

Master of Philosophy in Development Studies Program

DEPARTMENT OF DEVELOPMENT STUDIES
UNIVERSITY OF DHAKA



5th Floor, Social Science Building
Faculty of Social Science, University of Dhaka
Dhaka – 10000, Bangladesh
Phone: +8801304-556945
Email: devstuddu@du.ac.bd

**DEPARTMENT OF DEVELOPMENT STUDIES
UNIVERSITY OF DHAKA**

PROSPECTUS
(COURSE CURRICULUM AND SYLLABUS)

**MASTER OF PHILOSOPHY (MPhil)
IN
DEVELOPMENT STUDIES PROGRAM**

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(COMPILED AND REFORMATTED)

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INTRODUCTION

The Master of Philosophy (MPhil) in Development Studies at the University of Dhaka is a two year program which offers a multidisciplinary approach to development, providing the skills and knowledge needed by development policymakers, practitioners and researchers. It includes in-depth study of the historical, ideological, economic, social and political dimensions of social change.

The two-year full-time MPhil in Development Studies is designed for students who combine high academic potential with first-hand development experience. It provides students with a solid grounding in development concepts and theories, depth of knowledge and competency in using applied research methods within a particular field of inquiry, and the analytical and practical skills needed to engage critically in current debates on development issues from a multidisciplinary perspective. The approach adopted is both interdisciplinary and multidisciplinary.

In the first year (consisting of two semesters), students receive a theoretical and applied grounding in major subject areas: economics, administration and politics, and social anthropology. All students take a course in research methods for the social sciences which provides appropriate training for advanced study and research. Successful completion of 8 courses in the first year is a pre-requisite for progressing to the second year. The degrees are awarded on the basis of successful completion of coursework and dissertation.

In the beginning of the second semester, the candidate has to make the first presentation of his/her research proposal before the department. He/she needs to present the final version of the proposal again in the MPhil seminar determined by the Academic Committee of the Department. Faculty members and students from other departments will also join. Satisfactory performance in presenting the proposal will permit the student to work on his /her thesis including the fieldwork with the consent of the supervisor. The thesis should not exceed 35,000 words. Undertaking field research by the student is strongly recommended. The dissertation should be submitted towards the end of the second year.

At the beginning of the third semester in the second year, MPhil students are expected to make presentations in the seminar organized by the department on their literature review and field plan experience. Students are expected to finalize their comprehensive literature review on the research topic and develop the outline of the dissertation within the first three months of the 3rd semester under close supervision of an appointed DDS faculty member/supervisor. At the end of the 3rd semester, students are required to make a presentation on the primary findings of their fieldwork in the seminar organized by the department. The fourth semester is fully dedicated for the dissertation writing. Throughout the program each student is encouraged to develop their particular focus of

interest with the assistance of supervisor. The DDS faculties are leading researchers in a number of development fields and the program is designed so that students benefit from knowledge of the very latest research and methodologies.

Throughout the program, each MPhil student is continuously encouraged to publish papers relevant to their research theme. In order for the MPhil student to be qualified for the final submission of the dissertation to the respected exam committee, he/she needs to make sure that at least one of his/her papers (one with single authorship and/or one as co-author) have got published in recognized academic journals during his/her MPhil tenure. The Academic Committee shall recommend a dissertation to the exam committee upon receipt of confirmation of the publications.

1.1 Salient Features of MPhil Program

The program features are as follows:

- A full-time advanced research program
- A program blending extensive coursework and high quality thesis writing mainly based on fieldwork
- Total 64 credit hours in 4 semesters (32 credit hours of coursework and 32 credit hours of research)
- English as medium of instruction
- Emphasizes on quality paper publication in recognized academic journals

1.2 Entry Requirements

The MPhil in Development Studies is largely for students with background in any subject of social science or related field of study. Candidates must possess a First class or Second class in their Masters degree or an equivalent degree of this University or a recognized University and shall have at least Second Division/Class in all earlier examinations (S.S.C., H.S.C. and undergraduate program). In special cases, Academic Committee of the Department can relax this eligibility criteria, provided the Academic Council of the University of Dhaka concurs with the recommendation.

Taught Courses

Semester	No. of Courses	Total Marks	Credits Earned
One	4 (four) Compulsory Courses	400	16
Two	1 (one) Compulsory Course	100	4
	3 (three) Courses from Selected Stream	300	12
Total	8 (eight) Courses	800	32

1.3 Evaluation and Grading

Evaluation and grading shall be determined on the basis of

- Semester final examination
- Mid semester examination
- Term Papers/ home assignments
- Class attendance
- Active participation in the discussion class/tutorial class/group participation/class test.

1.4 The Distribution of Marks for Evaluation

Activities	Marks
Class Attendance	5%
Active participation in the discussion class/tutorial class/group presentation	5%
Term papers/home assignments	10%
Mid semester examination (Duration of 75 minutes)	20%
Viva-voce/Class Test	10%
Semester final examination (Duration of 3 hours)	50%
Total	100%

*The Department of Development Studies may allow course teachers to alter the distribution of marks for evaluation, provided it is in commensurate with the spirit of the University guideline and approved by the Academic Committee of the Department.

1.5 The 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%	0.0
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1.6 Grading Structure

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

1.7 Interpretation of the Grades

- “A+”, “A” and “A-” grades are indicative of “excellent” performance overall by a student, earning grade points of 4.0, 3.75, and 3.50, respectively.
- “B+”, “B” and “B-” grades are indicative of “very good” performance overall by a student, earning grade points of 3.25, 3.00, and 2.75, respectively.
- “C+”, “C” and “C-” grades are indicative of “good” performance overall by a student, earning grade points of 2.50, 2.25, respectively.
- “D” grade is indicative of minimally acceptable “passing” performance overall by a student, earning a grade point of 2.00.
- “F” grade is indicative of an unacceptable “failing” performance overall by a student, i.e., fail to earn any credit point.

- “I” grade is indicative of a situation where a student, for non-academic reasons beyond his control, is unable to complete the full requirements of the course for not being able to sit for the semester final examination. With the submission of valid and authenticated evidence of such reasons, and the recommendation of the course teacher (to be reported to the Chairperson of the examination committee), that particular student shall be allowed to complete the semester final examination with the new batch. Meanwhile, the student concerned will be promoted to the next semester. If an incomplete grade is not cleared with the new batch, the “I” grade automatically be changed to an “F” grade. A maximum number of two “I” grades shall be allowed to a student in one semester.
- “W” grade shall be awarded when a student is permitted to withdraw/drop a course/semester without penalty. Withdrawals without penalty are not permitted after the mid-semester examination. A student may take readmission in the semester concerned with the next batch by paying the fees for the whole year.

1.8 Promotion

- For promotion from the first to second semester, a student shall require to earn a minimum SGPA of 2.00.
- For promotion from the second through the final semester, a student shall require to earn a minimum CGPA of 2.25, taking into consideration all the grade points earned in total number of courses of first through the final semester and improved grade, if any.
- A student failing to clear up the annual University or departmental dues of the year of study shall not be promoted to the next semester.

1.9 Improvement

- A student earning “F” grade in any course shall be allowed to improve the grade with the next batch.
- If a student obtains a grade lower than “B-” in a course, he/she shall be allowed to repeat the term final examination only once with the next batch for the purpose of grade improvement by forgoing his/her earlier term final marks.
- If a student obtains “B-” or better grade in any course, he/she shall not be allowed to repeat the course for the purpose of grade improvement.
- Improvement shall not be allowed once the certificate is issued.
- A student-carrying grade “F” in any course shall not be awarded the degree unless he/she improves it by appearing at the semester final examination with the next batch.

- If the student gets “F” grade in the improvement examination, he/she shall automatically be dropped from the semester and student shall have to take readmission with the next batch, provided the student concerned is eligible for readmission.
- For improvement of grade in a course, the student shall apply to the chairperson of the department at least 4 (four) weeks before the start of the semester final examination.
- A student shall be allowed to improve the grade of a particular course only once.
- No improvement shall be allowed for the mid-semester examination, term papers/home assignments, and active participation in the discussion class/tutorial class/group presentation/class test marks and the grades earned in written and oral comprehensive examination.

1.10 Readmission

- A student failing to get the requisite grade points for promotion (clause-9) from one semester to the next may seek readmission with the following batch.
- For readmission, a student shall have to apply within one month after the announcement of result of the concerned semester.
- On readmission, grades earned earlier by a student in the class of readmission shall cease to exist and the student has to retake all the course works and examination.

1.11 Drop Out

- A student failing to earn the GPA for promotion from one semester to the next after taking the readmission in any semester shall be dropped out of the program.
- A student earning F grade in any course after taking improvement examinations readmission in any semester class shall be dropped out of the program.

1.12 Registering Complaints about Marking, Grading and Related Issues

- When students have concern about the teaching evaluation or grading by the course teachers, the University guideline allow students to make the concern known to the appropriate individuals in the following order: the course teacher, the chairperson of the Department, and the Dean of the faculty.
- Grievances should be recorded by a student within a week after the publication of the result.

1.13 Medium of Instruction

Medium of instruction of the MPhil program in Development Studies at the University of Dhaka is English.

1.14 Fees and Charges

In addition to the tuition fees and other fees payable to the university, the students will be required to pay fees which the Department shall charge for its developmental activities. Students will be charged additional fees for computer laboratory, departmental seminar library, semester fund and co-curricular activities.

Course Structures: At a Glimpse

COURSES	CREDIT
FIRST SEMESTER	
DS 601: Advanced Economic Theories	4
DS 602: Advanced Political Theories	4
DS 603: Advanced Socio-Anthropological Theories	4
DS 604: Advanced Research Methodology: Qualitative and Quantitative	4
SECOND SEMESTER	
DS 605: Development Theories and Approaches	4
SPECIALIZATION (Choose any one stream from the followings)	
Development Economics	
DS 611: Advanced Econometrics	4
DS 612: Advanced Economics: Micro and Macro	4
DS 613: Institutional Economics	4
Public Policy	
DS 621: Politics and Public Policy Process	4
DS 622: Public Policy Analysis and Evaluation	4
DS 623: Advanced Quantitative Analysis for Public Policy	4
Natural Resource Management	
DS 631: Environmental Economics	4
DS 632: Natural Resource Management: Approaches, Models and Practice	4
DS 633: Sustainable Resource Management: Models and Methods	4
Social Development	
DS 641: Diversity, Equality and Inclusive Development	4

DS 642: Social Development in Practice	4
DS 643: Ethnographic Analysis of Social Development	4

THIRD AND FOURTH SEMESTER

DS 680: Dissertation Writing	32
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Total Credit Hours = **64**

DESCRIPTION OF COURSES

DS 601: Advanced Economic Theories

Course Description

This course engages students with advanced economic theories and related policy debates. It examines contending approaches to economic theories and their applications focusing on the issues including, but not limited to, rationality, market structures, factors of production, and the role of state and institutions. The course will also focus on foundational and contemporary debates to develop the analytical ability of students to engage with real-world growth and development questions. Multiple analytical techniques -mathematical, descriptive, graphical, narrative, and historical- will be employed to explain the nature and scope of problems and their policy implications. Students are expected to understand and critically examine theoretical frameworks and arguments so that they can develop analytical skills to deal with real world applied problems. Competing explanations and policy suggestions will be considered and, heterodox ideas and approaches will be stressed. The course will be delivered in the form of lectures, with students requiring extensive survey of literature.

Course Objective

On successful completion of this Course, students will be able to demonstrate:

- A critical understanding of the historical, social and international context of contemporary economic theories and their policy prescriptions;
- An ability to analyse the assumptions, methodological underpinnings and implications of economic models;
- An understanding of different theoretical models in a conceptually and analytically rigorous form, also with references to the context of developing countries; and

- An ability to form an opinion on the scope and limitations of the theoretical models.

Course Contents

- ❑ **Introduction:** Socioeconomic Characteristics of the Developing Countries, Domains of Economic Activities and Transition from Pre-Capitalist Economic Formation to Capitalist Economic Formation, and Multiple Paths of Capitalist Development.
- ❑ **Microeconomic Foundations:** Rationality, Utility and Choice, Equilibrium, Price and welfare, Market Structure.
- ❑ **Factors of Production:** Land, Labor (Wages, profit and surplus), Labor (Employment and Unemployment), Capital Formation and Accumulation, Technical change, Innovation and Catching Up.
- ❑ **Institutions:** Property Rights, Information Asymmetry, Transaction Cost, Regulation, Power, Political Settlement.
- ❑ **Economic and Development Policies:** Fiscal and Monetary Policies, Inequality, Poverty, Sustainable Development, Education, Structure and Knowledge Society, Health, Health System and Healthy Society, Biodiversity and Climate Change, International Trade, Trading Systems, Trade policy.
- ❑ **Theories of State and Transition of Post-Colonial State:** State Formation, Nation Building, Globalization.

Suggested Readings

- Basu, Kaushik, 1998, *Analytical Development Economics*, Oxford University Press, Delhi.
- Bardhan, Pranab. & Udry, Christopher, 1999, *Development Microeconomics*, Oxford University Press, Delhi.
- Bhaduri, Amit, 1983, *The Economic Structure of Backward Agriculture*, Macmillan India Ltd.
- Bardhan, Pranab, K. 1984, *Land, Labor, and Rural Poverty*, Oxford University Press, Delhi.
- Cohen & Cyert, 1975, *Theory of the Firm: Resource Allocation in a Market Economy*, Prentice Hall International, New Jersey.
- Hariss, J., Hunter, J. and Lewis, C.M., (eds), *The New Institutional Economics and Third World Development*, London: Routledge, 1995.
- Jagannathan, Vijay, N., 1987, *Informal Markets in Developing Countries*, Oxford University Press, New York.

- Khan, M and Jomo K.S. eds. *Rents, Rent-Seeking and Economic Development*. Cambridge: Cambridge University Press, 2000.
- Kula, Witold, 1976, *An Economic Theory of the Feudal System*, NLB, London.
- North, D., *Institutions, Institutional Change and Economic Performance*, Cambridge: Cambridge University Press, 1990
- Patnaik, Prabhat, 2008, *The Value of Money*, Tulika Books, Delhi.
- Patnaik, Utsa, 1987, *Peasant Class Differentiation – A Study in Method with Reference to Haryana*, Oxford University Press, Delhi.
- Rakshit, Mihir (Ed.), 1989, *Studies in Macroeconomics of Developing Countries*, Oxford University Press, Delhi.
- Titumir, R.A.M. 2021. *Numbers and Narratives in Bangladesh's Economic Development*, Singapore: Palgrave Macmillan.
- Titumir, R. A.M. 2021. *Fiscal and Monetary Policies in Developing Countries: State, Citizenship and Transformation*, London and New York: Routledge
- Titumir, R.A.M., T Afrin and M S Islam. 2021. *Natural Resource Degradation and Human-Nature Wellbeing: Cases of Biodiversity Resources, Water Resources, and Climate Change*, Singapore: Springer
- Titumir, R.A.M. 2021. *Juddhottor Theke Coronakal: Bangladesher Poncash Bochorer Rajnoitik Arthaniti* (Bangla), From Independence to COVID-19: The Political Economy of Fifty Years of Bangladesh, Dhaka: Prothoma Prokashon

DS 602: Advanced Political Theories

Course Description

This course provides a comprehensive understanding of political theories and political philosophy which will help the students to explore how politics can influence the developmental process of a country. The course explores leading theoretical and methodological approaches to politics. Students will also learn about the development and evolution of the field, and it will build their analytical skills in studying comparative politics. The course will be delivered in the form of lectures, with students requiring extensive survey of literature.

Course Objective

On successful completion of this Course, students will be able to:

- Have a firm grasp of the key topics and debates covered by the field of politics;
- Identify, summarize, and evaluate the fundamental questions and discussions in the field;
- Concisely summarize, connect, and evaluate the research by discussing a variety of topics, writing memos and short reaction papers;
- Analyze and critique applications of political theory;

Course Contents

- ❑ **Approaches to the Study of Political Theory:** Ideology, political theory and political philosophy, Straussian approaches to the study of politics, postmodern approaches to political theory, positive political theory.
- ❑ **Studying Politics- Methodological Approaches:** Designing Social Inquiry, Rethinking Social Inquiry, Understanding Comparative Method, Understanding Case Study Method, Area Studies.
- ❑ **Political Theories and Political Philosophies:** Social Contract Theories, Marxism and Future of Marxism, Liberalism and the Diversity of Comprehensive Liberalisms, Classical Liberalism and Libertarianism, Conservative Theories, Democratic Political Theory, Discourse Theory, Communitarianism and Republicanism, Green Political Theory, Idea of Justice.
- ❑ **Political Institutions: A Framework:** Understanding Political Institutions, Rational Choice Institutionalism, Sociological Institutionalism, Historical Institutionalism, Institutional Continuity and Institutional Change, Gradual Institutional Change

- ❑ **Nation, Nationalism, and Identity Politics**
- ❑ **States, Society and Political Order**
- ❑ **Political Parties and Electoral Institution**
- ❑ **Understanding Political Regime:** Democracy, Democratization, and Democracy Promotion, The Authoritarian Backlash and the Rise of Populism
- ❑ **Interest Group and the Politics of Mobilization**

Suggested Readings

- Anderson, B. (2006). *Imagined communities: Reflections on the origin and spread of nationalism*. Verso books.
- Bates, R. H. (1997). Area studies and the discipline: a useful controversy?. *PS: Political Science & Politics*, 30(2), 166-169.
- Bell, S. (2011). Do we need a new 'constructivist institutionalism' to explain institutional change?. *British journal of political science*, 41(4): 883-906.
- Berman, S. (1997). Civil society and the collapse of the Weimar Republic. *World politics*, 49(3), 401-429.
- Blyth, M., & Mark, B. (2002). *Great Transformations: Economic Ideas and Institutional Change in the Twentieth Century*. Cambridge University Press.
- Brady, H. E., & Collier, D. (Eds.). (2010). *Rethinking social inquiry: Diverse tools, shared standards*. Rowman & Littlefield Publishers.
- Capoccia, G. (2016). When do institutions "bite"? Historical institutionalism and the politics of institutional change. *Comparative Political Studies*, 49(8): 1095-1127.
- Carothers, T. (2002). The end of the transition paradigm. *Journal of democracy*, 13(1), 5-21.
- Centeno, M. A., Kohli, A., Yashar, D. J., & Mistree, D. (Eds.). (2017). *States in the developing world*. Cambridge University Press.
- Downs, A. (1957). An economic theory of democracy.
- Dryzek, J. S., Honig, B., & Phillips, A. (2008). *The Oxford handbook of political theory*. Oxford University Press.
- Evans, P. B., Rueschemeyer, D., & Skocpol, T. (Eds.). (1985). *Bringing the state back in*. Cambridge University Press.
- Evans, P. B. (2012). *Embedded autonomy*. Princeton University Press.
- Farrelly, C. (Ed.). (2003). *Contemporary political theory: a reader*. Sage.
- Gandhi, J. (2008). Political institutions under dictatorship.
- Gaus, G. F., & Kukathas, C. (Eds.). (2004). *Handbook of political theory*. Sage.
- George, A. L., & Bennett, A. (2005). *Case studies and theory development in the social sciences*. MIT Press.
- Geddes, B. (1990). How the cases you choose affect the answers you get: Selection bias in comparative politics. *Political analysis*, 2, 131-150.

- Hall, P. A., & Taylor, R. C. (1996). Political science and the three new institutionalisms. *Political Studies*, 44(5), 936-957.
- Hirschman, A. O. (1970). *Exit, voice, and loyalty: Responses to decline in firms, organizations, and states* (Vol. 25). Harvard university press.
- Huntington, S. P. (2006). *Political order in changing societies*. Yale University Press.
- Huntington, S. P. (1993). *The third wave: Democratization in the late twentieth century* (Vol. 4). University of Oklahoma press.
- Jahan, R. (2015). *Political Parties in Bangladesh: Challenges of Democratization*. Dhaka: Prothoma Prakashan.
- King, G., Keohane, R. O., & Verba, S. (1994). *Designing social inquiry*. Princeton university press.
- LaPalombara, J., & Weiner, M. (2015). 1. The Origin and Development of Political Parties. In *Political Parties and Political Development*.(SPD-6) (pp. 3-42). Princeton University Press.
- Levitsky, S., & Way, L. A. (2002). Elections without democracy: The rise of competitive authoritarianism. *Journal of democracy*, 13(2), 51-65.
- Levitsky, S., & Ziblatt, D. (2018). *How democracies die*. Broadway Books.
- Lijphart, A. (1971). Comparative politics and the comparative method. *American political science review*, 65(3), 682-693.
- Lipset, S. M., & Rokkan, S. (Eds.). (1967). *Party systems and voter alignments: Cross-national perspectives* (Vol. 7). Free press.
- Mahoney, J. (2000). Path dependence in historical sociology. *Theory and Society*, 29(4): 507-548.
- Mahoney, J., & Thelen, K. (Eds.). (2010). *Explaining Institutional Change: Ambiguity, Agency, And Power*. Cambridge University Press.
- March, J. G., & Olsen, J. P. (1984). The new institutionalism: Organizational factors in political life. *American Political Science Review*, 78(3): 734-749.
- Migdal, J. S. (2001). *State in society: Studying how states and societies transform and constitute one another*. Cambridge University Press.
- Moe, T. M. (1990). Political institutions: The neglected side of the story. *Journal of Law, Economics, & Organization*, 6: 213-253.
- North, Douglass. 1990. *Institutions, Institutional Change, and Economic Performance* (Cambridge UP)
- Olson, M. (2008). *The rise and decline of nations*. Yale University Press.
- Ostrom, E. (1990). *Governing the commons: The evolution of institutions for collective action*. Cambridge university press.
- Przeworski, A., Alvarez, R. M., Alvarez, M. E., Cheibub, J. A., Limongi, F., & Neto, F. P. L. (2000). *Democracy and development: Political institutions and well-being in the world, 1950-1990* (No. 3). Cambridge University Press.
- Putnam, R. D., Leonardi, R., & Nanetti, R. Y. (1994). *Making democracy work*. Princeton university press.

- Riker, W. H. (1982). The two-party system and Duverger's law: an essay on the history of political science. *American political science review*, 76(4), 753-766.
- Sen, A. (2007). *Identity and violence: The illusion of destiny*. Penguin Books India.
- Svolik, M. W. (2012). *The politics of authoritarian rule*. Cambridge University Press.
- Tilly, C. (1992). *Coercion, capital, and European states, AD 990-1992*. Wiley-Blackwell.
- Wolinetz, S. B. (1991). Party system change: The catch-all thesis revisited. *West European Politics*, 14(1), 113-128.

DS 603: Advanced Socio-Anthropological Theories

Course Description

This course is designed to present an in-depth knowledge of the socio-anthropological theories that are pertinent to explain social change in general and development in particular. The overview of the foundational knowledge of sociology and anthropology will add additional but firm grip to the conventional and non-conventional understanding of development and development discourse. This will provide students with a holistic and critical understanding of how peoples' lives are shaped and transformed by different social relations, culture, power, political economy, history and environment. This course also explains the paradigm shift in development from economic to social domain. In this context, focus will be on the SDGs and its implementation challenges. Students will begin by looking at the ontological, epistemological, and methodological grounding of anthropological and sociological theories and will explore how various social, cultural and philosophical changes provide this discipline a versatile orientation. They will then apply that knowledge in realizing and materializing development initiatives. Pursuing both synchronic and diachronic approaches, as has been done at the graduate level, the course will explore further how critical way of thinking is necessary to leverage possible cases of development disaster. Additionally, initiatives will also be taken to re-visit anthropological theories and their applications in ethnographic field research. The multi-dimensional knowledge about the ongoing development initiatives and discourses, learned through the course curriculum, will be fruitful to evaluate, interpret the complex socio-cultural system and contribute accordingly.

Course Objectives

After successful completion of the course, students are expected to be able to:

- Develop a multidimensional and holistic understanding of the concept of development and rectify biased models;
- Explore the socio-cultural and economic embeddedness of development, poverty, inequality, vulnerability and its relevance in studying social development;
- Make sense of the social world in such a way so that students may have better idea about the contested nature of development discourses and the alternative models of development;

Course Contents

- **Introduction:** social theorizing and development-nature, arguments and actions, overview of the general nature of social theorizing, analyzing change, the geography of development, development as an economic process, measuring growth and development, criticisms of development measures, human development, socio-cultural dimensions of development, poverty, inequality and development, contentions over development, rethinking development.

- ❑ **Conventional theories:** classical and neoclassical economics, origins of political economy, the British Enlightenment, the classical economists (Adam Smith, Ricardian calculations, Mill's ethical economics, List's skepticism), critique of classical economics, neoclassical economics, critique of neoclassical economics, from Keynesian economics to neo-liberalism, crisis in Keynesian economics, neo-liberalism in economic policy, critique of neoliberal development, development as modernization, naturalism, rationalism, structural functionalism, the Parsonian synthesis, critique of structural functionalism, Weber, rationalism and the Protestant ethic, sociological modernization theory, economic modernization theory, psycho-cultural theories of modernization, historical stages of the growth, critique of the modernization approach, return of modernization, critique of Sachs, critique of modernization.
- ❑ **Nonconventional, critical theories of development (contemporary theories of development):** Marxism, socialism and development, the substantive analysis of capitalism, Marx and Third World development, production as the transformation of nature, production as social relations, mode of production, development as social transformation, structural Marxism, imperialism, dependency theory, world systems theory, regulation theory, criticisms of Marxist and neo-Marxist theories, socialist development in the USSR, development in contention, the legacies of the colonial era, overview of the colonial project, colonization, decolonization and the pursuit of development, post-structuralism, post-colonialism and post-developmentalism, the enlightenment and its crisis, post-enlightenment criticisms, power-truth-knowledge, post-colonialism, intellectual dependency theory, the poststructuralist turn in development studies, encountering development, feminist theories of development, feminist epistemology, feminist criticisms of development theory, women, development, theory, women in development, women and development, gender and development, women, environment and development, ethno-development, knowledge society and postmodern sensibility, postmodernism and development, grassroots development, environment and development theory, transnational networks and global flows, globalization and development.
- ❑ **New analysis of complex change:** global system interdependence-the new structural analysis of the dynamics of industrial capitalism, the postmodernist theory of the global cultural market place, the reconstruction of global industrial capitalism, agent-centered analysis of the diversity of forms of life, the contribution of social movements, the formal character of a new general approach to development, the decline of the First World theory, the pursuit of the effective nation-statehood, the spontaneous order of the market place, the legacy of

dependency theory, restating the modernist project, a new substantive focus-elucidating the dynamics of complex change, changes in development discourses, the formal commitments of the discourse of public sphere, the substantive commitments implied in the discourse of public sphere, the presently discussed changes in the global system.

- ❑ **Critical modernism:** critical modernism and democratic development, alternatives, ethics, social movements, linkages, radical democracy.
- ❑ **Paradigm shift:** Development to Social development, Development and Social development theorizing and relevant arguments and evolving actions, analyzing change;
- ❑ Development as social transformation, the paradigm shift- economic development to social development, socio-cultural dimensions of development, poverty, inequality and disaster, especially vulnerable groups, rethinking development, etc.;
- ❑ SDGs for social development, SDGs in global, national and local level, SDG tracker, Priority indicators for Bangladesh- 39+1, Challenges and initiatives being taken. New social challenges and innovative solutions.

Suggested Reading Materials

- Barnett, T. (2005). Sociology and development. Hutchinson.
- Carter, A. F. (1986). The Sociology of Development. Causeway Books.
- Desai, M. (2013), The paradigm of international social development: Ideologies, development systems and policy approaches. Routledge.
- Frans J Schuurman (1996) edited Beyond the Impasse, New Directions in Development Theory, ZED Books (London and New Jersey).
- George Stathakis and Gianni Vaggi (2006) edited Economic Development and Social Change, Historical Roots and Modern Perspectives, Routledge (London and New York).
- Hulme, D. & Turner, M. (1990). Sociology and development: Theories, policies and practices. Harvester Wheatsheaf.
- Johnson, C. (2009). Arresting development. Routledge.
- John Scott (2006), Social Theory, Central Issues in Sociology, SAGE Publications.
- Katy, G. & Lewis, D. (1996). Anthropology, development and the post-modern challenge. Pluto Press.
- Midgley, J. and Pawar, M. (2017). *Future directions in social development*(ed.). Palgrave Macmillan.
- Pawar, M. (2014). Social and Community Development Practice. Sage.
- Pawar, M. and Cox, D., (eds.) (2010). Social Development: Critical themes and perspectives. Routledge.
- P.W. Preston (1996), Development Theory, An Introduction, BlackWell Publishers.
- Peet, R. & Hartwick, E. (2009). Theories of development, contentions, arguments, alternatives. The Guilford Press.
- Scott, J. (2006). Social theory, central issues in Sociology, SAGE Publications.

- Sharmin, S. (2010). Inclusive development: Rights of Persons with Disability in Bangladesh. *Dhaka University Journal of Development Studies*, 1(1), 129-136.
- Sharmin, S. (2010). Children in the socio-cultural context of Bangladesh. *OIDA International Journal of Sustainable Development*, 1(4), 39-46.
- Sharmin, S. (2011). Socio-economic situation and land rights of the indigenous people in Bangladesh. *OIDA International Journal of Sustainable Development*, 2(11), 85-96.
- Sharmin, S. (2013). Education in development. Palal Prokashani.
- Sharmin, S. (2015). A critique on international development agenda. *Ganpat University Journal of Applied Research in Social Sciences & Humanities*, 3(2) & 4(1), 14-22.
- Sharmin, S. (2021). Disaster and sustainable development: The experiences of Bangladesh, Palal Prokashani.
- Tony Barnett (2005), *Sociology and Development*, Hutchinson (London, Melbourne, Sydney, Auckland, Johannesburg).
- Willis, K. (2005). *Theories and practices of development*, Routledge.
- Wolfgang Sachs (2010) edited *The Development Dictionary, A Guide to Knowledge as Power*, Zed Books (London and New York).

DS 604: Advanced Research Methodology: Qualitative and Quantitative

Course Description

This graduate level course provides a study of quantitative and qualitative methods used to conduct research in social sciences in general and development studies in particular with a focus on the application of appropriate research models. The course addresses a wide range of social research methods including various methods of data collection and analysis. Topics addressed include the relationship between theory and method, defining researchable questions, participant observation, writing fieldnotes, interview techniques (unstructured, semi-structured, structured), transcription, sampling, designing questionnaires, coding data, data analysis, and research proposal evaluation criteria. The course will also equip the students with basic statistical tools including but not limited to correlation analysis, regression analysis, and some descriptive measures. The course also examines the ethical issues involved in social science research more broadly, from informed consent to “ownership” of data and responsible use of research results. Practical exercises provide students with “hands-on” opportunities to practice techniques of collecting, coding, analyzing and interpreting qualitative and quantitative data.

Course Objective

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

- ❑ Define a research problem and design an appropriate data collection proposal;
- ❑ Apply qualitative and quantitative research methods to a variety of research contexts individually and/or in collaborative teams;
- ❑ Understand the foundations of quantitative, qualitative and mixed method research design;
- ❑ Carry out a wide range of strategies for data collection and analysis;
- ❑ Understand conflicts arising from research practice with regards to representation, collaboration, participation, power, and privilege;
- ❑ Analyze, write-up, and present original research findings;

Course Contents

- ❑ **Introduction to Social Research:** What is social research, Objectives, Significance, Characteristics, Major Types and Approaches, Steps, Ethics in Research, Use of Research in Basic and Applied Types of Research, Time Dimension in Research

- ❑ **Philosophy of Social Research:** Introduction to philosophy of social research, Relation between philosophy and research, Relation between theory and research
- ❑ **Key Schools of Thoughts in Social Science Research:** Objectivity, Positivism, Empiricism, Realism, Subjectivity, Idealism, Building bridges, Postmodernism
- ❑ **Measurement, Validity, Reliability:** Why measure? Quantitative and qualitative measurement, Validity and Reliability
- ❑ **Sampling:** Probability and Non-probability sampling, different techniques of sampling
- ❑ **Research Design:** Steps in research design, Experimental and Quasi Experimental Design, Quantitative and qualitative research design
- ❑ **Quantitative Research Methods:** Survey research, How to design questionnaire, How to conduct structured interview, coding, data collection methods
- ❑ **Qualitative Research Methods:** Case study, Observation, Comparative and Historical methods, Content Analysis, Interview, Ethnographic studies
- ❑ **Participatory Research Methods and tools:** Evolution of PRA, Significance and logic of using PRA/PLA, Focus Group Discussion, Ethnographic Interview, Social Mapping, Resource mapping,
- ❑ **Descriptive Studies:** Assessment, Evaluation, Ex-post facto studies, Replication and secondary analysis and Meta Analysis
- ❑ **Experimental Studies:** Quasi-experimental and Factional Designs; Single Subject Experimental Research
- ❑ **Analytical and Correlational Analysis:** Analysis of variance and Covariance, Partial and Multiple Correlation, Regression Analysis, Factor Analysis and Discriminant Analysis
- ❑ **Research Proposal:** How to write Research Proposal
- ❑ **Research Report:** How to write Research Report

Suggested Readings

- Abbot, D. (1998) *Dilemmas of Researching Poverty*. In Thomas, A, Chataway, J and Wuyts, M (Eds) *Finding out Fast: Investigative Skills for Policy and Development*, Sage, London.
- Bausell, Barker R. (1991) *Advanced Research Methodology*. United States: Scarecrow Press
- Boahane, K. (1995) 'Doing primary research in a developing economy'. *Development in Practice*, Vol. 5, No.3, 259 – 63.

- Booth, D. (Ed.) (1994) *Rethinking Social Development: Theory, Research and Practice*, Longman, London.
- Bulmer, M. and Warwick, D. P. (Eds) (1994) *Social research in developing countries: Surveys and censuses in the Third World*, UCL Press, London.
- Creswell, Jhon W. (2008) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, United States: SAGE Publications
- Goddard, Wayne and Stuart Melvelli. (2004) *Research Methodology: An Introduction*, PHI Learning Pvt. Ltd
- Greenwood, D.J., and Levin, M. (2007) *Introduction to Action Research*, Sage, London.
- Gujrati, D. N. (2003) *Basic Econometrics*. New York: McGraw Hill
- Holland, J. and Blackburn, J. (1998) *Whose Voice? Participatory Research and Policy Change*, Intermediate Technology, London.
- Holland, J. and Campbell, J. (2005) *Methods in Development Research: Combining Qualitative and Quantitative Approaches*, ITDG, Rugby.
- Kothari, C R. (2005) *Research Methodology: methods and techniques*, United States: SAGE Publications
- May T. (1997) *Social Research: Issues, Methods and Process*, Buckingham: Open University Press
- McNiff, J. and Whitehead, J. (2006) *All you need to know about Action Research*, Sage, London.
- Miller, Scott A. (2007) *Developmental Research Methods*, Third Edition, University of Florida, SAGE Publications, Inc
- Pannerseelvam, R. (2004) *Research Methodology*, New Delhi: PHI Learning Pvt. Ltd
- Pratt, B. and Loizos, P. (1992) *Choosing Research Methods: Data Collection for Development Workers*, Oxfam, Oxford.
- Rahman, A. (1993) *Peoples Self Development: Perspectives on participatory action research: a journey through experience*, Zed Books, London.
- Reason, P. and Bradbury, H. (2001) *Handbook of Action Research: Participatory Inquiry and Practice*, Sage, London.
- Scheyvens, R. and Storey, D. (2003) *Development Fieldwork: A Practical Guide*, Sage, London.
- Schrijvers, J. (1995) 'Participation and Power: a transformative feminist research perspective'. In Nelson, N and Wright, S (Eds) *Power and Participatory Development: Theory and Practice*, Intermediate Technology Publications, London.
- Thomas, A., Chataway, J. and Wuyts, M. (Eds) (1998) *Finding out Fast: Investigative Skills for Policy and Development*, Sage, London.

DS 605: Development Theories and Approaches

Course Description

The course provides a through analytical overview of the evolution of development theories and associated strategies over the period since the first industrial revolution. It treats development as a holistic, multi-disciplinary phenomenon that recognizes both global inter-connections as well regional specificities and path dependence.

The course traces the emergence, evolution and eclipse of development theories in conjunction with characterizations of the socio-economic and political realities and social imaginations from which they originate. Summary treatments are sketched of the classical political economy Malthusian, neo-classical and utilitarian, Keynesian, welfare, neo-institutional economic, Marxian, dependency, structural, human development, and post-modern, traditions.

The course also deals in particular with debates on themes and dimensions of crucial contemporary significance including gender; poverty, inequality and vulnerability; environment; new technologies; culture, religion, identity and citizenship; state and civil society; migrants and migration; capital flows and macro-economic instability; democracy and rights, governance, globalization and so on.

Course Contents

- **Introduction:** What is a Theory? Theories and Models- What do the theories of development tell us? Historical Challenges and Development Theories.
- **Classical (Pre-1914) Economic Development Theories:** The Ricardian Growth Model, The Malthusian Population Theory, Trade as the Engine of Growth, Adam Smith's vent-for-surplus Theory, Ricardian Comparative Advantage Theory, "Pure Trade Theory: Textbook Analysis and Empirical Reality.
- **Postwar Neo-classical Theories (1945-1973):** New Agenda, New Terminology: The two axes Worldview, The Golden Age of Modeling, Vicious Circle of Poverty and the Population Trap, The Big Push Theory of Industrialization, The Rostowian Stages Theory, Balanced versus unbalanced Growth, Economic Dualism: The Lewis two-sector Model, Import Substitution Industrialization (ISI), Export Promotion and the Infant Industry argument, Neo-classical Growth and Distribution Theories, The Trickle-down Theory and Western Capitalism, Radical Interpretation of Underdevelopment (Dependency and Growth), Disenchantment with Trickle-down Theory, Migration and Labor Market Modeling, Participatory Approach to Development, The Gender bias of Development, The Basic Needs Approach, Development as Liberation, Development as Freedom

- **The Latest State of the Art:** Economic Development Theorizing since 1980: The New Institutionalism, Debt, Deficit and Structural Adjustment, Sustainable Development, State versus Market Debate, The New Growth Theory: Human Capital Revisited, Pro-poor Growth, Globalization or Tri-polarity

Suggested Readings

- Agarwala, A.N. and Singh, S.P. (ed.)(1973), The Economics of Underdevelopment. London: OUP.
- Agarwal, Narmal (1983), The Development of a Dual Economy. Calcutta : K P Bagchi & Company.
- Basu, Kaushik (1998), Analytical Development Economics- The Less Developed Economy Revisited. New Delhi: OUP.
- Besley, Timothy and Cord, Louise J.(eds.) (2007), Delivering on the Promise of Pro-Poor Growth: Insights and Lessons from country Experiences. New York: Palgrave Macmillan; Washington DC : World Bank.
- Bhagwati, Jagdish N.(1985), .Wealth and Poverty. in Gene Grossman (ed.) Essays in Development Economics (Vol.I) – Delhi: OUP.
- _____(1985), .Dependence and Interdependence. in Gene Grossman (ed.) Essays in Development Economics (Vol.2) – Delhi: OUP.
- Deutsch, Karl W. (1961), =Social Mobilization and Political Development‘, American Political Science Review 55 (3):493-514.
- Frank, Andre Gunder (1966), “The Development of Underdevelopment”, Monthly Review, 17 (September):17-31.
- Galbraith, John Kenneth (1965), Economic Development. London: OUP.
- Ghatak, Subrata (1995), Introduction to Development Economics. London: Routledge.
- Haque, M. Shamsul(1999), Restructuring Development Theories and Policies. Albany: State University of New
- Landes, David (2002), The Wealth and Poverty of Nations. London: Abacus.
- Kothari, Uma and Minogue, Martin (2002), Development Theory and Practice: Critical Perspectives. Houndmills: Palgrave.
- Lehman, David (ed.)(1979), Development Theory: Four Critical Studies. London: Frank Cass.
- Livingstone, Ian (ed.)(1981), Development Economics and Policy Readings. London: George Allen & Unwin
- Meier, Gerald M. and Baldwin, Robert E. (1970), Economic Development- Theory, History, Policy. Bombay: Asia Publishing House.
- Meier, Gerald M. and Rauch, James E. (2000), Leading Issues in Development (Seventh Edition), New York: OUP.
- Meier, Gerald M and Stiglitz, Joseph E. (ed.)(2001), Frontiers of Development Economics- The Future in Perspective. Washington, D.C.: World Bank.

- Nurkse, Ragnar. (1953), *Problems of Capital Formation in Underdeveloped Countries*. Oxford: Blackwell.
- Peet, Richard and Hartwick, Elaine (1999), *Theories of Development*. New York/ London: The Guilford Press.
- Prendergast Renee and Stewart, Frances (eds.) (1994), *Market Forces and World Development*, New York: St. Martin's Press.
- Ralph, John (2002), *Understanding Development: Theory and Practice in the Third World*. London: Lynne Rienner Publishers.
- Ray, Debraj (2000), *Development Economics*. Princeton, N.J.: Princeton University Press.
- Rahnema, Majid and Bawtree, Victoria. (1997), *The Post Development Reader*. Dhaka: University Press Limited.
- Robinson, Joan (1979), *Aspects of Development and Underdevelopment*. London: CUP.
- Streeten, Paul Patrick (1995), *Thinking About Development*. Cambridge: Cambridge University Press.
- Stiglitz, Joseph. (1999), *State Versus Market- Have Asian Currency Crises Affected the Reforms*. Dhaka: University Press Limited.
- Todaro, Michael P. and. Smith, Stephen C. (2003), *Economic Development* (Eighth Edition). London: Addison Wesley.
- Toye, John (1993), *Dilemmas- Development*. Oxford: Blackwell.
- Valenzuela, Samuel J., and Arturo Valenzuela (1978), 'Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment', *Comparative Politics* 10 (4):535-552.
- Wiard, J. Howard. (1998), *Non-western Theories of Development: Regional Norms versus Global Trends*. New York: Wadsworth Publishing.
- Wilber, Charles K. (ed.) (1979), *The Political Economy of Development and Underdevelopment*. New York: Random House.
- Wills, Katie (2005), *Theories and Practices of Development*. London: Routledge.
- Wolf, Charles Jr.(1993), *Markets or Governments- Choosing between Imperfect Alternatives*. Cambridge MA: The MIT Press.
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Development Economics Stream

DS 611: Advanced Econometrics

Course Description

The course discusses both theoretical foundation for econometric methods and application of these methods in data analysis. The cross-section and time series approaches of modern econometrics are discussed in an integrated way in order to provide a unified framework for understanding different econometric methods. Major topics include the matrix approach to linear regression model, finite sample properties and asymptotic distribution of OLS estimators, Generalized Method of Moments, Time Series Analysis (Unit Roots, Cointegration and Error Correction, The Engle–Granger Methodology, Johansen Methodology). Students are also required to prepare an empirical project using the skills learned in the course.

Course Objectives

The course has been designed to build the foundation of the students for studying econometric theory at the advanced level. The course focuses on standard tools and techniques of modern econometrics to familiarize the students with the principal econometric methods from ordinary least squares through cointegration. The main aim of this course is to equip the students with theoretical and methodological capabilities to pursue PhD level studies in Economics and to perform applied research using modern econometric techniques.

Course Contents

- **Introduction:** The Classical Linear Regression Model: The matrix approach to linear regression Model, The Algebra of Least Squares, Finite Sample Properties of OLS estimators, Asymptotic Distribution of OLS Estimators. Assumptions for Cross-Section Regression, Weighted Least Squares, Median and Quantile Regression, Misspecification: functional form misspecification, Endogeneity, Omitted variables; Instrumental Variable (IV) Estimator -Two Stage Least Squares. IV application.
- **Generalized Method of Moments:** Introduction, Examples-Instrumental Variable Regression, Panel Data, Moments Conditions from Economic Theory, Method of Moments Estimators, GMM Estimator, Distribution of GMM Estimator, Variance Matrix Estimation, Optimal Moment Condition

- ❑ **Tobit and Selection Model:** Censored and truncated model, Tobit model, Two-part model, sample selection model.
- ❑ **Time Series Analysis:** ARMA Models, Stationarity, Stationarity Restrictions for an ARMA (p, q) Model, The Autocorrelation Function, The Partial Autocorrelation Function, Sample Autocorrelations of Stationary Series, Box–Jenkins Model Selection, Seasonality, Deterministic and Stochastic Trends, Unit Roots, Dickey–Fuller Tests, Panel Unit Root Tests, Introduction to VAR Analysis, Estimation and Identification, The Impulse Response Function, Testing Hypotheses, Granger Causality, Structural VARs, Linear Combinations of Integrated Variables, Cointegration and Common Trends, Cointegration and Error Correction, Testing for Cointegration: The Engle–Granger Methodology, Johansen Methodology.
- ❑ **Models for Panel Data:** Overview of Models and Estimators, Panel Data Estimators, Pooled Model, Random Effect Model, Fixed Effect Model, First Difference Model, Between Model, Extensions of Linear Panel Models, and Dynamic Panel Models.
- ❑ **Hands on Exercise using Econometric Software:** STATA, Eviews, R

Suggested Readings

- Cameron, C.A. and Trivedi, P.K. (2009) Microeconometrics Using STATA. STATA Press.
- Cameron, C.A. and Trivedi, P.K (2005), Microeconometrics: methods and applications. Cambridge: Cambridge University Press.
- Enders, Walter. (2015), Applied Econometric Time Series, 4th Edition, Wiley.
- Greene, W. H. (2008), Econometric Analysis. 6th Ed. Prentice-Hall.
- Gujrati, D. N. (2003) Basic Econometrics. New York: McGraw Hill
- Hayashi, F. (2000), Econometrics, Princeton University Press. Princeton, New Jersey 08540 USA.
- Wooldridge J. M, (2010), Econometric Analysis of Cross Section and Panel Data. The MIT Press, Cambridge, Massachusetts, London, England

DS 612: Advanced Economics: Micro and Macro

Course Description

This course is about understanding of advanced economic theories. The course contains two parts: part I focuses on advanced microeconomic theories and part II focuses on advanced macroeconomic theories. Since the second semester of MPhil program offers specialized courses, this course will be designed in such a way that the aspirants get advanced knowledge in the field of economics. This course helps the students in blending the theoretical foundations of modern macroeconomics and empirical modeling which will help them to deepen their understanding of fluctuations of Growth and Development.

Course Objectives

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

- Grasp the advanced microeconomic concepts to explain the behavior of consumers and producers;
- Build mathematical models to the microeconomic problems that we observe in the market setting and describe them scientifically;
- Critically examine the effectiveness of macroeconomic policies – fiscal and monetary policies – and the limitations of those models in analyzing the economic growth;
- Analyze the assumptions, methodological underpinnings and implications of economic models;
- Form an opinion on the scope and limitations of the theoretical models;

Course Contents

Part I: Advanced Microeconomic Theory

- ❑ Preference and Choices, Consumer Choice, Classical Demand Theories (the utility maximization, expenditure minimization, Duality); relationship between Demand, Indirect Utility, and Expenditure Function.
- ❑ **Production:** Production sets, profit maximization, and cost minimization.
- ❑ **Choice under uncertainty:** Expected utility theory, money lotteries and risk aversion, state dependent utility, subjective probability theory.
- ❑ Game theory, Moral Hazard, Adverse Selection, Asymmetric Information, Signaling, and Screening

- ❑ The principal agent-problem, Incentives and Mechanism Design.

Part II: Advanced Macroeconomic Theory

- ❑ **Some basic facts about Economic Growth:** The Solow Growth Model, Infinite Horizon and Overlapping Generations Models (Ramsey Cass Koopmans Model, Diamond Model), New Growth Theory (Research and Development Model and AK model).
- ❑ **Real business cycle theories:** Some facts about economic fluctuations, theories of fluctuations, a baseline real business cycle model, Traditional Keynesian Theories of Fluctuations (IS-LM-BP Model)
- ❑ **Consumption:** Consumption under uncertainty (permanent income hypothesis, random walk hypothesis), consumption and risky assets, Beyond the Permanent Income Hypothesis.
- ❑ **Investment:** Investment and Cost of Capital, a Model of Investment with Adjustment Costs, Tobin's q .
- ❑ **Unemployment:** Theories of unemployment, Efficiency Wage Model, Shapiro-Stiglitz Model, Implicit Contract Theory, Wage Contracts, Insider-Outsider Model, Search and Matching Model.
- ❑ **Inflation and Monetary Policy:** Inflation, money growth, and interest rates; the dynamic inconsistency of low-inflation monetary policy, a model for analyzing interest rate rules.
- ❑ Budget Deficit and Fiscal Policy

Suggested Readings:

Mas-Colell, Whinston & Green (1995), Microeconomic Theory, Oxford University Press.
 Romer, D. (2018). Advanced macroeconomics, fourth edition. Mcgraw-hill.
 David Romer, Advanced Macroeconomics, fourth edition
 Robert J. Barro and Xavier Sala-i-Martin, Economic Growth, second edition (Cambridge: MIT Press, 2004), Chapter 2 and Appendix A.3 (at end of book).

DS 613: Institutional Economics

Course Description

This course deals with both the “new institutional” approaches and the mainstream policy agenda, as well as introducing students to alternative approaches based on a comparative historical analysis. Multiple analytical techniques -mathematical, descriptive, graphical, narrative, and historical- will be employed to explain the nature and scope of problems of institutions and their policy implications. Students are expected to understand and critically examine theoretical frameworks and arguments so that they can develop analytical skills to deal with real world applied problems. The module makes extensive use of case studies and students are encouraged to relate theoretical ideas to concrete examples from specific regions and countries in the Global South.

Course Objective

On successful completion of this Course, students will be able to demonstrate:

- A critical understanding of the historical, social and international context of economic theories and their policy prescriptions;
- An ability to analyze the assumptions, methodological underpinnings and implications of economic models;
- Relate how institutional performance in developing countries is influenced by the economics of institutions and the role of political economy.
- Discuss the transition to capitalism and identify institutions appropriate to that transition.
- Summarize new institutional approaches in contrast to mainstream policy agendas.

Course Contents

- ❑ **Introduction** – Scope and subject matter of institutional economics – evolution of institutional economics: Max Weber, John Hobson, Thorstein Veblen, Clarence Ayers, John R. Commons, Gunnar Myrdal and John K. Galbraith, Kenneth E. Boulding, Daniel R. Fusfeld, Robert Solo, Parsons, Ronald Coase, etc.
- ❑ **Principal Themes** - (a) A theory of social change, (b) A theory of social control and collective choice, (c) A theory of economic role of government, (d) A theory of technology, (e) Organizational and institutional power structure as the principal determinant of resource allocation, (f) Facets of the value conception which transcend price, on the values represented in and given effect by the habits and customs of social life.

- ❑ **Transaction Costs and Contracts Enforcement:** The concept of transaction; Transaction costs as friction in the economy; Transaction costs and transformation costs; Interdependency between transaction costs and transformation costs; Types of market transaction costs and means of transaction costs minimization; (search and information costs; measurement costs; bargaining and decision costs; supervision and enforcement costs); The state of nature and private enforcement devices; Self-enforcing agreements; and hostages; Enforcement mechanisms based on bilateral; and multilateral reputation; shortcomings of reputation as a contract enforcement mechanism; Enforcing contracts with the help of the legal system; Comparative advantages and shortcomings of the legal enforcement mechanism. Contract enforcement in contemporary Bangladesh; Transaction costs, the main types of economic exchange and their institutional structure; Coexistence of the main types of economic exchange in the modern society; Transaction cost measurement; Transaction costs in the Bangladesh economy
- ❑ **Property Rights:** The definition of property rights. Property rights in different legal traditions; (common law and civil law traditions); The property rights approach: some basic concepts. Specification of property rights, the bundle of rights, partitioning of property rights, attenuation of property rights; Assigning of property rights: the internalization of externalities; The Coase Theorem. Critic of Coase; Alternative property rights regimes; Common property (open access) and the tragedy of the commons; Exclusive property rights and the conditions for their emergence; The interest-group theory of property rights; The costs of collective action; The theory of rent seeking; interest groups and rent seeking in the Bangladesh economy
- ❑ **Strategic Behavior, Information Transmission, and Contracting** - Private and asymmetric information, Moral hazard with optimal contracts, Adverse selection with applications to signaling and screening, and Incentive mechanisms such as auctions and tournaments
- ❑ **Institutional Change:** Stability of institutions and institutional change; The concept of institutional equilibrium; The main sources of institutional change; Centralized and spontaneous institutional change; The role of the state in the process of institutional change; The problem of compensation of the disadvantaged groups; Theories of selection of efficient institutions in the process of competition Institutional change and path dependence; Forms of path dependence; Institutional change in contemporary Bangladesh
- ❑ **State and Political Settlement:** Social mechanisms for constraining open access. Contractual theories of the state (Locke, Rousseau), Hobbes' predatory theory of the state. North's model of the state. Advances in political settlement.

Suggested Readings

- Akerlof G.A. The Markets for "Lemons": Quality Uncertainty and the Market Mechanism" Quarterly Journal of Economics. 1984 Vol. 84. pp.488-500.
- Alchian A., Woodward S. Re-fections on the Theory of the Firm.// Journal of Institutional and Theoretical Economics, 1987, Vol.143, pp.110-136.
- Barzel Y. Measurement Cost and the Organization of Markets. // Journal of Law and Economics, 1982, Vol. 25. pp. 27-48.
- Bromley D. Institutional Change and Economic Efficiency.// Journal of Economic Issues. 1989. Vol. 23, No. 3.
- Canterbury, E.R. et al. 1984. Galbraith Symposium. Journal of Post-Keynsian Economics. Autumn
- Chåung S. The Contactual Nature of the Firm. // Journal of Law and Economics, 1983, Vol. 26, pp.1-21.
- Coase R. The Nature of the Firm. // Economic. 1937. Vo. 4.Pp. 386-405.
- Coase R.H. The Problem of Social Cost. //Journal of Law and Economics. 1960. Vol.3Pp. 1-44.
- Coase, R.: The Lighthouse in Economics, 17(2) Journal of Law and Economics, p. 357 (1974).
- Cooter R. Coase Theorem. In: The New Palgrave: A Dictionary of Economics. - L., Macmillan, 1987, pp. 457-459.
- Dahlman C. The Problem of Externality.// Journal of Law and Economics. 1979. Vol. 22. pp. 141-162.
- David P. Clio and the Economics of QWERTY.75 American Economic Review. Papers and Proceedings 1985. Vol. 75 pp.332-337.
- Demsetz H. Toward the Theory of Property Rights. //American Economic Review. 1967, Vol. 57, pp.349-359.
- Demsetz H. When Does the Rule of Liability Matter? //Journal of Legal Studies. 1972, Vol. 1. pp.13-28.
- Dorfman, J. et al. 1963. Institutional Economics. Berkeley University of California Press.
- Eggertson Thr. Institutions and Economic Behavior. Ch.1, pp.1-32.
- Eggertson Thr. Neoinstitutional Economics. In: Newman P. The New Palgrave Dictionary of Economics and the Law. Vol. 2, pp. 665-670.
- Ellickson R. The Aim of Order Without Law. Journal of Institutional and Theoretical Economics. 1994. Vol. 150 pp. 97-100.
- Elster J. Social Norms and Economic Theory.//Journal of Economic Perspectives,1989 Vol.3. pp. 99-117.
- Fama E., Jensen M. Agency Problems and Residual Claims// Journal of Law and Economics.1983. Vol.26. pp. 327-349. 3. Jensen M., Meckling W. Theory of the Firm: Managerial Behavior,
- Furubotn E., Richter R. Institutions and Economic Theory. The University Of Michigan Press. 1997. Ch. 1. p.1-38.
- Furubotn E., Richter R. Institutions and Economic Theory. The University of Michigan Press. 1997. Ch. 2. P.39-68.

- Furubotn E., Richter R. Institutions and Economic Theory. The University Of Michigan Press. 1997. Ch. 2. P.69-120.
- Greif A. Contract Enforceability and Economic Institutions in Early Trade: the Maghribi Traders Coalition. The American Economic Review. 1993. Vol. 83. pp. 525-548.
- Greif A. Cultural Beliefs and the Organization of Society: A Historical and Theoretical Re-lection on Collectivist and Individualist Societies //Journal of Political Economy, 1994. Vol. 102, N. 5, pp. 912- 950.
- Gurchy, A.G. 1947. Modern Economic Thought. New York: Prentice Hall.
- Gurchy, A.G. 1972. Contemporary Economic Thought. Clifton. NJ. Kelley.
- Hart O. An Economist's Perspective on the Theory of the Firm. Columbia Law Review. 1989. Vol. 89 .
- Hariss, J., Hunter, J. and Lewis, C.M., (eds), *The New Institutional Economics and Third World Development*, London: Routledge, 1995.
- Joskow P. Contract Duration and Relationship-Speci-c Investments: Empirical Evidence from Coal Markets.//American Economic Review. 1987. Vol. 77. pp. 168-173.
- Khan, M and Jomo K.S. eds. *Rents, Rent-Seeking and Economic Development*. Cambridge: Cambridge University Press, 2000.
- Klein B. Fisher-General Motors and the Nature of the Firm. Journal of Law and Economics. 2000. Vol. 43. pp. 103-141.
- Klein B., Crawford R., Alchian A. Vertical Integration, Appropriable Rents and the Competitive Contracting Process. // Journal of Law and Economics, 1978, Vol. 21, pp. 297-326.
- Libecap G. Common Property. In: Newman P. The New Palgrave Dictionary of Economics and the Law. Vol. 1, pp. 317-324.
- Manne H. Mergers and the Market for Corporate Control. // Journal of Political Economy. 1965. Vol. 73, p.
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Public Policy Stream

DS 621: Politics and Public Policy Process

Course Description

Scholars of public policy have made several efforts to define the concept. These efforts have not been that successful and the best we have come so far is the idea that public policy is what the government chooses to do and not to do. This not-so-successful attempt of defining policy has forced the researchers to focus on defining various fields associated with public policy instead of defining the core concept. From this perspective, public policy, as a field of study, consists of three different yet interrelated streams- policy process, policy analysis and policy evaluation. The focus of this course is on the first stream which has been defined as understanding the mechanism of developing public policy over time and the role of different actors, events, and contexts surrounding this development. From this perspective, trying to understand, explain and explore the policy process requires an in-depth understanding of the political system which eventually determines relationships and interaction patterns among several number of actors and factors. In fact, hundreds of actors with their very own worldviews, interests, and expertise participate in designing and developing policies, and their interactions are embedded in a community with its own history, geological conditions, and institutions/rules. The goal of this course is to make a sense of this complex dynamics. Since policy process deals with how and why of policy making, this attempts to answer the following questions:

- What is a policy problem? How do the governments define problem?
- Why do the governments pay attention to some problems while ignoring others, i.e. how agenda is being shaped?
- How do the governments make policies? What factors the governments take under consideration while making policies?
- What is the role of different actors and institutions in policy process? How do they interact and shape policies?
- Why do policies change or remain stable over time?

Course Objective

On successful completion of this Course, students will be able to learn:

- Approaches to define policy and the components of the policy process;
- The role of political actors and organized interests in influencing policy making;

- The role of institutions in enabling and constraining policy making;
- The influence of contending ideas and ideologies in policy making;
- Theories of human motivation and rational decision making;

Course Contents

- ❑ **Definition and typology of public policy, and evolution of the field:** How do different scholars define the concept? What are the limitations in defining policy? How can we make the study of public policy a scientific endeavor? When did public policy and policy process emerge as a separate field of study? The need for theories and better theories to understand public policy process. The evolution in focus of the field.
- ❑ **Problem Definition, Shaping and Agenda Setting:** What is public policy problems? How do we define a problem? How is the problem shaped? How do public policy problems become part of the agenda? How can we explain the process of agenda setting? Policy process through Multiple-Stream Framework.
- ❑ **Approaches to Public Policy Making I:** Iron Triangle, Issue-Network, The Advocacy Coalition Framework and explaining the stability of public policies.
- ❑ **Approaches to Public Policy Making II:** The origin and evolution of Punctuated Equilibrium Theory, Bounded Rationality and Garbage Can, Social Construction and the selection of winners and losers.
- ❑ **Policy Sub-Systems and Policy Network**
- ❑ **Institutions and Policy Process:** The implication of Institutional Analysis and Development.
- ❑ **The Politics that Pathways Make: How Different Actors Interact within the Policy Process:** Identification of Key Actors, explanation of their roles and the process through which these actors interact with each other, the outcome of the interaction.
- ❑ **Policy Design and Policy Tools/Instruments:** Identification of different tools considered and used by the policy makers; The politics of tool choice and the art of decision-making.
- ❑ **Explaining policy process, policy change and stability in Bangladesh.**

Suggested Readings

Baumgartner, F. R., & Jones, B. D. (1991). Agenda dynamics and policy subsystems. *The Journal of Politics*, 53(4), 1044-1074.

- Baumgartner, F. R., & Jones, B. D. (2010). *Agendas and instability in American politics*. University of Chicago Press.
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- Bryce, H. (2012). *Players in the public policy process: Nonprofits as social capital and agents*. Springer.
- Cobb, R. W., and Charles D. E. (1971). The Politics Of Agenda-Building: An Alternative Perspective For Modern Democratic Theory. *Journal of Politics* 33(4): 892-915.
- Conlan, T. J., Posner, P. L., & Beam, D. R. (2014). *Pathways of power: The dynamics of national policymaking*. Georgetown University Press.
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- Kingdon, J.W. (2003). *Agendas, Alternatives, and Public Policies*. New York: Longman
- König, T., Tsebelis, G., & Debus, M. (Eds.). (2010). *Reform processes and policy change: veto players and decision-making in modern democracies* (Vol. 16). Springer Science & Business Media.
- Ostrom, E. (2015). *Governing the commons*. Cambridge university press.
- Peters, B. G., & Zittoun, P. (Eds.). (2016). *Contemporary Approaches to Public Policy: Theories, Controversies and Perspectives*. Springer.
- Sabatier, P. A., & Weible, C. M. (Eds.). (2014). *Theories of the policy process*. Westview Press.
- Smith, K. B., & Larimer, C. W. (2016). *The public policy theory primer*. Westview press.
- Stone, D. A. (1997). *Policy paradox: The art of political decision making* (Vol. 13). New York: WW Norton.
- Weible, C. M., Sabatier, P. A., and Kelly, M. (2009). Themes and variations: Taking stock of the advocacy coalition framework. *Policy Studies Journal* 37(1): 121-140.
- Zahariadis, N. (Ed.). (2016). *Handbook of public policy agenda setting*. Edward Elgar Publishing.

DS 622: Public Policy Analysis and Evaluation

Course Description

This course aims to provide students with a systematic approach to learn tools and techniques of analyzing and evaluating public policy text, context and outcomes at national and international level. In this course students learn and apply quantitative methods including cost-benefit analysis; statistical and econometric analysis of policy-relevant data; survey design and interpretation; and formal policy models based on decision theory. Similarly, this course will also offer theories and techniques of narrative-critical analysis of public policy including actor-power analysis, critical discourse analysis, critical policy analysis and feminist policy analysis. The course stimulates debates and critical discussion on methods, tools and skills of analyzing, both ex-ante and ex-post, public policies that they need at work.

Course Objective

On successful completion of this Course, students will be able to:

- Grasp quantitative and qualitative techniques, tools and methods of policy and analysis and evaluation;
- Learn how to collect policy-relevant quantitative and qualitative data; survey design and interpretation; FGD and interview analysis, policy models based on decision theory;
- Analyze roles of the major actors and institutions in the different stages of the policy process;
- Understand how policy analysis and evaluation contribute to improving the democratic policy process;

Course Contents

- Policy Analysis as Policy Science
- Foundations of Public Policy Analysis
- Approaches and Models of Public Policy Analysis
- Econometric and Statistical Analysis of Policy Relevant data
- Cost-Benefit Analysis
- Critical Discourse Analysis
- Critical Policy Analysis
- Feminist Policy Analysis

- Formative Evaluation & Summative Evaluation (Ex Post)
- Policy Evaluation and Evaluation Research
- Policy Evaluation Tools
 - Evaluation of Terms of Reference (TOR)
 - Evaluation Models or Styles
 - Underlying Principles of "Logic Modelling"
 - Illustration of Results Based Program Logic Model
 - Evaluation Research Design and Methods: Quantitative, Qualitative and Mixed Research Method
 - Evaluation Matrix

Suggested Readings

- David P Dolowitz and David Marsh (2000), "Learning from Abroad: The Role of Policy Transfer in Contemporary Policy Making", *Governance*, Vol.13, No.1.
- Fischer F (1995) *Evaluation Public Policy*, Nelson Hall Publishers, Chicago.
- Gary Brewer ab Peter Deleon (1983), *The Foundation of Policy Analysis*, Dorsey Press, Homewoo, III.
- Hajer M A & Wageraar H (2003), *Deliberative Policy Analysis*. Cambrige University Press, Cambrige, UK.
- J. Boulmetis, & P. Dutwin , (2005), *The ABCs of Evaluation*, San Francisco: Jossey-Bass.
- Laslie A Pal (2011), "Assessing Incrementalism: Formative Assumptions, Contemporary Realities", *Policy and Society*, Vol.30, No.1.
- M.J. Bamberger, J. Rugh, & L. Mabry, (2006) *Real World Evaluation. Working Under Budget, Time, Data, and Political Constraints*, Thousand Oaks: Sage Publications,
- Michael Moran, Martin Rein, and Robert Goodin. eds.(2006) *The Oxford Handbook of Public Policy*, Oxford University Press, Oxford.
- Pearsons, W (1995) *Public Policy*, Cheltenham, UK.
- Rossie P, Freeman and Lipsey (1999), *Evaluation* Sage Publication, Thousands Oaks.
- Sabatier P A (2007), *Theories of the Public Policy Process*, Westview Press, Boulder, CO.
- Stokey, E and Zechauser R (1978), *A Primer for Policy Analysis*, W W Norton & Company, New York.
- Weimer D and Vining A (2005), *Policy Analysis: Concepts and Practices*, Prentice Hall, Upper Sadle River.
- William Dunn (2004), *Public Policy Analysis: An Introduction*, Pearson Prentice, Upper Sale River.
- Yehezkel Dror (1971), *Design for the Policy Sciences*, Elsevier, New York.

DS 623: Advanced Quantitative Analysis for Public Policy

Course Description

The purpose of this course is for students to learn a set of statistical tools and econometric methods that are useful in conducting high quality empirical research in public policy. This course differs from other econometrics courses in that it is oriented towards developing practical skills in applied econometric techniques, rather than emphasizing on theoretical proofs. The focus is on the presentation (summarizing, describing, etc.) and analyzing data in a public policy setting. The course begins with a short review of simple and multivariate OLS models, and then turns to dummy variables, and discrete and categorical dependent variable regression models. Additional topics include functional form in regression models, instrumental variables, regression discontinuity and introduction to panel data analysis. In the lectures, there will be many empirical examples using a wide variety of data sets.

Course Objective

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

- Formulate econometric models to analyze and interpret data in the public policy setting;
- Gain proficiency in handling the panel data for difference-in-difference analysis;
- Apply regression analysis to public policy and management data sets using STATA;
- Understand the limitations of regression analysis for public policy research and write valid critique on such empirical studies;

Course Contents

- ❑ Introduction to Quantitative Method for Public Policy
- ❑ **Review of Simple Linear Regression Model:** Simple linear regression model, Assumptions, Estimation and interpretation, Inference
- ❑ **Review of Multivariate Regression Analysis:** Multivariate regression model, Assumptions, Estimation and interpretation, Inference
- ❑ **Regression Functions:** Non-linear functional form, Functional form misspecification, Omitted variable
- ❑ Dummy variables and interaction terms, Regression discontinuity

- ❑ **Regression with Binary Dependent Variables:** Linear probability models; Probit and logit models; Ordered and multinomial models
- ❑ **Instrumental Variable (IV) Estimator:** Two Stage Least Squares, Instrumental variable application.
- ❑ **Regression with Panel Data:** Pooled cross-sectional data, Panel data estimators, Random effect model, Fixed effect model, First difference model, Between model.

Suggested Readings

- Jeffrey M. Wooldridge. 2002. *Econometric Analysis of Cross Section and Panel Data*. Cambridge: MIT Press.
- Lempert, R. J., Popper, S.W. & Bankes, S. C. (2003). *Shaping the Next One Hundred Years: New Methods for Quantitative, Long-Term Policy Analysis*. RAND Corporation.
- Rihoux, B. & Grimm, H. (Eds.). (2006). *Innovative comparative methods for policy analysis: Beyond the quantitative-qualitative divide*. Springer Science & Business Media.
- Min, Chung-ki (2019). *Applied Econometrics: A Practical Guide*. Routledge.
- Morgan, M. G., Henrion, M., & Small, M. (1990). *Uncertainty: A guide to dealing with uncertainty in quantitative risk and policy analysis*. Cambridge University Press.
- Smith, Aaron D. & Taylor, J Edward (2016). *Essentials of Applied Econometrics*. University of California Press.

Natural Resource Management Stream

DS 631: Environmental Economics

Course Description

This course provides an appreciation of the insights about economic activities and choices that are altering the natural environment, and the physical and biological limitations imposed on the economy by the natural environment. The course covers the economic theory of externalities and pollution control; the choice of instruments for pollution control – including the relative merits of policies based on "command-and-control" and "market mechanisms"; the major methods used to value environmental goods with their strengths and limitations; and the current environmental policy issues related to environmental economics. The Course also emphasizes critical work that draws on and integrates elements of ecological science, economics, and the analysis of values, behaviors, cultural practices, institutional structures, and societal dynamics.

Course Objectives

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

- Learn how markets allocate goods and why they sometimes fail allocate environmental goods optimally;
- Learn about designing regulation which corrects market failures;
- Understand how to regulate pollutants that travel across country boundaries and how environmental regulations affect trade flows;
- Value environmental services and quality through survey and demand estimation;

Course Contents

- **Visions of the Future:** Introduction, the self-extinction premise, Environmental and Natural Resource Economics, thinking about the future, the Basic Pessimist Model, the Basic Optimist Model.
- **The Economics Perspective:** Introduction, the Human Environment Relationship, the environment as an asset, valuing the asset, distinguishing good outcomes from bad, static efficiency, dynamic efficiency, sustainability, implications of thermodynamics for economics and ecology, renewable resource management and conservation, critical assessments of the basic assumptions underlying current economic and ecological paradigms and the implications of alternative assumptions.

- **Rights, Rents, and Remedies:** Introduction, property rights, property rights and environment, efficient property-right structure, Externalities as a source of market failure, improperly designed property rights systems, common property resources, public goods, imperfect market structure, divergence of social and private discount rates, government failure, and an efficient role for government.
- **Valuing the Environment:** Introduction, Benefit-Cost analysis, the Decision rules, measuring benefits, use values, non-use values, approaches to cost estimation, the treatment of risk, choosing the discount rate, a critical appraisal, Cost-Effectiveness analysis, Impact analysis, alternative principles for valuing natural wealth, integrating natural resources and environmental services into national income and wealth accounts, methods of implementing efficient environmental policies, case studies of economic-ecologic conflict or harmony, etc..
- **Externalities, Public Goods and ecologically integrated technology:** An Overview: Introduction, pollutant taxonomy, defining the efficient allocation of pollution, efficient policy responses, cost effective policies for emission reduction, defining a cost effective allocation, cost effective pollution control policies, emission standards, emission charges, transferable emission permits, and other policy dimensions.
- **Development, Poverty, and Environment:** Introduction, the Growth Process, nature of the process, potential sources of reduced growth, Environmental Policy, Energy, Outlook for Near Future, Population Impacts, the Information Economy, the Growth-Development Relationship, conventional measures, alternative measures, Growth and Poverty, the industrialized nations, the effects on income inequality, the effects on poverty, Poverty in Less-industrialized Nations, the appropriateness of Traditional Model, Barriers to Development.
- **The Quest for Sustainable Development:** Introduction, Defining sustainable development, Sustainability and Development, Market Allocations, Efficiency and Sustainability, agriculture and energy, waste reduction, Managing the transition, Prospects for international cooperation, Restructuring incentives, Forced transition, defining the target, Institutional Structure, Administration, Biodiversity and sustainability, Culture and sustainability, Environmental politics.

Suggested Readings

Turner, Kerry. R. (Ed.) 1993, *Sustainable Environmental Economics and Management – Principles and Practice*, Belhaven Press, London & New York.

Tietenburg, Tom. 2003, *Environmental and Natural Resource Economics*, Addison Wesley, Boston.

- Markandya, Anil & Richardson, Julie. (Ed.) 1992, *Environmental Economics*, Earthscan, London.
- Dryzek, John. S. & Schlosberg, David. (Ed.) 1999, *Debating the Earth – The Environmental Politics Reader*, Oxford University Press, Oxford.
- Sankar, Ulagnathan. (Ed.) 2001, *Environmental Economics*, Oxford India .
- Zografos, Christos & Howarth, Richard, B. 2008, *Deliberative Ecological Economics*, Oxford University Press, Delhi.
- Kolstad, Charles, D. 2004, *Environmental Economics*, Oxford University Press, Oxford.
- Ravaioli, Carla, 1995, *Economists and the Environment – What the top economists say about the Environment*, Zed Books, London.
- Bhattacharya, Rbindra, N. (Ed.) 2001, *Environmental Economics – An Indian Perspective*, Oxford University Press, Delhi.
- Gadgil, Madhab & Guha, Ramchandra. (Ed.) 1995, *Ecology and Equity*, Penguin Books India.
- Rifkin, Jeremy. 1981, *Entropy – A New World View*, Bantam Books, New York.
- Kiessling, K. Lindahl & Landberg, Hans (Ed.) 1997, *Population Economic Development and the Environment*, Oxford University Press (Clarendon Paperbacks), Oxford.
- Dasgupta, Partha, 1982, *The Control of Resources*, Oxford University Press, Delhi.

DS 632: Natural Resource Management: Approaches, Models and Practice

Course Description

The Course equips the students with theoretical and empirical analysis relating to natural resource management. The topics of interest include but are not limited to: analysis of environmental policies, development of valuation techniques and novel applications of valuation techniques to new data sets, study of environmental behavior and responses to regulation, analyses of exhaustible, renewable and non-renewable, resources and resource policy, notably the economics of fisheries, forestry and fossil fuels, analyses of the carbon cycle, accumulating pollutants, such as greenhouse gases, environmental problems in developing countries, such as degradation of natural resources and health problems caused by pollution, energy economics related to the environment and agricultural economics related to the environment. The course emphasizes on existing and future human-nature inter-relationship and interdependence.

Course Objective

This course will develop students' understanding about what natural resource management is, how we manage or conserve our natural resources, and how different man-made activities impact our renewable natural resources. The students will also be able to think critically on natural resource management's impact on health, bio-diversity, agriculture, and other ecological services.

Course Contents

Part A: Theoretical Interpretation

- ❑ Understanding Environment and Natural Resources: Our natural resources and boundary, renewable and nonrenewable resources, interaction among major environmental components, different cycles (atmosphere, biosphere and biospheres), other cycles (C-cycle, N-cycle, O-Cycle), earth: materials, process and landscapes.
- ❑ Natural Resources Management: Right based management (state, private, common, non-property); Community based management, Biodiversity management, management including sustainability principles (reliance on solar energy, biodiversity, nutrient cycling, natural population control), problems of natural resources management in terms of different conditions in Bangladesh.
- ❑ Co-Management: Philosophy and Practice

- ❑ External Policy and Institutional Regime in Bangladesh: Contribution and responsibility of natural resources management authorities in Bangladesh: Ministry of Forestry, ministry of food, UNDP, UNICEF, FAO, WFP, IUCN, CNRS, NECOM, CEGIS and others.
- ❑ The discourse on Climate Change and the associated Response: Definition of discourse in terms of climate change and natural resources, Comprehensive Disaster Management Program(CDMP) in Bangladesh using natural resources management.

Part B: Core Case studies based on research initiatives for natural resources management

- ❑ **Water:** Major river systems and impact in Bangladesh (the Tista, Ganges and Buriganga), how the management practises are influencing the livelihood of people in Bangladesh, combining management theories to current scenarios and others. (What can dam make problem to the river flow and siltation to the rivers? Harvesting and storing water (also water borne natural products: fish and others) during monsoon and utilize them during spring etc).
- ❑ **Energy:** Current energy situation in Bangladesh (renewable & non-renewable, export-import), per capita energy consumption, system analysis (identifying major system losses and improvements), geology and non-renewable minerals in Bangladesh (usage, consumption impact and sustaining probabilities)
- ❑ **Waste & Pollution:** Different types of waste in Dhaka city area (industrial, households, e-waste and medical waste) and major impact, assessment through LCA, eco-friendly management (waste recycling and bio-fertilizer and paste management), air-water pollution and clean development mechanism with green concept,
- ❑ **Forest and biodiversity:** Chittagong Hill-Tracts, the Sundarban, Sylhet: current conditions, ecological services and harvest system, system losses, what can be done to improve (ecosystem based management, preservation& restoration, keeping vigorous biodiversity and natural capital)

Part C: Tools to learn

- ❑ LCA-Life Cycle Analysis for waste & pollution
- ❑ PEBOSCA Analysis (for ECO-CITY development and management) by UNEP-UN Habitat
- ❑ POWERSIM (energy and environment chain management) tools (30 days free trial version)

- ❑ **Economic modeling of climate change:** Integrated assessment models — DICE, RICE and PAGE models, G-Cubed model

Selected Readings

- Community Based Solid Waste Management through Public-Private-Community Partnerships: Experience of Waste Concern in Bangladesh, www.wasteconcern.org.
- Gaffron et al. (Ecocities I and II) www.ecoprojects.net
- Government of Bangladesh (2008), Bangladesh Climate Change Strategy and Action Plan 2008.
- Hardy J. T. (2003), Climate Change, Causes, Effects and Solution, WILEY
- Hasan, G.M. J Chowdhury, M, A, I, (2005). Municipal Waste Management and Environmental Hazards in Bangladesh. PJBS, 8(6): 921-928.
- IGBP (2006) Science Plan and Implementation Strategy International Geosphere Biosphere Program. IGBP Report no 55. IGBP Secretariat, Stockholm
- Islam, M. A. (1995). Environment Land Use and Natural Hazards in Bangladesh. Dhaka: University of Dhaka.
- Jahan, R., Salahuddin, K., Islam, M., Banu, N., and Islam, M. (eds.). (1995). Environment and Development: Gender Perspective. Dhaka: Women for Women.
- Kaushik A. & Kaushik C.P. (2010), Climate Change, Basic Environment and Ecology, New age international publishers.
- Miller, G. T., and Spoolman, S. (2008). 16th Ed), Living in the Environment: Concepts, Connections, and Solutions. Brooks/ Cole
- Molles, M. G. (2006). Ecology, Concept and Application., McGraw Hill.
- Pittock B.A. (2009), Climate change: The Science, Impacts and Solutions, CSIRO Publishing
- Reay D., (2006), Climate Change Begins at Home, Macmillan.
- The Comprehensive Disaster Management Programme (series publications on disaster management), Disaster Management and Relief Division, Ministry of Food and Disaster Management, Peoples republic of Bangladesh

DS 633: Sustainable Resource Management: Models and Methods

Course Description

The Course provides students with sharp, critical views and in-depth analysis on the challenging issues of today's rapidly changing world, connecting research, experience, activism and alternative thinking. It also probes interactions between global, social, and human systems, the complex mechanisms that lead to degradation of these systems, and concomitant risks to human well-being. It takes on the most complex and urgent issues of today, listening to opposing voices and welcoming innovative, local perspectives from the margins to the center of global development discourse. Coverage includes reporting on collective initiatives at the local, regional and international levels, which promote sustainable livelihoods and the empowerment of women, feminist futures, the future of global governance; sustainable industrial transformation; rural transformations; foresight; and strategies for transformational pathways. The focus is on bridging theoretical discourses with practical examples and learning.

Course Objective

At the end of the course, the students are expected to develop a broad based understating about the economic conditions of the optimal utilization of resources. Students will gain the proficiency of using EXCEL to calculate and analyze solutions for dynamic optimization problems of natural resources. This applied economics course requires knowledge on basic calculus as a prerequisite.

Course Contents

- ❑ **Sustainable Development as a Paradigm:** Natural resource and economic system, Transformation of natural capital, Interchangeability of different types of capital, Discount rates
- ❑ Natural Resource Management and Development Ethics
- ❑ Selected Tools and Methods for assessing potential consequences on environment and society:
 - Environmental Impact Assessment
 - Social Impact Assessment
- ❑ Program Management in the Context of Vulnerability and Marginalization: Participatory Vulnerability Assessment

- ❑ Management of Natural Resources, and Monitoring and Evaluation of NRM Projects
- ❑ Application of Geo-information Science in the Management of Natural Resources
- ❑ **The numerical solution of resources utilization:**
 - The optimal extraction path of non-renewable resources
 - The optimal use of renewable resources
 - Lagrange method and Kuhn-Tucker conditions
 - Numerical solution
- ❑ Dynamic Optimization and Dynamic Programming
- ❑ **Renewable Resources**
 - The economics of forest resources management
 - The economics of soil fertility management
 - The economics of fishery resources utilization
- ❑ **Non-renewable Resources**
 - The time trajectory of resource utilization for nonrenewable resource
 - Resource utilization trajectory in competitive vs monopoly market
- ❑ **Renewable Energy**
 - Electricity market analysis
 - Real options calculation for solar and wind energy investment
 - Low-carbon economy, green growth and renewable energy policy

Suggested Readings

- Anna-Camilla Moonen, Paolo Barberi 2008. Functional biodiversity: An agroecosystem approach. *Agriculture, Ecosystems and Environment* 127 (2008) 7–21
- Clark, Colin W. 2005. *Mathematical Bioeconomics: The Optimal Management of Renewable Resources*, John Wiley and Sons.
- Conrad, Jon M. 1999. *Resource Economics*. Cambridge University Press.
- Conrad JM and CW Clark. 1987. *Natural Resource Economics Notes and Problems*. Cambridge University Press.
- Elliott J.A. *An Introduction to Sustainable Development*, Routledge, London and New York, 1994.
- Fan, Zhang. 2007. *Environmental and Natural Resource Economics*. Shanghai People's Publishing House.

- Gittinger J.P. 1977. *Economic Analysis of Agricultural Projects*, The Johns Hopkins University Press for the World Bank, Baltimore and London.
- Hartwick, John M. and Nancy D. Olewiler. 1998. *The Economics of Natural Resource Use*. Addison-Wesley Educational Publishers.
- K.K.M. Nambiar, A.P. Gupta, Qinglin Fuc, S. Lic. 200. Biophysical, chemical and socio-economic indicators for assessing agricultural sustainability in the Chinese coastal zone. *Agriculture, Ecosystems and Environment* 87 (2001) 209–214
- Living in the Coast: People and Livelihoods, PDO-ICZMP, Water Resources Planning Organization, Ministry of Water Resources, March 2004
- Moving Coastlines: Emergence and use of land in Ganges Brahmaputra Meghna Estuary, University Press Limited, 2010
- Peter Duelli & Martin K. Obrist 2003. Biodiversity indicators: the choice of values and measures. *Agriculture, Ecosystems and Environment* 98 (2003) 87–98.
- Rahman A. *Beel Dakatia: The Environmental Consequences of a Development Disaster*, The University Press Limited, Dhaka, 1995.
- Ritchie, B., McDougall, C., Haggith, M., de Oliveira, N. B. 2000. *Criteria and Indicators of Sustainability in Community Managed Forest Landscape: An Introductory Guide*. Center for International Forestry Research. Bogor, Indonesia.
- SEHD. (eds.) *Bangladesh Environment: Facing the 21st Century*, Society for Environment and Human Development, Dhaka, 2002.
- Use of remote sensing and GIS for sustainable land management: Andrew K Skidmore, Wietske Bijker, Karin Schmidt and Lalit Kumar
- World Bank and BCAS. *Bangladesh 2020: A Long term Perspective Study*, The World Bank and Bangladesh Centre for Advanced Study, Dhaka, 1998.

Social Development Stream

DS 641: Diversity, Equality and Inclusive Development

Course Description

In the era of globalization, diversity, equality and inclusive development, the process of ensuring meaningful access to and equity for all the members of the society is seen as one of the most challenging goals in the developmental field. The multilateral agencies, international organizations, donors and NGOs as well as GoB adopt a mixture of tools having different theoretical rationales and accommodating those with local context to achieve social inclusion in developing as well as developed countries. Action learning is also a popular strategy to ensure social inclusion in developing countries. This course is designed to provide an overview of the issues – gender, disability, participation and community mobilization, advocacy, human rights – related to social inclusion by providing theoretical knowledge as well as practical examples. The aim of the course is to equip the students so that they can address the issues and increase the capability of their projects and co-workers to challenge exclusion.

Course Objective

Students will learn

- ❑ What equality, diversity and inclusive development imply, why they are important, and what the benefits are;
- ❑ To review key policies in place to promote equality and diversity and how it applies in practice;
- ❑ Understand the key barriers to inclusive development and how to address them.

Course Contents

Part A

- ❑ **Gender:** Constructing Gender: Sexualities, Postmodernism/Discourse Theory; Colonialism and Kinship, Basic Gender Concepts and Terminology, Gender Analysis
- ❑ **Identifying Gender Issues with Facts and Figures:** Gender, Culture and religion, Gender Mainstreaming (in Agriculture, health, Education etc.), Theoretical perspectives in Gender and Development: from WID to GAD, The concept of Gender Analysis and Project Management
- ❑ **Gender Framework:** Gender Responsive Planning, Gender Responsive Policy-making, Action learning

- ❑ **Managing Gender:** Examples of good practice, Group work by students

Part B

- ❑ **Disability:** Introduction, Definitions, facts and figures, Constructs of common disabilities
- ❑ **Disability and Poverty:** Principles and practice of Disability-inclusive Development, Issues related to equity, access, advocacy and prevention, Issues related to services and care
- ❑ **Orientation to disability professions and their economic security:** Skills important for working with major impairment groups, Mainstreaming disability in poverty reduction strategies, Overview of current activities carried by public organization, development agencies and NGOs for disable peoples in Bangladesh
- ❑ **Disability and Human Rights:** Policies and declarations: Bangladesh and World, Social responsibility: Human and Corporate
- ❑ **Managing Disability:** Examples of good practice o Incorporating disability in planning and managing projects, Group work by students

Part C:

- ❑ **Participation and Community Mobilization:** Introduction to Community-based Development Approaches, Strengths and weakness
- ❑ **Problem Analysis:** Needs assessment, Tools: Participatory Methods, Stakeholder Analysis, Cross-cutting issues: Culture, perception and power dynamics, Involving Communities in need analysis
- ❑ **Designing the Project of Participatory methods for formulating solutions and planning projects:** Project Design process and relevant tools
- ❑ **Social Mobilization:** Steps of Social Mobilization, Stakeholders, Planning the mobilization and Implementation techniques
- ❑ **Managing Participation:** Participatory Monitoring and Evaluation tools, Examples of good practice, Group work by students

Part D:

- ❑ **Advocacy:** Introduction, Concept and definition, The policy-making context
- ❑ **Advocacy Tools:** Research, Communication, Coalition building, Joint Monitoring and Evaluation, Supporting Organizational capacity building
- ❑ **Practical advocacy strategy development:** Understanding public-policy making of Case studies, Group work by students
- ❑ **Human Rights:** Introduction, Foundations of Human Rights, The Rights to Development and Social Justice, Indigenous and Minority Issues, Transgender and Untouchables
- ❑ **Approach to Development:** Capabilities, Human development (Health, Nutrition, Education etc.), Resources, Participation and Empowerment

Suggested Readings

Gender:

- Cloud K., Anderson M., and Austin J. (1991), 'Gender Analysis Framework' in Overholt et al, 1991, Gender Analysis in Development Planning: A Case Book, Kumarian Press
- Connecticut Reeves H. & Baden S. (2000), Gender and Development: Concepts and Definitions. Institute of Development Studies, University of Sussex – prepared for DFID UNDP (2005), Gender Responsive Budgeting: Manual for Trainers. Bratislava: UNDP
- Elson D. (1997), Integrating gender issues into public expenditure: six tools, mimeo, GENECON Unit, Graduate School of Sciences, University of Manchester
- Elson D. & Evers B. (1998), Sector programme support: A Gender Aware Analysis, mimeo, GENECON, Manchester University
- Momsen, J. H. (2004) Gender and Development. London: Routledge
- Miller C. & Razavi S. (1998), Gender analysis: alternative paradigms, Gender in Development Monograph Series, No.6, UNDP, New York Overholt C.,

Disability:

- Braithwaite J. & Mont D. (2008), Disability and Poverty: A Survey of World Bang Poverty Assessments and Implications,
- GTZ (2006), Disability and Development: A contribution to promoting the interests of persons with disabilities in German Development Cooperation - Policy Paper. Berlin.
- GTZ JICA (2002), Country Profile on Disability: People's Republic of Bangladesh.
- Inclusion International n.d. Disability, Development and Inclusion in International Development Cooperation: A Scan of Disability-Related Policies and Research at Selected Multilateral and Bilateral Institutions.
- Mont D. (2007), Measuring Disability Prevalence, Social Protection Discussion Paper, World Bank
- The World Bank CSID (2005), Situational Analysis and Assessment of Education for Children with Disabilities in Bangladesh, South Asia, East Asia and South Africa.
- World Bank (2007), People with Disabilities in India: From commitments to outcome. Human Development Unit, South Asia Region, World Bank.

Participation and Community Mobilization:

- Bobo K A., Max S. & Kendall J. A. (1996), Organizing for Social Change: A Manual for Activists in the 1990s.
- Comprehensive manual for grassroots organizers. Seven Locks Press, second edition. CDC n. d. Community Mobilization Guide: A community-based effort to eliminate syphilis in the United States. Department of Health and Human Services: Centres for disease control and prevention
- Jenkins, H. et al. (2006), Confronting the Challenges of Participatory Culture: Media Education for the 21st Century. An occasional paper on digital media and learning, Macarthur Foundation.

- Mattessich P. & Monsey B. (1997), Community building: What makes it work - A review of factors influencing successful community building. Amherst H. Wilder Foundation
- O'Donnell S. & Schumer E. (1996), Community Building & Community Organizing: Issues in Creating Effective Models. Pact Tanzania (2006), Community Mobilisation Manual.

Advocacy:

- ASCD n.d. Advocacy guide. Association for Supervision and Curriculum Development, USA. Access at: <http://www.ascd.org/ASCD/pdf/newsandissues/ascdadvocacyguide.pdf> AED (2004), How to Communicate with the Local Media: A guide for Non-governmental Organizations and Citizens' Initiative. Access at <http://www.aedccsg.org/resources/reports/localmedia.pdf>
- Sprechmann S. & Pelton E. (2001), Advocacy Tools and Guideline: Promoting Policy Change. CARE – A resource manual for CARE Program Managers.

Human Rights:

- Action Aid (2008), Human rights-based approaches to poverty eradication and development.
- Fukuda-Parr, Sakiko (2003), The Human Development Paradigm: Operationalizing Sen's Ideas on Capabilities, Feminist Economics, 9(2-3):301-317 63 UNDP n.d. The Application of a Human Rights-based Approach to Development Programming: What is the Added Value? UNESCO (2007), A Human Rights-Based Approach to EDUCATION FOR ALL: A framework for the realization of children's right to education and rights within education

DS 642: Social Development in Practice

Course Description

The main objective of this course is to study development as praxis – the way development has been practiced on the ground. In this course, development, both in theory and practice, has not been taken-for-granted; rather, the processes and practices of development have been under critically scrutiny to better understand how the outcomes of development are very much shaped by power, hegemony, inequality and authority of different influential stakeholders. Not just being convinced by seeing development as beneficial for the targeted people, this course examines development as a potential source of failure and unintended consequences. Development does not only routinely fail but also brings unintended consequences for the beneficiaries. This course examines how, in the name of development, projects are imposed on the community for which the actual beneficiaries do not have any ownership and control.

Course Objective

By attending this course, students will be able to understand various critical dimensions of development such as rhetoric vs. realities of community engagement, hegemonic development discourse, power, authority and influences of the donor organizations, top-down and imposed development projects. Has development been considered as freedom and choice for the beneficiaries in practice? Or, is development just considered as another tool to exert control, hegemony and authority of the powerful institutions and stakeholders over the local people? This course takes on these critical questions and demonstrates how to promote a more humane and alternative development discourse where actual beneficiaries have freedom, choice and control over their priorities and praxis.

Course Contents

- ❑ Conventional development practices and its critical dimensions
- ❑ The crisis in development
- ❑ Power, authority and hegemonic dimensions of development
- ❑ Community (dis)engagement
- ❑ The illusion of community participation
- ❑ Development as failure
- ❑ Causes and consequences of development failure
- ❑ The tyranny and predicament of development aid

- ❑ Rethinking development: Alternative perspectives

Suggested Readings

- Crewe, E & Harrison, E. (1998) *Whose Development? An Ethnography of Aid*. London: Zed Books.
- Escobar, A. (1995). *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press.
- Ferguson, J. (1990). *The Anti-Politics Machine: "Development", Depoliticization, and Bureaucratic Power in Lesotho*. New York: Cambridge University Press.
- Fisher, W. (1997) Doing Good? The Politics and Antipolitics of NGO Practices. *Annual Review of Anthropology*, 21: 12-19.
- Gardner, K & Lewis, D. (1996). *Anthropology, Development and the Postmodern Challenge*. London: Pluto Press.
- Goldman, M. (2005) "Introduction: Understanding World Bank Power," in *Imperial Nature: The World Bank and Struggles for Social Justice in the Age of Globalization* pp. 1-45. New Haven, CT: Yale University Press.
- Harper, R. (2005) "The Social Organization of the IMF's Mission Work," In Marc Edelman and Angelique Haugerud (eds.) *The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism*, pp. 323- 333. Oxford: Blackwell.
- Islam, M.S. (2015) *Pursuing Alternative Development: Indigenous People, Ethnic Organization and Agency*. London: Palgrave Macmillan.
- Islam, M.S. (2017) *Culture, Health and Development in South Asia: Arsenic Poisoning in Bangladesh*. London & New York: Routledge.
- Mosse, D. (2005) *Cultivating Development: An Ethnography of Aid Policy and Practice*. London: Pluto Press.
- Nustad, K.G (2001) Development: The Devil We Know? *Third World Quarterly*, 22(4): 479-489.
- Sheth, D.L. (1997). "Alternatives from an Indian Grassroots Perspective" in Rahnema, M. and Bawtree, V. (eds.) *The Post-Development Reader* pp. 329-335. London: ZED Books.

DS 643: Ethnographic Analysis of Social Development

Course Description

The course aims to orient the students to the world of ethnographic research methods that are necessary to analyze, interpret and make sense of the social development research and practice from critical perspective. The focus is on bridging theories and practices from ethnographic lens. Based on their basic understanding of the academic art of investigation, learned at the graduate level, here at the post-graduate level, the students will further learn how to relate and make relevance of those key concepts, theories, approaches, research methods, tools and techniques to the analysis and dynamics of social development from narrative point of view. In this context, ethnographic research methods will be adopted to unfold the day-to-day life of the study people in a natural setting. As a matter of fact, adoption of the ethnographic research methods in analyzing the development interventions and projects aims to enable students to re-visit the reality of the study people from holistic perspectives. This will add critical point of views in the collected narratives of those engaged communities firstly, and secondly will be fruitful to guide development managers and donors in materializing socio-cultural and economic development at the local level. By acquainting students to the ontology and epistemology of ethnographic research methodologies, the major outcome of this course will be to show the students how to apply that knowledge to develop a broad-based understanding of the various fields of social development and minimize the risks of development failure both at the macro and micro levels.

Course Objective

At the completion of this course students are expected to:

- Have a wider understanding and knowledge on the anthropological and sociological research methods.
- Have scientific and analytic approach to the ontology and epistemology of social development research and practice pursuing ethnographic standpoint.
- Have basic understanding of the critical perspectives of ethnographic analysis that will orient students to the knowledge that the ethnographic narratives of social development cannot be monolithic and truth cannot be always value-neutral or impartial; this critical perspective is relevant to materialize development interventions in minimizing the risks of development failure.

Course Contents

- ❑ **A Primer on Ethnographic Investigation:** Definitional issues, Objectives, motivation, and significance, Major types and approaches, The research process, Science and Social Science as ‘Truth’
- ❑ **Common sense versus scientific evidence:** The ideal of objectivity and value-free research, Ethnographic lens on social development research, Cultural relativism, native point of view and narratives of social development, Ethics in research
- ❑ **Key Schools of Thoughts on Social Science Research:** Objectivity, Positivism, Empiricism, Realism, Subjectivity, Idealism, Postmodernism
- ❑ **Selected Major Methods and Tools of Social Research:** Ethnographic Research, Participant Observation, Oral History, Case study, Open-ended and intensive interviews
- ❑ **Contemporary Problems of Ethnography:** Partial Truths, Representations of Social Facts: Modernity and Post-modernity in ethnographic account of communities

Suggested Readings

- Asad, Talal, ed. (1973) *Anthropology and the Colonial Encounter*. London: Ithaca Press.
- Bates, Daniel, G. (1996), *Cultural Anthropology*. Boston: Allyn and Bacon Press.
- Bernard, H. Russell (1994) *Research Methods in Anthropology: Qualitative and Quantitative Approaches*, Altamira Press.
- Berger, Peter L. and Kellner, Hansfried (1981). “Sociology as a way of seeing”, In *Sociology Reinterpreted: An Essay on Method and Vocation*. New York: Anchor Press.
- Berger, Peter (1986), *Invitation to Sociology*. London: Penguin.
- Bodley, H. J. (1999), *Victims of Progress*. London: Mayfield Publishing Company.
- Clifford, J. and G. E. Marcus eds. (1990) *Writing Culture. The Politics and Poetics of Ethnography*. OUP.
- Conrad Phillip Kottak. *Anthropology. The Exploration of Human Diversity*, McGraw-Hill Companies, 2000.
- Ember, Carol, R. Ember, Marvin & Peregrine, Peter N. (2002), *Anthropology* (10th Edition). Upper Saddle River, NJ: Prentice Hall. From Classical Political Economy to Contemporary Neoliberalism. Blackwell Publishing.
- Edelman, Marc and Angelique Haugerud eds.(2005). *The Anthropology of Development and Globalization*.
- Eriksen, Thomas, H. (2001), *Small Places, large Issues: An Introduction to Social and Cultural Anthropology*. London: Pluto Press.
- Escobar, Arturo. (1991), ‘Anthropology and the Development Encounter: The Making and Marketing of Development Anthropology’. *American Ethnologist*, Vol. 18 (4): 658-682.
- Escobar, Arturo. 1997. “Anthropology and Development.” UNESCO: 501-515.
- Ferguson, James. (1990), *The Anti-Politics Machine: “Development”, Depoliticization, and Bureaucratic Power in Lesotho*. New York: Cambridge University Press.

- Gardner, K & Lewis, D. (1996), *Anthropology, Development and the Postmodern Challenge*. London: Pluto Press.
- Giddens, Anthony (2002), *Introduction to Sociology*. 4th ed. N. Y.: Norton.
- Henslin, James M. (2007), *Sociology: A Down-to-earth Approach*. Boston: Allyn and Bacon.
- James Clifford and George E. Marcus (ed.). *Writing Culture. The Poetics and Politics of Ethnography*, University of California Press. Bekeley, Los Angeles and London, 1986.
- James M. (ed) *Down to Earth Sociology: Introductory Readings*. New York: Free Press.
- Kothari C.R. *Research Methodology: Methods and Techniques*, WishwaPrakashan, New Delhi, 2001.
- May T. *Social Research: Issues, Methods and Process*, Open University Press, Buckingham, 1997.
- Macionis John J. *Sociology*, Prentice Hall, New Jersey.
- Mills, C. Wright (1997 [1959]) "The Promise" (from the Sociological Imagination) in Henslin,
- Macionis, John J. (2006), *Society: The Basics*. 8th ed., N.J.: Prentice Hall.
- Morrison, Ken (1995), *Marx, Durkheim, Weber: Formations of Modern Social Thought*. London: Sage Publications.
- Ritzer, George (2000), *Sociological Theory*. 5th ed., New York: McGraw-Hill.
- Vandana Desai and Robert P. Potter (2008) edited *Doing Development Research*. Sage Publications.
- White, Sarah C. (1999), 'NGOs, Civil Society and the State in Bangladesh: The Politics of Representing the Poor', *Development and Change*, 30: 307-326.

DS 680: Dissertation Writing

- Presentation of the Research Proposal before the Faculty after successful completion of all coursework during the 1st and 2nd semester
- Student must provide oral defense of the Thesis
- A candidate for the M.Phil degree shall submit a dissertation (4 copies) on his/her research work at the end of the second year to the Controller of the Examination through his/her Supervisor(s).
- The student will perform the research work under the supervision of the teachers of the Department/Institute who will be of the rank of Professor/Associate professor or an Assistant Professor with PhD degree.
- If the student fails to submit his/her dissertation in due time, he/she will apply for extension before the deadline expires on the recommendation of his/her Supervisor(s) and the Academic Committee of the department/Institute concerned directly to the Board of Advanced Studies and to the Academic Council which will accord the final approval.
- The total number of Supervisors of each student must not exceed two of whom one may be from another Department or research organization recognized by the University. Main Supervisor will be from the Department/Institute concerned.
- Each dissertation shall be examined by an examination committee consisting of three examiners: the Convenor, one external examiner and the Supervisor. The examiners shall send their reports in sealed envelopes to the Controller of Examinations.
- On receipt of the unanimous opinions of the examiners from the Controller, the Convenor in consultation with the Controller will fix a date and a venue for the Viva-Voce Examination.
- The examination committee in which the Convener will preside shall conduct the Viva-Voce examination.
- The unanimous recommendation of the examiners will be placed before the Academic Council which shall recommend to the Syndicate for the award of the degree.