researchers have favoured qualitative research as it offers the possibility of giving voice to the silenced and of illuminating marginalized perspectives. This approach to sociological inquiry can only be learned through total immersion in the work itself. Feminist social science also raises questions for itself as well: what are the implications for feminist research of the differences among women? Of the inevitable power inequities between the researcher and the researched? This course will explore all of these questions. The course provides graduate students with an overview of feminist methodological issues and dilemmas and an introduction to a variety of research techniques and methods.

Specific Learning Objectives

Students will be acquainted with:

- The historical and theoretical development of feminist approaches to research and scholarship,
- A variety of research techniques and methods used by feminist researchers such as textual and visual analysis, ethnography, historiography, comparative case study, survey, etc.
- The ethical dilemmas of representation and the politics of feminist inquiry to critically assess the importance of research design and the strategies involved in collecting, interpreting, and analyzing primary materials.

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multimedia. A mixture of learning styles will be used in this class. Most of the times, lectures will be supported by PowerPoint presentations. There will also be assignments, group presentations, assigned readings, and classroom discussions where students will be divided in small groups to share their views.

As this course contains many critical thoughts and discussions, the instruction must include interactive readings and discussions in the class so that the students get enough scope to share their learning and thought on each discussed topic. Students will be encouraged to conduct small scale research work using feminist research methodology.

Course Contents

Section 1: Introducing Feminist Research

The section reviews students' knowledge of feminist research. The objectives and features of feminist research and its implications will be discussed. This section will also recapitulate learning from previous courses on methodological issues. The discussion will start with the question of whether there is a feminist method and distinct ways of enquiry.

No of Classes: 1 class

References

Required Readings

1. Sarantakos, S. (2005). *Social research*. New York: Palgrave Macmillan.
2. Hesse-Biber, S. (1999). *Feminist approaches to theory and methodology: An interdisciplinary reader*. London & NY: Oxford University Press

Recommended Reading

1. Reinharz, S., & Davidman, L. (1992). *Feminist methods in social research*. Oxford: Oxford University Press.

Section 2: Feminist Challenges to Social Science

The section discusses feminist challenges towards traditional social science research and how women's voices have been raised to criticise mainstream sociology by questioning objectivity in social research. It examines how feminist approach to social research has been developed based on those critiques and challenges with particular focuses on the following topics:

- a. Feminist research and its history,
- b. Contribution to a feminist understanding and science,
- c. Debate around feminist science and methodology,
- d. Relationship of the researcher to research subjects.

No of Classes: 2 classes

References

Required Readings

1. Hesse-Biber, S. N., & Yaiser, M. L. (Eds). (2004). *Feminist perspectives on social research*. New York: Oxford University Press.

2. Ramazanoglu, C. (2002). *Feminist methodology: Challenges and choices*. CA, USA: Sage.
3. Ribbens, J., & Edwards, R. (Eds.). (1997). *Feminist dilemmas in qualitative research: Public knowledge and private lives*. CA, USA: Sage.
4. Harding, S. G. (1986). *The science question in feminism*. New York, USA: Cornell University Press.

Recommended Readings

1. Mies, M. (2005). *Search for a new vision*. Dhaka: Narigrantha Prabartana.
2. DeVault, M. (1999). *Liberating method: Feminism and social research*. Philadelphia: Temple University Press.

Section 3: Research Ethics in Feminist Research

Research ethics is an important area to bring objectivity in the research. This section deals with issues and debates concerning research ethics, its dilemmas and importance to feminist research, with particular focus on the following topics;

- a. Debates and issues of subjectivity and objectivity in feminist research.
- b. Dilemmas and significance of research ethics in feminist research.
- c. The question of power and difference amongst women

No of Classes: 2 classes

References

Required Readings

1. Hesse-Biber, S. N., & Yaiser, M. L. (Eds.). (2004). *Feminist perspectives on social research*. New York: Oxford University Press.
2. Ramazanoglu, C. (2002). *Feminist methodology: Challenges and choices*. CA, USA: Sage.

Recommended Readings

1. Lather, P. (1991). *Getting smart: Feminist research and pedagogy within/in the postmodern*. New York: Routledge.

Section 4: Feminist Epistemology and Feminist Standpoint Theory

Feminist epistemology and feminist standpoint are important discussions in the area of feminist theorizing and feminist knowledge production. This unit focuses on how rejecting positivism and its core philosophy of objectivity, feminism endeavours to develop its own epistemology

and standpoint; how it defines strong objectivity. This unit also discusses the significance and debates of having feminist epistemology to bring women's voices to the forefront. The topics include:

- a. Feminist epistemology
- b. The Feminist Standpoint Theory
- c. Its contributions to feminist research techniques

No of Classes: 5 classes

References

Required Readings

1. Sprague, J., & Kobrynowicz, D. (2006). A feminist epistemology. In Chafetz, J. S. (Ed.), *Handbook of the sociology of gender* (pp. 25-43). Boston, USA: Springer.
2. Harding, S. (Ed.). (1987). *Feminism and methodology*. Indiana: Indiana University Press.
3. Ramazanoglu, C. (2002). *Feminist methodology: Challenges and choices*. CA, USA: Sage.
4. Hesse-Biber, S. N., & Yaiser, M. L. (Eds.). (2004). *Feminist perspectives on social research*. New York: Oxford University Press.
5. Lather, P. (1991). *Getting smart: Feminist research and pedagogy within/in the postmodern*. New York: Routledge.

Recommended Readings

1. Fonow, M. M., & Cook, A. (Eds.). (1991). *Beyond methodology: Feminist scholarship as lived research*. Indiana: Indiana University Press.
2. DeVault, M. (1999). *Liberating method: Feminism and social research*. Philadelphia: Temple University Press.

Section 5: Applications of Methods of Data Collection in Feminist Research

The section reviews the major methods of data collections that are usually used in feminist research. Emphasizing Qualitative research as a method of inquiry for feminist research this unit revisits different methods of data collection and analysis from feminist standpoint and observes any alternative innovative approaches and methods used by feminist researchers. Students can be engaged in field level experience in learning these methods. The methods to be discussed are:

- a. In depth and narrative interviews, focus groups,
- b. Ethnography, observation, oral history
- c. Textual and visual analysis, historiography, comparative case study
- d. Any alternative innovative approaches and methods used by feminist researchers

No of Classes: 5 classes

References

Required Readings

1. Stacey, J. (1988). Can there be a feminist ethnography?. *Women's Studies International Forum*, 11(1), 21-27.
2. Hesse-Biber, S. N., & Yaiser, M. L. (Eds.). (2004). *Feminist perspectives on social research*. New York: Oxford University Press.
3. Ramazanoglu, C. (2002). *Feminist methodology: Challenges and Choices*. CA, USA: Sage.
4. Visweswaran, K. (1994). *Fictions of feminist ethnography*. USA: University of Minnesota Press.

Recommended Readings

1. Mies, M. (2005). *Search for a new vision*. Dhaka: Narigrantha Prabantana.
2. DeVault, M. (1999). *Liberating method: Feminism and social research*. Philadelphia: Temple University Press.

Section 6: Issues of Interpretation and Writing Feminist Research

Writing a research report from feminist standpoint differs from other research in analysis of data, its presentation and representation of voices. The section covers issues of interpretation in relation to writing ethnographic field notes, interviews, oral history and other methodologies. Challenges of working with groups and dilemmas with regard to feminist research will be highlighted.

No of Classes: 2 classes

References

Required Readings

1. Sharlene, N., & Yaiser, M. L. (Eds.). (2004). *Feminist perspectives on social research*. New York: Oxford University Press.
2. Ramazanoglu, C. (2002). *Feminist methodology: Challenges and choices*. CA, USA: Sage.
3. DeVault, M. (1999). *Liberating method: Feminism and social research*. Philadelphia: Temple University Press.
4. Emerson, R. M. (1987). *Contemporary field research: A collection of readings. Prospect Heights*. IL, USA: Waveland.

5. Emerson, R. M. (1995). *Writing ethnographic field notes*. Chicago, IL, USA: University of Chicago Press.

Recommended Readings

1. Fonow, M. M., & Cook, A. (Eds.). (1991). *Beyond methodology: Feminist scholarship as lived research*. Indiana: Indiana University Press.
2. Gluck, S., & Patai, D. (Eds.). (1991). *Women's words: The feminist practice of oral history*. London: Routledge.

Section 7: Men in Feminist Research/Feminist Research by and for Men and other Genders

Men's position as objects as well as subjects of feminist thought has been an issue of debate in feminist standpoint theories and among different streams of feminism. This unit discusses those debates around men's position in feminist research.

No of Classes: 2 classes

References

Required Reading

1. Harding, S. (1998). Can men be subjects of feminist thought? *Men doing feminism*. New York: Routledge

Recommended Reading

2. Digby, T. (Ed.). (2013). *Men doing feminism*. New York: Routledge.

WGS MSS 04: Gender, Citizenship and Governance

Course Credit: 4

Introduction to the Course

The course takes on three broad concepts of gender, governance and citizenship, and looks into different theories and debates that surround these. In doing so, it examines issues like nation, state, nationalism, nationalist struggles, democracy, good governance etc in relation to gender as well as feminism. It will look into women's roles and position in the state, politics, women's roles, positions and agenda in national liberation struggles around the world and how women's role and representations can be increased as well as ensured in politics at all levels through different mechanisms. This course will keep a global, historical perspective, but will simultaneously maintain a closer look at the local context, and thus every issue/concept is placed within the local context.

Specific Learning Objectives

Students will be acquainted with:

- Theories on gender, governance and citizenship, various interpenetrations of social and cultural concepts of gender and citizenship, nation, nationalism and governance, democracy.
- The skill of critiquing the concept of 'good governance'.
- The ability to understand the Bangladesh context and apply the knowledge through the gender lens.

Instructional Strategies

This course will integrate visuals, multimedia, discussion, active learning strategies, small-group techniques, and peer instruction. It will also arrange to show available movies, documentaries on human rights violations for student's critical learning.

Course Contents

Section 1: Conceptual Issues

The introductory section starts with concepts of rights, responsibilities, active, passive and legal citizenship, global citizenship, nation, nationalism and its link to gender. It also discusses the issue of ethnicity within the nation/nationalism discourse and how these issues and concepts are linked to each other. Issues like state, nation, nationalism, ethnicity, gender, issues on democracy, governance and good governance will also be discussed.

Number of Classes: 4 classes

References

Required Readings

1. Paz, G. (2012). *Citizenship identity and social inequality*. San diego, California: Instituto Federal Electoral San Diego.
2. Ivekovic, R., & Mostov, J. (Eds.). (2001). *From gender to nation*. Italy: Longo Editore Ravenna.
3. Baradat, L. (2000). *Political ideologies their origin and impact*. USA: Palatino Publications.
4. Pateman,C., & Lyndon, M. (Eds.). (1991). *Feminist interpretations and political theory*. Pennsylvania, USA: Pennsylvania State University Press.
5. Vickers, J. (1997). *Re-inventing political science: A feminist approach*. Canada: Fernwood Publishing.
6. Faulk, K. (1996). *Citizenship*. London: Routledge
7. Roy, A. (2003). *Gendered citizenship: Historical and conceptual exploration*. Hyderabad: Orient Longman.

Recommended Reading

1. Moore, C. (2003). Women vs. the nation state: A manifesto by Carol Moore. Retrieved from <http://www.carolmoore.net/articles/woman-v-nationstate.html>

Section 2: Historical Development of Citizenship: Discourse and Practice

This section discusses the historical development of the concept of citizenship. It shows how citizenship has remained an enduring link between political thought and practice in ancient and present times. Thus, the development of the ideas which surrounded the concept of citizenship has been discussed into four broad historical periods: i. Classical period and republican citizenship (fourth century B.C. onwards), ii. Late medieval and early modern periods including the period of the French and American Revolutions, iii. The nineteenth and twentieth centuries and modern notion of citizenship, iv. New contexts and changing concerns: Globalisation, transnational migration and multiculturalism.

Number of Classes: 4 classes

References

Required Readings

1. Faulk, K. (1996). *Citizenship*. London: Routledge
2. Roy, A. (2003). *Gendered citizenship: Historical and cconceptual exploration*. Hyderabad: Orient Longman.

3. Bok, G., & James, S. (Eds.). (1992). *Beyond equality and difference*. London: Routledge.

Recommended Reading

1. Crane, A., Matten, D., & Moon, J. (2010). The emergence of corporate citizenship: Historical development and alternative perspectives. In Bachkhaus-Maul, H., Biedermann, C., Nahrlich, S., & Polterauer, J. (Eds.), *Corporate citizenship in Deutschland* (pp. 64-91). Weisbaden, Germany: Springer VS.

Section 3: Theories of Citizenship

This section attempts to discuss theories of citizenship. It comprises basic liberal democratic theories related to citizenship, i.e. T.H, Marshal, Brayn Turner and John Rawl's theory of citizenship. It also refers to Marx's theory to emancipate citizen's rights in this present global context when setting out citizen's rights and duties are in trouble.

Number of Classes: 4 classes

References

Required Readings

1. Marshall, T. H., & Bottomore, T. (1950). *Citizenship and social class*. New York, USA: Cambridge University press.
2. Rawls, J. (2009). *A theory of justice: Revised edition*. Cambridge, USA: Harvard university press.
3. Turner, B. S. (1993). Outline of a theory of human rights. *Sociology*, 27(3), 489-512.
4. Turner, B. S. (Ed.). (1993). *Citizenship and social theory* (Vol. 24). New York, USA: Sage.
5. Marx, K. (2000). *Karl Marx: Selected writings*. USA: Oxford University Press.

Recommended Readings

1. Roy, A. (2003). *Gendered citizenship: Historical and conceptual exploration*. Hyderabad: Orient Longman.
2. Bellamy, R. (2008). *Citizenship: A very short introduction*. London: Oxford University Press.

Section 4: Citizenship, Gender Politics and Feminism

This section examines how feminists have viewed the false universalisation of citizenship, the state and women's role/position within it. This section also explores how women's relationship with the state, in terms of politics, population, governance, health, education, law etc., is constructed. Also, identity and difference are perhaps the most discussed concepts in recent times when state and governance is concerned. When these concepts mesh with gender, they become more challenging and intriguing. This section focuses on what identity, difference and related politics are. These concepts will be specially studied from the perspective of politics, quality and citizenship. More emphasis will be given on the Indian subcontinent's history of nationalist struggles and anticolonial nationalism, the women's question, and citizenship. Bangladesh will be placed here as a case study for this section. Relevant films, documentaries, and fictions can/will be used as a starting point for this section.

Number of Classes: 5 classes

References

Required Readings

1. Lister, R. (1997). *Citizenship: Feminist perspectives*. London: Macmillian Press
2. Lister, R. (1995). Dilemmas in engendering citizenship. *Economy and Society*, 24(1), 35-40
3. Yuval-Davis, N. (1997). Women, citizenship and difference. *Feminist Review*, 57, 4-27.
4. Yuval-Davis, N. & Werbner, P. (Eds.). (2005). *Women, citizenship and differences*. London: Zed Books
5. Beasley, C., & Bacchi, C. (2000). Citizen bodies: Embodying citizens—a feminist analysis. *International Feminist Journal of Politics*, 2(3), 337-358.
6. Butalia, U. (1996). Nationalism: Mother India. *The New Internationalist*. Retrieved from <http://www.newint.org/issue277/contents.html>.
7. Randell, V. K., & Waylen, G. (1998). *Gender, politics and the state*. London: Routledge.
8. Bok, G., & James, S. (Eds.). (1992). *Beyond equality and difference*. London: Routledge.
9. Faulk, K. (1996). *Citizenship*. London: Routledge
10. Liddle, J., & Joshi, R. (1986). *Daughters of independence: Gender, caste and class in India*. London: Zed Book
11. Davies, M. (1987). *Third world, second sex: Women's struggles and national liberation*. London: Zed books
12. Roy, A. (2005). *Gendered citizenship: Historical and conceptual exploration*. Hyderabad, India: Orient Longman.
13. Kabeer, N. (Ed.). (2005). *Inclusive citizenship: Meanings and expressions*. London: Zed Books

Recommended Readings

1. Ivekovic, R., & Mostov, J. (Eds.). (2001). *From gender to nation*. Italy: Longo Editore Ravenna.
2. Phillips, A. (1998). *Feminism and politics*. New York: Oxford University Press.
3. Ivekovic, R., & Mostov, J. (Eds.). (2001). *From gender to nation*. Italy: Longo Editore Ravenna.
4. Heater, D. (2002). *What is citizenship?*. Cambridge: Polity
5. United Nations Development Programme (UNDP) (2002). Women are citizens too: The laws of the state, the lives of women. Retrieved from <http://www.undp.org>

Section 5: Democracy and Citizenship: Gender Dimensions

This section introduces the concepts of democracy and democratic theories, especially with liberal democracy, and its basic principles and debates how and/or whether democracy is beneficial to women, what impact democracy can have on women's issues, their positions, especially in formal politics etc. Various barometers will be discussed based on the studies of developed countries to measure the maximalist democracy and its implications on women. The main topic to be covered is the model of liberal democracy and how the women/gender issues are dealt with within this system, especially in the context of South Asia. This section will also focus on feminist/women's leadership in relation to democracy and governance.

Number of Classes: 2 classes

References

Required Readings

1. Merkel, W., & Giebler, H. (2009, July). *Good and bad quality: The multiple worlds of democracy within the OECD*. Paper presented in the workshop 'Competing Approaches to Assessing Democracy' at the 12th International Political Science Association Congress, Santiago, Chile.
2. Gudavarthy, A. (2006). Citizenship and social movements: Issues beyond liberal democracy. *The Indian Journal of Political Science*, 39-48.
3. Von Lieres, B., & Robins, S. (2008). Democracy and citizenship. *New South African Keywords*, 47-57.
4. Yasmin, F. (2011). *Female leadership trends in NGOs of Bangladesh: Steps towards meeting feminist leadership credentials*. Dhaka: Research and Development Collective.
5. Finer, H. (1949). *Theory and practice of modern government*. North Yorkshire, England: Methuen
6. Afshar, H. (1996). *Women and politics in the third world*. London & New York: Routledge.

7. The UNESCO Courier. (2000). Unfinished democracy. Retrieved from http://www.unesco.org/courier/2000_06/uk/doss22.htm
8. Jahangir, B. K. (2002). *Nationalism, fundamentalism and democracy in Bangladesh*. Dhaka: International Center for Bengal Studies.

Recommended Reading

1. Kessel, I., & Jansen, Y. (1999). *Is democracy good for women? The impact of democratic transitions on representation of women in the national parliaments of Southern Africa*. The Hague, Netherlands: Netherlands Institute for Southern Africa; Institute of Social Studies.

Section 6: Gender and Governance

This section focuses on the concept of governance, especially what constitutes ‘good governance’, and also whether there is anything like ‘good governance’ or not. Gender as a vital component of good governance is explored. The way of ensuring good governance by gender-mainstreaming will be examined through different case studies. The main topics to be covered are:

- a. Governance, administration and bureaucracy;
- b. Pillars of ‘good governance.’
- c. Local, public, private, collaborative and global governance,
- d. Gender and governance, women’s representation in local government.
- e. Citizenship education and governance

Number of Classes: 3 classes

References

Required Readings

1. Cheema, G. S., & Maguire, L. (2002). *Democracy, governance and development: A conceptual framework*. New York: United nations public administration network (UNPAN).
2. Rai, S., & Waylen, G. (Ed). (2008). *Global governance: Feminist perspectives*. UK: Palgrave Macmillan.
3. KIT (Royal Tropical Institute). *Gender, society and development. Gender, citizenship and governance: A global source book*. Amsterdam, Netherlands: KIT publishers.
4. Panda, S. M. (2004). *Engendering governance institutions: State, market and civil society* (1st ed.). London, UK: Sage publishing pvt. Ltd.
5. Hafner-Burton, E., & Pollack, M. A. (2002). Mainstreaming gender in global governance. *European Journal of International Relations*, 8(3), 339-373.

6. Muhith, A. M. A. (2001). *Issues of governance in Bangladesh*. Dhaka: Mowla Brothers.
7. Siddiqui, K. (1996). *Towards good governance in Bangladesh*. Dhaka: University Press Limited.
8. Firoj, J. (2007). *Women in Bangladesh parliament*. Dhaka: AH Development Publishing House.

Recommended Readings

1. Charlesworth, H. (2000). Gender and governance in international law. *Development Bulletin*, 51, 10-12.
2. Muhith, A. M. A. (2001). *Issues of governance in Bangladesh*. Dhaka: Mowla Brothers.
3. Duerst-Lahti, J., & Kelly, M. (1995). *Gender, power, leadership and governance*. Michigan, USA: University of Michigan Press.
4. Hye, H. A. (Ed.). (2000). *Governance: South Asian perspectives*. Dhaka: University Press Limited.
5. Hasan, S. (2007). *Women in Bangladesh local government*. Dhaka: AH Development Publishing House.

Section 7: State, Gender and Affirmative Action: Contemporary Issues

The section discusses the current citizenship law of Bangladesh, citizenship and public policy and beyond. It also discusses women and social policies, ensuring women's representation, and women's presence in politics. It also discusses various issues, i.e. quota for women, empowering marginalized people/refugees, rights of sex worker's i-, war child, Rohingya pregnant women and their children, especially in the context of Bangladesh. It examines whether engendering political parties can be a solution to ensure women's place in formal politics.

Number of Classes: 2 classes

References

Required Readings

1. Noman, A. B. M. N. (2005). *Women and the law of citizenship: A study of the rights from gender perspective*. Dhaka: Bangladesh Freedom Foundation.
2. Kabeer, N. (2003). Growing citizenship from the grassroots: Nijera Kori and social mobilization in Bangladesh. *The Bangladesh Development Studies*, 29(3/4), 1-20.
3. Haleh, A. (1996). *Women and politics in the third world*. London: Routledge
4. Nelson, B. J., & Chowdhury, N. (1994). *Women and politics worldwide*. London: Yale University Press.
5. Karam, A. (1998). *Women in parliament: Beyond numbers*. Sweden: IDEA

6. Khanom, J. (1996). *Women and politics in Bangladesh*. Dhaka: University Press Limited.
7. Stree Publications (Ed.). (2001). *And who will make the chapatis? A study of all-women panchayats in Maharashtra*. Kolkata: Author.

Recommended Readings

1. Staudt, K. (1998). *Policy politics and gender: Women gaining grounds*. Virginia, USA: Kumaria press.
2. Edert, F. (1993). *Women in politics: Forms and process*. New Delhi: Har-Anand Publications.
3. Ghosh, J. (2000). *Political participation of women in West Bengal*. Kolkata: Progressive Publishers.

WGS MSS 05: Gender and Rural Development: Bangladesh Context

Course Credit: 4

Introduction to the Course

The course provides the students with the opportunity of understanding the gender issues in rural development from Bangladesh context. It will equip students with the concept of rural development, different rural development approaches and significance of rural development in the context of Bangladesh.

The course focuses on agricultural development and human resource development to ensure sustainable rural development. Different issues like crop production, fisheries and livestock development, agrarian transformation, rural industry, infrastructural development, environment, human capital, social capital and issues related to and status of women farmers will be covered here. Women's contribution to agricultural production and gender relations towards food security will also be emphasized. Women's empowerment and development in the context of emerging issues, e.g. rural tourism - will be discussed with students.

Last part of this course analyses the different initiatives and policies taken up by the government and non government organizations for rural development. The impact of national rural development policy, rural development plans, models, programmes, and resource allocation undertaken by GO-NGOs will also be critically assessed from a gender lens. Cooperative approaches, for example, Bangladesh Academy for Rural Development (BARD) and other relevant programmes, will be studied as case studies. The evaluation and impact of rural development for alleviating poverty and empowering rural women will also be included in this course.

Specific Learning Objectives

Upon completion, students will:

- Be acquired with the idea of rural development and its different approaches and models.
- Understand the relationship of rural development with agricultural development and human development in the context of Bangladesh from a gender perspective.
- Gain an understanding of the concept of food security and gender relations.
- Recognize the impact of mainstream rural development policies and programmes on rural women .
- Acquire the necessary skill to plan and design projects for women and men in rural areas to address poverty.

Instructional Strategies

Lecture using white board, multimedia presentation, video clippings, group/individual presentation and debate by the students, writing assignments, field visit, reviewing articles and reports.

Course Contents

Section 1: Rural Development: Definition, Dimensions and Approaches

This section deals with an understanding of the meaning of rural development, its dimensions from agricultural and human resource development perspectives and importance of rural development from the perspective of Bangladesh. Different approaches to the study of rural development will be discussed from a global perspective. How can we utilize those approaches in Bangladesh will also be analysed. The importance of local administration and people's participation in ensuring sustainable rural development will also be focused on in this section.

No of Classes: 4 classes

References

Required Readings

1. Abdullah, M. M. (2006). *Rural development in Bangladesh: Problems and prospects*. Dhaka: Jahan publications.
2. Blair, H. W. (1978). Rural development, class structure and bureaucracy in Bangladesh. *World Development*, 6(1).
3. Chamber, R. (1983). *Rural development: Putting the last first*. Harlow, England: Longman Scientific & Technical.
4. Institute for International Cooperation Japan International Cooperation Agency (2005). *Approaches for systematic planning of development projects: Agricultural and rural development*. Tokyo: Author
5. Mashreque, M. S., & Nasrullah, A. M. (2005). Rural development in Bangladesh: Concepts, dimensions and significance. *Pakistan Journal of Social Science*, 3(1).
6. Quddus, M. A. (1993). *Rural development in Bangladesh, Bangladesh academy for rural development (BARD)*. Comilla: Industrial Press.
7. The World Bank Group (2001). *Reaching the rural poor, strategy for rural development*. Washington D. C.: World Bank.

Recommended Readings

1. Rahman, M., Matisui, N., & Ikemoto, Y. (2009). *The chronically poor in rural Bangladesh*. London & New York: Routledge.

2. Wood, G. D. (1980). Rural poor in Bangladesh: A new framework. *Journal of Social Studies*, 8.

Section 2: Rural Development as Agricultural Development

In this section, students will be acquainted with the interconnection between rural development and agricultural development from a gender perspective. It will mainly emphasise issues related to crop production, fisheries, livestock, horticulture development in Bangladesh from a gender perspective. Development in all agricultural sectors to enhance production capacity, transition from nature-based traditional agriculture to mechanised agriculture, green revolution, hybridisation, agro-chemical use, Internet of Think (IOT) and bio-technology will be discussed. How rural agro-industries and rural transport infrastructure can be influential factors to improve agricultural and environmental sectors will also be explored in this part. This section will also compare the rate of development between agricultural systems and agricultural workers. Agricultural development possibilities in the famine-prone, drought-prone, cyclone-prone, flood-prone, hill areas and Madhupur tract will also be introduced in this section.

No of Classes: 4 classes

References

Required Readings

1. Anriquez, G., & Stamoulis, K. (2007). *Rural development and poverty reduction: Is agriculture still the key?* Working Paper no. 07-02. Agricultural and Development Economics Division: Food and Agriculture Organization, United Nations.
2. Barman, B. K. (2016). Impacts of the alternate wetting and drying irrigation system on modern varieties of paddy production in Bangladesh: A case study of Jessore district. *The Bangladesh Development Studies journal*, 39(4).
3. Brammer, H. (1997). *Agricultural development possibilities in Bangladesh*. Dhaka: University Press Limited.
4. Bidisha, S. H., Khan, A., Khandoker, B. H., & Imran, K. (2015). Returns to agricultural microcredit: Quasi experimental evidence from Bangladesh. *The Bangladesh Development Studies*, 38(4).
5. Jin, L., Senga, K., & Ryu, K. H. (2014). *Improving rural transport infrastructure experience from Bangladesh: An overview of the rural Infrastructure improvement project* (report no. 36224). Washington D. C.: Asian Development Bank.
6. Hossain, M. (1984). Employment and labor in rural industries. *The Bangladesh Development Studies*, 12(1 & 2).
7. Khan, A. R. (2017). The transformation of Bangladesh's agriculture. *The Bangladesh Development Studies*, XL(1 & 2).

8. Ministry of Agriculture (2006). *Transformation of agriculture for sustainable development and poverty alleviation in Bangladesh: Actionable policies and programmers*. Dhaka: BG press.
9. Rahman, A. (2017). Smallholder agriculture and inclusive rural transformation. *The Bangladesh Development Studies journal*, XL(1 & 2).
10. Quasem, A. (2011). Conversion of agricultural land to non-agricultural uses in Bangladesh: Extent and determinants. *The Bangladesh Development Studies*, 34(1).
11. Quddus, M. A. (1993). *Rural development in Bangladesh*, Bangladesh academy for rural development (BARD). Comilla: Industrial Press.
12. Quddus, M. A. (2009). Role of agro-industry in Bangladesh economy: An empirical analysis of linkages and multipliers. *Bangladesh J. Agric. Econs*, 32(1 & 2)

Recommended Readings

1. Ahmad, Q. K. (1984). Rural industries study project (RISP): An introduction. *The Bangladesh Development Studies*, 12(1 & 2)
2. Ahmed, R., & Hossain, M. (1990). *Developmental impact of rural infrastructure in Bangladesh* (Research report no. 83). Dhaka, Bangladesh: International Food Policy Research Institute and Bangladesh Institute of Development Studies.
3. Local Government Engineering Department (2010). *Bangladesh: Sustainable rural infrastructure improvement project*. Dhaka: BG press.
4. Varma, S., & Kumar, P. (1996). Rural non-farm employment in Bangladesh. *The Bangladesh Development Studies*, 24(3 & 4).

Section 3: Rural Development as Human Resource Development

This section focuses on the correlation between rural development and human resource development from Bangladesh perspective into three parts:

Part A: Status of Rural Women- This part will mainly analyse the status of rural women in Bangladesh. The issues identified will be human capital, social capital, legal rights, entrepreneurship, and early marriage. Women's contribution in the household level production and villages' enterprises (e.g. small and medium scale cottage industry, pottery, handicrafts, dairy products and cloth manufacturing) will be introduced. Identity crisis of female farmers and their alternative work during farming and production seasonality and coping strategies to poverty will also be discussed in this section.

No of Classes: 2 classes

References

Required Readings

1. Bates, L. M., Schuler, S. R., Islam, F., & Islam, M. K. (2004). Socioeconomic factors and processes associated with domestic violence in rural Bangladesh. *International Family Planning Perspective*, 30(4), 190-199
2. Food and Agriculture Organization (2014). *Farmers organization in Bangladesh: A mapping and capacity assessment*. Retrieved from <https://sdgs.un.org/sites/default/files/publications/1939Farmers%20Organizations%20in%20Bangladesh.pdf>
3. Islam, M. Z. A. (2008). *Survival strategies of the female displaces in rural Bangladesh: A study of two riparian villages on the right bank of Jamuna*. Paper presented at the XII World Congress of Rural Sociology, Goyang, Korea.
4. Islam, N., Ahmed, E., Chew, J., & D'Netto, B. (2012). Determinants of empowerment of rural women in Bangladesh. *World Journal of Management*, 4(2), 36-56.
5. Mahtab, N. (2012). *Women, gender and development: Contemporary issues*. Dhaka: AH Development Publishing House.
6. Makita, R. (2007). *Livelihood diversification and landlessness in rural Bangladesh*. Dhaka: University Press Limited.
7. Paul, B. K. (1992). Female activity space in Bangladesh. *Geographical Review*, 82(1), 1-12.
8. Phillips, J. F., Hossain, M. B. & Arends-Kuenning, M. (1996). The long-term demographic role of community-based family planning in rural Bangladesh. *Studies in Family Planning*, 27(4), 204-219.
9. Quddus, M. A. (1993). *Rural development in Bangladesh, Bangladesh academy for rural development (BARD)*. Comilla: Industrial Press.
10. Rahman, Md. M., Matisui, N. & Ikemoto, Y. (2009). *The chronically poor in rural Bangladesh*. London & New York: Routledge.
11. Rahman, R. I. (2017). Changes in the situation of agricultural laborers in Bangladesh. *The Bangladesh Development Studies*, XL(3 &4).
12. Sarkar, S. (2009). *Gender and pro-poor growth*. New Delhi: Arise Publishers and Distributors.
13. Sraboni, E., Quisumbing, A. R., & Ahmed, A. U. (2014). How empowered are Bangladeshi women in the agricultural setting? Empirical evidence using a new index. *The Bangladesh Development Studies*, XXXVII(3)

Recommended Readings

1. Boserup, E. (1970). *Women's role in economic development*. New York: St. Martin's Press.
2. Garrett, J., & Chowdhury, S. (2004). *Urban-rural links and transformation in Bangladesh: A review of the issues*. Dhaka: Rural Livelihood Programs, Care Bangladesh.

3. Hecht, S. (1985). Women and the Latin American livestock sector. In J. Monson & M. Kalb (Eds.), *Women as food producers in developing countries*. California, USA: University of California press.
4. Leach, M. (1992). Women's crops in women's spaces: Gender relations in Mende rice farming. In E. Croll & D. Parkin (Eds.), *Bush base: Forest farm*. New York: Routledge Press.
5. Sadiq, A., & Wahiuddin, M. (Eds.). (2009). *Growth and poverty: The development experience of Bangladesh*. Dhaka, Bangladesh: Unversity Press Limited.
6. Osman, S. R., & Sen, B. (2011). Inequality in rural Bangladesh in the 2000s: Trends and causes. *The Bangladesh Development Studies*, 34(4).

Part B: *Food Security, Nutrition, and Health: Gender perspective-* This part focuses on the connection between rural development and issues related to food security from a gender perspective. The concept of food security, four pillars of food security and gender justice towards food security will be discussed. It will analyze women's role in managing food and nutrition for the family and their role in coping with disasters situation (utilizing wild food varieties/knowledge of food storage and seed preservation) will be discussed. Gender inequality in accessing sufficient food for consumption and its health impact will also be analyzed in this section. Finally, it will highlight declining food security and emerging challenges for poor rural women in Bangladesh. The issues to be covered are population pressure, the role of market and global corporations in hijacking traditional food sources, impact of climate change on food sources and the problems with genetically modified verities.

No of Classes: 3 classes

References

Required Readings

1. Jacoby, H. G., & Dasgupta, B. (2014). Household exposure to food price shocks in rural Bangladesh. *The Bangladesh Development Studies*, XXXVII(1 & 2)
2. Ministry of Food and Disaster Management (2005). *Food security in Bangladesh*. Papers presented in the National Workshop, Government of the People's Republic of Bangladesh and World Food Programme, Bangladesh.
3. Quddus, M. A. (1993). *Rural development in Bangladesh, Bangladesh academy for rural development (BARD)*. Comilla: Industrial Press.
4. Quisumbing, A. R., Brown, L. R., Feldstein, H.S., Haddad, L., & Pena, C. (1995). *Women: The key to food security* (Food Policy Report). Washington D. C.: The International Food Policy Measure Institute.
5. Rabbani, A. (2014). Household food security in Bangladesh: Going beyond Poverty measures. *The Bangladesh Development Studies*, 38(1 & 2).

6. Rahman, M. M. (2012). Estimating the effects of social safety net programmes in Bangladesh on calorie consumption of poor households. *The Bangladesh Development Studies*, 35(2).
7. Sen, B., & Begum, S. (2015). Women's empowerment, maternal nutrition and chronic poverty: Further evidence from Bangladesh. *The Bangladesh Development Studies*, 38(2).
8. Shahabuddin, Q. (2010). The right to food: Bangladesh perspective. *The Bangladesh Development Studies*, 33(1 & 2).
9. Shiva, V. (2000). *Stolen harvest: The hijacking of the global food supply*. New Delhi: India Research Press.

Recommended Readings

1. Argawal, B. (1992). *Gender relations and food security: Coping with seasonality, drought and famine in South Asia in unequal burden: Economic crises, persistent poverty and women's work*. Colorado, USA: West view press.
2. Food and Agricultural Organization (2003). *Rural women: Key to food security*. Rome: Gender and Population Division, Author.
3. Food and Agriculture Organization (2003). Gender, key to sustainability and food security. *Plan of action: Gender and development*. Rome: Author.

Part C: *Rural Women's Development- Emerging Areas* - The last part of this section will analyse the new avenues for rural women's development. It will focus on the prospect of rural tourism to ensure rural women's development in Bangladesh. Students will be able to learn about conceptual understanding of rural tourism and how can we utilize this sector to ensure women's employment opportunities as well as their development in the era of globalization. Green/organic agriculture as a new avenue for rural women will also be analysed as it offers prospect for using rural women's traditional knowledge for recreating bio-diverse, resilient and safe food systems.

No of Classes: 2 classes

References

Required Readings

1. Farnworth, C., & Hutchings, J. (2009). *Organic agriculture and women's empowerment*. Germany: IFOAM.
2. Giannakis, E. (2014). The role of rural tourism on the development of rural areas: The case of Cyprus. *Romanian Journal of Regional Science*, 8(1).
3. Irshad, H. (2010). *Rural tourism: An overview*. Alberta: Agriculture and Rural Development, Rural Development Division, Government of Alberta.

Recommended Readings

Will be provided by the course instructor

Section 4: Rural Development - Policy Analysis: Gender Perspective

This section will assess the rural development policies in Bangladesh with reference to gender. An assessment of the past Five Year Development Plans and National Rural Development Policy in addressing gender issues will be discussed. The contribution of Millennium Development Goals and implementation of all seventeen Sustainable Development Goals in the perspective of Bangladesh rural development will be analysed. Donor policies on rural development will also be discussed from gender perspective.

No of Classes: 3 classes

References

Required Readings

1. The Planning Commission (n.d.). *Five year plans (first to seventh) of Bangladesh*. Dhaka: Author: Government of Bangladesh.
2. Planning Commission (2002). *Poverty reduction strategy paper (PRSP)*. Dhaka: Government of Bangladesh.
3. Kabeer, N. (2003). *Gender mainstreaming in poverty eradication and the millennium development Goals: A handbook for policy-makers and other stakeholders*. London & Ottawa: The Commonwealth Secretariat and the International Development Research Centre.
4. National Legislative Bodies (2001). *National rural development policy 2001*. Retrieved from <https://www.refworld.org/pdfid/5b2b99af4.pdf>
5. Quddus, M. A. (1993). *Rural development in Bangladesh, Bangladesh academy for rural development (BARD)*. Comilla: Industrial Press.
6. Shahabuddin, Q., & Rahman, A. (2017). Agricultural and food policy framework in Bangladesh: An assessment. *The Bangladesh Development Studies, XL(1 & 2)*.
7. European Commission (EC) (2000). *Rural development policy and strategic framework: Bangladesh pilot study (Country report)*. Dhaka: Bangladesh.

Recommended Reading

1. Zaman, S., & Rahman, M. (Eds.). (2003). *Gender equality in Bangladesh still a long way to go*. Dhaka: News Network.

Section 5: Rural Development Initiatives by GO-NGOs in Bangladesh

This section addresses the different strategies of rural development adopted in Bangladesh by government and non-government actors. The impact of different strategies on rural development will be analysed. Cooperative approaches and models (i.e Comilla Model, Link Model) by the Bangladesh Academy for Rural Development (BARD), Rural Development Academy (RDA), Bangladesh Rural Development Board (BRDB), Bangladesh Agricultural University (BAU) and other relevant programme will be analysed as case studies. Social Safety net programme of the Ministry of Rural Development and Cooperatives, Government of Bangladesh i.e. (Village Group Development) VGD, widow pension, female education will also be discussed.

Microcredit and other rural development programme by the Palli Karma Sahayak Foundation (PKSF), Grameen Bank, Building Resources Across Communities (BRAC) will be studied. Rural development initiatives by the International Rice Research Institute (IRRI), Bangladesh Rice Research Institute (BRRI), and Bangladesh Institute of Development Studies (BIDS) will also be introduced in this section.

No of Classes: 4 classes

References

Required Readings

1. Amin, R., Becker, S., & Bayes, A. (1998). NGO-promoted microcredit programme and women's empowerment in rural Bangladesh: Quantitative and qualitative evidence. *The Journal of Developing Areas*, 32(2), 221-236.
2. Hashemi, S. M., & Schuler, S. R. (1996). Rural credit programme and women's empowerment in Bangladesh. *World Development*, 24(4).
3. Hossain, Z. R. & Mahabub, H. (Eds.). (1995). *Rethinking rural poverty: Bangladesh as a case study*. Dhaka: University Press Limited.
4. Mahmud, S. (2002). *Actually how empowering is microcredit?* Dhaka: BIDS.
5. Mondal, A. H. (2000). Social capital formation: The role of NGO rural development programme in Bangladesh. *Policy Sciences*, 33(3/4), 459-475.
6. Quddus, M. A. (1993). *Rural development in Bangladesh, Bangladesh academy for rural development (BARD)*. Comilla: Industrial Press.
7. Sam, D. (Ed.). (2002). *Pathways out of poverty innovations in microfinance for the poorest families*. USA: Kumarian Press.
8. Sharif, I. A. (2012). Can proxy means testing improve the targeting performance of social safety nets in Bangladesh? *The Bangladesh Development Studies*, XXXV(2)
9. Toufique, K. A. (2017). Bangladesh experience in rural development: The success and failure of the various models used. *The Bangladesh Development Studies*, XL(1 & 2).

Recommended Readings

1. Blair, H. W. (1978). Rural development, class structure and bureaucracy in Bangladesh. *World Development*, 6(1).
2. Sadiq, A., & Wahiuddin, M. (Eds.). (2009). *Growth and poverty: The development experience of Bangladesh*. Dhaka: University Press Limited.
3. Rahman, R. I. (1997). *Daridra o unnayan: Prekshapat Bangladesh* [Poverty and development: Bangladesh context]. Dhaka: BIDS.
4. Wood, G. D. (1980). Rural poor in Bangladesh: A new framework. *Journal of Social Studies*, 8.

Section 6: Planning and Design of Rural Development Programme and Projects

In this section, students will be required to plan and design research projects aiming at poverty alleviation and empowerment of rural women in Bangladesh. They will visit rural areas in cooperation with the Faculty/Department.

No of Classes: 2 classes

References

Required Readings

1. Chambers, R. (1983). *Rural development: Putting the last first*. London & New York: Longman.
2. Food and Agricultural Organization (2005). *An approach to rural development: Participatory and negotiated territorial development (PNTD)*. Rural Development Division, FAO, United Nations.

Recommended Reading

1. Zaman, S., & Rahman, M. (Eds.). (2003). *Gender equality in Bangladesh still a long way to go*. Dhaka, Bangladesh: News Network.

WGS MSS 06: Gender and Public Policy: Bangladesh Perspective

(Alternative Course)

Course Credit: 4

Introduction to the Course

The purpose of this course is to broadly explore the extent to which gender matters within the public policy context; and, to explore how implicit and explicit views about gender impact different policy issues, especially in the context of Bangladesh. Students will develop a familiarity with the "gender issues" covered in this course and with the main policy responses associated with those issues. They should furthermore gain knowledge of gender-based analysis and policy analysis. The course will also examine several areas of public policy, some expressly related to women or gender and others that have significant gendered impacts. The subsequent part of the course will examine specific policy issues of Bangladesh.

Specific Learning Objectives

Students will be learning to:

- Critically explain the factors that influence policy-making concerning women and gender.
- Critically analyse ways in which race, class, sexuality, and global location produce differences in gender policy.
- Critically discuss and apply a number of different theoretical or conceptual frameworks and disciplinary approaches that have been applied to the study of gender and public policy.
- Demonstrate expertise on a specific policy area of interest related to gender.

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multimedia. A mixture of learning styles will be used in this class. Most of the times, lectures will be supported by PowerPoint presentations. There will also be assignments, group presentations, assigned readings, and classroom discussions where students will be divided in small groups to share their views.

Course Contents

Section 1: Why Study Gender and Public Policy?

This section introduces students to the application of a gender perspective in public policy: What it means and how we can do it better. Because of economic and social differences between men and women, policy consequences, intended and unintended, often vary along

gender lines. It is only through a gender analysis of policy that these differences become apparent and solutions devised.

No of Classes: 5 classes

References

Required Readings

1. Conway, M. M., Ahern, D. W., & Steuernagel, G. A. (2004). *Women & public policy: A revolution in progress*. Washington D. C., USA: Cq Press.
2. Kraft, M. E., & Furlong, S. R. (2012). *Public policy: Politics, analysis, and alternatives*. New York, USA: Sage.
3. Lister, R. (2010). *Understanding theories and concepts in social policy*. Bristol, UK: Policy Press.

Recommended Readings

1. Barrientos, A., Gideon, J., & Molyneux, M. (2008). New developments in Latin America's social policy. *Development and Change*, 39(5), 759-774.
2. Hill, M. (2006). *Social policy in the modern world: A comparative text*. New Jersey, USA: Wiley-blackwell.
3. Kabeer, N. (2003). *Gender mainstreaming in poverty eradication and the millennium development goals: A handbook for policy-makers and other stakeholders*. Ottawa, Ontario, Canada: International development research centre.

Section 2: Theorizing The Policy Process: Feminist Insights

Policies represent purposive efforts to bring about social change based on particular ways of understanding the world. This lecture will touch on different moments in the policy process from conceptualisation to execution and consider how the discursive framing of policy influences how it plays out on the ground. We will use the discussion to touch on some of the tensions within feminist analysis between, for instance, instrumental and intrinsic approaches to policy advocacy, between the practical and strategic demands, and between needs, rights and capabilities

No of Classes: 4 classes

References

Required Readings

1. Hawkesworth, M. (1994). Policy studies within a feminist frame. *Policy Sciences*, 27(2-3), 97-118.
2. Fraser, N. (1989). *Unruly practices: Power, discourse, and gender in contemporary social theory*. Minnesota, USA: University of Minnesota Press.
3. Fernandez, B. (2016). *Transformative policy for poor women: A new feminist framework*. Oxfordshire, England: Routledge.
4. Jain, D., & Elson, D. (Eds.). (2011). *Harvesting feminist knowledge for public policy: rebuilding progress*. Colorado, USA: IDRC.

Recommended Readings

1. Bacchi, C., & Eveline, J. O. A. N. (2010). What's the problem represented to be?. *Mainstreaming Politics: Gendering Practices and Feminist Theory*, 111.
2. Cornwall, A., Harrison, E., & Whitehead, A. (2007). Gender myths and feminist fables: The struggle for interpretive power in gender and development. *Development and Change*, 38(1), 1-20.

Section 3: De/Gendering Institutions

The change in gender structure towards gender equity is known as de/gendering. In this section, de/gendering will be illustrated by discussing in light of different institutions. At the end of the section, operationalization of de/gendering will be given, based on the three concepts, namely gender institutions, gender roles and gender identities.

No of Classes: 5 classes

References

Required Readings

1. Johnson, C. M., Duerst-Lahti, G., & Norton, N. H. (2007). *Creating gender: The sexual politics of welfare policy*. Colorado, USA: Lynne Rienner Publishers.
2. Chappell, L., & Waylen, G. (2013). Gender and the hidden life of institutions. *Public Administration*, 91(3), 599-615.
3. Kenny, M. (2007). Gender, institutions and power: A critical review. *Politics*, 27(2), 91-100.

Recommended Reading

1. Lowndes, V. (2014). How are things done around here? Uncovering institutional rules and their gendered effects. *Politics & Gender*, 10(4), 685-691.

Section 4: Policy Adoption and Implementation from Gender Perspective

This section will analyze the process of adoption and implementation of different policies from a gender perspective.

No of Classes: 4 classes

References

Required Readings

1. Béland, D. (2009). Gender, ideational analysis, and social policy. *Social Politics*, 16(4), 558-581.
2. Conway, M. M., Ahern, D. W., & Steuernagel, G. A. (2004). *Women & public policy: A revolution in progress*. Washington D. C., USA: Cq Press.

Recommended Readings

1. Anderson, J. E. (2014). *Public policymaking*. Boston, USA: Cengage Learning.
2. McBride, D. E., & Parry, J. A. (2016). *Women's rights in the USA: Policy debates and gender roles*. Oxfordshire, England: Routledge.

Section 5: Policy Analysis: Bangladesh Perspective

In this section, students will gain a detailed understanding of analysing various policies sanctioned by the Government of Bangladesh through a gender lens. Policies of the Government of Bangladesh like agricultural policies, industrial policies, trade policies, financial policies, human development policies, foreign policies and all other relevant policies will be analyzed critically through a gender perspective. Impressive achievements and continuing challenges will be focused on by reviewing these existing policies. The section will also emphasize understanding the gendered impact of governance actions regarding public policies in the context of Bangladesh.

No of Classes: 4 Classes

References

Required Readings

1. Jamil, I., Tawfique, S., & Haque, M. (Eds.). (2011). *Understanding governance and public policy in Bangladesh*. Dhaka: University Press Limited.
2. The World Bank (2003). Bangladesh development policy Review: Impressive achievements but continuing challenges. Retrieved from <https://openknowledge.worldbank.org>
3. *Agricultural Policy, Industrial Policy, Trade Policy, Financial Policy and Human Development Policies* sanctioned by the Government of Bangladesh

Recommended Reading

1. Unnayan Onneshan (2004). *The Bangladesh public policy watch 2004* (Interim report). Dhaka, Bangladesh

Section 6: Policy Reviews: Connecting Global to Local

In this section, students will analyse the reviews of public policies worldwide. Policy reviews to be covered: Sexuality and Reproductive Health Policies, Economic and Education Policies, Migration and Refugee Policies etc. Students will also learn the techniques to adopt different global policy aspects in the context of Bangladesh.

No of Classes: 6 classes

References

Required Readings

1. True, J., & Mintrom, M. (2001). Transnational networks and policy diffusion: The case of gender mainstreaming. *International Studies Quarterly*, 45(1), 27-57.
2. True, J. (2003). Mainstreaming gender in global public policy. *International Feminist Journal of Politics*, 5(3), 368-396.
3. Anderson, J. E. (2014). *Public policymaking*. Boston, USA: Cengage Learning.
4. Conway, M. M., Ahern, D. W., & Steuernagel, G. A. (2004). *Women & public policy: A revolution in progress*. Washington D. C., USA: C Q press.

Recommended Readings

1. Carabine, J. (1996). A straight playing field or queering the pitch? Centring sexuality in social policy. *Feminist Review*, 54(1), 31-64.

2. Meier, K. J., & McFarlane, D. R. (1995). Statutory coherence and policy implementation: The case of family planning. *Journal of Public Policy*, 15(3), 281-298.
3. McBride, D. E., & Parry, J. A. (2016). *Women's rights in the USA: Policy debates and gender roles*. Oxfordshire, England: Routledge.
4. Cáceres, C., Cueto, M., & Palomino, N. (2008). Policies around sexual and reproductive health and rights in Peru: Conflict, biases and silence. *Global Public Health*, 3(S2), 39-57.

MSS WGS 06: Thesis

Course Credit: 4

Based on their honours final examination results, some students will be allowed to write a thesis in their chosen area on women and gender studies. The thesis will be written instead of the taught course WGS MSS 06. Students are responsible for arranging supervisor on the basis of a mutual agreement.

The thesis is followed by a viva voce examination. The written thesis comprises seventy per cent, and the viva comprises thirty per cent marks.

Department will announce the submission deadline and schedule if and when required.

WGS MSS 07: The Politics of the Body and Sexualities

(Alternative Course)

Course Credit: 4

Introduction to the Course

The course provides the students with a clear and comprehensive introduction to the different concepts and tenets of the discipline. The course is designed to enhance students gain a deeper understanding of various sexual identities and developing a critical capacity to understand how power operates in maintaining normative sexuality while suppressing other sexual identities. Body and sexuality have long been considered as taken for granted; this course thus encourages a reflexive and questioning approach to unpack myths and taken for granted assumptions around body and sexualities. Students will acquire knowledge of sexualities as it intersects with ethnicity, nationality, class, and religion and will become more familiar with how sexuality is conceptualized vis-à-vis embodied. It draws on the disciplines of Gender Studies, Sexuality Studies, Cultural Studies as well as theoretical and methodological frameworks such as feminist theory, queer theory, postcolonial theory and post-structuralism. The interdisciplinary framework of Gender, Sexuality and Culture enhances students with the in-depth knowledge and skills required to analyse gender, LGBTQIA sexualities, ‘trans’ issues and other categories of differences from a critical as well as right based perspective. It facilitates and encourages critical thinking in students about gender relations and the role of culture in maintaining sexual norms. It challenges students to move beyond common sense understandings about body, gender and sexualities by examining the way they are constructed in different historical periods, cultural arenas and global processes under the influence of power (both institutional & symbolic) and discourses.

Specific Learning Objectives

Upon successful completion of this course, students will be acquainted with:

- The key terms and conceptual issues around body politics, gender and sexualities, their ideological and symbolic framing.
- Epistemological issues on body politics and sexualities, body mapping and queer bodies.
- A critical capacity to conduct independent research to address sociocultural and institutional problematic that suppress expression of alternative sexual and queer identities.
- Programmes and advocacy issues with regard to a right based perspective on sexualities, particularly SRHR.

- Successful completion of this course will enable students to address sexual inequalities and work for the rights of LGBTQIA people.

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multimedia. A mixture of learning styles will be used in this class. Most of the times, lectures will be supported by PowerPoint presentations, hand-outs and multi-media, audio-visual materials and movies. Resource persons will be invited on special occasions. There will also be class tests, quizzes, assignments, group presentations, assigned readings, and classroom discussions where students will be divided in small groups to share their views.

Course Contents

Section 1: Introducing Key Terms

In this section, a set of key terms (specifically, LGBTQIA) will be introduced to explore the significance of these terms in a wider social and political context. This sets the groundwork for the entire course by providing a shared language to discuss key issues in gender and sexuality studies and by introducing a range of critical issues that are directly related to the politics of the body, gender and sexualities.

No of Classes: 3 classes

References

Required Readings

1. Jackson, S. (1998). Theorizing gender and sexuality. *Contemporary feminist theories*. Edinburgh: Edinburgh University Press.
2. Butler, J. (2004). *Undoing gender*. New York & London: Routledge.
3. Cornwall, A, & Jolly, S. (2006). Introduction: Sexuality matters. *IDS Bulletin*, 37(5), 1-11.

Recommend Readings

1. Gagne, P. & Tewksbury, R. (2002). Introduction: Advancing gender research at the intersection of gender and sexuality. In P. Gagne & R. A. Tewksbury (Eds.), *Gendered sexualities* (pp. 1-12). Amsterdam, Netherlands: Elsevier Science Ltd.
2. Scott, J. W. (1986). Gender: A useful category of historical analysis. *The American Historical Review*, 91(5), 1053-1075.

Section 2: Construction of the Gendered Body and Sexualities

This section addresses how the body is controlled, trained, shaped and reshaped to fit to the socially defined 'ideal body'. Topics include body shaming and body shaping, the socio-cultural pressure on 'beautification', socially determined femininity, masculinity and hetero normativity and their discontents. It gives particular importance to the complexity of human sexuality and how it represents changing interactions over time involving the self, the body, culture, and power, as well as how this complexity is conceptualized and organised culturally, politically and epistemologically.

No of Classes: 3 classes

References

Required Readings

1. Rubin, G. S. (2007). Thinking sex: Notes for a radical theory of the politics of sexuality. In R. Parker & P. Aggleton (Eds.), *Culture, society and sexuality: A reader*. London: Routledge.
2. Muna, L. (2005). The social construction of masculinity, femininity and marriage. *Romance and pleasure: Understanding the sexual conduct of young people in Dhaka in the era of HIV/AIDS*. Dhaka: University Press Limited.
3. Pereira, C. (2009). Interrogating norms: Feminists theorizing sexuality, gender and heterosexuality. *Development*, 52(1), 18-24.

Recommended Readings

1. Magar, V., & Storer, G. (2006). Good women bad women: Addressing violence in women's lives by examining social constructs of gender and sexuality within care. Retrieved from <http://www.eldis.org/cf/rdr/rdr.cfm?doc=DOC20787>.
2. Richardson, D. (2000). *Rethinking sexuality*. London & New Delhi: Sage Publication.
3. McNay, L. (2004). Agency and experience: Gender as a lived relation. *Sociological Review*, 52(2), 173-190.

Section 3: The History of Sexualities

Starting with Foucault, one of the key sexuality thinkers in the West, this section offers a historical reflection on sexualities in the global North and global South. Special concern will be given to Bangladesh and the Indian context. Students will become aware of the fact that sexual freedom was not something that always existed in the West; rather sexual rights and the recent developments that have been achieved in this area are the result of earlier historical advancements, including the 1960s sexual revolution. This section also puts forth some

epistemological questions to the attempt and process of writing ‘history’ of sexuality and the power embedded herewith.

No of Classes: 4 classes

References

Required Readings

1. Foucault, M. (1998). *The history of sexuality*. London: Penguin Books.
2. Kakar, S. (1990). *Intimate relations: Exploring Indian sexuality*. New Delhi: Penguin books.
3. Weeks, J. (2007). Discourse, desire and sexual deviance: Some problems in a history of homosexuality. In R. Parker & P. Aggleton (Eds.), *Culture, society and sexuality: A reader*. London: Routledge.
4. Wiesner, E. M. (2007). World history and the history of women, gender and sexuality. *Journal of World History*, 18(1), 53 – 67.

Recommended Readings

1. Freedman, E. B., & Freedman, J. D. (2005). Problems encountered in writing the history of sexuality: Sources, theory and interpretation. In J. Robertson (Ed.), *Same-sex, cultures and sexualities: An anthropological reader* (pp. 162-173). Australia: Blackwell Publishing.
2. Amin, S. N. (1996). *The world of Muslim women in colonial Bengal, 1876-1939*. Leiden, Netherlands: E.J. Brill.

Section 4: The Reproductive Health Connection to Sexual Health

This section discusses case studies on sex education, sexual rights and sexual vulnerabilities from different cultural contexts. The main purpose of the section is to enrich students with a holistic analytical framework relevant for researchers, policy makers and health service providers to perceive sexual behaviour from a broader spectrum (instead of conventional disease prevention framework). This framework will enable students to consider avenues for sexual enjoyment as well as risk, and confront ideologies of sex-selective entitlement that threaten women’s sexual and reproductive rights and health.

No of Classes: 2 classes

References

Required Readings

1. Cash, K., Nasreen, H.-E., Aziz, A., Bhuiya, A., Mushtaque, A., Chowdhury, R., & Chowdhury, S. (2001). Without sex education: Exploring the social and sexual vulnerabilities of rural Bangladeshi girls and boys. *Sex Education: Sexuality, Society and Learning*, 1(3), 219-233.
2. Rashid, S. F., Standing, H., Mohiuddin, M. & Ahmed, F. M. (2011). Creating a public space and dialogue on sexuality and rights: A case study from Bangladesh. *Health Research Policy and Systems*, 9(1), 1-9.
3. Heise, L. L. (2007). Violence, sexuality and women's Lives. In R. Parker & P. Aggleton (Eds.), *Culture, society and sexuality: A reader*. London: Routledge.

Recommended Readings

1. Rashid, S. F. (2006). Small powers, little choice: Contextualising reproductive and sexual rights in slums in Bangladesh. *IDS Bulletin*, 37(5), 69 -76.
2. Dixon-Muller, R. (1993). The sexuality connection in reproductive health. *Studies in Family Planning*, 24(5), 269-282.

Section 5: Body & Sexualities through the Religious Lens

This section considers the major religions and brings into discussion the religious dichotomy around body and sexualities ('sinful' versus 'righteous' sexual activities, what is considered as sexual 'duties', and what counts as a 'promiscuity', the notions of purity and pollution around body, 'purifying' the 'polluted' body, issues of polygamy, polyandry, marriage, divorce, rape, violence, contraception, abortion, sexual rights etc. as defined and explained in various religious, traditional and cultural context). A selection of worldwide literature included in this section thus interestingly show that religious 'rights' and 'wrongs' largely coincide with socio-culturally defined sexual norms and discourses. The politics of interpretation and its alliance with patriarchy, its connection with everyday lived experiences in relation to body politics and sexualities will be explored.

No of Classes: 3 classes

References

Required Readings

1. Huq, S. (2014). Islam in urban Bangladesh: Changing worldviews and reconfigured sexuality. In C. Pereira (Ed.), *Changing narratives of sexuality: Contestations, compliance and women's empowerment*. London: Zed Books.

2. Wieringa, S. (2007). Silence, sin and the system: Women's same-sex practices in Japan. In S. Wieringa, E. Blackwood & A. Bhaiya (Eds.), *Women's sexualities and masculinities in a globalizing Asia* (pp. 23-45). New York & England: Palgrave Macmillan.
3. Barlas, A. (2002). *Believing women in Islam: Unreading patriarchal interpretations of the Quran*. Austin: University of Texas Press.

Recommended Readings

1. White, S. C. (2012). Beyond the paradox: Religion, family and modernity in contemporary Bangladesh. *Modern Asian Studies*, 46(5).
2. Saadwai, N. E. (1980). *The hidden face of Eve*. Boston: Beacon Press.

Section 6: Norms and Power over Body and Sexualities

This section selects examples from a diverse set of spatial dimensions and discusses case by case situations of controlling and policing people's body and sexual behaviour. However, there are contestations in both overt and covert ways, whilst people are exploring avenues to embody sexual freedom. Topics in this section include sexual norms, chastity and monogamy, compulsory heteronormativity, 'expected' versus 'deviant' sexual behaviour, erotic desires and non-heterosexual cyberspace.

No of Classes: 2 classes

References

Required Readings

1. Rich, A. (1980). Compulsory heterosexuality and lesbian existence. *Chicago Journals*, 631-660.
2. Karim, S. (2014). Erotic desires and practices in cyberspace: "Virtual reality" of the non-heterosexual middle class in Bangladesh. *Gender Technology and Development*, 18(1), 53-76.
3. Khan, M. E., Townsend, J. W. & D'Costa, S. (2002). Behind closed doors: A qualitative study of sexual behaviour of married women in Bangladesh. *Culture, Health & Sexuality*, 4(2), 237-256.
4. Jolly, S. (2014). Gender and sexuality activism in Beijing: Negotiating international influences and national and local processes. In C. Pereira (Ed.), *Changing narratives of sexuality: Contestations, compliance and women's empowerment*. London: Zed Books.
5. Johnson, P. (2014). Unmarried in Palestine: Embodiment and (dis) empowerment in the lives of single Palestinian women. In C. Pereira (Ed.), *Changing narratives of sexuality: Contestations, compliance and women's empowerment*. London: Zed Books.

Recommended Readings

1. Sultana, U. B. F. (2015). *Gender, sexuality and contraceptive advertisements in Bangladesh: Representation and lived experience across social classes and generations* (Doctoral dissertation). University of Sussex, Brighton, England.
2. Rashid, S. F. & Michaud, S. (2000). Female adolescents and their sexuality: Notions of honor, shame, purity and pollution during the floods. *Disasters*, 24(1), 54-70.
3. Tamale, S. (Ed). (2011). *African sexualities: A reader*. Capetown, Nairobi: Pambazuka Press.

Section 7: Body Mapping and Sexual Orientation: Changing Landscapes, Identities, and Discourse

This section is particularly devoted to sexual orientation, i.e. LGBTQIA sexualities and exploring the body while challenging the myths and common assumptions about body. It addresses the changing landscape of sexualities from an intersectional perspective. Such perspective enlightens about sexualities – a strange landscape where identities, institutions, discourse and power are entangled in numerous forms and the power relation shifts based on the shifting identities. Therefore, it offers insights into class-based hierarchies within same sex; includes discussion on men who have sex with men’s sexual relations with women and how it challenges the existing gender hierarchy of heteronormativity; homophobia; confronting prejudices and ‘coming out of the closet’ and also sexuality in the context of racism and colonialism in a post-colonial context. Special emphasis will be given to Bangladesh context and its changing scenario focusing on emerging LGBTQIA voice, writings, movements on bodily rights and control, freedom of expression, marginality and risk in the context of rising religious extremism, state responses and policy, debates and dilemmas etc.

No of Classes: 4 classes

References

Required Readings

1. Jackson, S. (2011). Heterosexual hierarchies: A commentary on class and sexuality. *Sexualities*, 14(12), 12-20.
2. Khan, S. I., Hudson-Rodd, N., Saggars, S. & Bhuiya, A. (2005). Men who have sex with men’s sexual relations with women in Bangladesh. *Culture, Health and Sexuality*, 7(2), 87-184.
3. Wickens, C. M. (2010). Homophobia and heterosexism in a college of education: A culture of fear, a culture of silence. *International Journal of Qualitative Studies in Education*, 23(6), 651-670.
4. Gunkel, H. (2009). Through the postcolonial eyes: Images of gender and female sexuality in contemporary South Africa. *Journal of Lesbian Studies*, 13(1), 77-87.

5. Dave, N. (2012). *Queer activism in India: A story in the anthropology of ethics*. New Delhi: Zubaan.
6. Traies, J. (2016). *The lives of older lesbians: Sexuality, identity & the life course*. UK: Palgrave: Macmillan.

Recommended Readings

1. Browne, K. (2007). Drag queens & drab dykes: Deploying and deploring femininities. In K. Browne, J. Lim & G. Brown (Eds.), *Geographies of sexualities: Theory, practices and politics*. Aldershot: Ashgate.
2. Karim, S. (2012). *Living sexualities: Negotiating heteronormativity in middle class Bangladesh* (Doctoral dissertation). Erasmus University of Rotterdam, Rotterdam, Netherlands.
3. McDowell, L. (2002). Masculine discourse and dissonances: Strutting ‘lads’, protest masculinity and domestic Responsibility. *Environment and Planning D: Society and Space*, 20, 97-119.

Section 8: Trans People Today and Trans in Theory

This section is particularly devoted to transgender people’s lives and identities, exploring the long history of gender transgression across different cultural contexts and talk about the ways we understand gender transgression to function. It further discusses how those who identify outside the gender binary present important challenges to fixed ways of being/thinking about gender. It further provides case studies about transgender individuals who have faced and surmounted oppression in the workplace.

No of Classes: 3 classes

References

Required Readings

1. Nanda, S. (2007). The hijras of India: Cultural and individual dimensions of an institutionalized third gender role. In R. Parker & P. Aggleton (Eds.), *Culture, society and sexuality: A Reader*. London: Routledge.
2. Wijewardene, S. (2007). “But no one has explained to me who I am now . . .”: “Trans” Self-perceptions in Sri Lanka. In E. Saskia, S.Wieringa, E. Blackwood & A. Bhaiya (Eds.), *Women’s sexualities and masculinities in a globalizing Asia*. New York & England: Palgrave Macmillan.

Recommended Readings

1. Ullman, J. (2014). Ladylike/butch, sporty/dapper: Exploring 'gender climate' with Australian LGBTQ students using stage-environment fit theory. *Sex Education, 14*(4), 430-443.
2. Hussain, D. (2013). *Boundaries undermined: The ruins of progress on the Bangladesh/India border*. London: C. Hurst & Co. Ltd.

Section 9: Bodily Integrity and Sexualities

Body as a site of pleasure, sexuality – and especially its positive, pleasurable dimensions – is all but absent from discourses of women's empowerment. The complete denial of the existence of non-oppressive LGBTQIA sexual activities is also a hegemonic construction. Bearing this in mind, this section offers a diverse and open framework on sexuality. It includes stories of 'empowered sexualities' where people have thought of and talked about sexual pleasure in their own ways.

No of Classes: 3 classes

References

Required Readings

1. Phipps, A. (2014). *The politics of the body: Gender in a neoliberal and neoconservative age*. Cambridge: Polity Press.
2. Mathur, K. (2010). Body as site, body as space: Bodily integrity and women's empowerment in India. In F. Azim & M. Sultan (Eds.), *Mapping women's empowerment: Experiences from Bangladesh, India and Pakistan*. Dhaka: University Press Limited.
3. Tahmina, Q. A., & Moral, S. (2004). *Sex workers in Bangladesh livelihood: At what price?* Dhaka: Society for Environment and Human Development.
4. Huq, S. (2008). Confronting our prejudices: Women's movement experiences in Bangladesh. In A. Cornwall, S. Correa & S. Jolly (Eds.), *Development with a body: Sexuality, human rights and development*. London: Zed Books.

Recommended Readings

1. Bartky, S. L. (2010). Foucault, femininity and the modernization of patriarchal power. In R. Weitz (Ed.), *The politics of women's bodies: Sexuality, appearance & behaviour* (3rd ed.). Oxford: Oxford University Press.
2. Sen, S., Biswas, R., & Dhawan, N. (Eds.). (2011). *Intimate others: Marriage and sexualities in India*. Kolkata: School of Women's Studies, Jadavpur University.

Section 10: The Sexual and Reproductive Health Rights (SRHR)

This section provides an in-depth understanding of the politics of the body, sexualities and reproduction from a right based perspective. Students will gain knowledge about right to reproductive health, that is, to regulate one's fertility safely and effectively; to understand and enjoy one's own sexuality; to remain free of disease, disability, or death associated with sexuality and reproduction. Topics include reproductive and sexual rights, reproductive choice, eugenic and racist premise of reproduction, donor-driven SRHR framework and women's rights contradiction.

No of Classes: 3 classes

References

Required Readings

1. Correa, S., & Petchesky, R. (2007). Reproductive and sexual rights: A feminist perspective. In R. Parker & P. Aggleton (Eds.), *Culture, society and sexuality: A reader*. London: Routledge.
2. Sultana, U. B. F. (2016). A critical trajectory of family planning and birth control in Bangladesh-interventions, challenges, and tensions. *Social Science Review*, 33(1).
3. Rozario, S. (1999). Western feminists, reproductive rights and contraception in Bangladesh. *Journal of Interdisciplinary Gender Studies*, 4(1), 83-97.
4. Misra, G., & Chandiramani, R. (Eds.). (2005). *Sexuality, gender and rights: Exploring theory and practice in south and Southeast Asia*. New Delhi: Sage.

Recommended Readings

1. Islam, M., Mitra, A. K., Mian, A. H. & Vermund, S. H. (2009). HIV/AIDS in Bangladesh: A national surveillance. *NIH Public Access*, 1-8,
2. Kabeer, N. (2001). Ideas, economics and 'the sociology of supply': Explanations for fertility decline in Bangladesh. *Journal of Development Studies*, 38(1), 29-70.
3. Akhter, H. H. (2005). Commitment for action: Assessing leadership for confronting the HIV/AIDS epidemic across Asia, focus on Bangladesh. *Health policy plus*.
4. Akhter, F. (2005). *Depopulating Bangladesh: Essays on the politics of fertility* (3rd ed.). Dhaka: Narigrantha Prabartana.
5. Bernhart, M. H, & Uddin, M. (1990). Islam and family planning acceptance in Bangladesh. *Studies in Family Planning*, 21(5), 287-292.

WGS MSS 07: Men and Masculinities in South Asia and Cross-Cultural Perspectives

(Alternative Course)

Course Credit: 4

Introduction to the Course

This course discusses the issue of men and masculinities to explore how men's lives are affected and influenced by the gendered social order. Masculinity Studies emerged in response to the critical feminist discourses on women, femininity and gender. By discussing the growing and significant body of knowledge on women, femininity and gender both internationally and in South Asia, the course will critically examine the approaches to the study of men and masculinities and identify key concepts and issues for in-depth consideration. Micro and macro perspectives will guide discussions focusing on how men behave in various contexts and perceive themselves, other men, women, and diverse situations. This course will be interdisciplinary, drawing from research and writing in the social sciences, history, education, literature, social psychology and feminist theory. It will also explore the implications for policy and praxis.

Specific Learning Objectives

Students will:

- Be acquainted with the study of men and masculinities.
- Gain knowledge to interpret men's issues using various theoretical paradigms on men and masculinities (e.g., Psychodynamic Paradigms, Social Learning Paradigms, Social Constructionist Paradigm, and Feminist Paradigms etc.).
- Understand the idea of multiple masculinities by drawing ethnographic examples from cross cultural perspectives to show how such ideologies are influenced by race, sexual identity, religion, social class, ethnicity etc.
- Understand the way masculinity as a relatively new area/field/concept can be applied to the field of gender and development.
- Be acquainted with key issues for policy/development interventions in Bangladesh.

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multimedia. A mixture of learning styles will be used in this class. Most of the times, lectures will be supported by PowerPoint presentations. There will also be assignments, group presentations, assigned readings, and classroom discussions where students will be divided into small groups to share their views.

Course Contents

Section 1: Introducing and Conceptualizing Masculinity

This section includes the following main topics:

Part A: Conceptualizing Masculinity as a Gender Construction: This covers issues like: overview of the concept of 'gender'; definition of masculinity; masculinity as a plural concept; hegemonic masculinity; marginal masculinities; gender as a structure of social practice; relations among masculinities; hegemony, subordination, complicity and marginalization.

No of Classes: 1 class

References

Required Reading

1. Connell, R. W. (1995). *Masculinities*. Berkeley, USA: University of California Press. [Chapter 1: The science of masculinity. pp. 3 - 44, 244 – 247]

Recommended Reading

1. Connell, R.W. (1995). *Masculinities*. Berkeley, USA: University of California Press. [Chapter 3: The social organization of masculinity. pp. 67 - 86, 249 - 250]

Part B: The History of Masculinity: Main topics of discussion will be: men and feminism; production of masculinity and modern gender order; transformations; the present moment.

No of Classes: 1 class

References

Required Reading

1. Connell, R.W. (1995). *Masculinities*. Berkeley, USA: University of California Press. [Chapter 8: The history of masculinity. pp. 67 - 86, 249 – 250]

Recommended Reading

1. Whitehead, S. M. (2002). *Men and masculinities: Key themes and new directions*. Cambridge. UK: Polity Press. [Chapter 2: The personal and the political: Men and feminism. pp. 45-78].

Part C: Social Relations of Masculinities: Main topics of discussion will be: masculinity and fatherhood; masculinities and families; schooling masculinities; the meaning of work in men's lives; work and masculine identity. Also, concepts like the family wage and the male breadwinner, the sexual division of labour at the workplace will be focused on.

No of Classes: 1 class

References

Required Readings

1. Marsiglio, W., & Pleck, J. H. (2005). Fatherhood and masculinities. In M. Kimmel, J. Hearn & R.W. Connell (Eds.), *The handbook of studies on men and masculinities* (pp. 249-269). New York: Sage Publications.
2. Whitehead, S. M. (2002). *Men and masculinities: Key themes and new directions*. Cambridge: Polity Press. [Chapter 4: Public men].
3. Whitehead, S. M. (2002). *Men and masculinities: Key themes and new directions*. Cambridge: Polity Press. [Chapter 5: Private men].

Recommended Readings

1. Silverstein, L. B. & Auerbach, C. F. (1999). Deconstructing the essential father. *American Psychologist*, 54, 397 - 407.
2. Catlett, B. S., & McKenry, P. C. (2004). Class-based masculinities: Divorce, fatherhood and the hegemonic ideal Fathering. *A Journal of Theory, Research, and Practice about Men as Fathers*, 2, 165 - 190.

Part D: Masculinity, Power and Resistance: Main topics of discussion will be on conceptualizing power; structural model of gender power; power as discursive; sexualities; masculinity and sexual identity; challenging male violence.

No of Classes: 1 class

References

Required Reading

1. Whitehead, S. M. (2002). *Men and masculinities: Key themes and new directions*. Cambridge: Polity Press. [Chapter 3: Power and resistance]

Recommended Reading

1. Kaufman, M. (1994). Men, feminism and men's contradictory experiences of power. In H. Brod & M. Kaufman (Eds.), *Theorizing masculinities* (pp. 142-163). New York, USA: Sage Publications.

Part E: Critical Evaluation of Masculinity and Sexuality: Main topics of discussion will be on men's politics and masculinity politics; understanding sex/gender diversity; male bodies; homophobia and the policing of masculinity; understanding heteronormativity; sexuality, power and control; masculinity, love and intimacy.

No of Classes: 1 class

References

Required Readings

1. Garlick, S. (2003). What is a man? Heterosexuality and the technology of masculinity. *Men and Masculinities*, 6(2), 156-172.
2. Demetriou, D. Z. (2001). Connell's concept of hegemonic masculinity: A critique. *Theory and Society*, 30(3), 327-361.
3. Gardiner, J. K. (2002). *Masculinity studies and feminist theory: New directions*. New York: Columbia University Press. [Chapter 1: Introduction]
4. Kimmel, M. (1994). Masculinity as homophobia: Fear, shame, and silence in the construction of gender identity. In H. Brod & M. Kaufman (Eds.), *Theorizing masculinities* (pp. 119-141). New York, USA: Sage Publications.
5. Connell, R. W. (2000). *The men and the boys*. Berkeley, USA: University of California Press. [Chapter 1: Debates about men, new research on masculinities]

Recommended Reading

1. Connell, R. W. (2000). *The men and the boys*. Berkeley, USA: University of California Press. [Chapter 2: New directions in theory and research]

Section 2: Theorizing Masculinity

The section focuses on different theories of masculinity: social science paradigms of masculinity; functionalism and male sex role; gender and functionalism, perspectives on sex and gender role etc. The section will also deal with psychoanalytical perspectives of Freud and Jung, moving from first to second wave (pro) feminism.

No of Classes: 3 classes

References

Required Readings

1. Addis, M. E., & Cohane, G. H. (2005). Social scientific paradigms of masculinity and their implications for research and practice in men's mental health. *Journal of Clinical Psychology, 61*(6), 633-647.
2. Whitehead, S. M. (2002). *Men and masculinities: Key themes and new directions*. Cambridge: Polity Press. [Chapter 1: Masculinity: Elusion or reality]

Recommended Reading

1. Nye, R. A. (2005). Locating masculinity: Some recent work on men. *Signs: Journal of Women in Culture and Society, 30*(3), 1937-1962.

Section 3: Masculinity: South Asia and Cross Cultural Perspectives

The section looks at masculinity from cross-cultural perspectives. Masculinities in the context of Africa, Latin America, Europe and America will be explored together with masculinity in the South Asian context. The section covers issues like gender socialization in South Asia and a cross cultural perspective; the modern conjugal family and the male breadwinner concept; fatherhood in cross-cultural perspective. Sexuality and the masculine identity; sexuality, power and control; masculinity, love and intimacy, the meaning of work in men's lives, work and masculine identity will also be focused on.

This section will also be leading towards understanding Bengali masculinities. Literary constructs of masculinity in Bengali literature; background of the authors; socio-cultural framework of the narrative; cultural identities and thematic concerns; indices of masculinity; treatment of women as a theme in the texts will be discussed in the section.

No of Classes: 3 classes

References

Required Readings

1. Connell, R. W. (2001). Masculinities and globalization. In S. Ruth (Ed.), *Issues in feminism: An introduction to women's studies* (pp. 117-123). California, USA: Mayfield Publishing.
2. Brittan, A. (1989). *Masculinity and power*. Oxford: Basil Blackwell. [Chapter 3: Male sexualities]
3. McCall, N. (2001). Men: We just don't get it. In R. P. Byrd & B. Guy-Sheftall (Eds.), *TRAPS: African-American men on gender and sexuality*. Indiana, USA: Indiana University Press.

4. Willmott, S., & Griffin, C. (2000). Men, masculinity and the challenge of long term unemployment. In M. Mac & Ghail (Eds.), *Understanding masculinities* (pp. 77-92). Buckingham/ Philadelphia, USA: Open University Press.

Recommended Readings

1. Eli, Q. (1995). A liar in love. In D. Belton (Ed.), *Speak my name: Black men on masculinity and the American dream* (pp. 137-143). Boston: Beacon Press.
2. Lemmons, G. L. (1998). Towards the end of 'Black macho' in the United States: Preface to a (pro) womanist vision of Black manhood. In B. Pease & K. Pringle (Eds.), *A Man's World: Changing men's practices in a globalized world* (pp.150-162). London: Zed Books.

Section 4: Masculinity and Development

The section looks into masculinity as a process of development. Masculinity, violence and power relations, masculine identity, power and dominance; hegemonic and subordinate masculinities; challenging male violence will be discussed. The section also studies concepts like homophobia and the policing of masculinity, understanding sex/gender diversity and heteronormativity.

No of Classes: 3 classes

References

Required Readings

1. Connell, R. W. (2001). Masculinities and globalization. In S. Ruth (Ed.), *Issues in feminism: An introduction to women's studies* (pp.117-123). UK: Mayfield Publishing.
2. Kaufman, M. (1987). The construction of masculinity and the triad of men's violence. In M. Kaufman (Ed.), *Beyond patriarchy: Essays by men on pleasure, power and change* (pp. 2-29). Toronto & New York: Oxford University Press.
3. Johnson, A. (2001). The gender knot: What drives patriarchy. In: S. Ruth (Ed.), *Issues in feminism: An introduction to women's studies* (pp. 94-105). UK: Mayfield Publishing.
4. Cock, J. (2001). Gun violence and masculinity in contemporary South Africa. In R. Morrell (Ed.), *Changing men in Southern Africa* (pp. 43-55). London: Zed Books & University of Natal Press.
5. Siddharta, S. (2000). Men and non-violence: Reflections on Indian masculinity. In B. Pease & K. Pringle (Eds.), *A man's world: Changing men's practices in a globalized world* (pp. 219 – 230). London: Zed Books.

Recommended Readings

1. Connel, R. (2000). Arms and the man: Using the new research on masculinity to understand violence and promote peace in the contemporary world. In I. Breiness, R. W. Connel & I. Eide (Eds.), *Male roles, masculinities and violence* (pp. 21-33). Paris: UNESCO Publishing.
2. Yesufu, A. (2000). Women and a culture of peace. *International Journal of Humanities and P eace*, 16(1), 24-28.
3. Brienes, I., Connell, R. & Eide, I. (Eds.). (2000). *Male roles, masculinities and violence: A culture of peace perspective* (pp. 23-33). Paris: UNESCO
4. Nicholson, D. (1995). On violence. In D. Belton (Ed.), *Speak my name: Black men and masculinity and the American dream* (pp. 28-34). Boston: Beacon Press.
5. Garlick, S. (2003). What is a man? Heterosexuality and the technology of masculinity. *Men and Masculinities*, 6(2), 156-172

Section 5: Masculinity and Feminism

The section delves into the current debates and discourses on masculinity, challenges, men's movement, feminism and activism and policy interventions. What and how the possibilities and construction of pro-feminist men are will also be discussed in this section. This section will also try to analyze how feminist men can play a significant role in the feminist movement and how they can be vocal to establish women's rights-based issues.

No of Classes: 3 classes

References

Required Readings

1. Christian, S. (2004). Profeminist men: Books, films and websites. *Off Our Backs*, 34(9/10), 53-53.
2. Flynn, E. (2000). Masculinity, feminism and motorcycles: Memorial Reflections. *JAC*, 20(3), 497-499.
3. Jackson, P. (1991). The cultural politics of masculinity: Towards a social geography. *Transactions of the Institute of British Geographers*, 16(2), 199-213.
4. Meintjies, F. (1991). Men, feminism and masculinity. *Agenda: Empowering Women for Gender Equity*, 11, 11-14.

Recommended Readings

1. Carver, T. (1996). "Public man" and the critique of masculinities. *Political Theory*, 24(4), 673-686.
2. Maynard, S. (1998). *Queer musings on masculinity and history*. *Labour/Le Travail*, 42, 183-197.

3. Meyers, H. (2006). Jewish gender trouble: Women writing men of valor. *Tulsa Studies in Women's Literature*, 25(2), 323-334.

Section 6: Fatherhood and Masculinity

Fatherhood is an important facet of masculinity and like any other social identity, men experience fatherhood diversely in various contexts. It is a complex, socio-culture entity and continuously evolving in response to social- economic and cultural changes. This section will explore the connection between masculinities and fatherhood and the complexities linked to this connection. Readings from different contexts are included to broaden the understanding of fatherhood and diversity in the construction of fatherhood as an important identity for men all over the world.

No of Classes: 3 classes

Required Readings

1. Dermott, E. (2014). *Intimate fatherhood: A sociological analysis*. London, UK: Routledge.
2. Doucet, A. (2018). *Do men mother*. Toronto, Canada: University of Toronto Press.
3. Williams, S. (2008). What is fatherhood? Searching for the reflexive father. *Sociology*, 42(3), 487-502.
4. Pleck, J. (2010). Fatherhood and masculinity. In M. Lamb (Ed.), *The role of the father in child development* (pp.32-66). New Jersey, USA: Wiley.
5. Morrell, R. (2006). Fathers, fatherhood and masculinity in South Africa. *BABA: Men and Fatherhood in South Africa*, 13-25.
6. Ball, J., & Wahedi, M. O. K. (2010). Exploring fatherhood in Bangladesh. *Childhood Education*, 86(6), 366-370.

Recommended Readings

1. Hasan, M. K., Aggleton, P., & Persson, A. (2018). The makings of a man: Social generational masculinities in Bangladesh. *Journal of Gender Studies*, 27(3), 347-361.
2. Sabur, A. (2015). Changing perception of fatherhood across generations in urban Dhaka. *Social Science Review*, 32(1), 215-228.
3. Miller, T. (2011). *Making the sense of fatherhood: Gender, caring and work*. London: Oxford Brookes University.

Section 7: Masculinity, Health and Sexuality

Masculinity, sexuality and health issues of men are interconnected in more ways than we can imagine. The realm of masculinity, sexual practices of men and its effect on health system will

be tried to analyze in this section. The purpose of this investigation is to examine the range of effects which different forms of masculinity produce on the sexual behaviours of men and how our society and health systems are affected by way of sexual health practices of different men.

No of Classes: 3 classes

References

Required Readings

1. Dashper, K. (2012). Dressage is full of queens!. Masculinity, sexuality and equestrian Sport. *Sociology*, 46(6), 1109-1124.
2. Jill, B. , Sorrell, J., & Raffaelli, M. (2005). An exploratory study of constructions of masculinity, sexuality and HIV/AIDS in Namibia, Southern Africa. *Culture, Health & Sexuality*, 7(6), 585-598.
3. Olson, K. (2014). Masculinity, appearance and sexuality: Dandies in roman antiquity. *Journal of the History of Sexuality*, 23(2), 182-205.
4. Skeggs, B. (1991). Challenging masculinity and using sexuality. *British Journal of Sociology of Education*, 12(2), 127-139.
5. Springer, K., & Mouzon, D. (2011). "Macho men" and preventive health care: Implications for older men in different social classes. *Journal of Health and Social Behaviour*, 52(2), 212-227.

Recommended Readings

1. Alexander, S. (2003). Stylish hard bodies: Branded masculinity in men's health magazine. *Sociological Perspectives*, 46(4), 535-554.
2. Anderson, E. (2005). Orthodox and inclusive masculinity: Competing masculinities among heterosexual men in a feminized terrain. *Sociological Perspectives*, 48(3), 337-355.
3. Baron, A. (2006). Masculinity, the embodied male worker and the historian's gaze. *International Labor and Working-Class History*, 69, 143-160.
4. Connell, R., & Messerschmidt, J. (2005). Hegemonic masculinity: Rethinking the concept. *Gender and Society*, 19(6), 829-859.
5. Thorpe, M. (2002). Masculinity in an HIV intervention. *Agenda: Empowering Women for Gender Equity*, 53, 61-68.

Section 8: Masculinity, Extremism and Violence

This section will try to unlock the intertwined relation of masculinity, extremism and violence. Reports of violence are never in short supply. In modern times, the incidents of radicalization and incidents of violent attacks have a common feature- young and angry men carrying out

violent acts. This section will try to relate how and why men get involved in such acts and what can be possible remedies to lessen such acts with positive reinforcements.

No of Classes: 3 classes

References

Required Readings

1. Abbas, T. (2017). Ethnicity and politics in contextualising far right and Islamist extremism. *Perspectives on Terrorism*, 11(3), 54-61.
2. Arostegui, J. (2015). Gender and the security Sector: Towards a more secure future. *Connections*, 14(3), 7-30.
3. Baaz, M., & Stern, M. (2009). Why do soldiers rape? Masculinity, violence and sexuality in the armed forces in the Congo (DRC). *International Studies Quarterly*, 53(2), 495-518.
4. Giroux, H. (2002). From “man child” to “baby boy”: Race and the politics of self-help. *JAC*, 22(3), 527-560.
5. Hedges, P. (2017). Radicalisation: Examining a concept, its use and abuse. *Counter Terrorist Trends and Analyses*, 9(10), 12-18.
6. Khalili, L. (2011). Gendered practices of counterinsurgency. *Review of International Studies*, 37(4), 1471-1491.
7. Mills, M., & Keddie, A. (2010). Cultural reductionism and the media: Polarising discourses around schools, violence and masculinity in an age of terror. *Oxford Review of Education*, 36(4), 427-444.

Recommended Readings

1. Armengol, J. (2007). Gendering men: Re-visions of violence as a test of manhood in American literature. *Atlantis*, 29(2), 75-92.
2. Campbell, C. (1992). Learning to kill? Masculinity, the family and violence in natal. *Journal of Southern African Studies*, 18(3), 614-628.
3. Carrington, K., & Scott, J. (2008). Masculinity, rurality and violence. *The British Journal of Criminology*, 48(5), 641-666.
4. Kersten, J. (1996). Culture, masculinities and violence against women. *The British Journal of Criminology*, 36(3), 381-395.
5. Msibi, T. (2009). Not crossing the line: Masculinities and homophobic violence in South Africa. *Agenda: Empowering Women for Gender Equity*, 80, 50-54.

Section 9: Men and Masculinity: Changing and Challenging the Norms

The traditional concept regarding men has been changing very fast in modern times. The hegemonic form of masculinity is not being practised and followed by many men around the world. Such changes often challenge the popular and accepted image of a man. In some cases, it may even create dilemma and identity crisis for men. Yet, the making of a modern man is far different from the 19th and 20th centuries. This section will try to reveal the modern ideas and impacts of new forms of masculinities and how it is changing and reshaping the gender situation in the traditional societies.

No of Classes: 3 classes

References

Required Readings

1. Ahmed, F. (2008). Microcredit, men, and masculinity. *NWSA Journal*, 20(2), 122-155.
2. Green, K., & Van-Oort, M. (2013). "We wear no pants": Selling the crisis of masculinity in the 2010 super bowl commercials. *Signs*, 38(3), 695-719.
3. Jennifer, L. (1995). Masculinity in crisis? *Agenda: Empowering Women for Gender Equity*, 24, 61-71.
4. Rajan, G. (2006). Constructing contesting masculinities: Trends in South Asian cinema. *Signs*, 31(4), 1099-1124.
5. Wheldon, C., & Pathak, E. (2010). Masculinity and relationship agreements among male same-sex couples. *The Journal of Sex Research*, 47(5), 460-470.
6. Zhang, C. (2014). Deconstructing national and transnational hypermasculine hegemony in neoliberal China. *Feminist Studies*, 40(1), 13-38.

Recommended Readings

1. Amar, P. (2011). Middle East masculinity studies: Discourses of "men in crisis," industries of gender in revolution. *Journal of Middle East Women's Studies*, 7(3), 36-70.
2. Ford, K. (2011). Doing fake masculinity, being real men: Present and future constructions of self among Black college men. *Symbolic Interaction*, 34(1), 38-62.
3. Palkki, J. (2015). Gender trouble: Males, adolescence and masculinity in the choral context. *The Choral Journal*, 56(4), 24-35.
4. Strayhorn, T., & Tillman-Kelly, D. (2013). Queering masculinity: Manhood and Black gay men in college. *Spectrum: A Journal on Black Men*, 1(2), 83-110.

Additional Reading List

Main Text throughout the Sections

1. Brod, H., & Kaufman, M. (Eds.) (1994). *Theorizing masculinities*. New Delhi: Sage Publications.
2. Connell, R. (1995). *Masculinities*. Cambridge: Polity Press/Blackwell.
3. Gardiner, J. K. (2002). *Masculinity studies and feminist theory: New Directions*. New York: Columbia University Press.
4. Whitehead, S. M. (2002). *Men and masculinities: Key themes and new directions*. Cambridge: Polity Press.

For Section 3: Masculinity: South Asia and Cross Cultural Perspectives

1. Gray, S. (1987). Sharing the shop floor. In M. Kaufman (Ed.), *Beyond patriarchy: Essays by men on pleasure, power and change* (pp. 216-234). Toronto & New York: Oxford University Press.
2. Williams, C. (1992). The glass escalator: Hidden advantages of men in the "female" professions. *Social Problems*, 39(3).

For Section 4: Masculinity and Development

1. Kimmel, M. (1996). *Masculinity as homophobia: Fear, shame and silence in the construction of gender identity*. Paper presented to Symposium 'Constructions of Caribbean Masculinity', CGDS, UWI, St. Augustine, Florida, USA.
2. Crichlow, W. (2004). History, testimony and biomythography: The charting of a buller man's trinidadian past. In R. Reddock (Ed.), *Interrogating Caribbean masculinities: Theoretical and empirical Analyses*. Kingston, Jamaica: The UWI Press.
3. Nanda, S. (2000). *Gender diversity: Cross-cultural variations*. India: Waveland Press Inc.
4. Riggs, M. T. (2001). Black macho revisited. In D. Carbado (Ed.), *Black men on race, gender and sexuality* (pp. 306-311). New York: NYU Press.

WGS MSS 07: Women in the Global Economy: Paid and Unpaid Work

(Alternative Course)

Course Credit: 4

Introduction to the Course

This course examines the gender dimensions of economic development from the perspective of feminist economics. We will examine in detail the issues of production (paid work), reproduction (care work), and the family/household nexus (where production and reproduction meet). The subject of care work lies at the centre of inquiries into the interplay between gender, work, and family. During the past decade, feminist scholars have produced burgeoning literature on care work. Since the early 1980s economic globalization has been achieved on the basis of a common set of macroeconomic policies pursued in industrial and developing countries alike. These policies frame both the gender differentiated impacts of policy and the initiatives that are implemented to reduce inequalities between men and women. This course will examine the impact of these policies on men and women in the global South (or developing countries) on gender inequalities and evaluate the policies/strategies for reducing gender inequalities and promoting the well-being of all people.

Specific Learning Objectives

Upon completion of the course, students can expect to attain gender-aware literacy and skills in a number of areas:

- The facility to interpret economic development policy concerns and debates from a feminist economics perspective.
- A critical perspective and knowledge of how gender matters in development economics.
- The ability to interpret gender-differentiated indicators and descriptive statistics.
- The ability to evaluate various popular schemes to reduce gender inequalities and promote women's well-being in developing countries in the broader development policy context.

Instructional Strategies

Lecture using white board, multimedia presentation, video clippings, group/individual presentation and debate by the students, writing assignments, field visit, reviewing articles and reports.

Course Contents

Section 1: Households, Families and Work: Conceptual and Measurement Issues

This section will emphasise on conceptual understanding of households, families and work. It will also focus on measurement issues of household work.

No of Classes: 2 classes

References

Required Readings

1. Beneria, L., Gunseli, B., & Maria, F. (2015). *Gender, development and globalization: Economics as if all people mattered* (2nd ed.). England, UK: Routledge.
2. Folbre, N. (1986). Cleaning house: New perspectives on households and economic development. *Journal of Development Economics*, 22, 5-40.
3. Himmelweit, S. (1995). The discovery of unpaid work: The social consequences of the expansion of work. *Feminist Economics*, 1(2), 1-19
4. Pitcher, A. (1986). Conflict and cooperation: Gendered roles and responsibilities within cotton households in northern Mozambique. *African Studies Review*, 39(3), 81-112.
5. Duffy, M. (2011). *Making care count: A century of gender, race, and paid care work*. NJ, USA: Rutgers University Press.
6. Francine D., & Anne, E. W. (2017). *The economics of women, men and work* (8th ed.). New York, USA: Oxford University Press
7. Meyer, M. H. (Ed.). (2000). *Care work: Gender, labor and the welfare state*. New York, USA: Routledge.

Recommended Reading

1. Martin, K. (Producer) & Nash, T. (Director). (1995). *Who is counting? Marilyn Waring on sex, lies and global economics* [Motion Picture]. Canada: National film board of Canada.

Section 2: Theories of Care and Gender

The section brings a theoretical explanation of care and gender. It will focus on dependency and equality perspectives to understand issues related to care and gender.

No of Classes: 3 classes

References

Required Readings

1. Fraser, N., & Linda, G. (1994). A genealogy of dependency: Tracing a keyword of the U.S. welfare state. *Signs*, 19, 309-360.
2. Kittay, E. (1999). *Loves labor: Essays on women, equality and dependency*. New York, USA: Routledge.
3. Fineman, M. A. (2000). Cracking the foundational myths: Independence, autonomy and self sufficiency. *American University Journal of Gender, Social Policy, and the Law*, 8, 13-22.

Recommended Readings

1. Waerness, K (1984). The rationality of caring. *Economic and Industrial Democracy*, 5, 185-211.
2. Beneria, L., Gunseli, B., & Maria, F. (2015). *Gender, development and globalization: Economics as if all people mattered* (2nd ed.). New York, USA: Routledge.

Section 3: The Family as an Economic Unit: Theory

The section will emphasise the theoretical discussion of the family as an economic unit.

No of Classes: 2 classes

References

Required Readings

1. Gornick, J. C., Meyers, M., & Bragman, B. (2009). *Gender equality: Transforming family divisions of labor*. New York, USA: Verso Books.
2. DeVault, M. L. (1991). *Feeding the family: The social organization of caring as gendered work*. Chicago: University of Chicago Press.
3. Fineman, M. A. (1995). *The neutered mother, the sexual family and other 20th century tragedies*. Oxfordshire, England: Routledge.

Recommended Readings

1. Parrenas, R. (2015). *Servants of globalization: Women, migration and domestic work*. California : University of California Press.
2. Milkman, R. (2016). *On gender, labor and inequality*. Illinois: University of Illinois Press.

Section 4: Gender, Care and Emotions

The section explains the issues related to gender, care and emotions. It will also focus on commercialization of human feelings.

No of Classes: 2 classes

References

Required Readings

1. Hochschild, A. R. (2003). *The managed heart: Commercialization of human feeling*. Berkeley, CA: University of California Press.
2. Davis, K. M. (2017). *Hard work is not enough: Gender and racial inequality in an urban workspace*. NC: University of North Carolina Press.

Recommended Reading

1. Blau, D. D., & Winkler, A. E. (2017). *The economics of women, men and work*. New York: Oxford University Press.

Section 5: The Contemporary Motherhood

In this section, students will be acquainted with the concept of motherhood and contemporary motherhood. It will also focus on the impact of children of adult time.

No of Classes: 3 classes

References

Required Readings

1. Cahn, N. (2000). The power of caretaking. *Yale Journal of Law and Feminism*, 12, 177-223.
2. Chodorow, N. (1998). Why women mother. In K. V. Hansen, & A. I. Garey (Eds.), *Families in the U.S.: Kinship and domestic politics*. Philadelphia: Temple University Press.
3. Ehrenshaft, D. (1990). When men and women mother. In K. Hansen (Ed.), *Women, class and the feminist imagination*. Philadelphia, Japan: Temple University Press.
4. Hays, S. (1996). *The cultural contradictions of motherhood*. New Haven, USA: Yale University Press.
5. Patricia, H. C. (1992). Black women and motherhood. In B. Thorne (Ed.), *Rethinking the family: Some feminist questions*. Boston, USA: Northeastern University Press.

Recommended Readings

1. Chodorow, N. J. (1992). The fantasy of the perfect mother. In B. Thorne (Ed.), *Rethinking the family: Some feminist questions*. Boston, USA: Northeastern University Press.
2. Garey, A. (1995). Constructing motherhood on the night shift: Working mothers as stay at home moms. *Qualitative Sociology*, 18(4).

Section 6: Gender and Care Penalty

This section will introduce the conceptual understanding of care penalty. It will also focus on the connection between care penalty and gender issues.

No of Classes: 3 classes

References

Required Readings

1. Acker, J. (1990). Hierarchies, jobs, bodies: A theory of gendered organizations. *Gender and Society*, 4(2), 139-58.
2. Daniels, A. K. (1987). Invisible work. *Social Problems*, 34(5).
3. England, P., Michelle, B., & Folbre, N. (2002). Wages of virtue: The relative pay of care work. *Social Problems*, 49, 455-473.
4. Nelson, J. A. (1999). Of markets and martyrs: Is it ok to pay well for care? *Feminist Economics*, 5(3), 43-59.
5. Sacks, K. B. (1990). Does it pay to care? In E. K. Abel, & M. K. Nelson (Eds.), *Circles of care: Work and identity in women's lives* (pp. 188-206). Albany, NY: SUNY Press.

Recommended Reading

1. Crittenden, A. (2001). The price of motherhood: Why the most important job in the world is least valued. *Public choice*, 113(3), 485-488.

Section 7: Unpaid Care Work: Time Pressed and Time Poverty

This section will focus on the conceptual understanding of time-pressed and time poverty. It will emphasize gender equality in time to understand issues related time- pressed and time poverty to explore women's working long hours without having any choices. Gender leisure time will also be discussed here. The role of social institutions and other household gender attitudes will be analyzed in this section.

No of Classes: 3 classes

References

Required Readings

1. Beneria, L., Gunseli B., & Maria F. (2015). *Gender, development and globalization: Economics as if all people mattered*. Oxfordshire, England: Routledge.
2. Francine D., & Winkler, A. E. (2017). *The economics of women, men, and work*. New York, USA: Oxford University Press
3. Parrenas, R. (2015). *Servants of globalization: Women, migration and domestic work*. California, USA: University of California Press.
4. Milkman, R. (2016). *On gender, labor and inequality*. Illinois, USA: University of Illinois Press.

Recommended Readings

1. Fineman, M. A. (1995). *The neutered mother, the sexual family and other 20th century tragedies*. Oxfordshire, England: Routledge.
2. Glazer, N. Y. (1993). *Women's paid and unpaid Labor: The work transfer in health care and retailing*. Philadelphia, USA: Temple University Press.

Section 8: Commodifying the Sacred: Paid Child Care

The section will focus on paid child care. It will highlight the issues related to manufacturing motherhood and role of family day care providers.

No of Classes: 2 classes

References

Required Readings

1. Macdonald, C. (1998). Manufacturing motherhood: The shadow work of nannies and au pairs. *Qualitative Sociology*, 21(1).
2. Roberts, D. E. (1997). Spiritual and menial housework. *Yale Journal of Law and Feminism*, 9(1).

Recommended Readings

1. Tuominen, M. (2000). The conflicts in caring: Gender, race, ethnicity and individualism in family child-care work. In M. H. Meyer (Ed.), *Care work: Gender, class and the welfare state*. New York, USA: Routledge.

2. Uttal, L., & Tuominen, M. (1999). Tenuous relationships: Exploitation, emotion and racial ethnic significance in paid child care work. *Gender and Society*, 13(6), 758-780.

Section 9: Valuing Children: Rethinking the Economics of the Family

In this section, students will learn about how children become the workers and taxpayers of the next generation. It will also highlight that “investments” in them offer a significant payback to other participants in the economy

No of Classes: 2 classes

References

Required Reading

1. Folbre, N. (2008). *Valuing children: Rethinking the economics of the family*. Cambridge, Massachusetts & London, England: Harvard University Press.

Recommended Reading

1. Williams, C. (1995). *Still a man's world: Men who do women's work*. California, USA: University of California Press.

Section 10: Mainstreaming Women's Unpaid Work: Shadows of Household Satellite Accounts

This section will highlight on importance of mainstreaming women's work to ensure gender equality and advance women's rights by infusing gender analysis and gender-based research. It will focus on engendering economic policy to value women's work. This section will also introduce the concept of Household Satellite Accounts (HSAs) as a way to value household production. It will also focus on how we can resolve existing technical aspects of valuation assessment.

No of Classes: 3 classes

References

Required Readings

1. Zacharias, A. (2013). *Satellite accounts of household production*. Paper presented at the meeting of UN Women and UN Statistics Division, Levy Economics Institute of Bard College, New York, USA.

2. Beneria, L., Gunseli B., & Maria, F. (2015). *Gender, development and globalization: Economics as if all people mattered* (2nd ed.). Oxfordshire, UK: Routledge.
3. Folbre, N. (1986). Cleaning house: New perspectives on households and economic development. *Journal of Development Economics*, 22, 5-40.
4. Meyer, M. H. (Ed.). (2000). *Care work: Gender, labor and the welfare state*. New York: Routledge.
5. Tronto, J. (1994). *Moral boundaries: A political argument for an ethic of care*. New York: Routledge.

Recommended Readings

1. Himmelweit, S. (1995). The discovery of unpaid work: The social consequences of the expansion of work. *Feminist Economics*, 1(2), 1-19.
2. Williams, C. (1995). *Still a man's world: Men who do women's work*. California, USA: University of California Press.

WGS MSS 07: Gender, Climate Change and Disaster Risk Reduction

(Alternative Course)

Course Credit: 4

Introduction to the Course

Climate change is increasingly being recognized as a dire environmental crisis. As climate change continues, it will likely lead to a gradual degradation of the environment and more natural hazards, which will increase disaster risks throughout the world. However, in specific contexts, women are assumed to be the hardest hit of climate change. Given this backdrop, this course is designed to enrich students with an in-depth understanding of the gender dimensions of climate change adversity and resilience to disaster risks at local levels with a critical engagement with scholarly ideas, debates, development policies and practices, and the lived experience of women.

The course introduces climate change as a global issue and examines the nexus between gender, climate change, and disaster management from feminist and development perspectives. To contextualize the ideas and debates, it sheds light on the women in the global South and discusses gender vulnerability linking it to women's growing disaster risks and awful experiences in disaster situations tempted by climate change. It also discusses women's capacity to withstand, respond to and recover from a particular threat or hazard by examining their significant contribution to disaster risk reduction and climate change adaptation. Finally, the course evaluates the policies and programme related to climate change and disaster risk reduction, engaging with the debates around climate justice and the inclusion of gender in development.

Specific Learning Objectives

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

- Critically examine the relationship between gender and climate change.
- Apply a gender lens to the analysis of policies and programmes related to climate change vulnerability, adaptation, and disaster risk reduction.

Instructional Strategies

The course will be a combination of lectures and discussions through whiteboard and multimedia. Most of the time, lectures will be supported by PowerPoint presentations. The students will be advised to review documentary films, articles, and policy/project documents. There will be classroom discussions where students will be divided into small groups to share their views.

Course Contents

Section 1: Introduction to Climate Change

This section introduces the fundamentals of climate change. It discusses the terms and concepts like weather and climate, climate variability, world climatic zones, climate change, natural hazards, effects of climate change, and human responses to climate change (mitigation, coping, adaptation, etc.).

No of Classes: 2 classes

References

Required Readings

1. Barry, R. G., & Chorley, R. J. (2010). *Atmosphere, weather & climate*. London & New York: Routledge.
2. Pittock, B. A. (2009). *Climate change: The science, impacts & solution* (2nd ed.). Clayton: Australia: CSIRO Publishing.

Recommended Readings

1. Ahrens, D. C. (2013). *Meteorology today: An introduction to weather, climate and the environment*. Boston, USA: Cengage Learning.
2. Aguado, E., & Burt, J. E. (2010). *Understanding weather and climate*. New York: Prentice Hall.
3. Wallace, J. M., & Hobbs, P. V. (2006). *Atmospheric science: An introductory survey*. Amsterdam: ELSEVIER.
4. Ahrens, C. D. (2001). *Essentials of meteorology: An invitation to the atmosphere*. USA: Brooks/Cole.

Section 2: Global Climate Change & Disaster Risks

This section covers the debates and politics around global climate change. It discusses the major contributing factors to global climate change (greenhouse gases, ozone layer depletion, sea level rise), the world's largest polluters, and climate change hotspots.

It discusses global response to climate change with reference to climate actions in Kyoto Protocol, United Nations Framework Convention on Climate Change (UNFCCC), and Paris Climate Agreement.

This section provides an introduction to the concept of disaster in the backdrop of climate change. It explores the connection between climate change and disaster with a focus on the increased frequency and damaging effects of natural hazards (flood, droughts, cyclones, storms, etc.). This section also introduces the concept of disaster risk, different approaches to

disaster risk reduction (Eco-DRR, CBDRR, etc.), and the Sendai Framework for Disaster Risk Reduction.

No of Classes: 4 classes

References

Required Readings

1. Pittock, B. A. (2009). *Climate change: The science, impacts & solution* (2nd ed.). Australia: CSIRO Publishing (Chapter 1 & 2).
2. Intergovernmental Panel on Climate Change (IPCC) (2001). *Climate change 2001* (3rd Assessment report). Retrieved from <https://www.ipcc.ch>
3. Karl, T. R., & Trenberth, K. E. (2003). *Modern global climate change*. *Science*, 302(5651), 1719-1723.
4. Bradshaw, S. (2013). *Gender, development & disasters*. UK: Edward Elger Publishing limited. (Chapter 1).
5. Carter, W. N. (1991). *Disaster management: A disaster manager's handbook*. Manila: ADB.
6. Jacoby, H. D., & Reiner, D. M. (2001). Getting climate policy on track after The Hague. *International Affairs*, 77(2), 297-312.
7. Blanchard, K. (2015). The Sendai framework on disaster risk reduction: From science and technology to societal resilience. *The Built Environment*, 6(2),1-5.

Recommended Readings

1. Ruddiman, W. F. (2001). *Earth's climate: Past and future*. New York, USA: Macmillan.
2. Henson, R. (2011). *The rough guide to climate change*. London, UK: Dorling Kindersley Ltd.
3. Toth, F. L., Bruckner, T., Füssel, H. M., Leimbach, M., Petschel-Held, G., & Schellnhuber, H. J. (2002). Exploring options for global climate policy: A new analytical framework. *Environment: Science and policy for sustainable development*, 44(5), 22-34.
4. Babiker, M., Reilly, J. M., & Jacoby, H. D. (2000). The Kyoto Protocol and developing countries. *Energy Policy*, 28(8), 525-536.
5. Houghton, J., & Firor, J. (1995). *Global warming: The complete briefing*. Cambridge, UK: Cambridge University Press.
6. Ahsan, R. M., & Khatun, H. (2004). *Disaster and the silent gender: Contemporary studies in Geography*. Dhaka: Bangladesh Geographical Society.

Section 3: Gender, Climate Change and Disasters: Theoretical Perspectives

This section overviews the conceptual issues & debates related to gender, climate change, and disasters based on feminist and sustainable development perspectives. It analyses how the shifting debates on gender and environment nexus (eco-feminism, feminist political ecology) influence the understanding of the link between gender and climate change and fit within development and disaster discourses.

No of Classes: 2 classes

References

Required Readings

1. Rocheleau, D., Thomas-Slayter, B., & Wangari, E. (Eds.). (1996). *Feminist political ecology: Global issues and local experience*. London, UK: Routledge.
2. Sultana, F. (2014). Gendering climate change: Geographical insights. *The Professional Geographer*, 66(3), 372-381.
3. Resurrección, B. P. (2013). Persistent women and environment linkages in climate change and sustainable development agendas. *Women's Studies International Forum*, 40(2013), 33–43.
4. Jansen, W. (2012). Gender, environment and climate change: Understanding the linkages. In I. Dankelman (Ed.), *Gender and climate change: An introduction* (pp. 21-54). London, UK: Earthscan.
5. Bradshaw, S. (2013). *Gender, development & disasters*. Cheltenham, UK: Edward Elger Publishing limited.

Recommended Readings

1. Detraz, N. (2017). *Gender and the environment*. UK: Polite Press (Chapter 7).
2. Arora-Jonsson, S. (2011). Virtue and vulnerability: Discourses on women, gender and climate change. *Global Environmental Change*, 21(2), 744-751.
3. Enarson, E., & Chakrabarti, P. D. (Eds.). (2009). *Women, gender and disaster: Global issues and initiatives*. New Delhi: SAGE Publications. (Part I: Chapter 1).
4. Aguilar, L., Araujo, A., & Quesada-Aguilar, A. (2007). *Gender and climate change*. Retrieved from <https://www.iucn.org>
5. United Nations Development Programme (2007). *Human development report 2007/2008, Fighting climate change: Human solidarity in a divided world*. New York: UNDP (Chapter 1).
6. Denton, F. (2004). Gender and climate change: Giving the “latecomer” a head start. *IDS Bulletin*, 35(3), 42-49.
7. Brody, A., Demetriades, J., & Esplen, E. (2008). *Gender and climate change: Mapping the linkages* (a scoping study on knowledge and gaps prepared for DFID). Brighton, UK : Bridge, Institute of Development Studies, University of Sussex.

8. Lambrou, Y., & Piana, G. (2006). *Gender: The missing component of the response to climate change*. Rome, Italy: FAO.

Section 4: Gendered Vulnerability to Climate Change Hazards & Disasters

This section analyses how compared to men, women in the global South become more vulnerable to disasters. It sheds light on the factors that shape the vulnerable condition of women and limit their capacity to resist and recover from the effects of gradual climate change (e.g., salinization, desertification) and short-term natural hazards (e.g., flood, cyclones). In this connection, this section presents data and case studies of women's experience of climate change-induced disasters (mortality, health consequence, livelihood stress, gender-based violence, etc.) and problematizes the essentialist concept 'vulnerable women in the Global South'.

No of Classes: 4 classes

References

Required Readings

1. Enarson, E., & Chakrabarti, P. D. (Eds.). (2009). *Women, gender and disaster: Global issues and initiatives*. New Delhi: SAGE Publications. (Part I: Chapter 8).
2. Bradshaw, S. (2013). *Gender, development & disasters*. UK: Edward Elger Publishing limited. (Chapter 2& 3).
3. Dankelman, I. (2010). *Gender and climate change: An introduction*. London: Earthscan.
4. Blaikie, P., Cannon, T., Davis, I., & Wisner, B. (1994). *At risk: Natural hazards, people's vulnerability and disasters*. London: Routledge.
5. Cannon, T. (2012). Gender and climate hazards in Bangladesh. *Gender and Development, 10(2)*, 45-50.

Recommended Readings

1. Intergovernmental Panel on Climate Change (IPCC) (2014). *Climate change 2014: Impact, adaptation & vulnerability: Summary for policymakers* (5th assessment report). Retrieved from <https://icccc.net>
2. Hoare, J. S., & Sweetman, I. C. (2012). Introduction: Post-disaster humanitarian work. *Gender & Development, 20(2)*, 205-217.
3. Reyes, D. D & Lu, J. L. (2017). Gender dimensions and women's vulnerability in disaster situations: A case study of flood prone areas impacting women in Malabon City, Metro Manila. *Journal of International Women's Studies, 18(4)*, 69-88.

4. Kakota, T., Nyariki, D., Mkwambisi, D., & Kogi-Makau, W. (2011). Gender vulnerability to climate variability and household food insecurity. *Climate and Development*, 3(4), 298-309.
5. Ruwanpura, K. N. (2008). Temporality of disasters: The politics of women's livelihoods 'after' the 2004 tsunami in Sri Lanka. *Singapore Journal of Tropical Geography*, 29(2008), 325–340.
6. Denton, F. (2002). Climate change vulnerability, impacts and adaptation: Why does gender matter?. *Gender and Development*, 10(2), 10-20.
7. Mearns, R., & Norton, A. (2010). Social dimensions of climate change: Equity & vulnerability in a warming world. Retrieved from <https://www.worldbank.org>
8. UN Women Watch. (2009). Fact sheet: Women, gender equality and climate change. Retrieved from <http://www.un.org>

Section 5: Addressing Climate Change & Disaster: Gendered Practices

This section sheds light on local women's capacity to respond to climate change hazards. It examines women's vast knowledge and expertise that they employ in disaster risk reduction (i.e., disaster prevention and recovery) and climate change adaptation. Furthermore, it discusses women's initiatives for a healthy climate. In the end, this section highlights gender differences in responding to climate change and underscores women's practical and strategic needs in the context of climate change.

No of Classes: 4 classes

References

Required Readings

1. Terry, G. (Ed.). (2009). *Climate change and gender justice*. Rugby: Practical Action Publishing in association with Oxfam GB. (Part II & III).
2. Enarson, E., & Chakrabarti, P. D. (Eds.). (2009). *Women, gender and disaster: Global issues and initiatives*. New Delhi: SAGE Publications. (Part I: Chapter 2 & Part III).
3. Rocheleau, D., Thomas-Slayter, B., & Wangari, E. (Eds.). (1996). *Feminist political ecology: Global issues and local experience*. London, UK: Routledge.

Recommended Readings

1. Mehar, M., Mittal, S., & Prasad, N. (2016). Farmers coping strategies for climate shock: Is it differentiated by gender? *Journal of Rural Studies*, 44, 123-131.
2. Gabriëlsson, S. I., & Ramasar, V. (2013). Widows: Agents of change in a climate of water uncertainty. *Journal of Cleaner Production*, 60, 34- 42.

3. Aelst, V. K., & Holvoet, N. (2016). Intersections of gender and marital status in accessing climate change adaptation: Evidence from rural Tanzania. *World Development*, 79, 40–50.
4. Jin, J., Wang, X., & Gao, Y. (2015). Gender differences in farmers' responses to climate change adaptation in Yongqiao district, China. *Science of the Total Environment*, 538, 942–948.
5. Skinner, E. (2011). *Gender and climate change* (Overview report). Dhaka, Bangladesh: Institute of Development Studies (BIDS).

Section 6: Gender in Climate Change Adaptation and Disaster Risk Reduction: Policies and Programme in Place

This section evaluates how policy initiatives around climate change and disasters pass the major responsibility of global climate change towards local women and continue with inadequate attention towards women's empowerment and gender equality.

Moving to the Bangladesh context, this section examines how gender-specific issues are represented in national climate change adaptation actions, including the Nationally Determined Contributions (NDCs) under the Paris Agreement and the National Adaptation Plans (NAPs) under the United Nations Framework Convention on Climate Change (UNFCCC). It also discusses national DRR plans under the Sendai Framework for Disaster Risk Reduction.

This section also evaluates the ways of inclusion and exclusion of women in various community-based humanitarian and developmental programmes for climate change adaptation and disaster risk reduction.

No of Classes: 5 classes

References

Required Readings

1. Detraz, N. (2017). *Gender and the environment*. UK: Polite Press (Chapter 7).
2. Enarson, E., & Chakrabarti, P. D. (Eds.). (2009). *Women, gender and disaster: Global issues and initiatives*. New Delhi: SAGE Publications. (Part IV).
3. Kronsell, A. (2013). Gender and transition in climate governance. *Environmental Innovation and Societal Transitions*, 7, 1-15.
4. Alson, M. (2014). Gender mainstreaming and climate change. *Women's Studies International Forum*, 47, 287–294.
5. Reyes, D. D., & Lu, J. L. (2017). Gender dimensions and women's vulnerability in disaster situations: A case study of flood prone areas impacting women in Malabon City, Metro Manila. *Journal of International Women's Studies*, 18(4), 69-88.

Recommended Readings

1. Smyth, I. (2012). *Gender sensitive response and recovery: An Overview*. Boston: Oxfam.
2. Dankelman, I. (2008). *Gender, climate change and human security: Lessons from Bangladesh, Ghana and Senegal*. Dhaka, Bangladesh: WEDA, ABANTU, Action Aid Bangladesh and ENDA in Senegal.
3. GenderCC. (2007). *Take 11 key steps towards gender and climate justice*. Bali: GenderCC–Women for Climate Justice.
4. Baten, M. A., & Khan, N. A. (2010). *Gender issue in climate change discourse: Theory versus reality*. Dhaka: Unnayan Onneshan.

WGS MSS 08: Comprehensive

Course Credit: 4

Students are required to sit for a comprehensive examination during the masters 2nd semester final examination. The comprehensive examination covers areas taught during the Masters level. The comprehensive written examination is followed by a viva voce examination. Comprehensive questionspaper follows the standard pattern.

The written comprehensive examination comprises fifty per cent, and viva voce comprises fifty per cent marks.

Annexure 1

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- Professor Dr. Ayesha Banu, Department of Women and Gender Studies, Dhaka University.
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Annexure 2

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- Soheli Khadiza Azad, Department of Women and Gender Studies, Dhaka University.
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- Dr. Zhang Hong, Centre of Gender Studies, Dalian University, China.

Annexure 3

Members of the Course Development Committee (CDC) 2000

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