

PROSPECTUS AND SYLLABUS

Bachelor's (BSS Honors) Program in Sociology
Master's (MSS) Program in Sociology
MPhil Program in Sociology
PhD Program in Sociology



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Department of Sociology
University of Dhaka
Dhaka-1000, Bangladesh

Prospectus and Syllabus

Bachelor's (BSS Honors) Program in Sociology
(2018-2019 to 2026-2027)

Master's (MSS) Program in Sociology
(2022-2023 to 2027-2028)

MPhil Program in Sociology
(2021-22 to 2027-2028)

PhD Program in Sociology



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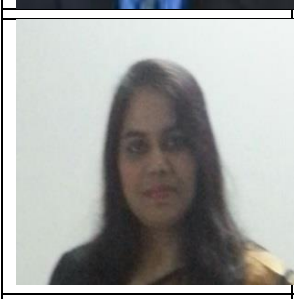

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MESSAGE FROM THE CHAIRPERSON

The Department of Sociology at the University of Dhaka has been instrumental in establishing empirical sociology in Bangladesh. The Department was the first to be established in Bangladesh in 1957 which was critical in legitimating sociology at a time when it was not held in high regard in this country. The Department has trained a high proportion of the initial faculty members of other sociology departments in this country. It continuously strives to enhance its program to stay at the forefront of higher educational trends. The Department, throughout its history, has had a distinguished and innovative faculty who are committed to sharing their knowledge and passion that can be used with confidence on applied sociology purposes.

In a rapidly changing world, the Department of Sociology offers students the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies. The study of sociology stimulates awareness of contemporary social, cultural and political issues, and focuses attention to the importance of examining these issues in a rigorous, reasoned and analytical way. The four year Bachelor and one-year Master's Program provide a solid grounding in the central ideas and approaches in sociology as well as theory and methods.

A syllabus is a useful tool in course planning and to start bringing students and faculty members together. It is designed to help students fine-tune their study throughout the semesters. The current syllabus has been carefully crafted and organized which accurately sets expectations around course participation and contents. The syllabus has been meticulously prepared with great thought and consideration, and it clearly communicates the scope and requirements of a course to both undergraduate and postgraduate students. Each course outlined in this syllabus provides a conceptual framework to support major ideas and topics for students to think about major issues or key questions in sociology. In all courses, this syllabus seeks to develop students' critical thinking by emphasizing the importance of empirical information. Our aim is to balance knowledge, understanding and skills in our programs and qualifications to enable students to become effective learners and to provide a solid foundation for understanding contemporary debates on sociological theory and to contribute to an understanding of social reality and human experience.

Many improvements have been made to the overall contents and structure of this syllabus since the previous edition. Beyond that, we have also improved the design of this syllabus. Improvements in this edition evolved out of the generous response from our faculty members as well as rigorous editing work that contributed to the improvement of this syllabus. Faculty members' suggestions and advice helped us refine course contents throughout the creative process. Thanks are due to Dr. Mahmuda Khatun who rendered constructive suggestions, commented on the distribution of courses and tightened the manuscript during the final drafting. Finally, I would like to acknowledge with gratitude the support and help of Dr. Shah Ehsan Habib who composed the panoramic and creative cover design and thoroughly edited and revised this syllabus with enormous skills and precision.

We appreciate your interest in the Department of Sociology and wish you the best in your future endeavors.

Sincerely,

Professor Rasheda Irshad Nasir
Chairperson, Department of Sociology

ABOUT THE PROSPECTUS AND SYLLABUS

This prospectus and syllabus aim to provide students with information and guidelines about the courses taught in the Department of Sociology, University of Dhaka as well as deliver the necessary guidelines regarding the number of courses which are offered in different semesters. The syllabus shall provide all the necessary topics and reference materials which would ease the process of preparation for mid-term as well as final examinations.

The syllabus is organized in six sections. The first section covers academic policies and procedures, including evaluation and grading, grading structure, numerical weight allotted to each letter grade on a 4-point scale, promotion and improvement that apply to all students of the University of Dhaka. The syllabus also provides information regarding readmission, dropout, grievances and calculation of the Semester Grade Point Average (SGPA) for each semester and Cumulative Grade Points Average (CGPA) for all the semesters. The second and third sections present the courses of study in the Bachelor's and Master's programs. Section four and five features the courses offered in the MPhil and PhD program.

Section six offers a small snapshot of issues related to Sustainable Development Goals (SDGs) that are addressed in various courses of sociology offered both in honors and Master's programs. The courses focus on many issues such as social inclusion, the eradication of extreme poverty, the reduction of inequalities, ensuring healthy lives and promoting well-being for all, inclusive policies for cities, as well as promoting sustainable use of eco-system resonate with the 2030 SDG agenda. It is noteworthy that many of the courses offered in the honors program deals with the skills necessary to understand SDGs.

This syllabus is prepared with collective efforts of the faculty members of the Department of Sociology and is applicable for the four year Bachelors, one year Masters, including MPhil and PhD programs. In the preparation of this syllabus, faculty members have identified the necessary courses which are required for the completion of different programs. Individual faculty member's personal experiences in teaching and research were taken into account, and it significantly helped in finalizing the courses for the specific program. However, universal standards in terms of the selection of core courses were maintained. Considering this, courses, such as introductory sociology, classical, modern and post-modern sociological theories received primary attention. In the context of methodological approaches, both quantitative and qualitative methods are given focus as they are equally important in conducting sociological research.

Courses covered in the syllabus include major theoretical and methodological developments as well as current research in the major subfields of sociology. In this regard, topics such as poverty, health, urbanization, environment, civil society and gender and development are taken into consideration for focus. It is intended that the graduates of sociology will earn required skills not only in the core courses but also in the emerging fields which are gaining popularity for research by sociologists around the world. To develop the analytical and cognitive skills of the students, special attention has been given to the sub-fields which are relatively new.

The Department of Sociology can now boast of well-trained faculty members who are accomplished not only in the area of higher training but also in various fields of sociology. They are distinguished in terms of their intelligent and insightful contributions to various sub-fields of sociology, and many of whom have received numerous grants and fellowships, with exposures from North America, Europe, Australia, Thailand, and India. It is hoped that the revised syllabus will help prepare students effectively, and will act as a directional map to proceed in the way of learning, facilitating the academic program of the department in an effective manner.

PART I: GENERAL INFORMATION

1.1 Administration of Examinations

- i. The Chairperson of the Department shall provide the Dean of the Faculty and the students with a semester calendar before the beginning of a semester indicating:
 - the duration of 15 weeks for class teaching (2 lectures of 1.5 hours per week)
 - dates of mid-semester examination(s)
 - date of submission of assignment/term paper
 - duration of the reading week
 - dates for the semester final examination, and
 - date for the commencement of the next semester
- ii. At the beginning of the semester, the course teacher shall provide the students with a course outline indicating the objectives, contents and activities (e.g. teaching approaches such as field work, case studies, lecture, and presentation) related to the course. Moreover, textbook information and due dates for mid-semester examinations and assignments/term papers will be provided.
- iii. The course teacher shall announce the result of the mid-semester examination and term papers/assignments before the semester final examinations, and submit the marks to the Chairperson of the Examination Committee immediately after the final examination.
- iv. The dates for the semester final examinations of all departments shall be coordinated by the Dean of the Faculty in consultation with the Chairpersons and office of the Controller of the Examinations.
- v. All semester final examinations shall be conducted by the departments, with the assistance of the office of the Controller of the Examinations.
- vi. All students of the semester concerned shall have to fill in the semester final examination entry form, supplied by the departments/Controller of Examinations. Moreover, all students shall make payment of dues determined by the Faculty for appearing at the semester final examination.
- vii. Academic Committee of the Department shall constitute an Examination Committee for each semester of the program. The Examination Committee shall be composed of four members, one of which shall be an external, appointed from outside the Department. In case of any vacancy or inability on the part of a member/examiner, the examination work shall not be invalidated.
- viii. The Examination Committee shall
 - appoint two question-setters and examiners for each course including the course teacher. , from within the university (from within the department, If for certain courses experts within the university are not available, they may be appointed outside the department,
 - moderate and print questions, hold semester final examinations, and viva voce (if any),
 - appoint two teachers for tabulation of the results,
 - appoint third examiner for a course from the panel of examiners provided that they are not the tabulators or the members of the Examination Committee, and
 - announce the semester final results and recommend students' promotion to the next semester class.
 - since 2017, a double examinership has been approved by the Academic Council, the Examination Committee will appoint two question-setters and examiners for each course.
- ix. Tabulation work shall be started after all the marks of the semester final examination are received by the Chairperson of the Examination Committee.
- x. The Chairperson of the Examination Committee shall submit the following documents to the Chairperson of the Department
 - the semester final examination result and the relevant working papers,
 - a list of students recommended for promotion to the next semester class, and
 - copies of the grade-sheet and the mid-semester marks of all courses of the semester.

- xi. The Chairperson of the Examination Committee shall also submit a copy of the tabulated result for each semester to the Controller of Examinations.
- xii. The course teacher shall hold the evaluated scripts in her/his custody for at least twelve months after the announcement of final results and after that the scripts will be disposed of according to the university practice.
- xiii. The Controller of the Examinations shall publish the cumulative results of the BSS (Hons.) and MSS degree programs and shall provide the transcript showing grades by courses and the Cumulative Grade Point Average (CGPA) of the candidates for the degree concerned.

1.2 Understanding Examination Questions

There will be two mid-term examinations for each course in the semester. The course teacher will conduct two separate formal examinations for each course. However, instead of the second mid-term examination, the course teacher may offer students another alternative form of assessment, such as assignment, term paper and presentation or a mix of these components. The first mid-term examination is mandatory which will consist of a written test. The mid-term examination will be comprised of essay questions for which a closed-book examination will be administered. Essay type questions provide a better indication of student's real achievement in learning and the answers provide a clue to nature and quality of the student's thought process. However, the examination may include a mix of short answer and essay questions, based on the readings and lecture.

The final term examination will also be comprised of essay questions for testing higher-level learning and to assess the nature and quality of the student's thought process. The final will be a somewhat longer exam and will have a longer essay-based portion, and the time allowed is 3 hours. By nature, the final exam requires longer time for students to think, organize and compose their answers, and examination questions may require students to integrate knowledge, understanding and skills developed through studying the course. The final exam questions will test students' ability to think sociologically by asking them to apply sociological knowledge that they have attained throughout the semester. The examination will cover the entire course of the syllabus. However, it may focus on the topics covered, and all course material taught is eligible for inclusion.

1.3 Assignments

Instead of conducting the second mid-term examination, students may be given an assignment or a mixture of term paper and presentation to promote student learning and to have an in-depth analysis and synthesis on the subject, helping students relate the theoretical inputs to the field. Each student will provide an analysis and a critical evaluation of an area of inquiry on a topic agreed to by the student and course teacher. Students will analyze a particular social phenomenon and formulate a specific research question. They will then give an explanatory argument addressing the research question, applying sociological concepts and theories from the text books. This assignment may also culminate in a number of pages short research paper based on empirical findings. Assignments will be prepared, submitted and managed in accordance with the given time.

1.4 Attendance Policy

Students are expected to attend classes regularly and punctually, and they are required to be present in at least 75% of the classes to sit for the final examination. Students who do not meet the required attendance policy for a course will not be allowed to appear in the mid-term examination as well, unless the student withdraws from the course for the semester. If a student remains absent for a series of classes, he/she must submit an application to the course teacher, providing an authentic document in support of their application. Note that students' attendance will be graded directly. If a student is not present he/she cannot contribute to discussion and consequently their participation grade (5%) will be affected. The course teacher reserves the right to deduct points from a student's total accumulation for excessive absences.

1.5 A Note on Plagiarism

Plagiarism occurs when students present the words of someone else as their own. Plagiarism can

be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Students must write their assignments or research papers in their own words. Each student's academic work must be the result of his or her own thought, research, or self-expression. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence and the University of Dhaka takes disciplinary action if a student is caught plagiarizing, often leading to suspension or expulsion. Resubmitting a research monograph which has previously received credit is also considered plagiarism. All required research monographs and Master's thesis may be subject to submission for textual similarity review to the plagiarism detection software under license to the University of Dhaka for detection of plagiarism. In addition, cheating (e.g. permitting your work to be copied by another person) will be considered a breach of university's code of conduct policy and may result in academic penalties (zero marks on the assignment) and disciplinary action. If it appears that two or more students have submitted the same material for any solo assignments, each student involved will receive zero marks for that assignment.

1.6 Evaluation and Grading

- i. Evaluation and grading shall be determined on the basis of
- an overall evaluation of a student's performance in mid-semester examinations
 - semester final examination
 - term papers/assignments/short projects/individual or group presentations
 - class attendance

The distribution of marks for evaluation shall be as under:

	Type of Examination	Marks	Time
Sessional*	1 st mid-term Examination (after the completion of 50% of syllabus)	20	90 minutes
	2 nd mid-term Examination	20	90 minutes
	Term paper/assignment/presentation/short project report	5	
	Class attendance	5	
Final	Semester final examination	50	3 hours
Total (Sessional 50 + Semester Final 50)		100	

*The Department of Sociology deserves the right to make changes in the distribution of sessional marks at any time.

Marking for class attendance shall be computed in the following manner:

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

How to calculate overall class attendance marks:

$$\text{Attendance marks} = \frac{\text{Sum of total days of attendance}}{\text{Number of total classes held in a semester for a course}} \times \text{Marks allocated for attendance}$$

- ii. The mid-semester examination and the term papers/home assignments shall be evaluated by the course teacher
- iii. Semester final scripts shall be evaluated by two examiners appointed by the Examination Committee. Since 2017, a double examinership has been in operation, semester final scripts shall be evaluated by the course teacher and an external examiner.
- iv. If the difference between two examiners is more than 20 percent, the script(s) in question shall be examined by a third examiner and the average of the nearest two marks will be taken
- v. For each course, the average marks awarded by the semester final examiner(s), and the marks awarded by the course teacher for the mid-term examination, term papers/home assignments, class attendance, class participation, and problem analysis and presentation will be totaled and converted into letter-grades following a 4-point grading scale presented below:

Grading Structure for the Bachelor of Social Science (Honors) Degree Program in a 4-Point Scale

Mark Range (%)	Letter Grade	Explanation	Grade Points
0 and above	A+	Excellent	4.00
5 to less than 80	A		3.75
70 to less than 75	A-		3.50
65 to less than 70	B+	Very Good	3.25
60 to less than 65	B		3.00
55 to less than 60	B-		2.75
50 to less than 55	C+	Good	2.50
45 to less than 50	C		2.25
40 to less than 45	D	Pass	2.00
Below 40	F	Fail	0.0
	I		Incomplete
	W		Withdrawn

1.7 Interpretation of 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’ and ‘C’ grades are indicative of ‘good’ performance overall by a student, earning grade points of 2.50, and 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 reason(s), 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 next batch. Meanwhile, the student concerned will be promoted to the next semester. If an ‘Incomplete’ grade is not cleared with the next batch, the ‘I’ grade shall automatically be changed to an ‘F’ grade. A maximum 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

- i. For promotion from first to the second semester, a student shall require to earn a minimum CGPA of 2.00.
- ii. Students failed to obtain required grade point will also be allowed to appear at the Supplementary Examination. If students fail to obtain required marks/grade points in the Supplementary Examination, they must seek readmission with the following batch.
- iii. For promotion from second to the third year, a student shall require to earn a minimum CGPA of 2.25.
- iv. For promotion from third to the fourth year a student shall require to earn a minimum CGPA of 2.50.
- v. To obtain a BSS (Hons.) and MSS degree, a student shall require earning a minimum CGPA of 2.25, taking into consideration all the grade points earned in total number of courses, including improved grade, if any.
- vi. A carry over system shall be in place, i.e. if a student fails to earn the required CGPA for promotion, she/he shall be allowed to continue in the next semester, but she/he shall clear her/his deficit by seating for separate examination within 45 days of the publication of the result with the permission of the Academic Committee of the Department.
- vii. A student failing to clear up the annual university or department dues of the year of study shall not be promoted to the next semester.

1.9 Improvement

- i. A student earning 'F' grade in any course shall be allowed to improve the grade twice/two times only with the following batches.
- ii. A student earning 'F' grade in any course shall be allowed to improve the grades in course final examination including mid semester examination once only with the immediate next batch (effective from Hons 2011-12, MSS 2010-11).
- iii. If a student obtains grades 'B' or less in a course, she/he shall be allowed to improve grades, either through a Supplementary Examination within 45 days under the same Examination Committee, or with the following batch. Students failed to obtain required grade point will also be allowed to appear at the Supplementary Examination. If they fail to obtain required marks/grade points in the Supplementary Examination, must seek readmission with the following batch.

In a MSS degree, if a student obtains grade 'B' or less in a course, she/he shall be allowed to improve grades. In such a case, a student must submit written application to the Controller of Examinations through the Chairperson within 15 days after publishing the result.

- iv. Such improvement shall be allowed only once in a course and in such case the student's previous grade remains, if the student fails to improve his/her grade in the improvement examination (as per the recommendations made on 03 February 2022 by the Committee of Deans).
- v. Students shall be allowed to sit for improvement examination in the fourth year courses of the BSS (Hons.) degree, in the courses of the one-year MSS degree and in second year courses of the two-year MSS degree program with the following batch, provided they must apply for such improvement examination before issuance of Provisional Certificate by the Controller of the Examinations.
- vi. 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.

- vii. If the student gets 'F' in the improvement examination, he/she shall automatically be dropped from the semester and the student shall have to take readmission with the next batch, provided the student concerned is eligible for readmission.
- viii. For improvement of grade in a course, the student shall apply to the Chairperson of the Department at least 4 weeks before the start of the semester final examination.
- ix. No improvement shall be allowed for the 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

- i. A student failing to get the requisite grade points for promotion (clause 10) from one semester to the next may seek readmission with the following batch.
- ii. For readmission, students must attend at least 30% classes in each of the courses in the preceding session and shall have to apply within 15 days after the announcement of result of the concerned semester.
- iii. 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 examinations.
- iv. Readmission shall be allowed only once for a one-year MSS degree program, two times during the entire BSS (Hons.) degree and two-year MSS degree programs either in the same class or in different classes. In both cases, she/he must complete the 4-year BSS (Hons) degree by 6 years, the two-year MSS degree by 4 years and one-year MSS degree by 2 years from the time of original admission.

1.11 Drop out

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

1.12 Computation of Grade Point Average (GPA)

- i. A course in which a student has obtained 'O' or a higher grade shall be counted as credits earned by him/her.
- ii. Any course in which a student has obtained 'F', 'I', or 'W' grade shall not be counted towards her/his earned credits.
- iii. 'F' grade will not be counted for GPA calculation, but will stay permanently on Grade Sheet and Transcript.

The Grade Point Average for a semester (SGPA) shall be computed in the following manner:

$$SGPA = \frac{\sum(CH \times EGP)}{TCAS}$$

where, SGPA = Semester Grade Point Average

CH = Credit Hours

EGP = Earned Grade Point

TCAS = Total Number of Credits Assigned to a Semester

The formula works through the following steps:

Step One: Multiply the grade point earned by a student in a particular course by the number of credits assigned to that particular course.

Step Two: Sum the product obtained in step one.

Step Three: Divide the summed product obtained in step two by the total number of credits assigned to that particular semester.

An example is presented below to illustrate the working of the formula for calculating the SGPA for a student in the first semester, with 4 courses, where different credit hours are assigned against each course.

First Semester

Course No.	Col. 1 No of Credits Assigned	Col.2 Grade Obtained by a Student	Col.3 Corresponding Grade Point	Col.4 = (Col. 1 × Col.3) Grade Points Earned by the Student Concerned
Course 101	4	B	3.0	12
Course 102	4	A	4.0	16
Course 103	4	C	2.0	8
Course 104	4	B	3.0	12
Total	16			48

For this purpose,

$$SGPA = \frac{\Sigma(CH \times EGP)}{TCAS}$$

By putting the necessary information into the formula, we get the required SGPA obtained by a student in the first semester.

$$\begin{aligned} \text{SGPA for First semester} &= \frac{(4 \times 3) + (4 \times 4) + (4 \times 2) + (4 \times 3)}{4 + 4 + 4 + 4} \\ &= \frac{12 + 16 + 8 + 12}{16} = \frac{48}{16} = 3.0 \end{aligned}$$

Calculating the SGPA for a student in the second semester, with 4 courses, where different credit hours are assigned against each course.

Second Semester

Course No.	Col. 1 No of Credits Assigned	Col.2 Grade Obtained by a Student	Col.3 Corresponding Grade Point	Col. 4 = (Col. 1 × Col. 3) Grade Points Earned by the Student Concerned
Course 105	4	B	3.0	12
Course 106	4	C	2.0	8
Course 107	4	F	0.0	0
Course 108	4	B	3.0	12
Total	16			32

For this purpose,

$$SGPA = \frac{\Sigma(CH \times EGP)}{TCAS}$$

By putting all the values in the formula, we get the required SGPA obtained by a student in the second semester.

$$\begin{aligned} \text{SGPA for Second Semester} &= \frac{(4 \times 3) + (4 \times 2) + (4 \times 0) + (4 \times 3)}{4 + 4 + 4 + 4} \\ &= \frac{12+16+0+12}{16} = \frac{32}{16} = 2.0 \end{aligned}$$

The Cumulative Grade Point Average (CGPA) for a student is calculated by dividing the total grade points earned in all semesters by the total number of credits assigned to all semesters. According to our example, the CGPA of First and Second Semesters is,

$$CGPA = \frac{TGPE}{TCAS}$$

Where,

CGPA = Cumulative Grade Point Average

TGPE = Total Grade Points Earned in First and Second Semesters

TCAS = Total Number Credits Assigned to First and Second Semesters

By putting all the values in the formula, we get the required CGPA obtained by a student in the first and second semesters combined.

$$CGPA \text{ for First and Second Semester} = \frac{48+32}{16+16} = \frac{80}{32} = 2.5$$

1.13 Grievances

- i. Where students have concerns about the teacher's teaching, evaluation or grading, a provision shall be there by which the student can make the concern known to the appropriate individuals in the following order:
 - The course teacher
 - The Chair of the Department in which the course is taught
 - The Dean of the Faculty in which the course is taught
- ii. Grievances should be recorded by a student within a week after the publication of the result.
- iii. If the student is dissatisfied with any grade given by the concern course teacher he/she can lodge complain to the Chairman of the Department and request for reevaluation of his/her work. A three member Grievance Committee from among the senior faculties will be formed by the Academic Committee of the department for this purpose. The decision of the Grievance Committee would be the final.

5.2 Regulations

5.2.1 A candidate for admission to the PhD program in a department or an institute must fulfill the following admission requirements:

a. *Qualifications for Admission*

The candidate must possess the MPhil degree of this University or of a recognized university. Provided that an MPhil student of this University who has successfully completed the first year courses of studies and has passed the MPhil Part-I Examination may be transferred to the PhD Program on the recommendation of his/her supervisor(s) certifying satisfactory progress of research work and the Academic Committee of the Department, PhD sub-committee and Faculty concerned and on approval of the Board of Advanced Studies and the Academic Council of the University of Dhaka.

b. Teachers of this University or of the constituent colleges, or of other universities of Bangladesh and their affiliated and constituent colleges, as well as Scholars of research organizations and academic institutions having 2 years' teaching/research experience as approved by the university, are eligible to apply for admission, provided they possess a First Class or a Second Class Master's degree or equivalent degree of this university or of a recognized university and shall have at least Second Division/Class in all earlier examinations; provided also that candidates from the university and the affiliated and constituent colleges must have teaching experiences at the graduate level for at least two years and research publications; scholars of research organizations must have demonstrated evidence of research ability in the form of published papers in standard academic journals recognized by this university. Provided further that in the case of teachers in service of this University but not possessing the requisite qualifications, the Academic Committee/Committee of Advanced Studies of the Department may recommend to the Academic Council through the appropriate channel for a relaxation of the above requirements.

5.2.2 A candidate for admission to the PhD degree program will apply in the prescribed form (obtainable from the Office of the Registrar) to the Chair of the Department along with the recommendation of the supervisor(s).

a. Each candidate shall not have more than three joint supervisors.

b. The supervisor must be of the rank of Professor or Associate Professor or Assistant Professor with PhD degree.

c. One of the joint supervisors may be from outside this University provided the Academic Council has accorded the necessary recognition and permission for this purpose. Main supervisor will be from the department concerned.

5.2.3 The Registrar on receiving the application form for admission from the Chairperson of the Department shall place it before the relevant PhD sub-committee of the Faculty concerned and then will forward the application to the Board of Advanced Studies and Academic Council for final approval together with the recommendation of the Faculty meeting.

a. A candidate for the PhD degree shall be registered as a PhD student at the University upon payment of the prescribed fees and dues.

b. A PhD candidate serving at any organization other than the University of Dhaka shall take study leave for at least one year at the time of joining the PhD work. A candidate serving to the University of Dhaka may or may not take leave of absence for PhD work. Provided that this requirement may be relaxed by the Academic Council on the recommendation of the Academic committee of the Department concerned for applicants working at higher educational institutions/research organizations. Provided further that a PhD scholar may spend part of his time in another institution in the country or abroad upon prior approval of the University.

- c. The Department concerned may organize courses for the PhD scholar.
- 5.2.4 The PhD scholar will perform the research work in the university as a research student under the guidance of supervisor(s) and must submit a six monthly report of his/her work to the supervisor(s) who will transmit the report to the Board of Advanced Studies.
- a. The Registration for the PhD degree will remain valid for a period of four years.
 - b. The Registration may be renewed for a further period of four years.
- 5.2.5 The PhD scholar will make at least one presentation on a topic of his/her own field of research at a seminar organized by the Department every year.
- a. The recommendation of the Academic Committee of the Department and Faculty concerned is a prerequisite for any change of topic of research.
 - b. A change of supervisor must also be approved by the Academic Committee, Faculty, and the previous supervisor must also give his/her written consent.
 - c. All such changes of the topic of research or of supervisor must be approved by the Board of Advanced Studies and the Academic Council of the University. A separate prescribed form shall be used for this purpose.

5.3 Presentation of the Thesis

- 5.3.1 A PhD thesis must satisfy the following requirements:
- a. It must be an original piece of investigation, with distinct contribution to the advancement of knowledge.
 - b. It must be a comprehensive and self-contained account of the candidate's research.
 - c. It must be satisfactory with regard to literary presentation and suitable for publication in a recognized journal or in book form.
 - d. It may include published material from the scholar's work done during the period of registration.
 - e. It must be prefaced by a statement certified by the supervisor that it contains the results of the candidate's research.

5.4 Examination of the Thesis

- 5.4.1
- a. The Academic Council shall, on the basis of the recommendation received from the Faculty, the Committee of Advanced Studies/Academic Committee of the Institute, nominate members for the Thesis Examination Committee comprising three examiners of whom one shall be the supervisor and the other two from outside this University including Universities from the abroad.
 - b. One of the three examiners other than the supervisor will be appointed as a Convener of the Examination Committee.
 - c. The examiners of the Thesis Committee will individually as well as separately submit their reports in sealed covers to the Controller of Examinations.
 - d. Examiners will explicitly make their recommendations to the Controller of Examinations which holds responsibility for deciding whether the PhD degree can be awarded or not.
 - e. The recommendations of all the three examiners must be explicit, unambiguous and unanimous for the award of the degree.
 - f. Upon receipt of the unanimous opinion from the examiners, the Controller of Examinations in consultation with the Convener will propose a date, time and venue for the candidate's oral examination/viva voce. The oral examination will be conducted by the supervisor (a member of the examination committee) as well as the Convener.
 - g. After completion of the oral examination, the Convener will send a consolidated report to the Controller of Examinations stating clearly whether the degree can be awarded.
 - h. In the case of a lack of unanimity outcome in the reports, the Controller of Examinations in consultation with the Convener shall report to the Vice-Chancellor (on the basis of the reports of the examiners) whether the thesis should be rejected or resubmitted with necessary modifications and changes.

- i. If a thesis is adjudged inadequate for the award of the PhD degree, the dissertation may be recommended for the award of the MPhil degree, and the Controller of Examinations will place such recommendation before the Academic Council. Provided that in such a case, prior to the award of the MPhil degree, the Controller of Examinations will obtain the written concurrence of the candidate for such an award.t
 - j. In case a candidate is unable to satisfy the Viva-voce Board even though the thesis is adjudged adequate, the Board may recommend to the Academic Council that the candidate may be permitted to appear at another oral examination after a lapse of six months from the first oral examination. Provided that no candidate shall be allowed to appear at the oral examination of the same thesis for more than two times.
- 5.4.2 The Vice-Chancellor shall place the reports of the examiners for consideration of the Academic Council which shall recommend to the Syndicate for the award of the degree.
- 5.4.3 A copy of the PhD thesis accepted by the Academic Council incorporating any corrections and changes suggested by the Examination Committee shall be preserved in the Central Library of the University.

5.5 Fees for the PhD program

- 5.5.1 A PhD student will have to pay the following fees and dues:
- a. Registration fee for the first year of registration.
 - b. Registration fee for the second and each subsequent year.
 - c. Athletic dues, Union dues, Hall Union dues etc. as payable by the students of the university.
 - d. Library caution money
 - e. Students must pay the examination fee for the submission of their thesis. A thesis cannot be submitted unless all fees and charges have been paid. The fees and dues must be paid within one month of obtaining permission to registration. Fees for re-submission shall be one half of the original fee. Provided that the teacher of the University shall be required to pay only the registration fee and the examination fee. Registering for a new academic session results in a full year's fee prior to submission of the thesis. Failure to pay the fee within the period specified shall result in a late penalty charge.

PROSPECTUS AND SYLLABUS

**Bachelor's (BSS Honors) Program in Sociology
(2018-2019 to 2026-2027)**

**Master's (MSS) Program in Sociology
(2022-2023 to 2027-2028)**

**MPhil Program in Sociology
(2021-22 to 2027-2028)**

PhD Program in Sociology



**Department of Sociology
University of Dhaka
Dhaka-1000
Bangladesh**

PART II: BACHELOR OF SOCIAL SCIENCES (BSS) HONORS IN SOCIOLOGY

2.1 Admission

Students shall be admitted in the BSS (Hons.) degree program in different departments under the Faculty of Social Sciences as per the university rules.

2.2 The Program

i.

The BSS (Hons.) Program shall be of four years duration and divided into 8 (eight) semesters. Each semester shall be of 19 weeks of which,

ii.

- 15 weeks will be for class teaching
- 1 week break for preparation, and
- 3 weeks for administering the semester final examinations.

iii.

The program shall include teaching of 32 course units for a total of 3200 marks, which will be translated into 128 credit hours.

iv.

The total credit hours shall be evaluated on the basis of 3200 total marks. The Department deserves the right to allocate marks for oral and comprehensive examinations.

v.

Each full unit course shall be of 100 marks, and a half unit course shall be of 50 marks.

vi.

Since the credit hours are counted on the basis of lecture class/contact hours per week, the number of lecture classes/contact hours shall be determined according to the credits assigned to each course unit.

- For a 4 credit course unit, there shall be two lecture classes of 90 minutes each, and one 60 minutes discussion class/tutorial class/lab work/group presentation/class test per every week.
- For a 2 credit course unit, there shall be one lecture class of 60 minutes each and one 60 minutes discussion class/tutorial class/lab work/group presentation/class test per every week.

vii.

In the course structure for the BSS (Hons.) degree program, in each semester, there shall be

- a total of 3200 marks for 32 full unit courses of which 3000 marks shall be for 30 full unit taught courses, 100 marks for field research/project work/internship, and 100 marks for written and oral comprehensive examination.
- 4 courses with 100 marks each, resulting in 16 (sixteen) earned credits per semester, i.e., there shall be 4 courses with 4 credits assigned to each course. There could also be courses with 2 credit hours for 50 marks, but altogether there must be 16 earned credits per semester. The credit hours to be assigned to the courses shall be the choice of the individual department, depending on the course objectives, content and activities related to a course.
- 2 taught courses for 200 marks (4 credit hours assigned to each course), 100 marks for field research/project work/internship (4 credit hours) and 100 marks for written and oral comprehensive examination with 4 credit hours assigned against it in the eighth semester. However, any particular department may opt for an additional full unit taught course in lieu of the field research/project work/internship.

The distribution of course units, marks and credit build up for the BSS (Hons.) Degree Program for 3200 marks for 32 courses with 4 credit hours per course shall be as under

2.3 Course Structure for BSS (Honors) Program

Semester	No. of Courses	Total Marks	Earned Credits
1 st	4	400	16
2 nd	4	400	16
3 rd	4	400	16
4 th	4	400	16
5 th	4	400	16
6 th	4	400	16
7 th	4	400	16
8 th	2	200	8
	Monograph Design (Course Work+ Monograph+Viva Voce) ^a	100	4
	Comprehensive and Viva Voce ^b	100	4
Total	32 Courses	3200	128

^aCourse work = 50, Monograph writing = 40, Viva voce = 10 ^bComprehensive = 50, Viva voce= 50

2.4. Courses Offered in BSS (Honors) Program

1ST SEMESTER

SOC 101: Introduction to Sociology I*
 SOC 102: The Emergence of Bangladesh*
 SOC 103: Social Psychology or SOC 104: Introduction to Cultural Anthropology
 SOC 105: Social Problems and Issues or SOC 106: Sociology of Marriage and Family

2ND SEMESTER

SOC 151: Introduction to Sociology II*
 SOC 152: Gender, Society and Development or SOC 153: Sociology of Environment
 SOC 154: Sociology of Education or SOC 155: Rural Sociology
 SOC 156: Social History or SOC 157: Sociology of Religion

3RD SEMESTER

SOC 201: Introduction to Social Statistics I*
 SOC 202: Social Inequality or SOC 203: Crime and Society
 SOC 204: Economy and Society or SOC 205: Sociology of Organization
 SOC 206: Globalization, Culture and Society or SOC 207: Ancient and Medieval Political Thought

4TH SEMESTER

SOC 251: Introduction to Social Statistics II*
 SOC 252: Urban Sociology or SOC 253: Risk and Communication
 SOC 254: Class Structure of Bangladesh Society or SOC 255: Society, Information and Technology
 SOC 256: Sociology of Disability or SOC 257: Sociology of Built Environment

5TH SEMESTER

SOC 301: Classical Sociological Theory*
 SOC 302: Health and Society or SOC 303: Population and Society
 SOC 304: Industrial Sociology or SOC 305: Beliefs and Rituals
 SOC 306: Social Forestry or SOC 307: Protest and Social Movement

6TH SEMESTER

SOC 351: Research Methodology*
 SOC 352: Sociology of Minority or SOC 353: Sociology of Migration and Diaspora
 SOC 354: Urban Governance and Planning or SOC 355: Sociology of Disaster
 SOC 356: Peasant Society or SOC 357: Water, Politics and Development

7TH SEMESTER

SOC 401: Contemporary Sociological Theory*
SOC 402: Sociology of Poverty or SOC 403: Culture, Society and HIV/AIDS
SOC 404: Political Sociology or SOC 405: Social Policy
SOC 406: Sociology of Sustainable Development or SOC 407: Colonialism, Imperialism and Nationalism

8TH SEMESTER

SOC 451: Understanding Social Change in Bangladesh*
SOC 452: Gender, Violence and Development or SOC 453: State, Civil Society and Citizenship
SOC 454: Research Design & Monograph Writing*
SOC 455: Comprehensive & Viva

Note: Alternative courses may be offered based on the availability of faculty members and their expertise matched to the course.

*Mandatory course. Mandatory subjects will be allocated to faculty members on a rotation basis.

2.5

FIRST SEMESTER

SOC 101: Introduction to Sociology I*
SOC 102: The Emergence of Bangladesh*
SOC 103: Social Psychology or SOC 104: Introduction to Cultural Anthropology
SOC 105: Social Problems and Issues or SOC 106: Sociology of Marriage and Family

*Mandatory course

SOC 101: Introduction to Sociology I

Course Objectives

This course is an overview of the discipline of sociology and introduces students to the complex and dynamic social world in which we live. It offers a comprehensive introduction to sociology and its foundational concepts and theories, with emphasis upon the application of these theories to the understanding of social institutions. This course focuses on how society functions and is organized, and how society impacts and influences individual motivation, understanding, action, and well-being. Topics such as social interaction, family, culture, socialization, religion, race, ethnicity and economic and political institutions are examined.

Learning Outcomes

Upon successful completion of this course, students will develop the ability to identify, analyze and apply sociological perspectives to current social issues and apply sociological concepts to everyday life to better understand how larger society affects individual behavior and choices.

Course Contents

1. Sociological Perspective

- a. Analyzing the sociological perspective
- b. Science and sociology; social change and sociology; levels of analysis
- c. The origins of sociology: anti-colonial revolution in North America (1776), French Revolution (1789) and Industrial Revolution (1850s)
- d. Sociological paradigms: functionalism, conflict perspective and symbolic interactionism

2. Social Interaction and Everyday Life

- a. The study of daily life: civil inattention, Goffman's social construction of reality
- b. Non-verbal communication: face, gestures and emotion; non-verbal communication and gender
- c. Social interaction and socialization: meaning and basis of interactions

3. Socialization

- a. Culture, society and child socialization: theories of child development – Mead and Piaget; Agencies of socialization – family, schools, peer relationships, mass media
- b. Gender socialization: gender learning - storybooks and television
- c. Theories of gender difference: Freud, Chodorow, Gilligan

4. Culture

- a. Culture and human intelligence, elements of culture: symbols, language, values and beliefs
- b. Material culture and technology
- c. Cultural diversity: many ways of life in one world
- d. Theoretical analysis of culture: Functional and conflict analysis

5. Family, Marriage and Intimate Relationships

- a. The family: basic concepts; types of family; marriage patterns
- b. The development of family life: kin-based nuclear, separated nuclear, family with affective individualism; factors affecting family patterns
- c. Transition and problems in family life – changes in family patterns, same-sex partnership; divorce and separation, remarriage, domestic violence
- d. Transformation of intimacy and post modernity – Giddens: confluent love, Beck and Beck-Gernsheim: The normal chaos of love, Bauman: liquid love

6. Race and Ethnicity

- a. Social significance of race and ethnicity
- b. Racial typology and ethnic minorities; racism
- c. Prejudice and discrimination; theories of prejudice
- d. Race and ethnicity in Bangladesh

7. Religion and Society

- a. Sociological conceptualization of religion
- b. Theories of religion: Marx: religion and inequality; Durkheim: functionalist perspective
- c. Varieties of religion: Animism, Totemism; Polytheism: Hinduism; Agnosticism: Buddhism, Confucianism, Taoism; Monotheism: Judaism, Christianity, Islam

8. Economic and Political Institutions

- a. Economic history: agricultural, feudal and capitalist mode of production

- b. Social structure of economy, factors associated with economy – production, distribution, and consumption; division of labor
- c. Global economy and comparative economic systems – capitalism, socialism
- d. Conceptualizing power and authority: Weber, Lukes, Foucault
- e. Political system: authoritarianism, democracy, monarchy, totalitarianism
- f. Theoretical analysis of power in society

Required Readings

Giddens, A. (2009). *Sociology* (6th ed.). The Polity Press.

Giddens, A., Duneier, M., Applebaum, R. P., & Carr, D. (2015). *Essentials of Sociology* (5th ed.). Norton and Company.

Macionis, J. J. (2008). *Sociology: A Global Introduction* (4th ed.). Pearson Education.

Recommended Readings

Korgen, K. O. (Ed.). (2017). *The Cambridge Handbook of Sociology: Core Areas in Sociology and the Development of the Discipline*. Cambridge University Press.

Mills, C. W. (2000). *The Sociological Imagination* (40th ed.). Oxford University Press. (Original work published 1959).

Schaefer, R., T. (2012). *Sociology: A Brief Introduction* (10th ed.). McGraw-Hill

Simmel, G. (1971). The problem of sociology. In D. Levine (Ed.), *On Individuality and Social Forms* (pp. 23-27). University of Chicago Press. (Original work published 1908).

Tischler, H. L. (2011). *Introduction to Sociology* (11th ed.). Wadsworth.

SOC 102: The Emergence of Bangladesh

Course Objectives

This course will provide students with insights into the historical, socio-cultural, political and economic factors contributing to the rise of Bengali nationalism and emergence of Bangladesh. It will explore the formation of the capital, bourgeoisie, political elites, and middle class to understand the creation of two nation-states called Pakistan and Bangladesh. This course will also examine the key historical movements and will explore how the worldwide decolonization process contributed to the creation of Bangladesh. In addition, the theories of nationalism and modern nation-states, including modernization theory, primordial theory, Marxist theory, feminist theory, and Subaltern school will be highlighted in this course.

Learning Outcomes

Upon completing this course, the students will develop a comprehensive and critical perspective to understand Bangladesh's emergence from micro, meso, and macro levels.

Course Contents

1. Theories of Nationalism and Nation-States

- a. Imagined community, ethnicity, nation, and nationalism
- b. The emergence of nationalism and modern nation-states in Western Europe
- c. Theories of nationalism and nation-states: Modernization theory, Anderson's theory of Imagined Community, Smith's Primordial theory, Marxist theory, Feminist theory, and Subaltern school

2. A Short History of East Bengal

- a. Introducing Bengali ethnic community
- b. Cultural fault-lines in Bengal: Brahminism, Sufism, Syncretism, and cultural pluralism
- c. Bengal Renaissance: English education and the rise of the new middle class
- d. Conservatism, liberalism, and secularism in British Bengal: myths and facts
- e. Formation of the capital, class, parties, and streams of nationalism

3. The Birth of Pakistan

- a. Divide and rule in British India: the genesis of Hindu-Muslim conflict
- b. Unequal formation of capital, class, and political parties
- c. Imbalances of power: the origin and development of Congress and Muslim League
- d. Two-Nation Theory: the doctrine of religious distinctiveness
- e. Partition of British India: the creation of Pakistan and India

4. Pakistan: West Pakistan vs. East Pakistan

- a. Geopolitics, demographics, and spatiotemporal events
- b. Division within the religious homogeneity: linguistic and cultural heterogeneity
- c. Power of exclusions: cultural, social, political, and economic exclusions

5. Developing a Nationalist Movement: Dominance of Super Structure

- a. Internal colonialism and cultural hegemony
- b. Cultural war: language movement, students as change-makers, and the rise of Bengali intelligentsia
- c. Bureaucratic polarizations: exclusion of Bengalis in politics, military, and civil services
- d. Role of Bangabandhu as a Bengali nationalist vanguard

e.
Cultural praxis: cultural awakening and the emergence of Bengali Nationalism

6. From Two Economies to Two Nations: Dominance of Base Structure

a.
The economy as the determinant of social and material relations

b.
Economic exploitation (West Pakistan as core vs. East Pakistan as periphery); Bengali as a Subaltern ethnic group

c.
Mapping-out of economic disparities: agricultural vs. industrial development, urban vs. rural, farms vs. factories, bourgeoisie vs. landlords

d.
Evidence of economic inequalities: GDP, national budget allocation, industrial development, trade-deficit, revenue distribution, monetary policy, banking system, and foreign aids

7. Global Politics, Decolonization, and the Creation of Bangladesh

a.
Waves of decolonization around the world: Bangladesh context

b.
Global politics and the creation of Bangladesh: Role of India, Pakistan, USSR, USA, and China

c.
Fundamental principles behind the birth of Bangladesh: nationalism, secularism, socialism, and democracy

8. The Emergence of Bangladesh

a.
Breaking-out of the Liberation War: Operation Search Light and People's participation in the War

b.
Proclamation of the Independence and the formation of the Mujibnagar Government

c.
Fighting the war: Guerrilla war, role of government in exile, role of the seven most valiant heroes and commanders of Bangladesh forces, role of women, fight against local collaborators and Pakistani Army

d.
Winning the victory: martyrdom of people, genocidal rape of women, killing of intellectuals/professionals, surrender of Pakistani Army, and the declaration of glorious victory of Bangladesh

Required Readings

Blood, A. K. (2002). *The Cruel Birth of Bangladesh: Memoirs of an American Diplomat*. The University Press.

Jahan, R. (1972). *Pakistan Failure in National Integration*. Oxford University Press.

Maniruzzaman, T. (1988). *The Bangladesh Revolution and Its Aftermath*. The University Press.

Schendel, W. V. (2009). *A History of Bangladesh*. Cambridge University Press.

Recommended Readings

Bhuiya, A. W. (1982). *The Emergence of Bangladesh and the Role of the Awami League*. Dhaka University Press.

Huda, Z. (2005). *Problem of Middle Class and Nationalism in Bangladesh*. Provati Publications.

Kamruddin. A. (1975). *A Socio-Political History of Bengal and the Birth of Bangladesh*. Inside Library.

Karim, N. (2019). *The Emergence of Nationalism in Bangladesh*. Alokpat Prokashan.

Muhit, A. M. (1978). *Bangladesh - Emergence of a Nation*. Bangladesh Books International.

Raghavan, S. (2013). *1971: A Global History of the Creation of Bangladesh*. Permanent Black.

Rahman, S. M. (2012). *Unfinished Memoirs*. The University Press.

Sisson, R., & Rose, L. (1990). *War and Secession: Pakistan, India, and the Creation of Bangladesh*. University of California Press.

Sobhan, R. (2015). *From Two Economies to Two Nations: My Journey to Bangladesh*. Daily Star Books.

Umar, B. (2004). *The Emergence of Bangladesh: Rise of Bengali Nationalism (1958-1971)*. Oxford University Press.

SOC 103: Social Psychology

Course Objectives

This course offers insight into some of the fundamental principles underlying social psychology and the theories and methods that form the foundation of the field. It focuses on a range of variables and advances the understanding of socialization, learning, culture, motivation, attitude, beliefs and prejudice, self-image and interaction which determine an individual's behavior and personality. The goal of this course is to provide students with a general introduction to social psychology and an opportunity to apply social psychological theories to their life.

Learning Outcomes

By completing this course, students should be able to think critically about the nature of human behavior and how social psychological principles can be applied to everyday life and to outline the procedures social psychologists use to test hypotheses about the behavior of individuals and of groups.

Course Contents

1. Introduction

- a. Definition, nature and scope of social psychology
- b. Relationship with other biological and social sciences
- c. Historical background of the development of social psychology

d. Methods of social psychology

2. Psychology of Cognition

a. Sensation: stimulus and response

b.
Development of self

c.
Cognition: determinants of cognition

d.
Socialization process

3. Learning

a.
Types of social learning: rational, associational, transfer, trial and error

b.
Social learning theory

c.
Classical and operant conditioning

4. Social Perception

a.
Social and cultural determinants of perception

b.
Motivation: characteristics of motivated behavior

c.
Effects of motivation on perception

5. Social Psychology of Belief, Prejudice and Attitude

a.
Attitude scales: Thurstone, Likert and Bogardus

b.
Attitude formation and change

c.
Prejudice formation and categorization

d.
Stereotyping, scapegoating and prejudice; factors contribute to prejudice

6. Personality

a.
Factors of personality

b.
Theories of personality: Mead, Benedict, Kardiner, Linton and Freud

7. Social Interaction

a.

Theories of social interaction: Similarity, Reinforcement, Complementary and Exchange theory

8. Crowd Behavior and Psychology of Collective Behaviors

a.

Classification of crowd, mob and audience

b.

Public opinion formation and agencies

c.

Principles of scientific polling

d.

Propaganda, techniques of propaganda

Required Readings

Hollander, E. P. (1981). *Principles and Methods of Social Psychology*. Oxford University Press.

Myers, D. (2012). *Social Psychology* (11th ed.). McGraw-Hill Education.

Recommended Readings

Franklin, C. W. (1982). *Theoretical Perspective in Social Psychology*. Little, Brown.

Goodwin, J. & Watson, D. L. (1972). *Social Psychology: Issues and Insights*. Cengage Learning.

Kalat, J. W. (2013). *Introduction to Psychology*. Wardsworth Publishing.

Schultz, D. P. & Schultz, S. E. (2012). *Theories of Personality*. Cengage Learning.

SOC 104: Introduction to Cultural Anthropology

Course Objectives

The purpose of this course is to provide the students with an opportunity to gain knowledge on the anthropological analysis of culture and different approaches to anthropological analysis. This course involves an in-depth exploration of the concept of culture, theories of cultural anthropology, ethnographic methods and field research, pattern of pre-historic indigenous culture, beliefs and rituals, including some of the basic elements of economic and political organizations.

Learning Outcomes

By the end of the course, students will be able to apply anthropological concepts and theories to the analysis of both Western and non-Western cultural traditions.

Course Contents

1. The Scope of Anthropology and the Study of Culture

a.

The development of anthropology; sub-disciplines of anthropology

b.

The nature of anthropology; anthropology and science and other social science

c.

The concept of culture; characteristics of culture, problems and importance of studying other culture

2. Methods in Cultural Anthropology

a.

Origins of ethnography

b.

Fieldwork methods: Observation and participation observation; key informant interviews and life-histories

c.

Types of analysis of ethnographic data

d.

Ethics in ethnographic research

3. The Evolution of Man and Culture

a.

The idea of evolution

b.

Human ancestors

c.

Homo Sapiens and culture

4. Social Organization: Family, Marriage and Kinship

a.

Family: types, role and functions of family

b.

Marriage: types, role and functions; incest theories, economic transaction in marriage

c.

Kinship: types, roles and functions

5. Economic Organizations and Subsistence Economies

a.

Hunter-gatherers economies in Australia

b.

Horticulture economies in Latin America

c.

Pastoralist economies in Africa

d.

Exchange and distribution: reciprocity, Kula ring, redistribution, potlatch and market system

6. Political Organizations

- a.
Band, tribe, and chiefdom
- b.
Origins and functions of state; state and government; the future of the state

7. Religion, Belief and Worldview

- a.
Religion, belief and worldview; the origin of religion: animism, animatism and totem
- b.
Magic and religion: role and functions of religion and magic

8. Applied Anthropology: Cultural Change, Colonialism and Development

- a.
Mechanism of cultural change: diffusion, acculturation, and innovation
- b.
Indigenous people and development
- c.
Capitalism and the future of sustainable development
- d.
The development of anthropology in Bangladesh
- e.
Reading ethnography of gender and class in Bangladesh: Jhagrapur; arguing with Crocodile; Shimulia

Required Readings

- Kottak, C. (2010). *Cultural Anthropology*. McGraw Hill.
- Nanda, S., & Warmas, R. (2010). *Cultural Anthropology*. Nelson Education.

Recommended Readings

- Arens, J., & Van Beurden, J. (1977). *Jhagrapur: Poor peasants and women in a village in Bangladesh*. Gonoprakashani.
- Bodley, J. H. (2011). *Cultural Anthropology: Tribes, States, and the Global System*. Rowman and Littlefield.
- Cummins, B. D., & Steckley, J. (2005). *The Ethnographic Experience*. Allyn & Bacon.
- Miller, B. D., Van Esterik, J., & Van Esterik, P. (2007). *Cultural Anthropology*. Pearson/Allyn and Bacon.
- White, S. C. (1992). *Arguing with the crocodile: gender and class in Bangladesh*. Zed Books.

SOC 105: Social Problems and Issues

Course Objectives

The objective of this course is to introduce students with some of the major social problems and issues in contemporary society with a special focus on Bangladesh. This course is an examination of contemporary social problems through sociological perspectives which is designed to provide students with an understanding of how major social forces are interrelated, and result in numerous social problems. The course will consider different theoretical perspectives used to identify and understand social problems.

Learning Outcomes

Students are expected to learn the process of how these social problems arise in society. When students complete this course, they will be to evaluate social problems from differing viewpoints and perspectives and identify the strengths and flaws of each stance.

Course Contents

1. The Social Problems

- a.
Defining social problems: sociological perspective
- b.
Theoretical perspectives of social problems
- c.
Nature of social problems in developing countries

2. Population and Environment

- a.
Nature of problem related to population and environment
- b.
Population growth: an overview of population growth in developing countries
- c.
The Malthusian trap
- d.
Population growth, endangered environment polices and future prospects

3. Urbanization

- a.
Nature of problem related to urbanization, trends of urbanization
- b.
Urbanization in developing countries
- c.
Growth of Mega cities and urban problems
- d.
Planning, policies and future prospects

4. Culture in the Age of Globalization

- a.

Mass media as a dominant form of culture, cultural imperialism

b.

Mass media and violence

c.

Mass media and problems of traditionalism in developing countries

5. Social Inequality and Poverty

a.

Dimensions of social inequality, social inequality in developing and developed countries; SDG goal of reducing inequality

b.

Class, gender, age, minority group, lower class and economic vulnerability

c.

Discrimination and violence against women; equal pay for work

d.

Problems related to aged people and minority groups

e.

Types of poverty, causes of the persistence of poverty, poverty in affluent and poor societies

f.

Poverty alleviation programs, prospect for the world without poverty – on a quest for SDG

6. Health and Illness

a.

Environmental threat to health, urbanization and life style-related diseases

b.

Health problems in developing countries

c.

Health and social welfare problems - health care access as a social problem

d.

Mental illness and drug addiction

7. Work and Unemployment

a.

Sociological perspective on labor market

b.

Work and underemployment in developed and developing countries

c.

Work and immigrant labor

d.

Impact of unemployment in Bangladesh

8. Crime and Criminal Justice System

- a. Emerging trends of global crime – terrorism, cybercrime, wildlife and forest crime, maritime crime
- b. Criminal justice system in developing countries
- c. Prostitution and law enforcing agencies
- d. Women and child trafficking

Required Readings

Heiner, R. (2015). *Social Problems: An Introduction to Critical Constructionism* (5th ed.). Oxford University Press.

Macionis, J. J. (2009). *Social Problems*. Prentice Hall.

Recommended Readings

Habib, S. E., Bhuiyan, A. Q., K. T. Hossain, K. T., & Lovejoy, F. (2001). Drug use and social circumstances: A study among different target groups in northwest Bangladesh. *Japanese Journal of Alcohol Studies and Drug Dependence*, 36(2), 107-123.

[Kornblum](#), M., [Seccombe](#), K. T., & [Julian, J.](#) (2016). *Social Problems* (15th ed.). Pearson.

McKee, M., & Robertson, I. (1980). *Social Problems*. Random House.

Stompler, M., & Jungels, A. M. (2016). *Focus on Social Problems: A Contemporary* (1st ed.). Oxford University Press.

SOC 106: Sociology of Marriage and Family

Course Objectives

Families as we know them today are different from those of previous generations. They differ in structure, composition, size and functions. This course aims to evaluate issues of family conflict, divorce, and remarriage and to identify the historical and current trends that affect families in Bangladesh. It examines marriage rates, the percentages of working mothers, ages of marriage, divorce and remarriage rates, nature of alternative family forms, including various issues affecting marriage and the family in contemporary society. Emphasis is given on the sociological theory and research on marriage, family structure, components of mate selection, and intimate relationships.

Learning Outcomes

Upon completion of this course, students are expected to examine the historical changes in the institutions of marriage and family including the dynamics of power, violence, and abuse within intimate and family relationships and will develop an understanding of a variety of sociological theories of marriage and family and their application to current trends and events.

Course Contents

1. Introducing Family and Marriage

a.
Sociological perspective of family as a social institution

b.
Defining marriage and family

c.
Types and functions of family and changing family forms

2. Theories of Family

a.
Explaining family behavior: Structural Functional Theory, Family Development Theory, Symbolic Interaction Theory, Systems Theory, Exchange Theory, Conflict Theory, Feminist Theory

b.
Egalitarian thoughts: a new dynamism

3. Family, Marriage and Love

a.
Definition of love and romantic love; components of love; Is romantic love a sound basis for marriage?

b.
Erotic love: Are love and sex the same?

c.
Maslow's Theory of Love and Belongingness needs

d.
Friendship love and dependent love; loving and liking altruistic love: Erich Fromm's perspective on altruistic love

4. Divorce and Remarriage

a.
Conflict in family and divorce, probability of divorce- related social and demographic factors

b.
Alternatives to divorce – marriage counseling, marriage enrichment, separation

c.
Children and divorce – understanding children's reactions to divorce

d.
Remarriage as family reorganization

5. Changes in Family and Marriage System

a.
The Industrial Revolution and the rise of the modern family: Ogburn-Burgess-Parsons perspectives

b.
Changes in family philosophy: from institution to companionship and from patriarchy to democracy

c.
Working mother

d.
Gay and lesbian families, blended families

e.
Unmarried lives: Single-parent family and cohabitation

6. Raising Children: Contemporary Prospects and Pitfalls

a.
Learning parental roles

b.
Parenting styles and parent-child relationships

7. Liquid Love and Chaotic Love

a.
Modernity; liquid society

b.
The fragility of relationships: Zygmunt Bauman

8. Family Relationship in Rural and Urban Bangladesh

a.
Rise of individualism and rural families

b.
Communication, power and conflict

c.
Intimate violence and sexual abuse

d.
Equitable decision making

Required Readings

Degenova, M. K., Rice, P., Stinnett, N., & Stinnett, N. (2010). *Intimate Relationship, Marriages and Family*. McGraw Hill.

Hutter, M. (1997). *The Changing Family*. Prentice Hall.

Recommended Readings

Cox, F. D., & Canada, C. (2019). *Family Living: Relationships and Decisions*. Ntc Publishing Group.

Nijole, V. B. (2018). *Marriages and Families: Changes, Choices and Constraints*. Prentice Hall.

Olsen, D., DeFrain, J., & Skogrand, L. (2014). *Marriages and Families: Intimacy, Diversity and Strengths*. McGraw-Hill.

Strong, B., Theodore F., & Cohen, T. F. (2017). *The Marriage and Family Experience Intimate Relationships in a Changing Society (13th ed.)*. Cengage Learning.

SOC 151: Introduction to Sociology II*

SOC 152: Gender, Society and Development

SOC 154: Sociology of Education

SOC 156: Social History

*Mandatory course

Or SOC 153: Sociology of Environment

Or SOC 155: Rural Sociology

Or SOC 157: Sociology of Religion

SOC 151: Introduction to Sociology II

Course Objectives

The course is designed to introduce students to the sociological study of society. Continuing from the previous semester, the major themes include social stratification, poverty, the causes and consequences of social change, interplay between the individual and environment, social exclusion, crime and deviance, dynamics of power, urbanization, body, health and medicine, cultural construction of human life, and the causes and consequences of major globalization processes. In this course we will consider the importance of sociological perspective for understanding Bangladesh society, focusing on identifying, studying, and solving sociological problems based on empirical data.

Learning Outcomes

Upon successful completion of this course, students will be able to develop their ability to apply sociological concepts to current issues that affect individuals, human society and will be able to explain social patterns changing over time and in different settings.

Course Contents

1. Stratification and Class

a.

Types of stratification: slavery, estate, caste, class

b.

Theorizing social class: Karl Marx's theory of class conflict, Max Weber: class, status and party, Comparing Marx's and Weber's account of stratification

c.

Measuring class: Goldthorpe's explanation

d.

Social mobility: vertical, lateral, intra-generational and intergenerational mobility

2. Sexuality and Gender

a. Understanding sexuality – sexual orientation, sexuality movements

b. Sex and the body

c. Sex: A cultural issue

d. Theoretical analysis of sexuality

e. Social construction of gender; perspectives on gender inequality

3. Crime and Deviance

a.

Basic concepts: crime, deviance and sin

b.

Theories of crime - strain and cultural deviance theory: Durkheim and Merton, Social Disorganization Theory: Park and Burgess), Differential Association Theory: Sutherland, Social Control Theory: Hirschi

c.
Types of crime: white-collar crime, corporate crime, organized crime, drug abuse

d.
Crime in different countries

4. Society and Social Change

a.
Gerhard Lenski: society and technology

b.
Karl Marx : society and conflict

c.
Max Weber: tradition and rationality

d.
Emile Durkheim: society and functions

5. Politics and Government

a.
Power and authority

b.
Political systems: monarchy, democracy, authoritarianism, totalitarianism

c.
Theoretical analysis of power in society: The Pluralist Model, Power-Elite Model, Marxist Political Economy Model

d.
Revolution, terrorism and war

6. Sociology of Body and Health

a.
Health and society

b.
Health in low and high -income countries

c.
Medicine and society: Biomedical, holistic and social model of health

d.
The social basis of health: class and health, gender and health, race and health

7. Globalization and Social Change

a.
Conceptualizing globalization- three trends: hyper globalization, sceptics, transformationalists

b.

Factors contributing to globalization - telecommunication technology: information flows, economic factors: transnational corporations, electronic economy, political changes: global political order, transnational networked global order

c. Globalization and social change: global culture: satellite television programs, internet, rise of individualism, global economy, global governance

8. Environment and Society

a. Interaction between ecology and society

b. Climate change and global social transformation

c. Politics of climate change: challenges and the new risks and threats, policies and programs

Required Readings

Giddens, A., & Sutton, W. P. (2013). *Sociology* (7th ed.). Polity Press.

Giddens, A., & Sutton, P. W. (2017). *Essential Concepts in Sociology* (2nd ed.). Polity.

Giddens, A., Duneier, M., Applebaum, R. P., & Carr, D. (2015). *Essentials of Sociology* (5th ed.). Norton and Company.

Recommended Readings

Elias, N. (1978). *What Is Sociology?* Columbia University Press.

Ferris, K., & Stein, J. (2016). *The Real World: An Introduction to Sociology* (5th ed.). Norton & Company.

Korgen, K. O. (Ed.). (2017). *The Cambridge Handbook of Sociology* (vol. 2). Cambridge University Press.

Little, W., Scaramuzzo, G., Cody-Rydzewski, S., Griffiths, H., Strayer, E., Keirns, N., & McGivern, R. (2014). *Introduction to Sociology* (1st ed.). OpenStax.

MaCionis, J. J. (2012). *Sociology*. Pearson.

SOC 152: Gender, Society and Development

Course Objectives

This course aims to introduce students the various approaches and assumptions that are implicit in the context of gender, society and development. The course begins with a range of fundamental concepts and theoretical approaches to gender and development and feminist critiques. In this course we use gender as a central concept of sociological analysis and critically examine how gender hierarchies and stereotypes about gender and work are set in family, mass media, work place and educational institutions through historical processes. Topics will also include discrimination, exploitation, violence and subordination of women in various contexts with a focus on patriarchal system.

Learning Outcomes

By the end of the course the students will be familiar with some of the basic theories and national and international policy questions around development and gender and be able to critically assess the arguments for and against greater gender equality in different institutional contexts.

Course Contents

1. Introduction

- a.
Sex and gender: meanings and definitions
- b.
Gender and the body; queer bodies
- c.
From women to gender: The development of the field
- d.
Gender as social construction; gender and race
- e.
The process of how gender is socially constructed
- f.
Boundaries and negotiation between men and women

2. Socialization of Gender Role

- a.
Family and socialization: childhood experience, adult socialization
- b.
Mass media
- c.
Educational institutions
- d.
Social values: myths, taboo and women

3. Theoretical Debates on Women's Empowerment

- a.
Liberal feminism
- b.
Marxist socialist feminism
- c.
Radical feminism
- d.
Black feminism and Feminism from South

4. Gender and Politics

- a.

The role and participation of women in polities

b.

Women and state

c.

Women's role in nationalist struggle with references from India and Bangladesh

5. Gender and Violence

a.

Major causes and trends of violence against women

b.

Gender, war and violence

c.

Violence against reproductive rights of women

d.

Various steps to combat violence against women

6. Gender and Development

a.

Integration of women in development

b.

Women in Development (WID)

c.

Gender and Development (GAD)

d.

Women, Environment and Development (WED) – concepts, iterative approach to development

e.

Critical analyses of gender mainstreaming in various multilateral and national institutions

7. Gender and Globalization

a.

Gender, women and society in global perspective

b.

Changes in the gender division of labor

c.

Work and gender relations

d.

Social change: politics, social movements, and the state

8. Gender in Bangladesh

a.

Situation analyses: economic, social, political legal spheres, First (1973-78), Second (1980-85), Third (1985-90), and Eight Five Year (2020-2025) Plans

b.

Women development policy - CEDAW, Platform for Action 1995 and Beijing +5

Required Readings

Baksh, R., & Harcourt, W. (Eds.). (2015). *The Oxford Handbook of Transnational Feminist Movements*. Oxford University Press.

Evans, J. (1995). *Feminist Theory Today: An Introduction to Second Wave Feminism*. Sage.

Recommended Readings

Akanda, L., & Shamim, I. (1985). *Women and Violence: A Comparative Study of Rural and Urban Violence on Women in Bangladesh*. Women for Women: A Research and Study Group, Dhaka.

Boserup, E. (1970). *Women's Role in Economic Development*. St. Martin's Press.

Firestone, S. (1970). *The Dialectic of Sex: The Case for Feminist Revolution*. Bantam Books.

Hossain, K. T., Habib, S. E., & Imam, M. H. (Eds.). (2004). *Women, Gender and Discrimination*. University of Rajshahi, Department of Sociology, DFID: Higher Education Link Program.

Hossain, K. T., Habib, S. E., & Imam, M. H. (Eds.). (2003). *Women, Health and Poverty*. University of Rajshahi, Department of Sociology, DFID: Higher Education Link Program.

Kabeer, N. (1999). *Reversed Realities: Gender Hierarchies in Development Thought*. Verso.

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

SOC 153: Sociology of Environment

Course Objectives

Sociology of Environment is a field that offers insight into the multifaceted interaction between human society and the natural environment. In this course, we will focus on the structural issues in human society and how those lead to environmental degradation. By incorporating sociological theories, we will try to understand the policies and planning regarding the governance of the environment. Not restricting ourselves to the causes of environmental hazards and disasters, we will examine major environmental issues in relevance to our contemporary society and explain the ongoing transformation. The course will allow students to understand how human society is both causing environmental problems and responding to them.

Learning Outcomes

On successful completion of the course, students will be able to describe sociological approaches to environmental issues and controversies applying a range of sociological interpretations of environmental problems.

Course Contents

1. Introduction

a.

Environmental sociology as a field of inquiry

b.
Human Exemptionalism Paradigm (HEP) and New Ecological Paradigm (NEP)

c.
New trends and interdisciplinary challenges in environmental sociology

2. Theoretical Approaches in Environmental Sociology

a.
Geographical and biological determinism

b.
Classical sociological theory and the environment: Marx, Engels, Weber, Durkheim

c.
Contemporary theoretical approaches to environmental sociology: ecological explanation; political economy; risk society thesis; ecological modernization; Third-generation theories: networks and flows

3. Social Construction of Environmental Issues and Problems

a.
Realism vs. constructionism

b.
Constructing social problems

c.
Construction of environment in media

4. Environmental Crisis

a.
Seven billion and counting

b.
Can the earth feed everyone?

c.
Is the earth warming?

d.
Water, water everywhere

e.
The air we breathe

5. Globalization and Risk

a.
Globalization and the export of ecological hazards

b.
Corporate responsibility for toxins and reducing waste generation through prevention

c.
Risk society and contested illness

6. Environmental Governance

- a. Global environmental governance; agenda for SDG 14 - sustainable use of ocean, sea and marine resources
- b. Transnational bureaucracy networks
- c. Bangladesh perspective

7. Environmental Movements

- a. Transnationalization and hybridization
- b. Denial and social movement nonparticipation
- c. Case studies from Bangladesh

8. Thinking About Change

- a. Individualization
- b. Cleaning the closet
- c. On the trail of courageous behavior

Required Readings

- Dasgupta, S.. (2009). *Understanding the Global Environment*. Dorling Kindersley.
- Hannigan, J. (2006). *Environmental Sociology* (2nd ed.). Routledge.
- Hollander, J. M. (2003). *The Real Environmental Crisis*. University of California Press.

Recommended Readings

- King, L., & McCarthy, D. (2009). *Environmental Sociology: From Analysis to Action*. Rowman & Littlefield.
- Matthias, G., & Heinrichs, H. (Eds.). (2010). *Environmental Sociology: European Perspectives and Interdisciplinary Challenges*. Springer.
- Redclift, M. R., & Woodgate G. (2010). *International Handbook of Environmental Sociology* (2nd ed.). Edward Elgar.
- White, R. (2004). *Controversies in Environmental Sociology*. Cambridge University Press.

SOC 154: Sociology of Education

Course Objectives

The focus of this course is on the sociological study of education in Bangladesh society. The major focus will be on the forms of schooling, academic standards, and quality of education, inequality that exist at the global and national level, and education in cross-cultural perspective. This course will also reflect how cultural values of a society shape both formal and informal education system. Students will learn educational movements and reforms, education policies, and fundamental principles and theories from the perspective of sociology of education.

Learning Outcomes

At the end of this course, students will be able to trace the organization of education in Bangladesh, analyze the relationships between educational institutions and wider social structures including major sociological theories on the role of education in the society.

Course Contents

1. Introducing Sociology of Education

a.
Education as institution and social system

b.
Philosophical and moral foundations of education

2. Educational Movements and Reforms around the World

a.
Reform from top-down and below

b.
State-NGO/local-international interaction

3. Theoretical and Methodological Approaches to Education

a.
Functionalist theory: Durkheim and Parsons

b.
Conflict theory: Marx, Weber and Collins

c.
Interaction and Interpretative theories: Mead and Cooley

d.
Theory of Paulo Freire's Pedagogy of the Oppressed and Oppressor

e.
Current theories in sociology of education: Coleman, Bourdieu, Bernstein and Willis

f.
Methodological approaches: quantitative and qualitative

4. Education and the Process of Stratification

a.
Education as a determinant of social inequality

b.
Major explanations of stratification in education

c.
Social perception and motivation towards modern education

d.
Underachievement in education: gender and ethnic inequality

5. Structure and Functions of Education

a.
Understanding the structure and processes in education from pre-school to higher education

b.
Functions: socialization, transmission of culture, social control, social change, innovation and placement of individuals in society

6. Education as Social Enterprise

a.
J F Lyotard and commoditized/illusory nature of education

b.
Neoliberal globalization and the White-collar business in educational institutions

c.
Quality gambling – political or economic or normative?

d.
Role of public and private educational institutions to the labor market

7. Pathologies of Education in Bangladesh

a.
Formal and informal practices in educational institutions

b.
Copied culture, advent of opacity and social dispossession

c.
Politics in educational institutions - a triangulation of power, money and sustainability

8. Dynamics of Education Policies and Implementation Strategies in Bangladesh

a.
Critical review of the Education Commission: Sharif Commission-1959, Qudrat-e-Khuda Education Commission-1972, Mofiz Uddin Education Commission-1988, Shamsul Haque Education Committee-1997, Dr. M. A. Bari Commission-2002, Mohammad Moniruzzaman Mia Commission-2003 and National Education Policy-2009

b.
Neo-liberal economic policies in education and pluralistic ignorance

c.
SDG goals: ensuring inclusive and equitable quality education

Required Readings

Ballantine, J. H., & Hammack, F. M. (2007). *The Sociology of Education: A Systemic Analysis*. Prentice-Hall.

Sadovnik, A. R., & Coughlan, R. W. (Eds.). 2015. *Sociology of Education: A Critical Reader*. Routledge.

Recommended Readings

Bourdieu, P., & Passeron J. C. (1990). *Reproduction in Education, Society and Culture*. Sage.

Chubb, J. E., & Moe T. M. (1990). *Politics, Markets and America's Schools*. Brookings Institution.

Collins, R. (2000). Functional and Conflict Theories on Educational Stratification. In R. Arum & I. Beattie (Eds.), *The Structure of Schooling: Readings in the Sociology of Education* (94-111). Sage.

Freire, P. (1970). *Pedagogy of the Oppressed*. Oxford University Press.

Lyotrad, J. F. (1979). *The Postmodern Condition: A Report on Knowledge*. University of Minnesota Press.

Weber, M. (1817). The Rationalization of Education and Training. In R. Arum & I. R. Beattie (Eds.), *The Structure of Schooling: Readings in the Sociology of Education* (pp. 16-19). Sage.

SOC 155: Rural Sociology

Course Objectives

The course is designed to acquaint the students with the content and structure of rural sociology and to deal with some selected issues of rural social structure and social life of Bangladesh. In this course we will study the state of social conditions in rural South Asia, focusing on social relations and social institutions of Bangladesh. Students will gain a general background in key substantive focus areas of rural sociology, particularly agrarian and rural social structure, social inequalities, social change, and development. We will pay particular attention to economic conditions, and structural transformations in agriculture, an important rural industry.

Learning Outcomes

By the end of this course, students should successfully be able to apply sociological concepts to issues and topics concerning rural areas in Bangladesh society, including the application of sociological principles to agriculture, food, and environmental issues.

Course Contents

1. Origin of Rural Sociology as a Separate Discipline

a.
Emergence of rural sociology as a scientific study of rural society

b.
How rural sociology is practiced in institutional settings?

2. Theoretical Perspectives in Rural Sociology

a.
Tonnies, Durkheim

3. Agrarian Structure

- a.
Land ownership and labor
- b.
Changing agrarian structure
- c.
Development of capitalistic agriculture
- d.
Agrarian change and land dispossession under capitalist development

4. Rural Social Structure

- a.
Class structure and power
- b.
Patron-client relationship
- c.
Social mobility

5. Social Inequality and Poverty in Rural Society

- a.
Class, gender, power, ethnicity and inequality in rural Bangladesh
- b.
Indicators of rural inequality

6. Rural Work and Livelihood

- a.
Agriculture, environment and demographic changes
- b.
Changes in the form of modern peasant family
- c.
Contemporary food system

7. Social Change in Rural Society

- a.
Rural-urban interaction changes in economy and culture
- b.
Social institutions and life style
- c.
Recent changes in rural society of Bangladesh

8. Rural Reconstruction and Development

- a.
Rural reconstruction in Bangladesh and India

- b.
NGOs and rural development

Required Readings

Chitamber, J. B. (1993). *Introductory Rural Sociology*. Wiley Eastern.

Long, N. (1982). *An Introduction to Sociology of Rural Development*. Tavistock Publication.

Recommended Readings

Jahangir, B. K. (1979). *Differentiation, Polarization and Confrontation in Rural Bangladesh*. Centre for Social Studies, Dhaka.

Karim, N. (1982). *The Dynamics of Bangladesh Society*. Vikas Publishing House.

Long, N. (1982). *An Introduction to Sociology of Rural Development*. Tavistock Publication.

Rahman, Z. H., & Hossain, M. (Ed). (1996). *Rethinking Rural Poverty Bangladesh A Case Study*. University Press.

Sharma, R. K. (2004). *Rural Sociology*. Atlantic.

SOC 156: Social History

Course Objectives

This course will examine the historical development of society and its relations with ancient and medieval social systems, traditions and intellectual development. It offers an understanding of the historical development of society from the ancient time to the post-modern era and gives a platform to reflect on sociological interpretations of the past and present. Students are expected to learn how societies have been formed in the ancient time, how societies have become more complex, and turned into civilizations with numerous social organizations. Emphasis will be placed on what triggered society to change rapidly from the medieval to modern and post-modern eras.

Learning Outcomes

By the end of the course, students will be able to comprehend the development of major civilizations and develop a sense of historical continuity by understanding historical process, with some of the main events and ideas in ancient and medieval history.

Course Contents

1. Introducing Social History

- a.
Scope and recent perspective in social history
- b.
Relationship with history and historical sociology

2. Classifying Societies

- a.

Karl Marx: Society and conflict

b.
Gerhard Lenski: Society and technology

c.
Max Weber: The rationalization of society

3. Types of Societies

a.
Hunting and food gathering societies

b.
Horticultural society

c.
Agrarian society

d.
Industrial society

4. Birth of Civilizations

a.
Indus Valley Civilization

b.
Babylonian Civilization

c.
Egyptian Civilization

d.
Chinese Civilization

e.
Aztec Civilization

5. Rise and Fall of Greek and Roman Civilizations

a.
The rise of Hellenic Civilization

b.
The beginnings of Rome

c.
Factors contributing to the fall of ancient Greece

d.
The fall of the Roman empire

6. Medieval Europe: Feudalism

- a.
Feudalism and the medieval state
- b.
The medieval major
- c.
The decline of feudalism

7. Advent of Capitalism and Modern Society: Construction of the 'Orient'

- a.
Capital as economic foundation in capitalist society
- b.
Industrialization – globalizing capitalism, contemporary capitalism

8. Modernity and Postmodernity

- a.
Characteristics of postmodernism
- b.
The information society

Required Readings

- Adler, P. J., & Pouwels, R. (2017). *World Civilizations* (8th ed.). Cengage Learning.
- Stearns, P. N., Schwartz, S. B., & Adas, M. B. (2011). *World Civilizations: The Global Experience* (6th ed.). Pearson.
- Wallbank, T. W., & Alastair, M. T. (1992). *Civilizations: Past and Present*. Harper Collins.

Recommended Readings

- Childe, G. (1942). *What Happened in History*. Penguin Books.
- Childe, G. (1936). *Man Makes Himself*. Watts.
- Guha, R., & Gayatri, C. S. (1998). *Selected Subaltern Studies*. Oxford University Press.
- Hobsbawm, E. (1975). *The Age of Capital: 1848-1875*. Vintage Books.
- Hobsbawm, E. (1987). *The Age of Empire: 1875-1914*. Vintage Books.
- Kumar, K. (2008). *From Post-Industrial to Post-Modern Society: New Theories of the Contemporary World* (2nd ed.). Wiley-Blackwell.
- Lensky, G. E. (1966). *Power and Privilege: A Theory of Social Stratification*. McGraw-Hill.
- Mckay, J. P., Hill, B. D., Buckler., Buckler, J., Beck, R. B., Crowston, C. H., Ebrey, P. B., & Hanks, M. W. (2014). *A History of World Societies, Volume 1: to 1600* (10th ed.). Bedford/St. Martin's.

Mckay, J. P., Hill, B. D., Buckler., Buckler, J., Beck, R. B., Crowston, C. H., Ebrey, P. B., & Hanks, M. W. (2011). *A History of World Societies, Volume 2: Since 1450* (9th ed.). Bedford/St. Martin's.

SOC 157: Sociology of Religion

Course Objectives

This course introduces students to the analysis of religion as a social phenomenon, and discusses the structural relationship between religion and society or social life. It also provides an overview of the new forms of late modern religion, such as fundamentalism and spirituality with classic and contemporary theorists and approaches to the sociological study of religion.

Learning Outcomes

After successfully completing the course, students will be able to analyze and discuss complex and diverse religious phenomena in the context of social structures, the process of religious changes in modern world and the theories about religion by classic and contemporary sociologists.

Course Contents

1. Religion from a Sociological Perspective

- a.
Religion and social structure; elements of religion- ritual, myth, body
- b.
Sociology of religion and sociology
- c.
Sociology of religion and theology
- d.
Religion and post-modernity

2. Theoretical Analysis of Religion

- a.
Functions of religion: Structural Functional analysis
- b.
Constructing the sacred: Symbolic Interaction analysis
- c.
Inequality and religion: Social-Conflict analysis
- d.
Hyper-real: Baudrillard

3. Religion and Inequality

- a.
Religion and social class: Is religion divided too?
- b.
Religion, race, gender and sexuality

4. The Organization and Authority of Religion

- a.
Religion as a political resource
- b.
Current religious conflicts and controversies
- c.
Religion and the state
- d.
Religion and nationalism

5. Max Weber's Sociology of Religion

- a.
Weber: economic ethic of world religions
- b.
Weber's Protestant Ethic thesis

6. Religion and Multiculturalism

- a.
Conceptualizing religious multiculturalism
- b.
Religion and identity

7. World Religions

- a.
Religion in a global world
- b.
Islam
- c.
Hinduism
- d.
Christianity
- e.
Buddhism

8. Religion in a Changing Society

- a.
Globalization and religion - new religious movements
- b.
Modernism and secularization debate
- c.
Civil religion

d.

Religious fundamentalism

e.

Contemporary religious change; missions and missionaries, proselytization and syncretism

Required Readings

Aldridge, A. (2013), *Religion in the Contemporary World: A Sociological Introduction* (3rd ed.). Polity Press.

Backford, J. A. (2003). *Social Theory and Religion*. Cambridge University Press.

Hamilton, M. B. (1995). *The Sociology of Religion: Theoretical and Comparative Perspectives*. Routledge.

Recommended Readings

Amarasingam, A. (2010). *Religion and the New Atheism: A Critical Appraisal*. Brill.

Durkheim, E. (1995). *The Elementary Forms of Religious Life*. (K. E. Fields, Trans.). The Free Press.

Morris, B. (2006). *Religion and Anthropology: A Critical Introduction*. Routledge.

Roberts, K. A., & Yamane, D. (2016). *Religion in Sociological Perspective* (6th ed.). Sage.

Weber, M. (1993). *The Sociology of Religion*. Beacon Press.

Yinger, J. M. (1957). *Religion, Society and Individual*. MacMillan.

2.7

THIRD SEMESTER

SOC 201: Introduction to Social Statistics I*

SOC 202: Social Inequality

or SOC 203: Crime and Society

SOC 204: Economy and Society

or SOC 205: Sociology of Organization

SOC 206: Globalization, Culture and Society

or SOC: 207 Ancient and Medieval Political Thought

*Mandatory course

SOC 201: Introduction to Social Statistics I

Course Objectives

This course introduces students to basic statistical methods used in the social sciences in general, and sociology in particular. The principal goal of the course is to introduce students to the fundamentals of statistical reasoning and to the role of statistical methods in social research. The course is divided into three parts: the first part covers descriptive statistics, such as frequency distributions, measures of central tendency, and the normal curve and data visualization. The second part covers inferential statistics focusing on probability and sampling, hypothesis testing, and bivariate tables. The third part incorporates measures of association for nominal and ordinal variables.

Learning Outcomes

At the end of the course, students will be able to learn basic statistical concepts and techniques, undertake elementary data analysis, critically evaluate statistical information and data-based arguments which will equip them with the conceptual knowledge and practical skills to apply this information in scholarly research.

Course Contents

1. Overview of Statistics

- a.
Definition, nature, scope and importance of social statistics in sociology
- b.
The social roots of statistical knowledge
- c.
Functions of statistics: uses and abuses
- d.
Why study statistics, limitations of social statistics
- e.
Types of variables, level of measurement and their implications in data analysis

2. Summarization of Statistical Data

- a.
Frequency distribution-relative frequency, cumulative frequency
- b.
Guidelines for choosing class intervals
- c.
Proportion, percentage, ratio and rate
- d.
Tabulation, univariate, bivariate and multivariate table

3. Graphical Representation of Data

- a.
Merits and demerits of using graphs
- b.
Rules for a good graph
- c.
Types of graphs: bar diagram, histogram, frequency polygon, ogives and the pie chart

4. Measures of Central Tendency

- a.
Desirable characteristics of central tendency
- b.
Mode: properties, computing mode from grouped and ungrouped data, indirect computations of mode, locating modes through graph, merits and demerits of mode
- c.
Median: properties, computing median from grouped and ungrouped data, calculating median through interpolation, calculating median through graph, merits and demerits of median

d.
Mean: properties, computing mean from grouped and ungrouped data, merits and demerits of mean

e.
Choosing a measure of central tendency

5. Measures of Dispersion

a.
Properties of good measures of dispersion

b.
Importance of measures of dispersion

c.
Types of measures of dispersion

d.
Absolute measures: range, the interquartile range, mean deviation, standard deviation, variance

e.
Relative measures: Coefficient of variation, Coefficient of quartile deviation and coefficient of mean deviation

6. Non- parametric Statistics

a.
Basic concepts

b.
Location tests for single and paired samples: sign test and Wilcoxon signed rank test

c.
Location tests and confidence intervals for two independent samples (Mann Whitney-Wilcoxon test)

d.
Location tests and multiple comparisons for mutually independent samples (Kruskal –Wallis Test)

7. Probability

a.
Definition and key concepts

b.
Critical interpretation of probability: classical interpretation

c.
A priori probability

d.
Mathematical properties of probability

e.
Counting rules for probability: permutations and combinations

8. The Normal Distributions

- a.
Finite vs. infinite distribution
- b.
Standard normal distribution, areas under normal curve
- c.
Characteristics of normal distribution and its application
- d.
The standard normal curve
- e.
Using normal curve to estimate probabilities

Required Readings

- Blalock, H. M. (1981). *Social Statistics*. McGraw-Hill.
- Salkind, N. J. (2017). *Statistics for People who Hate Statistics*. Sage.
- Walsh, A. (1990). *Statistics for the Social Sciences*. Harper and Row.

Recommended Readings

- Agresti, A., & Finlay, B. (1997). *Statistics Methods for the Social Sciences*. Prentice Hall.
- Diamond, I., & Jefferies, J. (2001). *Beginning Statistics: An Introduction for Social Scientists*. Sage.
- Healy, J. F. (2009). *Statistics: A Tool for Social Research* (8th ed.). Wadsworth.
- Hildebrand, D. K. (1986). *Statistical Thinking for Behavioral Scientists*. Duxbury Press.
- Huff, D. (1982). *How to Lie with Statistics* (45th Printing). W. W. Norton and Company.
- Kirk, R. E. (1990). *Statistics: An Introduction* (4th ed.). Harcourt Brace.
- Loether, H. J., & McTavish, D. G. (1980). *Descriptive and Inferential Statistics: An Introduction*. Allyn and Bacon.
- Schmidt, M. J. (1979). *Understanding and Using Statistics: Basic Concepts*. D. Heath and Company.
- Tabachnick, B. G., & Fidell, L. S. (2001). *Using Multivariate Statistics* (4th ed.). Allyn and Bacon.
- Walsh, A. (1990). *Statistics for the Social Sciences*. Harper and Row.

SOC 202: Social Inequality

Course Objectives

Social inequality deals with the questions why and how inequality exists in society as a structural factor embedded in and associated with other social factors. In this course we will discuss how classical theorists and contemporary scholars have applied and modified their sociological concepts to understand and measure different forms of inequality and to explain why inequality persists. We will then look at the

individual bases for inequality such as race, ethnicity, gender and social class, along with the mechanisms and institutions that foster social inequality.

Learning Outcomes

On successful completion of this course, students will be able to describe the contributions of the major sociology theorists on social inequality and will be able to identify key constructs related to inequality that persist both in Bangladesh society and globally.

Course Contents

1. Introduction

- a.
Basic concepts: social inequality, social stratification, class, status, caste, estate, power, prestige, party and privilege
- b.
Determinants and dimensions of social inequality; global inequality debates
- c.
Philosophical and moral foundations of social inequality
- d.
Invisible inequality: social and cultural capital

2. Theories of Social Inequality and Stratification

- a.
The functionalist theories: Durkheim, Davis and Moore; neo-functionalist theory – John Cullen and Shelley Novick
- b.
The conflict theories: Marx, Engels and Weber
- c.
Towards equilibrium: Gerhard Emmanuel Lenski

3. Social Inequality in Pre-industrial Societies

- a.
Social inequality in hunting and gathering societies
- b.
Common features of inequality in agrarian societies
- c.
Development of social inequality in feudal society

4. Social Inequality in Industrial Societies

- a.
Nature of social inequality in industrial and post-industrial societies
- b.
Inequality in modern societies: causes and challenges

c.
Variables and measurements of social inequality in contemporary society

5. Caste, Race, Ethnicity and Social Inequality

a.
Concepts and patterns of race, ethnicity and social inequality

b.
Caste hierarchy and social inequality in South Asia

6. Education, Health and Social Inequality

a.
Theory of education and inequality: Durkheim, Pierre Bourdieu and Paul Willis

b.
Education, health and social inequality in Bangladesh

7. Age, Gender and Political Inequality

a.
Attitudes towards elderly and women: prejudice and discrimination

b.
Determinants of age, gender and political inequality: state, religion, labor market

c.
Measurement of gender inequality

d.
SDG 5 and SDG 8: Empowering women and achieving gender equality; achieving productive employment for women and men

8. Consequences of Inequality in Society

a.
Social sufferings and their measurements: poverty, relative deprivation and social exclusion

b.
Uneven access to health and education

c.
Durable inequality

d.
Undermining social justice and human rights

Required Readings

Grabb, E. (2007). *Theories of Social Inequality* (5th ed.). Nelson Education.

Lenski, G. E. (2013). *Power and Privilege: A Theory Social Stratification*. UNC Press Books.

Marger, M. N. (2013). *Social Inequality: Patterns and Process* (13th ed). McGraw-Hill.

Recommended Readings

Engels, F. (2012). *The Condition of Working Class in England*. Create Space Independent Publishing Platform.

Engels, F. (2013). *The Origin of the Family, Private Property and the State*. Create Space Independent Publishing Platform.

Marx, K. (2010). *Capital: A Critique of Political Economy* (vol. 1). Create Space Independent Publishing Platform. (Original work published 1867).

Marx, K., & Fredrick E. (2014). *The Communist Manifesto*. International Publishers Co. (Original work published 1848).

Sen, A. (1992). *Inequality Reexamined*. Harvard University Press.

Uddin, M. A. (2020). Islam, Neoliberalism and Social Inequality in Bangladesh: A Social Policy Perspective. In A. A. Tajmazinani (Ed.), *Social Policy in the Islamic World* (International Series on Public Policy). Palgrave Macmillan.

Waquant, L. (2008). *Urban Outcasts: A Comparative Sociology of Advanced Marginality*. Polity Press.

Waquant, L. (2009). *Punishing the Poor: The Neoliberal Government of Social Insecurity*. Duke University Press.

Waquant, L. (2009). *Deadly Symbiosis: Race and the Rise of the Penal State*. Polity Press.

Weber, M. (2000). *The Religion of India: The Sociology of Hinduism and Buddhism*. Munshiram Manoharlal Publishers. (Original work published 2017).

Wilson, W. J. (1997). *When Work Disappears: The World of the New Urban Poor*. Vintage Books.

SOC 203: Crime and Society

Course Objectives

This course provides a critical introduction to crime and criminal justice system from a sociological perspective. The course is designed to foster a greater insight into, and advanced understanding of the relationship between the phenomenon of crime and society. It will explore the nature and causes of crime, the goals of the criminal justice system, various types of crime including domestic, transnational and international crimes. In this course, various explanatory sociological theories are examined and applied to understand deviance, crime and social control.

Learning Outcomes

On successful completion of the course, students will be able to demonstrate a critical sociological understanding of the social construction of crime and deviance, and major institutions of social control and the operation of criminal justice system in Bangladesh.

Course Contents

1. Key Concepts

- a. The concept of deviance, crime and criminality

b.

Types of crime - White Collar Crime, organized crime, corporate crime, victimless crime, cybercrime, governmental crime, sexual crime and political crime, state crime

2. Society and Crime: Theoretical Perspectives on Crime

a.

Strain and cultural deviance theories - Emile Durkheim's theory of Anomie, Sutherland's Differential Association Theory

b.

The Social Disorganization Theory- Thomas and Znaniecki

c.

The Cultural Conflict Theory- Thorsten Sellin

d.

Alternative explanations of crime -Labeling Theory, Conflict Theory and Radical Theory

3. Biological and Psychological Determinants of Crime and Criminality

a.

Psychology and criminality

b.

Mental disorders and crime

c.

Biology and criminality

d.

Genetics and criminality

e.

The IQ debate

4. Crime in Bangladesh

a.

Homicide - murder, manslaughter

b.

Family-related crime - spouse abuse, child abuse, elder abuse

c.

Rape and sexual assault

d.

Kidnapping and terrorism

e.

Organizational criminality – White Collar Crime

f.

Drug, alcohol and sex-related crime; Meeting SDG goals: prevention, and treatment of substance abuse

5. Law Enforcement, Judiciary and Crime

- a.
The history of policing
 - b.
The functions of the police
 - c.
The nature and functions of court
- 6. Sentencing Today and Tomorrow**

- a.
Incapacitation
 - b.
Deterrence
 - c.
Retribution
 - d.
Rehabilitation
 - e.
Capital punishment (the deterrence argument-the discrimination argument)
- 7. Corrections Today and Tomorrow**

- a.
The problem of prison overcrowding
 - b.
Women in prison
 - c.
Community alternatives to prisons - probation, parole
- 8. Criminal Law in Bangladesh**

- a.
Criminal law and society
- b.
Development of criminal law in Bangladesh

Required Readings

Siegel, L. J. (2011). *Criminology*. Cengage Learning.

Cullen, F. T., Agnew, R., & Wilcox, P. (2017). *Criminological Theory: Past to Present: Essential Readings* (6th ed.). Oxford University Press.

Recommended Readings

Franzese, R. J. (2009). *The Sociology of Deviance: Difference, Tradition and Stigma*. Charles C. Thomas.

Freda, A., Laufer, W., & Mueller G. O. W. (2012). *Criminology* (8th ed.). McGraw Hill.

SOC 204: Economy and Society

Course Objectives

This course addresses the social aspects of economic life and explains how economic institutions work and are influenced by values and norms. It provides a critical perspective of the concepts of structure, culture, institutions and power to the study of economy of a society. This course is organized around three core themes: the relationship between economy and other social institutions, sociological theories of economic relations and globalization of societal and economic relations including the impact of capital flows, labor market and development.

Learning Outcomes

At the end of this course, students will be able to understand economic action as a socially, politically and culturally embedded activity, and the theoretical traditions in which economic sociology is grounded, and apply ideas and concepts of economic sociology to individual experiences.

Course Contents

1. Conceptualization of Economic Sociology

- a. Definition of economic sociology, origin and development
- b. Relationship between economy and society

2. Theories of Economic Sociology

- a. Comparative and historical approaches to economic sociology
- b. Economic anthropology
- c. Adam Smith, Keynes, Schumpeter, Amartya Sen

3. Major Historical Changes

- a. Economic sociology and ancient Mediterranean world
- b. Industrialization, Green Revolution
- c. Capitalism, late capitalism, disorganized capitalism and flexible accumulation

4. Social Structure, Institutions and Economic Processes

- a. Markets in society

b.
Labor markets and trade unions

c.
• SDG targets related to protecting labor rights and promoting safe working environments for workers

d.
Informal economy – mobilization of resources to end poverty

5. Economy and Other Social Institutions

a.
Economy, culture and consumption

b.
Economy, work and occupation

6. Global Economy

a.
Global economy: organization, governance and development

b.
Post-industrial era: Fordism and post-Fordism

7. Post Industrial Society and Economy

a.
The economic role of knowledge

b.
Information society

c.
Economy of signs

8. Identities and Divisions

a.
Class in the global context

b.
Inequality after class

Required Readings

Smelser, N. J., & Swedberg, R. (2005). *The Handbook of Economic Sociology* (2nd ed). Princeton University Press.

Tonkiss, F. (2006). *Contemporary Economic Sociology*. Routledge.

Recommended Readings

Bale, K. (2000). *Disposable People: New Slavery in the Global Economy*. University of California Press.

Bauman, Z. (1982). *Memories of Class*. Routledge.

Granovetter, M., & Swedberg, R. (2011). *The Sociology of Economic Life* (3rd ed.). Westview Press.

Hass, J. K. (2007). *Economic Sociology: An Introduction*. Routledge.

Lash, S., & Urry, J. (1994). *Economies of Signs and Space*. Sage.

SOC 205: Sociology of Organization

Course Objectives

This course introduces students to the sociological study of organizations. The goal of the course is to gain understandings of the origins, structure, and dynamics of organizations and their relationships to their environment. This course will provide a broad overview of the theoretical and empirical developments in the study of organizations and enhance the understanding of the impact of complex organizations on modern society. It will present different theoretical paradigms about how sociologists think about organizations, often with contrasting assumptions and conclusions.

Learning Outcomes

When students have finished this course, they will be able to identify and evaluate the central theories and concepts in the sociological study of organizations and construct convincing arguments related to organizational processes and consequences.

Course Contents

1. Introducing Organizations

a.

Definition

b.

Scope

c.

Methods in organizational research

2. Historical Background of Organizations

a.

Organizations in historical perspectives

b.

Organizations in pre-capitalist societies

c.

Industrialism and organizations

d.

Complex organizations

3. Theoretical Perspectives

a.

Psychological model

b.
Technological model

c.
Structural functionalism

d.
Systems model

e.
Action analysis of organization

f.
State bureaucracy and multinational organizations

g.
Neo- Marxist critique

4. Nature and Characteristics

a.
Typologies of organizations, structural elements of organizations

b.
Technology and organization: organization as socio- technical system

c.
Environment and organizational structure

d.
Technology and alienation

5. Patterns of Organizations

a.
Bureaucracy: nature and characteristics

b.
Bureaucracy: nature and characteristics

6. Decision Making Process in Organizations

a.
Decision –making process in an organization - resources, power, authority and organizational goals

b.
Communication and the process of decision-making

c.
Control and autonomy

d.
Patterns of interactions; organizational roles; role conformity and performance

e.
Non-compliance of roles; types of conflict; conflict management strategies

7. Organization and Society

- a.
Organizations in capitalist and socialist countries
 - b.
Authority, power and industrial relations in socialist societies
- 8. Organizations and Underdevelopment in the Third World**
- a.
Underdevelopment and development; organizational problems
 - b.
Corruption, industrial relations
 - c.
Multinational corporation and the Third World
 - d.
Organizational management system

Required Readings

[Clegg](#), S. R., Hardy, C., & Nord, W. R. (1996). *Handbook of Organization Studies*. Sage.

Daft, R. L. (2009). *Organization Theory and Design*. Cengage Learning.

Godwyn, M., & Gittel, J. H. (Eds.). (2011). *Sociology of Organization: Structures and Relationships*. Sage.

Handel, M. J. (2002). *The Sociology of Organizations: Classic, Contemporary, and Critical Readings*. Sage.

Recommended Readings

Katz, D., & Kahn, R. L. (1978). *The Social Psychology of Organization*. Wiley.

Mayo, E. (1962). *The Social Problems of an Industrial Civilization*. Routledge and Kegan Paul.

Pamela, T., & Hall, R. (2009). *Organizations: Structures, Processes, and Outcomes (10th ed.)*. Routledge.

SOC 206: Globalization, Culture and Society

Course Objectives

This course critically examines the subject of globalization from a sociological perspective. It aims to engage students in the core debates and developments in understanding sociological perspectives on culture, society and globalization. We examine the concept itself, the central themes of changing communications, social networks, and experiences of space and time, and the major economic, political and ideological dimensions of globalization. In this course we introduce how societies and cultures across the world are increasingly connected, including how social media impacts our global society.

Learning Outcomes

By the end of this course, students will be able to demonstrate a clear grasp of the concept of globalization and contending definitions of it, and indicate why concepts of 'culture', 'communication' and 'social networks' have been so central to the study of globalization.

Course Contents

1. Defining Globalization

- a. Concept of globalization- sociologically, historically, politically and economically
- b. Key debates and concepts concerning the effects of globalization
- c. Globalization in history: imperialism, colonialism, capitalism
- d. Assessing globalization: is it helping or hurting the world?

2. Theories of Globalization

- a. Perspectives in globalization theory: Hyper-globalists, Sceptics and Transformationalists
- b. The World System Theory, The World Polity Theory, The World Culture Theory

3. Globalization and Economic Flows: World Capitalism, Regulations and Global Finance

- a. Globalization as ideology - ideological, political and economic logics
- b. The globalization of the world economy
- c. 'Neoliberalism' as a world ideological movement
- d. Transnational flows of people financial resources, goods and information

4. Globalization and Culture Flows: Cultural Imperialism and Hybridity

- a. Cultural dimension of globalization – media and cultural values
- b. The information age-society and culture, cultural globalization and cultural imperialism; does globalization undermine national cultures
 - c. Globalization and creolization
 - d. Cultural identity in a globalizing world

5. Globalization and Power: Nation state Deterritorialization and New Social Movement

- a. Globalization, politics and nationalism – globalization and democratization
- b. State as an actor-creation of political domination, authority and legitimacy

6. Globalization, Global Migration and Diaspora

- a. Globalization and immigration
- b. Multiculturalism in global world, presence and crisis of ethno-diasporas in host countries

7. Globalization and Terrorism

- a. Network of global right-wing and left-wing political organizations, nationalist groups, religious groups, revolutionaries

8. Global Management: Environment, Risk and Vulnerability

- a. The ecological dimension of globalization
- b. Vulnerability of social and ecological systems; global environmental risks-climate change, ozone depletion and biodiversity loss

Required Readings

Axford, B. (2013). *Theories of Globalization*. Polity.

Beck, U. (2000). *What is Globalization?* Polity Press.

Sassen, S. (2007). *A Sociology of Globalization*. W. W. Norton and Company.

Steger, M. (2017). *Globalization: A Very Short Introduction* (4th Ed.). Oxford University Press.

Recommended Readings

Beyer, P. (Ed.). (2021). *Globalization/Glocalization: Developments in Theory and Application*. (International Studies in Sociology and Social Anthropology Series, Vol. 139). Brill.

Giddens, A. (1999). *Runway World: How Globalization is Reshaping Our Lives*. Profile Books.

Harvey, D. (1995). Globalization in question. *Rethinking Marxism*, 8(4), 1-17.

Held, D., & McGrew, A. (2003). *The Global Transformation Reader: An Introduction to Globalization Debate*. Polity Press.

Lavenda, R., & Schultz, E. A. (2013). *Core Concepts in Cultural Anthropology* (5th ed.). McGraw-Hill.

Mathews, G. (2000). *Global Culture/Individual Identity: Searching for Home in the Cultural Supermarket*. Routledge.

SOC 207: Ancient and Medieval Political Thought

Course Objective

This course advances the understanding of ancient and medieval social and political thought that have been central to Eastern and Western philosophy. This course will focus on the ideas and theories beginning in Classical Antiquity and continuing through the Middle Ages, constituting the most valid basis for sociological thought. We will situate each theorist in the particular historical periods in which they lived and analyze their contributions that played an important part in the shaping of civilization, social philosophy and political thought.

Learning Outcomes

By the end of the semester, students will engage in critical analysis of ancient and medieval social and political theories, cultural values, and power structures that shape central issues of sociological thought.

Course Contents

1. Greek Political Thought

- a.
Politics and philosophy in ancient Greece, politics, justice and equality
- b.
Socrates: Virtue of knowledge, on law and state
- c.
Plato: Moral political thought, the ideal state, system of education, social stratification
- d.
Aristotle: origin and end of state, citizenship, law and justice, causes of revolution, slavery

2. Hellenistic Thoughts and Politics

- a.
Epicureanism
- b.
Stoicism
- c.
Hellenistic thoughts and Roman republican politics

3. Medieval Political Thought

- a.
St. Augustine: Theory of the state: The two cities, church, state and society
- b.
St. Thomas Aquinas: Concept of kingship, classification of law, rediscovery of Aristotle

4. Arab Political Thought

- a.
Ibn Khaldun
- b.
Ibn Sina
- c.
Ibn Rusd
- d.
Al Gazzali

5. Indian Political Thought

- a.
Kautilya: ethics and politics in the *Arthashastra* tradition
- b.
The origin of state and early political speculation in ancient India

6. Chinese Thought

- a.

Confucianism

b.

Taoism

7. Foundations of Modern Social and Political Thought

a.

Middle ages - church vs. state controversy

b.

Origins of international law, reason of state

c.

Hobbes and Locke

8. The Renaissance

a.

Renaissance humanism from Petrarch to Erasmus

b.

Individualism and the nature of man

c.

Machiavelli: The rise of the European nation state

Required Readings

Boucher, D., & Kelly, P. (Ed.). (2009). *Political Thinkers: From Socrates to the Present*. Oxford University Press.

Chambliss, R. (1954). *Social Thought from Hammurabi to Comte*. Rinheart and Winston Holt.

Sibley, M. Q. (1970). *Political Ideas and Ideologies: A History of Political Thought*. Harper & Row.

Recommended Readings

Barker, E. (1925). *Greek Political Theory: Plato and His Predecessors*. Barnes & Noble.

Coleman, J. (2004). *Political Thought: From Ancient Greece to Early Christianity*. Blackwell.

Forsyth, M., & Keens-Soper, M. (Eds.). (1992). *The Political Classics: A Guide to the Essential Texts from Plato to Rousseau*. Oxford University Press.

Gagarin, M., & Woodruff, P. (Eds.). (1995). *Early Greek Political Thought from Homer to the Sophists*. Cambridge University Press.

Nagla, B. K. (2013). *Indian Sociological Thought* (2nd ed.). Rawat Publications.

Rowe, C., & Schofield, M. (2000). *The Cambridge History of Greek and Roman Political Thought*. Cambridge University Press.

Steinberger, P. J. (2000). *Readings in Classical Political Thought*. Hackett Publishing Company.

SOC 251: Introduction to Social Statistics II			
SOC 252: Urban Sociology	or	SOC 253: Risk and Communication	
SOC 254: Class Structure of Bangladesh Society	or	SOC 255: Society, Information and Technology	
SOC 256: Sociology of Disability	or	SOC 257: Sociology of Built Environment	

SOC 251: Introduction to Social Statistics II

Course Objectives

This course introduces students to several advanced statistical techniques commonly used in social research. This course builds on the foundation of SOC 201 and will introduce students to more sophisticated statistical analyses. This course includes a broad range of techniques for predicting variables, thorough theoretical grounding in probability, as well as the basics of statistical tests in order to understand the relationship between variables and compute p-values and confidence intervals.

Learning Outcomes

On completion of this course, students will be confident in critically assessing the range of statistical tests that might be employed in a given situation and will acquire knowledge of the most important statistical methods for data analysis, understanding their rationale, conditions of usage and their results.

Course Contents

1. Hypothesis Testing

- a. Understanding hypothesis testing – null and alternative hypothesis
- b. The five-step model for hypothesis testing
- c. One-tailed and Two-tailed tests of hypothesis
- d. Selecting an Alpha level

2. Hypothesis Testing: Single Sample Test

- a. Law of large numbers
- b. Central limit theorem
- c. Hypothesis testing for small sample and population mean unknown
- d. Chi-Square test

3. Hypothesis Testing: Two Sample Test

a.
Assumption of the test for difference between means

b.
Difference of means test

c.
Difference of proportions

d.
Confidence interval

4. Association between Variables: Nominal and Ordinal

a.
Nominal Scale: Chi-square, Proportion Reduction in Error, Lambda

b.
Ordinal Scale: Proportion Reduction in Error, Gamma, Spearman's Rho

c.
Testing the Null Hypothesis of "No" Association with Gamma and Spearman's Rho

d.
Interpreting Association with Bivariate Tables

5. Association between Variables: Interval and Ratio Level

a.
Basic concepts

b.
Scatter diagrams

c.
Correlation coefficient

d.
Pearson product moment correlation coefficient

e.
Point-biserial correlation coefficient

f.
Choosing the correct regression model

g.
Regression and prediction - assumptions of regression and regression line

h.
Methods of least square

i.
Making predictions and evaluating a liner regression model

6. Multiple Regression Analysis

- a.
Multiple regression models
- b.
The logistic model
- c.
Fitting a model
- d.
Inferences based on an estimated model

7. Analysis of Variance

- a.
Basic concepts
- b.
Assumptions and logic of ANOVA
- c.
One-way ANOVA
- d.
Two-way ANOVA
- e.
Determining statistical significant and interpretation

8. Measures of Magnitude

- a.
Relative risk (RR)
- b.
Odds ratio (OR)

Required Readings

Agresti, A., & Barbara, F. (1997). *Statistical Methods for the Social Sciences*. Prentice Hall.

Kirk, R. E. (1999). *Statistics: An introduction*. Harcourt BraceCollege Publishers.

Recommended Readings

Tabachnick, B. G., & Linda S. F. (2001). *Using Multivariate Statistics*. Allyn and Bacon.

SOC 252: Urban Sociology

Course Objectives

This course focuses upon some of the processes which together describe the functioning of the city as a large social system. The course examines the city as a social structure; how cities form and shape social life, how they operate, how they are structured and how an individual behaves within the city environment. Students will be exposed to a number of theoretical perspectives to the study of urban areas, and special attention is given to Third World Urbanization including Bangladesh to account for the

changing social patterns of cities and metropolitan regions. Substantial part of this course is devoted to class polarization in cities, cultural spaces, urban policies and the social problems that cities are currently facing.

Learning Outcomes

By taking this course, students will develop a general knowledge of the current issues and debates in urban sociology as well as the ability to frame those issues in the context of the cities of Bangladesh and will learn about how urban living shapes social interaction.

Course Contents

1. Introduction

- a.
Definition and subject-matter of urban sociology
- b.
Context of the emergence of urban sociology
- c.
Development of urban sociology as a field of study
- d.
New urban sociology: global capitalism, political economy and culture

2. Perspectives on Urban Development

- a.
Preconditions of city life and ancient urbanization: Sjoberg and Childe
- b.
Classical cities: Braudel
- c.
The rise of the medieval town in Europe: Weber, Pirenne
- d.
Capitalism and the rise of the industrial city

3. Global Urbanization

- a.
Mega cities around the world
- b.
The demographic and spatial perspective
- c.
Urbanization trends around the world

4. The Socio-spatial Approach

- a.
Political economy and the city: Marx, Engels, Weber and Lefebvre
- b.

Class conflict theories: Gordon, Stroper, Walker and Castells

c.

Class accumulation theories: Harvey, Scott

d.

The growth machine: Logan and Molotch

e.

Real estate and government intervention: Feagin and Gottdiener

5. Neighborhoods

a.

Definition and approaches

b.

Types of neighborhood

c.

Functions of neighborhood

6. Social Stratification and the Metropolis

a.

Class differences and spatial location: wealthy, middle class

b.

Working class: working poor and the under class

c.

Women and space: women and urban political economy, women and the environment

d.

Ethnicity and residential segregation

7. Metropolitan Problems

a.

Urban poverty: racism, gender and underclass

b.

Crime, drugs and health hazards

c.

Housing: suburban inequalities, homelessness

d.

Fiscal crisis and public service problems: social service cutbacks

8. Third World Urbanization

a.

Patterns of Third World urbanization

b.

Primate city development patterns

c.
Shantytown development

d.
The informal economy

e.
Urban social movements and politics

f.
Pattern of urbanization in Bangladesh

g.
SDG: sustainable cities and communities

Required Readings

Castelis, M. (1983). *The City and the Grass Roots*. The University of California Press.

Castells, M. (1977). *The Urban Question: A Marxist Approach*. MIT Press.

Recommended Readings

Childe, G. (1954). *What Happened in History*. Puffin Books.

Engels, F. (1845). *The Conditions of Working Class in England in 1844*. Otto Wigand.

Gottdiener, M., & Hutchison, R. (2006). (3rd ed.). *The New Urban Sociology* (3rd ed.). Westview Press.

Hossain, S. (2011). *Urban Poverty in Bangladesh: Slum Communities, Migration, and Social Integration*. Tauris Academic Studies.

Lin, J., & Mele, C. (2005). *The Urban Sociology Reader*. Routledge Urban Reader Series.

Pirenne, H. (1925). *Medieval Cities*. Princeton University Press.

Weber, M. (1958). *The City*. The London Free Press.

SOC 253: Risk and Communication

Course Objectives

This course provides students with a basic understanding of the concepts, approaches and processes of health communication, with particular application to health promotions and campaigns. The aim of this course is to provide students with a comprehensive understanding of the key issues related to communication in health care and health policy settings. This unit of study seeks to develop a critical awareness of the contexts of communication, particularly in relation to health risks to the individual and society. The course will investigate theories of health communication, including sociological approaches to risk, health campaign and risk communication issues and models of behavior change communication.

Learning Outcomes

On successful completion of the course, students will be able to learn from theory and examples how and why risk perceptions vary among different key populations and stakeholders, and how risk communication can be built upon this knowledge.

Course Contents

1. Dynamics of Communication

- a.
Definition
- b.
Types of communication
- c.
Contexts of communication

2. Theories and Models of Communication

- a.
Transmission/Process models/theories
- b.
Meaning based/Cultural theories of communication
- c.
Effect models/theories of communication

3. Approaches to Risk

- a.
Definition, nature and extent of risk in everyday life
- b.
Anthropological approach: Mary Douglas
- c.
Psychological/Cognitive Approach: Kasperson, Renn, Slovic etc.
- d.
Sociological/Cultural Approach: U. Bech, A. Giddens, M. Foucault

4. Rational Decision-Making Paradigms (RDMs)

- a.
Health Belief Model (HBM), Theory of Reasoned Action (TRA), Theory of Planned Behavior (TPB)
- b.
Theory of Self-Efficacy (TSE), Social Cognitive Theory (SCT) and AIDS Risk Reduction Model (ARRM)

5. Health Campaign and Risk Communication

- a.
Definition of campaign
- b.
Types of campaign

- c.
Edu-entertainment and risk communication

6. Approaches to Risk

- a.
Social amplification of risk

- b.
Everett Rogers' framework of diffusion of innovation

7. The Role of Media in Health Promotion

- a.
Mass media: expanding reach and health promotion

- b.
Choice of media

- c.
Media advocacy and public health in Bangladesh

- d.
Early warning systems for global health risks

8. Putting Risk Communication into Action/Behaviour Change Communication (BCC)

- a.
Definition and nature of behavior change communication

- b.
Developing BCC/IEC materials;

- c.
Language and narrative style for information materials

Required Readings

Amanullah, A. S. M., & Daniel, A. (1998). The Reaches and Role of Mass Media among High Risk Groups in Bangladesh. *Social Science Review*, XV(1), 217-238.

Atkin, C., & Wallack, L. (Eds.). (1990). *Mass Communication and Public Health: Complexities and Conflicts*. Sage.

Beck, U. (1992). *Risk Society: Towards a New Modernity*. Sage.

DiClemente, R. J., & Peterson, J. L. (Eds.). *Preventing AIDS: Theories and Methods of Behavioral Interventions* (pp. 25-59). Plenum Press.

Douglas, M. (1994). *Risk and Blame: Essays in Cultural Theory*. Routledge.

Tulloch, J., & Lupton, D. (1997). *Television, AIDS and Risk: A Cultural Studies Approach to Health Communication*. Allen & Unwin.

Wright, C. R. (1979). Sociology of Mass Communications. *Annual Review of Sociology*, 5, 193-217.

Recommended Readings

Amanullah, A. S. M. (1997). Current Status of Exposure of the Target Population to Different Mass Media of FPMCH IEC Activities in Bangladesh. *Social Science Review*, XIV(1), 273-302.

Amanullah, A. S. M., & Hasan, K. (2004). Baseline Survey for Focused Community Assessment of Adolescent Reproductive Health Communication Program. BCCP-JHU and the Center for Social Research, ACNielsen Bangladesh.

Amanullah, A. S. M., & Choudhury, A. Y. (2006). Post-intervention Audience Impact Survey for Adolescents and Youths on HIV/AIDS. Ministry of Health and Family Welfare, The Peoples Republic of Bangladesh and Save the Children Fund, USA, PIACT Bangladesh and Mattra.

Boyd-Barrett, J. O. (1982). Cultural dependency and the mass media. In M. Gurevitch, T. Bennett, J. Curran & J. Woollacott (Eds.), *Culture, society and the media* (174-195). Methuen & Co.

Coleman, C. (1993). The influence of mass media and interpersonal communication on societal and personal risk judgements. *Communication Research*, 20(6), 611-628.

Douglas, M., & Wildavsky, A. (1983). *Risk and Culture: An Essay on the Selection of Technological and Environmental Dangers*. University of California Press, Berkeley.

Flay, B. R., & Burton, D. (1990). Effective mass communication strategies for health campaigns. In C. Atkin & L. Wallack (Eds.), *Mass Communication and Public Health: Complexities and Conflicts* (pp. 126-146). Sage.

Friedman, S. R., Des Jarlais, D. C., & Ward, T. P. (1994). Social Models for Changing Health-Relevant Behavior. In R. J. DiClemente & J. L. Peterson (Eds.), *Preventing AIDS: Theories and Methods of Behavioral Interventions* (pp. 95-116). Plenum Press.

Gabe, J. (1995). Health, medicine and risk: the need for a sociological approach. In J. Gabe (Ed.), *Medicine, Health and Risk: Sociological Approaches* (pp. 1-17). Blackwell.

Harvey, D. (1997). *The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change*. Wiley-Blackwell.

Irvine, J. C. (1995). *Sexuality Education across Cultures: Working with Differences*. Jossey-Bass Inc.

Schudson, M. (1986). The Menu of Media Research. In S. Ball-Rokeach, & M. G. Cantor (Eds.), *Media, audience, and social structure* (pp. 43-48). Sage.

UNAIDS/WHO. (2021). *AIDS epidemic update: December 2021*. UNAIDS/WHO.

SOC 254: Class Structure of Bangladesh Society

Course Objective

This course enhances students' understanding on the class structure of Bangladesh. This course focuses on both structural and phenomenological aspects of the class system of this country, with a special attention to the notion of 'change'. The course begins with a discussion of some central concepts to the study of social class such as power, authority, mobility and inequality, and the institutions through which these concepts are structured, reproduced, and experienced in the contemporary Bangladesh society.

Learning Outcomes

On successful completion of this course, students will be able to apply social theory to make sense of the formation of social class and will develop critical perspectives and orient them to undertake empirical research.

Course Contents

1. Understanding Social Class

- a.
Definition of class and stratification
- b.
Key issues in the definition of social class- objective vs. subjective dimensions
- c.
Tumin: some principles of stratification
- d.
Class as a historical phenomenon – classes in capitalism and pre-capitalism

2. Multidimensional Perspective: Class, Authority and Mobility

- a.
Power, prestige, authority, privilege, lifestyle, mobility, under class
- b.
Social and cultural mobility
- c.
Forces of unity in modern Bangladesh

3. Theoretical Perspectives on Social Class and Stratification

- a.
Functional theories – Davis and Moore
- b.
Conflict theories – Marx and Dahrendorf
- c.
Class analysis of Weber
- d.
Pierre Bourdieu's conceptualization of social class
- e.
Erik Olin Wright: class and occupation

4. Measuring Social Class

- a.
Varieties of conceptions of class structure - income, education, occupation, wealth, material and social deprivation, poverty etc.
- b.
Problems of constructing class schema

5. Social Class in Bangladesh

a.
Features of Bangladesh society-rural and urban division of labor, social mobility, social heterogeneity, anonymity etc.

b.
Objective vs. subjective dimensions

c.
Obstacles to measuring social class in Bangladesh

6. Historical Background of Class and Stratification

a.
Class structure in pre-colonial rule in British India

b.
Emergence of social classes in British India

c.
Caste - change and continuity

7. Recent Pattern of Class and Class Location

a.
Class formation in Bangladesh

b.
Globalization: transnational class formation

c.
The structure of contemporary stratification

8. Class, Gender and Stratification

a.
Gender as social structure

b.
Gender, class and stratification in Bangladesh

c.
Women's employment and class formation

Required Readings

Davis, K., & W. E. Moore, W. E. (1945). Some Principles of Stratification. *American Sociological Review*, 10 (2), 242-249.

Giddens, A. (1973). *The Class Structure of Advanced Societies*. Harper Row.

Recommended Readings

Grusky, D. (1994). *Social Stratification: Race, Class, and Gender in Sociological Perspective* (3rd ed.). Westview Press.

Gupta, D. (Ed.). (1991). *Social Stratification*. Oxford University Press.

Srinivas, M. N. (1982). *Indian Social Structure*. Hindustan Publishing.

Srinivas, M.N. (1998). *Social Change in Modern India*. Orient Longman.

Tumin, M. M. (1953). Some Principles of Stratification: A Critical Analysis. *American Sociological Review*, 18(4), 387-94.

Vincent, J., & Ronsford, H. E. (2008). *Social Stratification: A Multiple Hierarchy Approach*. Allyn and Bacon.

SOC 255: Society, Information and Technology

Course Objectives:

This course is designed to understand the dynamic relationship among society, information and technology. It starts with offering diverse theoretical underpinnings of sociotechnical changes that explain where technologies come from and how societies deal with them. It will enable the students to analyze how scientific and technological knowledge is produced, how technologies are developed and how technologies are used, managed and governed. This course will shed light on social shaping of technology, politics of technology and its relation with public participation with empirical cases.

Learning Outcomes

Upon completion of this course, students will be able to critically explain the role of technological innovations to societal changes in relation to Bangladesh. In addition, they will learn comprehensive overview of major theoretical perspectives, methodological pathways and sociological issues in the study of society, information and technology.

Course Contents

1. Emergence and Development of Science and Technology Studies (STS)

a.

Defining science and technology, the Kuhnian revolution, subject matter of STS, philosophy of science and technology

b.

Development and institutionalization of STS

2. Theoretical Traditions of STS

a.

Social Construction of Technology (SCOT), Actor Network Theory (ANT), Transition theory, Multi-level perspectives, Strategic Niche Management (SNM)

3. Information Society and Modernity

a.

Theory of information society, Critical theories of technology, technology and meaning and impure reason

4. Uncertainty and Socio-technological World

a.

Controversies, group, action, agency, fact and risks

5. Technology and Social Control

a.
Science and technology as means of control and the control of science and technology

6. Politicizing the Technology

a.
Politicizing science: Conceptions of politics in science and technology

b.
Technocracy and rebellion, environmentalism and politics of technology

7. Technology and Public Participation

a.
Policy formation and public participation in the management of technological change

8. Technological Innovations for Societal Change in Bangladesh

a.
Socio-technical regime in Bangladesh, change mechanism

b.
Socio-technical experiments with niche and pre-niche technologies

Required Readings

Sismondo, S. (2004). *An Introduction to Science and Technology Studies*. Blackwell Publishing.

Hackett, E. J., Amsterdamska, O., Lynch, M., & Waicman, J. (Eds.). (2008). *The Handbook of Science and Technology Studies*. The MIT Press.

Recommended Readings

Bijker, W. E. (1997) *Of bicycles, backlites and bulbs: Toward a theory of sociotechnical change*. MIT Press.

Brown, M. B. (2015). Politicizing science: Conceptions of politics in science and technology studies. *Social Studies of Science*, 45(1), 3-30.

Bruno, L. (2005). *Reassembling the Social: An Introduction to Actor-Network-Theory*. Oxford University Press.

Feenberg, A. (1999). *Questioning Technology*. Routledge.

Geels, F. W., & Schot, J. (2008). Strategic niche management and sustainable innovation journeys: theory, findings, research agenda, and policy. *Technology Analysis & Strategic Management*, 20(5), 537-554.

Kundu, D. K. (2018). *Technological innovations for societal change: Arsenic mitigation technologies for safe drinking water in rural Bangladesh*. Wageningen University & Research, The Netherlands.

Martin, B. (1999). *Technology and public participation*. University of Wollongong, Australia.

SOC 256: Sociology of Disability

Course Objectives

This course will provide a framework for understanding disability and disability-related issues within societal contexts, using a sociological framework. This course treats disability as a socio-cultural

phenomenon of growing import to sociology, and examines competing definitions, conceptions and theories of disability and their social and cultural consequences in everyday life. Students will explore how disability intersects with other categories of identity, particularly those of gender and the complex relationships between these categories.

Learning Outcomes

Students completing this course will develop their knowledge regarding sociology of disability with a strong focus on the social construction of disability and the diversity of the lived experience.

Course Contents

1. Introduction

- a.
Concept of disability and its sociological importance
- b.
Biomedical, socio-political, functional, and environmental framework to interpret disability
- c.
Medico-bureaucratic form of disability
- d.
Impact of disability on the individual and society

2. Sociological Approaches to Chronic Illness and Disability

- a.
Sick role behavior: Talcott Parsons
- b.
Foucauldian perspective on mental health
- c.
Goffman's theory of stigmatization

3. Social Model of Disability

- a.
Social construction of disability
- b.
Social, psychological and cultural factors
- c.
Economic construction of disability
- d.
Critiques of the social model of disability

4. Gender and Disability

- a.
The dynamics of gender and disability
- b.

Disability and feminist perspective

c.

Gendered disablism in Bangladesh

5. Challenges of Disabled Persons

a.

Access to health care

b.

Opportunities for education, income and employment

c.

Access to other social services

6. Leisure and Social Life of Disabled Persons

a.

Leisure and social life

b.

Experiencing disability: individual and family

7. Disability, Identity and Representation

a.

Cultural representations of disability

b.

Disability and prejudice

8. Social Policy and Disabled People

a.

Disability and the role of state

b.

Social security policy in Bangladesh

c.

Social support in the community

d.

SDG 11: Communities inclusive and sustainable for persons with disabilities

Required Readings

Barnes, C., Mercer, G., & Shakespear, T. (1992). *Exploring Disability: A Sociological Introduction* (1st ed.). Blackwell Publishers.

Barnes, C., Oliver, M., & Barton, L. (Eds.). (2002). *Disability Studies Today*. Blackwell Publishers.

Goffman, E. (1963). *Stigma: Notes on the management of spoiled identity*. Simon and Shuster.

Recommended Readings

Davis, L. J. (Ed.). (2006). *The Disabilities Reader* (2nd ed.). Routledge.

Fine, M., & Asch, A. (1988). Disability Beyond Stigma: Social Interaction, Discrimination and Activism. *Journal of Social Issues, 44*(1), 3-21.

Charmaz, K. (1983). Loss of Self: A Fundamental Form of Suffering in the Chronically Ill. *Sociology of Health and Illness, 5*(2), 168-195.

SOC 257: Sociology of Built Environment

Course Objectives

This course will offer a sociological perspective to understand how we construct and reconstruct our social and natural environment through our ideas and actions. It will discuss how the natural environment is shaped and reshaped by human interventions such as architectural design, urban planning, urbanization, and industrialization. It also will explore how the social environment consists of various spaces, including technological, economic, political, social, cultural, and moral. The course will briefly review major theories of the built environment developed over the last 100 years. Moreover, it will focus on the views of urban sociology, including the perspectives of urban ecology and the production of space. By engaging the global political economic approach, we will also examine the production, alteration, or destruction of local, regional and global space, including how human interactions create, sustain, or destroy our social and natural world.

Learning Outcomes

Upon successful completion, students would develop a critical sociological perspective about how our social and natural world is created and sustained or even destroyed by human interactions.

Course Contents

1. Understanding the Sociology of Built Environment

- a.
Conceptualizing built environment
- b.
The idea of the sociology of built environment
- c.
The origin and development of the idea of built environment

2. Theoretical Perspectives of Built Environment

- a.
Chicago School: Robert Park and Louis Wirth
- b.
Marxian structuralism: Louis Althusser
- c.
Marxian political economy: David Harvey
- d.
Sociospatial and sociocultural perspectives: Henry Lefebvre, Michel Foucault, Pierre Bourdieu, Edward Soja, Neil Smith, Mark Gottdiener, Arjun Appadurai, and Homi Bhabha

3. The Physical and Technological Perspective of Built Environment

- a.
Reorganization of the physical space; urban and regional planning; spatial zoning
- b.
Transformation of natural environment into settlement space; the new spaces of climate change
- c.
Technological domination over nature and human society; the origin and development of the Digital Civilization
- d.
Examples: France, England, USA, China, Japan, and Bangladesh

4. The Economic Perspective of Built Environment

- a.
Industrialization and deindustrialization;
- b.
Urbanism, urbanization, and suburbanization
- c.
Spaces of production, distribution and consumption
- d.
Spaces of global and digital finance; globalization; spaces of exploitative material relations
- e.
Examples: USA, China, Brazil, Australia, Singapore, India, and Bangladesh

5. The Political Perspective of Built Environment

- a.
Spaces of power relations: local, national, regional, and global
- b.
The dominant political spaces: authoritarian, democratic, socialist, and communist
- c.
Spaces of domination and oppression: institutions and organizations; wars and violence
- d.
Examples: USA, Russia, Saudi Arabia, Turkey, China, North Korea, Cuba, Iran, and Bangladesh

6. The Sociocultural Perspective of Built Environment

- a.
Family: the space of the reproduction and consumption
- b.
Culture: the location where we see and realize our identities
- c.
Education: the place of teaching and learning social and technical skills
- d.

Body and mind: the containers of our physical and mental existences

e.

Dark spaces: opulence, impoverishment, famine, hunger, malnutrition, and dispossession

f.

Examples: USA, Nigeria, South Africa, Afghanistan, Myanmar, and Bangladesh

7. The Moral Perspective of Built Environment

a.

Spaces of human rights and citizenship rights

b.

Right to the city; right to the land, water, air, and space

c.

Spaces of spatial justice and environmental justice, minimizing adverse impact on environment

d.

Sites of resistance or collective action; spaces of freedom and humanity

e.

Examples: USA, Mexico, Sweden, Algeria, Iraq, India, and Bangladesh

8. The Global Perspective of Built Environment

a.

Global spaces of power, capital, and labor

b.

Global architects of the built environment

c.

Global victims of the built environment

d.

Future of the global built environment

e.

SDG: resilient infrastructure and environmentally sound technologies

Required Readings

Gottdiener, M. (1997). *The Social Production of Urban Space*. University of Texas Press.

Harvey, D. (2006). *Spaces of Global Capitalism: Towards a Theory of Uneven Geographical Development*. Verso.

Lefebvre, H. (1992). *The Production of Space* (1st ed.). Wiley Black-Well.

Recommended Readings

Appadurai, A. (1996). *Modernity at Large: Cultural Dimensions of Globalization*. University of Minnesota Press.

Berger, P., & Luckmann, T. (1966). *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. Penguin Books.

Bhabha, H. (2004). *The Location of Culture*. Routledge.

Dicken, P. (2015). *Global Shift: Mapping the Changing Contours of the World Economy*. The Guildford Press.

Escobar, A. (2008). Culture sits in places: reflections on globalism and subaltern strategies of localization. In T. Oakes & P. L. Price (Eds.), *The Cultural Geography Reader*. Routledge.

Harvey, D. (2004). *A Brief History of Neoliberalism*. Verso.

Low, M., & Steets, S. (2014). The Spatial Turn and the Sociology of Built Environment. In S. Koniordos & A. Kyrtis (Eds.), *Routledge Handbook of European Sociology*. Routledge.

Mukherji, P. N. (Ed.). (2019). *Understanding Social Dynamics in South Asia: Essays in Memory of Ramkrishna Mukherjee*. Springer.

2.9

FIFTH SEMESTER

SOC 301:	Classical Sociological Theory		
SOC 302:	Health and Society	or	SOC 303: Population and Society
SOC 304:	Industrial Sociology	or	SOC 305: Beliefs and Rituals
SOC 306:	Social Forestry	or	SOC 307: Protest and Social Movement

SOC 301: Classical Sociological Theory

Course Objectives

This course aims to provide students with an overview of and a foundation in classical theory in sociology, analyzing the cultural, social, economic, political, intellectual, and biographical contexts within which they developed. The goal is to understand the concepts, theoretical perspectives and arguments made by several classical sociology theorists and to see how classical social theories and concepts relate to current issues and events in our own society.

Learning Outcomes

Upon successful completion, students will have the knowledge and skills to evaluate the various theoretical approaches to the study of society including the relevance of the central and defining themes of classical social theories for understanding everyday social experience, life events and changes in the institutional structure of society.

Course Contents

1. Meanings of Science and Theory

- a.
Meaning of theory
- b.
Nature of sociological theory
- c.

The idea of the social sciences - sociology as a discipline

2. Enlightenment and Modernity

- a.
Renaissance
- b.
Enlightenment
- c.
French Revolution
- d.
Industrial Revolution

3. Auguste Comte, Science and Sociology

- a.
Philosophy of science - positivism and sociology
- b.
Sociology- sociological methods, social statics and social dynamics
- c.
Law of human progress – causes of social change

4. Karl Marx and Conflict Perspective

- a.
Dialectics and historical materialism
- b.
Relations of production and productive force: base and super structure
- c.
Class and class structure
- d.
Labour and its relation to capital
- e.
Theory of alienation
- f.
Social change and revolution

5. Emile Durkheim, Functionalism and Structuralism

- a.
Sociological methods – rules of sociological methods, social facts
- b.
Societies and social solidarity- division of labor, primitive and modern society
- c.
Sociological theory– ‘anomie’ and ‘suicide’

d.
Durkheim's functionalism –the elementary forms of religion

6. Max Weber and Interpretative Sociology

a.
Modernity, religion and social change - Protestantism and the rise of capitalism

b.
Modernity, rationalization and bureaucracy

c.
Social stratification

d.
Types of social action

e.
Power, legitimacy and types of authority

7. Georg Simmel

a.
Individuality and social forms

b.
Social exchange

c.
The Metropolis and Mental Life – The theory of culture and modern life

8. Self, Society and the Civilizing Process

a.
Charles H. Cooley: The Social Self

b.
George H. Mead: Mind, Self, and Society

c.
Sigmund Freud: Repression, Identity and Civilization

d.
Talcott Parsons: Toward a General Theory of Action

Required Readings

Giddens, A. (1971). *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber*. Cambridge University Press.

Ritzer, G. (2008). *Classical Sociological Theory*. McGraw-Hill.

Turner, J. H. (2013). *Theoretical Sociology: 1830 to the Present*. Sage.

Zeitlin, I. M. (2001). *Ideology and the Development of Sociological Theory*. Prentice Hall.

Recommended Readings

- Adams, B. N., & Sydie, R. A. (2001). *Sociological Theory*. Pine Forge Press.
- Calhoun, C., Gerteis, J., Moody, J., Pfaff., & Virk., I. (2012). *Classical Sociological Theory* (3rd ed.). Wiley-Blackwell.
- Durkheim, E. (2013). *Suicide: A Study in Sociology*. (Original work published 1897). Snowball Publishing.
- Giddens, A. (1983). *Central Problems in Social Theory: Action, Structure and Contradiction in Social Analysis*. Macmillan.
- Marx, K. (2011). *Das Capital* (Vol. I). (Original work published 1867). Create Space Independent Publishing Platform.
- Randall, C. (1994). *Four Sociological Traditions*. Oxford University Press.
- Randall, C. (1980). Weber's Last Theory of Capitalism: A Systematization. *American Sociological Review*, 45, 925-942.
- Ritzer, G., & Stepnisky, J. (2016). *Classical Sociological Theory*. Sage.
- Tucker, R. (1978). *Marx-Engels Reader*. Princeton University Press.
- Turner, J. H. (2002). *The Structure of Sociological Theory* (7th ed.). Wadsworth Publishing.
- Weber, M. (2001) [1930]. *The Protestant Ethic and the Spirit of Capitalism*. (Original work published 1930). Routledge.
- Zeitlin, I. M. (2015). *Rethinking Sociology: A Critique of Contemporary Theory*. Rawat Publications.

SOC 302: Health and Society

Course Objectives

This course introduces students to a special sub-field of sociology commonly referred to as medical sociology. This course allows students to develop understanding of key sociological approaches to the analysis and understanding of health and illness. It covers concepts of health and disease, patterns of health and the social construction of disease. Special attention is given to develop knowledge on theories central to the notion of health, including the social, cultural and institutional forces and context that play a role on health and health related practice. The purpose is to help establish a perspective that will enable the students to better understand the relationship between health and society as well as to provide skills and knowledge for research experiences.

Learning Outcomes

On successful completion of this course, students should be able to analyze the influence of society, culture and the socio-political environment on disease and health, and the ability to communicate sociological ideas and concepts relating to health inequalities and the experience of illness.

Course Contents

1. The Domain of Sociology of Health and Illness

a.

Definition, nature, scope, and importance of medical sociology

b.
Medical Sociology and its relationship with public health

c.
Contrasting ideas about health and social behavior

2. The Concept of Health and Well-being, and Human Diseases and Epidemiology

a.
Defining health and ill health, the new discourse of health, disease, illness and sickness, types of diseases

b.
Determinants and indicators of health and well-being, re-emergence of infectious diseases

c.
Human diseases and epidemiology, Epidemiological triad, Stress theory and Exposure-coping Model

d.
Transition of infectious disease, Epidemiological Transition Theory, Postmodernity and epidemiology

3. Main Trends in Contemporary Health and Medicine

a.
Western biomedicine and the Germ Theory of disease, modern medicine and regulation of the body, assumptions and critiques of the Biomedical model

b.
Alternative and complementary medicine, foundations of holistic medicine

c.
Postmodern appeal of complementary and alternative medicine

4. The Social Causes of Health and Disease

a.
Social construction of health and illness, social determinants of health, unhealthy lifestyles perspective, health lifestyle model - agency-structure debate

b.
The global and local inequalities, Neo-Marxist class analysis and health inequalities, Eric Wrights' measurement of social class, Pierre Bourdieu's framework on social position

c.
Evidence linking social conditions to health and disease- class, gender, race and aging

d.
Dalgren and Whitehead's Social Model of Health

5. Sociological Theories and Its Application to Medical Sociology

a.
Different perspective of health and society-functionalism, conflict theories, symbolic interactionism, labeling theory, exchange theory, Talcott Parsons' sick role

6. Culture, Health and Illness

a.

Cultural views of health and illness – insider and outsider perspective, subculture, culture shock and health

b.

Cultural definitions of anatomy and physiology - culture, diet and malnutrition

c.

Cultural aspects of health care: popular beliefs, and rituals regarding healing practices

d.

The folk sector of health care, metaphors of illness, lay theories of illness causation, religion, spirituality and health

7. Doctor-Patient Interactions

a.

The physician-patient relationship-models of interaction, typology of physician-patients relationship, the sociology of medical ethics

b.

Functionalist and conflict models – Parsonian Model, Friedsons Model, Szasz-Hollender Model

c.

Influence of race, sexual orientation and gender identity on physician-patient relationship

d.

Patient satisfaction with physicians and patient compliance with medical regimens

8. Globalization and Health

a.

Globalization and risks to health, potential features of globalization

b.

Global dimensions of infectious disease

c.

Conceptual framework for globalization and population health, global health from an ecological perspective

d.

Global burden of disease, contemporary outbreak; reducing communicable and non-communicable diseases

Required Readings

Cockerham, W. C. (2005). *Medical Sociology*. Prentice Hall.

Wainwright, D. (Ed.). (2008). *A Sociology of Health*. Sage.

White, K. (2009). *An Introduction to the Sociology of Health and Illness*. Sage.

Recommended Readings

Cockerham, W. C., Glasser, M., & Heuser, L. S. (1992). *Readings in Medical Sociology* (2nd ed.). Prentice Hall.

Dune, T., McLeod, K., & Williams, R. (Eds.). (2021). *Culture, Diversity and Health in Australia: Towards Culturally Safe Health Care*. Routledge.

Gabe, J., Bury, M., & Elston, M. A. (2004). *Key Concepts in Medical Sociology*. Sage.

Habib, S., & Islam, S. (2021). Gender Differences in Knowledge and Risk Perception towards HIV/AIDS among Rohingyas in Cox's Bazar, Bangladesh. *Journal of Social Behaviour and Community Health, (JSBCH)*, 5(2): 739-749.

Habib, S. E. (2009). *Challenges and Risks: Harm Reduction, Risk Practices and the Transmission of Hepatitis C in Sydney*. LAP Lambert Publishing.

Habib, S. E. (2003). Understanding the context of risk practices among intravenous drug users: implications for hepatitis C prevention. *Australian Journal of Social Issues*, 38(1), 1-18.

Habib, S. E. (2003). Reducing HIV-related risk behaviour among injecting drug users: the harm reduction model in Bangladesh. *Indian Journal of Community Medicine*, 29(4), pp. 175-178.

Maykovich, M. K. (1980). *Medical Sociology*. Alfred Publishing.

Merson, M., Black R., & Mills, A. J. (Eds.) (2006). *International Public Health: Diseases, Programs, Systems, and Policies* (2nd Ed.). Jones and Bartlett.

SOC 303: Population and Society

Course Objectives

This course is a description of major themes and topics related to demographic development. The course aims to introduce students to an understanding of the dynamics of population and related issues of a society. The main objective is to develop an understanding of the demographic perspectives to the analysis of social structure and social change. The course will allow students to explore opposing viewpoints about world and national population problems and what policies should be pursued. In this course, students will gather knowledge about explanatory theories and frameworks of social-demographic interrelationships.

Learning Outcomes

After completing the course, students will be able to identify some of the major social and political factors associated with current population developments. Moreover, they will be able to identify some of the major social and political factors associated with current population developments.

Course Contents

1. Introduction

- a.
World population: past, present and future
- b.
Demography and population studies
- c.
Sources of population data

d.
Analytical units of population studies

2. Population Theory

a.
Ancient and medieval writings on population

b.
The classical and neo-classical schools of economics and population theory, socialist and Marxist writings

c.
The Demographic Transition Theory

3. Age and Sex Structure

a.
The dynamics of age and sex structure

b.
Impact of population processes on the age and sex structure

c.
Impact of age and sex structure on population processes

4. Fertility

a.
Explanations of fertility change

b.
Fertility patterns in developed and developing nations

c.
Measures of fertility

5. Mortality and Population Health

a.
The trend decline of mortality

b.
The social structure of mortality control

c.
Differential patterns of morbidity

6. Migration and Population Change

a.
Migratory movements in different societies

b.
Migration and population redistribution

c.
Differential migration

- d. Causes of migration
- e. Individual, community and societal consequences of migration

7. Population Growths and Social Change

- a. Demographic responses to population growth
- b. Population growth and redistribution
- c. Control of population growth
- d. Demographic responses in developing and developed countries

8. Population Change and Policy Response

- a. Critical perspectives of population policy
- b. Implications of population policy
- c. Population conferences in the context of population policy
- d. SDG: implementation of planned and well-managed migration policies

Required Readings

Daugherty, H. G., & Kammeyer, K. C. W. (1995). *An Introduction to Population*. Guilford.

United Nations (1973). *The Determinants and Consequences of Population Trends* (VI). United Nations, New York.

Weeks, J. R. (2015). *Population: An Introduction to Concepts and Issues* (11th ed.). Wadsworth Publishing.

Recommended Readings

Matras, J. (1973). *Populations and Societies*. Prentice Hall.

Nam, C. B., & Philliber, S. G. (1984). *Population: A Basic Orientation*. Prentice Hall.

Siegel, J. S., & Swanson, D. A. (Eds.). (2004). *The Methods and Materials of Demography*. Elsevier Academic Press.

Trovato, F. (2002). *Population and Society*. Oxford University Press.

Course Objectives

This course is designed to introduce students with the human aspect of industrial life specifically the nature of the social relations involved in industry, the work place and the production process. The course will provide a brief history of the emergence of industrial sociology, its relations with other disciplines, causes of the Industrial Revolution, and the psychosocial pre-requisites for industrialization. Concepts, such as rationalization, bureaucracy, interest group, labor movement and trade unions related to industrialization will be examined. Finally, the course will focus on the typology of industries in Bangladesh, problems faced in industrial setting as well as the nature of relations in the work place.

Learning Outcomes

During the course of the semester, students are expected to demonstrate an understanding on the basic theoretical orientations of industrial sociology and identify the nature of social relationships existing between individuals and with the groups in an industrial setting to which they are related.

Course Contents

1. Introduction

- a.
Emergence of industrial sociology
- b.
Nature and scope of industrial sociology
- c.
Industrial sociology and other related disciplines

2. Foundations of Industrial Sociology and Key Theories

- a.
[Emile Durkheim](#): integration, anomie
- b.
[Karl Marx](#): class conflict and labor movement, alienation
- c.
[Max Weber](#): rationalization, authority, power and bureaucratization
- d.
Sociological theory in industrial relations: Herbert Blumer

3. Rise and Development of the Industry

- a.
Early industrialism: industrialization before the Industrial Revolution
- b.
The Industrial Revolution - causes and consequences
- c.
Social, cultural and psychological precondition of industrialization
- d.

Entrepreneurship development for industrialization

e.

Different models of state guided growth – China, India, USA, Japan

f.

Understanding the post-industrial society

g.

SDG: resilient infrastructure development in developing countries

4. The Social Structure of Industry

a.

Status and role differentiation and distribution

b.

Authority and normative structure

c.

Internationalization of new values and rational work

d.

Industrial bureaucracy

e.

Industrial interest groups

f.

Labor movement and trade unionism

5. Problems of Industrial Society

a.

Forces of stability and strains

b.

Problems of institutional conflict, marginality and individualism

c.

Alienation and anomic

d.

Human and social problems of technological change and automation

e.

Problems of unemployment and underemployment

f.

Social pathology and reallocation

g.

Industrial hazards

6. Industrialization in Bangladesh

a.

Historical and analytical perspective

b.

Causes, trends and problems of industrialization in Bangladesh

c.

Comparison with developing and developed countries with different social Systems

d.

Foreign Direct Investment (FDI) in Bangladesh

7. Types of Industries in Bangladesh and Socio-economic Development

a.

Public-private sector co-operation

b.

Small and Medium Enterprise (SME) development

c.

Cottage and small industries of Bangladesh

d.

Urban and rural industrialization in Bangladesh

e.

Impacts of open market economy

f.

Sick industries

8. Industrial Relations

a.

Major trends, issues and theories of industrial Relations

b.

Industrial conflict, industrial democracy and collective bargaining

c.

Trade unions: origin and developments in Bangladesh

Required Readings

Brown, R., Child, J., & Parker, S. R. (1981). *The Sociology of Industry*. Routledge.

Hirszowicz M. (1985). *Industrial Sociology: An Introduction*. Palgrave Macmillan.

Recommended Readings

Haas, J. K. (2007). *Economic Sociology*. Routledge.

Lipset, S. M., & Bendix, R. (1991). *Social Mobility in Industrial Society*. Transaction Publishers.

Marx, K. (2011). *Das Capital* (Vol. I & III). Create Space Independent Publishing Platform.

Miller, D., & Form, W. H. (1951). *Industrial Sociology: An Introduction to the sociology of Work relations*. Harper and Brothers.

Reinhard, B. (1974). *Work and Authority in Industry: Ideologies of Management in the Course of Industrialization*. University of California Press.

Schneider, E. V. (1969). *Industrial Sociology: The Social Relations of Industry & the Community*. McGraw-Hill.

Schumpeter, J. A. (2008). *Capitalism, Socialism and Democracy*. Harper Perennial Modern Classics.

SOC 305: Beliefs and Rituals

Course Objectives

This course provides students with opportunities to explore various ritualistic behavior and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, and will examine the ways in which religions and belief traditions meet various human needs, such as birth, marriage, ceremonies, health and hunger, and will learn about the relationship between belief and action. In this course, emphasis has been given on understanding the role of belief and ritual within a given cultural context, as well as capturing broader insight into the general functions of belief and ritual in human life.

Learning Outcomes

By the end of the course, students will demonstrate an understanding of the terms and concepts related to the study of rituals and belief traditions and will be able to analyze the interaction between society and various religions and belief traditions.

Course Contents

1. Beliefs and Rituals: Basic Concepts and Approaches

a.

Need for scientific inquiry

b.

Scientific approaches

c.

Schools of thought to the analysis of beliefs and rituals: evolutionism, diffusionism, cultural materialism, psychological anthropology, functionalism, structuralism, constructivist and phenomenological approaches

2. Theories of Origin and Development of Religion

a.

Pre nineteenth century

b.

Nineteenth century

c.

Twentieth century

3. Nature of Beliefs

a.
Different forms of religious beliefs

b.
Types of supernatural being

4. Cross-cultural Examination of Rituals

a.
Types of rituals

b.
Theories on rituals

c.
Functions of rituals

5. Strategies of Mystical Attack

a.
Magic and Black magic

b.
Witchcraft and sorcery

c.
Types of religious and magical practitioners - shamans, priests, mediums, witches

d.
Relationship between ritual and myth

6. Religious Specialists

a.
Different types of religious specialists

b.
Traditional healing and healers

c.
Succession of office and religious functions

7. Religious Change and Movements

a.
Origin of different types of religious movements

b.
Cults and revitalization movement

c.
Impact of religious movements on society

8. Symbolism

a.
Properties of symbolism

- b.
Role of symbolism in the society

Required Readings

Malefijt, A. D. W. (1989). *Religion and Culture: An Introduction to the Anthropology of Religion*. Waveland Pr Inc.

Lessa, W. A., & Vogt, E. J. (1979). *Reader in Comparative Religion: An Anthropological Approach*. Harper & Row.

Recommended Readings

Christiano, K. J., William H., Jr. Swatos, W. H., & Kivisto, P. (2008). *Sociology of Religion: Contemporary Developments*. Rowman & Littlefield.

Collins, R. (1981). On the Microfoundations of Macrosociology. *American Journal of Sociology*, 86(5), 984-1014.

Collins, R. (2004). *Interaction Ritual Chains*. Princeton University Press.

Jeffery, A. (2004). Cultural Pragmatics: Social Performance between Ritual and Strategy. *Sociological Theory*, 22(4), 527-573.

Norbeck, E. (1961). *Religion in Primitive Society*. Harper & Row.

Summers-Effler, (2006). Ritual Theory. In J. E. Stets & J. H. Turner (Eds.), *Handbook of the Sociology of Emotions* (pp. 135-154). Springer.

Weber, Max (1993). *The Sociology of Religion*. Beacon Press.

SOC 306: Social Forestry

Course Objectives

There has been a gradual move from state control of forests towards the involvement of local people in forest management throughout the developing countries. Millions of people across these countries depend, directly or indirectly, on the range of economic, environmental, and socio-cultural benefits and services derived from forests. Particularly, ethnic minorities and indigenous people in South Asian countries live in rural areas and use forests for their survival. Moreover, their cultural identity and spiritual beliefs are closely associated with forests. This course will offer a holistic approach—blending the economic, political, environmental, and social aspects of forest management which will target greater benefits to both the people and forests through theoretical and practical knowledge.

Learning Outcomes

Upon completion of this course, each student will be able to demonstrate knowledge across contemporary issues and challenges in social forestry and apply their analytical abilities to a range of problems.

Course Contents

1. Introduction

- a.
The emergence and development of social forestry
- b.
Understanding social forestry: importance, objectives
- c.
Dimensions of social forestry
- d.
Key concepts in social forestry - social structure, land tenure, tree tenure, social class, political authority and vested groups, indigenous community, vulnerable groups

2. Participation: Methodology in Social Forestry

- a.
Participatory techniques for social forestry – PRA and RRA
- b.
Applications of ethnography in forestry
- c.
Using participant observation in social forestry research

3. Types of Social Forestry

- a.
Homestead, agro and community forest
- b.
Traditional Taungya
- c.
Jhumming
- d.
Strip plantation
- e.
Woodlot plantation

f.

Urban forestry

4. Social Forestry, Gender and Development

- a.
Women's roles in sustaining forest resources
- c.
Eco-feminism
- d.
Environmentalism and politics: WED approach
- e.
The *Chipco* Movement and Green Belt Movement

5. Social Forestry, Environment and Climate Change

- a.
The role of social forestry in sustaining global climate
- b.
Sustainable forest management and eco-system approach
- c.
Balancing environment and reducing green-house effects
- d.
Environment and energy: using clean fossil-fuel technology for renewable energy

6. Social Forestry, Food Security, Disasters, and Household Needs

- a.
The role of social forestry in sustaining food security
- b.
Role of social forestry in disaster response
- c.
Meeting emergency and contingency needs
- d.
Social, cultural and household needs

7. Conservation of Plant Genetic Resources (PGR) and Resilience through CBM

- a.
Conservation of PGR and Resilience through Community Based Biodiversity Management (CBM)
- b.
In situ- ex situ conservation
- c.
International treaties related to conservation
- d.
High yielding and genetically modified technology
- e.
Traditional crop management of the farmers

8. Overview of Forest Policies

- a.
The Colonial Forest Acts
- b.
The Forest Acts of Pakistan
- c.
The Forest Acts of Bangladesh
- d.

Bangladesh National Forestry Policy 2016

e.

SDG: sustainable consumption in harmony with nature

Required Readings

Rao, M. (1987). *Introduction to Social Forestry*, South Asia Books.

Sekhar, N. U., & Ivar. J. (2003). *Social Forestry in South Asia Myths and Realities*. Department of International Environment and Development Studies, Norwegian University of Life Sciences.

Recommended Readings

Charnley, S., & Poe, M. R. (2007). Community forestry in theory and practice: Where are we now? *Annual Review of Anthropology*, 36(1), 301-336.

Dove, M. R. (1995). The theory of social forestry intervention: the state of the art in Asia. *Agroforestry Systems*, 30(3), 315-340.

Gilmour, D. (2016). Forty years of community-based forestry: a review of its extent and effectiveness. Rome: FAO, Forestry Paper 176.

Mulder, M. B., & Coppolillo, P. (2005). *Conservation: Linking Ecology, Economics, and Culture*. Princeton University Press.

Prabhakar, V. K. (1998). *Social and Community Forestry*. Columbia South Asia Books.

Razzaque, M. A., & Hossain, M. G. (2007). The Second Report on Plant Genetic Resources for food and Agriculture. Bangladesh Agricultural Research Council, Ministry of Agriculture.

Vandana, S. (1991). *Ecology and the Politics of Survival*. United Nations University Press, Tokyo.

SOC 307: Protest and Social Movement

Course Objectives

This course examines the dynamics of protest and social movements and focuses on the examination of conflict as a social action and interaction. In this course attention will be given to the definition, origin, and major theoretical debates of social movements as well as related topics, such as civil disobedience, mobilization and social movements. It also includes women's human rights and the environmental movements, civil rights movement of 21st and late 20th century, and more recently anti-globalization and occupy movements that have had a major impact upon society.

Learning Outcomes

At the end of the course, students will be able to understand the philosophical perspectives on protest and analyze how social movements have altered the political landscape throughout the world and shaped global social relations, investigating the relationship between social movements and social change.

Course Contents

1. Key Concepts

a.
Conceptualization of social movement: protests, collective action, contentious politics, interest politics

b.
New social movements

2. When and Why Do Social Movements Occur?

a.
Making of working class politics

b.
Civil rights, Women, Gay- identity movements, Anti-war movements

c.
Social, Animal rights, Environmental Justice Movements

d.
Radical religious movements

e.
The peace movements

3. Who Joins and Supports Movements?

a.
Poor peoples' movements

b.
Middle-class radicalism

c.
Anti-capitalism

d.
By-standers, provocateurs, leaders, drop-outs free-riders

4. Theories of Protest and Movement

a.
Theories of Collective Action

b.
Resource Mobilization theory

c.
Political Opportunity Structure Theories

d.
Dynamics of Contention Approach

e.
Collective Identity Framing

5. What Do Movement Participants Think and Feel?

a.
Ideology and worldview

b.
Emotions

c.
Framing

d.
Identity solidarity, commitment

6. How Are Movements Organized?

a.
Social movement organizations

b.
Social movement tactics

c.
Organizational repertoire and strategies: diffusion, identity politics, information, media

7. Global/Transnational Movements

a.
Global justice movement, transnational movements, global democracy

b.
The American Black Civil Rights Movement

c.
Coalitions, alliance networks: Boomerang or other models of contention

d.
Global corporations, media extraction, displacement

8. Decline and Consequences of Movements and Protests

a.
Dilemmas of identity politics

b.
Repression, policing, violence

c.
Counterinsurgency, terrorism, radical politics

d.
Defining movement 'success', personal consequences;; do movements matter?

Required Readings

Goodwin, J., & Jasper J. M. (Eds.). (2014). *The Social Movements Reader: Cases and Concepts*. Wiley.

Opp, K. D. (2009). *Theories of Political Protest and Social Movements: A Multidisciplinary Introduction, Critique, and Synthesis*. Routledge.

Snow, D. A., Soule S., & Kriesi, H. (Eds.). (2003). *The Blackwell Companion to Social Movements*. Oxford: Blackwell.

Recommended Readings

Jamal Uddin, A. K. M. (2017). *Renaissance of a Nation for Democracy – Bangladesh Trajectory of Movement and Revolution*. Intamin Prokashon.

Lyman, S. M. (Ed.). (1995). *Social Movements: Critiques, Concepts, Case-studies*. Palgrave Macmillan.

Porta, D., & and Diani, M. (2006). *Social Movement: An Introduction*. Blackwell.

Tarrow, S., Tilly, C., & McAdam, D. (2003). *Dynamics of Contention*. Cambridge University Press.

2.10

SIXTH SEMESTER

SOC 351: Research Methodology*

SOC 352: Sociology of Minority

SOC 354: Urban Governance and Planning

SOC 356: Peasant Society

or SOC 353: Sociology of Migration and Diaspora

or SOC 355: Sociology of Disaster

or SOC 357: Water, Politics and Development

*Mandatory course

SOC 351: Research Methodology

Course Objectives

This course provides students with a basic understanding of the distinct character of both quantitative and qualitative research process and its roles in social science research. The main objective is to provide students with hands on training of various research methods used in sociological studies. The course equips students with the skills to review and conduct methodologically sound research as a part of their academic and professional work. The course deals with the general logic of scientific inquiry, epistemology, theoretical foundation, research design, sampling, measurement, questionnaire design, as well as qualitative and quantitative data-analysis and presentation.

Learning Outcomes

By the end of this course, students will be able to conceptualize a research problem and will be able to design and conduct their research project, developing an ability to apply effective and innovative solutions to research problems.

Course Contents

1. Introduction

a.

Science, social sciences and social research

b.

General characteristics of research; criteria of a good research

c.

Types of social research

d.

The parts of theory, theory and research, theoretical framework

e.
Defining research problem; research process

f.

Methods of literature review

2. The Meaning of Methodology

a.
Research paradigms

b.
Epistemology

c.
Methodology vs. methods

d.
Methods in social research; emerging methodologies

e.
Theoretical foundation of methodology

f.

Understanding research design and links to methodologies

3. Central Issues in Social Research

a.
The ethics in social research – deception, harm, informed consent, confidentiality and privacy, covert research and vulnerable groups

b.
Objectivity and value judgment in social research

4. Quantitative Approach

a.
Central principles of quantitative methodology

b.
Types of variables, causal relationships and hypotheses

c.
Quantitative research designs and the research process

d.
Quantitative research methodologies: Experiment, survey, cross-sectional, causal-comparative

5. Quantitative Data Collection and Analysis

a.
Quantitative measurement

b.
Operationalization,

c.
Validity, reliability and representativeness

d.
Quantitative sampling: methods of sampling, sample size estimation – from population mean and standard deviation, characteristics of a good sample

e.
Surveys: Questionnaires, interviewing

f.
Data processing; analysis of quantitative data and measures of association

Hypothesis testing: Experimental vs. non-experimental; parametric vs. non-parametric tests

6. Qualitative Approach

a.
Concept of qualitative research

b.
General criteria of qualitative research and design

c.
Sampling strategies, qualitative data management and analysis

d.
Qualitative research methodologies: ethnography, phenomenology, case study, observation, action research, grounded theory, focus groups, key informant interviews

7. Qualitative Data Collection

a.
Data collection: case studies, field research, ethnographic research, grounded theory

b.
Research report writing: structure and organization of research reports

c.
Quantitative tradition, qualitative tradition

8. Mixed Methods Research

a.
Characteristics of mixed-methods approach

b.
Mixed methods research, study designs and methods

c.
Analysis and interpretation of mixed methods data

Required Readings

Babbie, E. R. (2020). *The Practice of Social Research*. Cengage Learning.

Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (5th ed.). Sage.

Neuman, W. L. (2000). *Social Research Methods: Qualitative and Quantitative Approaches*. Allyn and Bacon.

Sarantakos, S. (2005). *Social Research*. Macmillian Education Australia.

Recommended Readings

Bryman, A., & Duncan Cramer. 1994. *Quantitative Data Analysis for Social Sciences*. Routledge.

Crotty, M. (1998). *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Allen and Unwin.

Denzin, N. K., & Yvonna S. L. (Eds.) (2000). *Handbook of Qualitative Research*. Sage.

Punch, K. F. (1998). *Introduction to Social Research: quantitative and Qualitative Approaches*. Sage.

Kumar, R. (2011). *Research Methodology: A Step-by-Step Guide for Beginners* (3rd ed.). TJ International Ltd, Padstow, Cornwall.

SOC 352: Sociology of Minority

Course Objectives

Minority groups have long been understood with reference to race and ethnicity. This course presents a sociological perspective on the critical issues related to minority and indigenous identity, politics and policies around racial and ethnic groups, and the theoretical debates on ethnicity and nationalism. The question of religious minority would be of critical importance while understanding the idea of minority groups and identity. This course will pay attention to international conventions, declarations, acts, ordinances, and policies to better place the idea of minority groups in the society. We aim to foster a critical understanding of the difference between race, ethnicity, minority groups and indigenous people in accordance with the historical and contemporary structures in Bangladesh.

Learning Outcomes

Upon completion, students are expected to understand the theories that sociologists use to analyze how identity categories such as race/ethnicity shape the everyday experience of individuals within a society, and critically assess how structural, cultural, historical, and political contexts affect individual lives.

Course Contents

1. Introduction

a.

Definition of minorities

b.

Major concepts: nation, nationality, majority, minority and indigenous people, racial and ethnic group

c.

Types of minorities: pluralistic, assimilationist, secessionist and militant

2. State and Ethnic Communities

- a.
The origin of ethnic groups
- b.
Primordial ties
- c.
Ethnic groups and ethnic identity formation
- d.
Nationalism and ethnicity
- e.
Ethnicity, race and nation – situation of Rohingya community

3. Theoretical Debates on Otherness

- a.
Assimilation: critique of Liberal theory
- b.
Pluralism – legal protection of minority
- c.
Debate on self-determination – political perspective: CHT 1997 Accord

4. Minorities and International Laws

- a.
The Constitution of Bangladesh and minorities
- b.
UN Declaration on the Rights of Minorities – 1992
- c.
Convention on the Elimination of all Forms of Racial Discrimination (CERD) – 1965
- d.
Convention of the Biological Diversity – Rio 1992
- e.
The role of ILO in promoting and protecting the rights of the indigenous people, Convention 107 and 169 on indigenous and tribal people

5. Minorities and the Marginalized Communities in Bangladesh

- a.
Hindus, Christians, Buddhists, Ahmidays as religious minorities – examples from Bangladesh
- b.
Partition legacies and minority politics in Bangladesh
- c.
The practice of Vested Property Act in Bangladesh
- d.

The presence of Rohingya forcefully displaced people in Bangladesh

6. Situation of Indigenous People

a.

Socio-economic and political situation analyses of Garos, Khasis, Santals and Indigenous people in CHT

b.

Adverse impact of development policies, programs: marginalization, displacement and dispossession – case studies from India and Bangladesh

7. Major Issues in Minorities and Indigenous Studies

a.

Cultural practices – indigenous concept of land

b.

Land alienation – examples from population transfer in CHT and establishment of ECO park and forestry programs in plain land

c.

Indigenous people and forest – examples on Village Common Forest and CHT

8. Women as Minorities

a.

Differently able women

b.

Feminist perspective on race, ethnicity and nation

c.

Socio-political situation of minority and indigenous women

Required Readings

Kymlicka, W. (Eds.). (1997). *The Right of Minority Cultures*. Oxford University Press.

Smith, A. D., & Hutchinson, J. (Eds.). (1996). *Ethnicity*. Oxford University Press.

Recommended Readings

Ahmed, I. (Eds.). (2019). *Genocide and Mass Violence: Politics of Singularity*. Centre for Genocide Studies, University of Dhaka.

Ahmed, I. (Eds.). (2019). *The Rohingya Refugee Crisis: Towards Sustainable Solutions*. Centre for Genocide Studies, University of Dhaka.

Barakat, A., Zaman, S., Rahman, A., & Poddar, A. (1997). *Political Economy of the Vested Property Act in Rural Bangladesh*. Pathak Shamabesh.

Basu S., Chaudhury, R., & Samaddar, R. (Eds.). 2018. *The Rohingya in South Asia: People without a State*. Routledge.

Bhaumik, S., Guhathakurta, M., Basu, S., & Chaudhury, R. (Eds.). (1997). *Living on the Edge: Essays on the Chittagong Hill Tracts*. South Asia Forum for Human Rights, Calcutta Research Group.

Chatterje, J. (2019). *Partition's Legacies: with an Introduction by David Washbroke*. Permanent Black with Osaka University.

Dashgupta, A., Togawa, M., & Barkat, A. (Eds.). (2011). *Minorities and the State: Changing Social and Political Landscape of Bengal*. Sage.

Gain, P. (1998). *Bangladesh Land Forest and Forest People*. Society for Environment and Human Development, Dhaka.

Halim, S. (2004). *Listening to the Indigenous Women: The Struggle for a Voice in Solidarity, Our Land Our Life*. Bangladesh Indigenous People Forum.

Rex, J., & Guibernau, M. (Eds.). (1999). *The Ethnicity Reader: Nationalism, Multiculturalism and Migration*. Polity Press.

SOC 353: Sociology of Migration and Diaspora

Course Objectives

This course addresses the intertwined phenomena of refugees, migration, mobility and diasporas that shape the modern world. It examines the diverse patterns of human movement in the modern world and explains the cultural, social, economic and political implications of the transnational settlement of people. In *this course*, students *will* learn about different key concepts and theoretical models in the study of migration and diaspora, which includes historical roots of the term diaspora and migration, the multiple meanings and models of diaspora and migration, the relation of migration and diaspora to conquest, colonialism, postcolonialism, refugeeism, political exile, the heterogeneity of diasporic groups, especially relating to gender, class, sexuality, caste and religion. The course also includes the problems and potentials of assimilation, acculturation, transculturation, nativism and the hostility of host lands.

Learning Outcomes

Upon successful completion of this course, students will be able to critically analyze and assess the impact of diasporic or migrant communities on the nation-state and on the formation of ethnic, racial, gendered and national identities.

Course Contents

1. Introduction

a.
Classical debates on diaspora and migration

b.
The root of diasporism

c.
Characteristics of historical diasporism

2. Global Tribe or Diaspora by Design: The Broadening of Identities

a.
Modern and contested meaning of diaspora and migration

b.
Multifaceted reality of migration and diaspora

3. Heterogeneity of Migratory/Diasporic Groups

- a.
Typology of diasporas: historical vs. modern
- b.
New directions in diasporic/migrant identity
- c.
Fluidity and flexibility among groups

4. The Politics of Belonging

- a.
Migration vs. modernity
- b.
Decolonization, nationalism, ethnicity and transnationalism
- c.
Cosmopolitanism and localism

5. Survival Strategies and Cultural Translation

- a.
Systematic assimilation vs. cultural assimilation
- b.
Consequences of receiving immigrants
- c.
Limits of cultural translation
- d.
Melting pot vs. mosaics

6. Home and Identity

- a.
Diaspora and their homelands
- b.
Living between and across borders
- c.
Diasporas as development partners and the value of diaspora
- d.
SDG: safe migration and mobility

7. The South Asian Diaspora

- a.
Partition and diaspora studies
- b.
Nation, diaspora and region

c.

Negotiating nations

8. Case Study: A Migrant or Diasporic Text

a.

Monica Ali: Brick Lane

b.

Amitabh Ghosh: The Glass Palace

c.

Jhumpa Lahiri Namesake

Required Readings

Cohen, R. (2008). *Global Diasporas: An Introduction*. Routledge.

Dufoix, S. (2008). *Diasporas*. University of California Press.

Sheffer, G. (2009). *Diaspora Politics at Home Abroad*. Cambridge University Press.

Recommended Readings

Ahmed, I. (2000). *The Construction of Diaspora: South Asians Living in Japan*. The University Press Limited.

Anderson, B. (1991). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso.

Barghouti, M. (2003). *I Saw Ramallah*. The American University of Cairo Press.

Ballantyne, T. (2006). *Between Colonialism and Diaspora: Sikh Cultural Formation in the Imperial World*. Permanent Black.

Bhaba, H. K. (2004). *The Location of Culture*. Routledge.

Brazier, J. E., & Mannur, A. (2003). *Theorizing Diaspora: A Reader*. Blackwell Publishing Limited.

Kokot, W., Tololyan, K., & Alfonso, C. (Eds.). (2004). *Diaspora, Identity and Religion: New Directions in Theory and Research*. Routledge.

Lahiri, J. (2004). *The Namesake*. HarperCollins.

Naipaul, V. S. (2001). *A House for Mr. Biswas*. Vintage Books.

Papastergiadis, N. (2004). *The Turbulence of Migration: Globalization, Deterritorialization and Hybridity*. Polity Press.

SOC 354: Urban Governance and Planning

Course Objectives

The course provides an understanding of the key aspects pertaining to urbanization patterns, urban governance and planning, and examines major debates and issues in urban policy and politics. The course highlights the earlier analysis of capitalism and working class which have much to contribute to our

understanding of urban sufferings in the contemporary world. This course examines the discourses and practices surrounding urban governance, urbanization process and planning in relation to the political economic condition sustained in late capitalism. The course addresses the issues of rapid mass urbanization, formation of megacities and urban poverty, urban segregation, fragmentation of urban space and dynamics of urban citizenship under neoliberal democracy.

Learning Outcomes

At the completion of this course, students will be able to understand the process, dynamics and key features of urbanization in South Asia, exploring the major impacts of urbanization on people's livelihood, social change, political governance and environmental protection in this region.

Course Contents

1. The New Contexts of Urban Politics and Planning

- a.
Concepts, trends, and approaches in contemporary urban governance
- b.
Policies and politics concerning urbanization and economic development
- c.
Political economy constraints

2. Capitalism, Cities and the Condition of Working Class

- a.
Capitalism, and the emergence of the modern capitalist city
- b.
Marxism and the city
- c.
Theory of capitalist urbanization: David Harvey; network society: Manuel Castells
- d.
Gentrification and Globalization

3. Rapid Urbanization, Megacities and Planning

- a.
The New Political Economy of Urbanization and Planning
- b.
Rapid urbanization and the rise of megacities
- c.
Understanding the current global urban transition
- d.
Challenges to growth management, housing provision, and resilience planning

4. The Politics of Urban Poverty and Slums

- a.

The political exclusion of the urban poor

b.

Urban poverty reduction in South Asia

c.

Urban poverty, local governance and slum conditions in Bangladesh

5. Segregation, Crime and Urban Policy

a.

Extreme poverty, social disadvantage and social segregation are concentrated

b.

Theoretical aspects of spatial segregation

c.

Segregation, social-disadvantage and types of crime

6. State, Space and Urban Citizenship

a.

Emergence of urban citizenship spaces

b.

Implications of urban transformation

c.

Lefebvrian spatial theory

7. Neoliberal Democracy and Urban Governmentality

a.

Urbanization under neoliberalism

b.

Neoliberal urban planning policies and global urban network competition

c.

Neoliberal urbanism and surplus financial capital

8. Governance and Sustainable Development Goals (SDGs) in Cities Context

a.

Implementing SDG by connecting sustainability policies and urban planning practices

b.

Urban planning and integration of technology-supported frameworks

Required Readings

Drieskens, B., Mermier, F., & Wimmen, H. (2007). *Cities of the South: Citizenship and Exclusion in the Twenty-First Century*. Saqi Books.

Guha, S. B. (Ed.). (2010). *Accumulation by Dispossession: Transformative Cities in the New Global Order*. Sage.

Roy, A., & Aihwa Ong, A. (2011). (Eds.). *Worlding Cities: Asian Experiments and the Art of Being Global*. Willey-Blackwell Limited.

Recommended Readings

Caldeira, T. (1999). Fortified Enclaves: The Urban Segregation. In J. Holston (Ed.), *Cities and Citizenship* (pp. 114-138). Duke University Press.

Castells, M. (1978). *The Urban Question. A Marxist Approach*. Edward Arnold.

Engels, F. (1920). *The Condition of the Working Class in England in England in 1844*. George Allen & Unwin. (Original work published in 1892).

Harvey, D. (2009). *Social Justice and the City*. The University of Georgia Press.

Holston, J. (2008). *Insurgent Citizenship: Disjunctions of Democracy and Modernity*. Princeton University Press.

Koonings, K., & Kruist, D. (2009). *Megacities: The Politics of Urban Exclusion and Violence in the Global South*. Zed Books

Marx, K., & Engels, F. (1948). Bourgeoisie and Proletarians. In *The Manifesto of the Communist Party*. International Publishers. (Original work published in 1847).

Mondal, L. (2021). The Logic of Dispossession: Capitalist Accumulation in Urban Bangladesh. *Journal of World-Systems Research*, 27(2), 522-544.

Sassen, S. (2007). Overview and economic restructuring as class and spatial polarization. In E. A. Strom, & J. H. Mollenkopf (Eds.), *The Urban Politics Reader*. Routledge.

Soja, E. (2010). *Seeking Spatial Justice*. University of Minnesota Press.

Wacquant, L. (2009). *Punishing the Poor: The Neoliberal Government of Social Insecurity*. Duke University Press.

SOC 355: Sociology of Disaster

Course Objectives

This course focuses on an introduction to the study of the sociology of disaster and examines the theoretical approaches and policy issues related to the study of disaster. *The course aims to familiarize students with* basic concepts in sociology of disaster including risk, hazard, social vulnerability, and types of disasters from global and national contexts. Much of the focus will be on natural, technological and human-initiated disaster, and social, economic and political aspects of a wide range of natural disasters, as well as how people and communities experience and respond to a disaster.

Learning Outcomes

At the completion of this course, students will be able to understand disasters as social events and identify how sociology defines disaster and how people perceive and respond to potential risks of disasters. Moreover, students will be able to investigate how social structures such as class, gender, age and race generate disaster vulnerability and privilege, examining policy linkage with SDGs on *disaster risk reduction across sustainable development*.

Course Contents

1. Introduction

- a.
Definition and scope of sociology of disaster
- b.
Why sociology of disaster?
- c.
Sociology of disaster and its relations with social sciences
- d.
Types of disasters: man-made, 'natural' and conflict-based events
- e.
Origin and development of sociology of disaster

2. Basic Concepts and their Relationships with Disaster

- a.
Climate change, risk, vulnerability, Resilience, emergencies, accidents, warning, risk reduction, preparedness
- b.
Difference between hazard and disaster
- c.
Planning, preparedness, management, recovery, rehabilitation, response, restoration and reconstruction
- d.
Disaster, religion, culture, gender, health and medicine

3. Theoretical Approaches to the Study of Sociology of Disaster

- a.
Approaches to disaster study: Sociological, anthropological, geographical approaches
- b.
System Theory, Feminist Political Ecology Approach, Access and Entitlement Approach and Disaster
- c.
Developmental, technical, and behavioral approaches
- d.
Conflict models, disaster and vulnerability
- e.
Intersectionalities in disaster discourse

4. Methodological Innovations in Disaster Management

- a.
Quantitative and qualitative research in disaster research
- b.

Participatory rural appraisal (PRA), Environmental impact assessment (EIA), Social impact assessment (SIA), Community risk assessment (CRA), Vulnerability Matrix

c.

Geographic Information Systems (GIS) and Remote Sensing for disaster management

d.

Establishing a 'baseline' and determining causes of death

5. Social Vulnerability and Disaster

a.

Factors causes vulnerability

b.

Disaster and social vulnerability: social inequality, gender, race, ethnicity, age, religion, class; social vulnerability in local and global context

c.

Gender and disaster vulnerability

6. Disasters: Causes, Impacts, Coping Mechanisms and Management

- a.
Principles of coping mechanisms and disaster management
- b.
Cyclone, floods, riverbank erosion, drought, famine, arsenicosis, fire, earthquake, tsunami, salinity intrusion, water logging
- c.
Natural and human induced causes of disasters
- d.
Impact on environment, economic growth
- e.
Individual, household, community, organizational, civil society, and governmental level response to disaster problems

f.

Coping and adaptation strategies

7. Disaster Risk Reduction, Sustainable Development and SDGs

- a.
Principles of disaster risk reduction
- b.
Disaster risk reduction: an integral part of social and economic development
- c.
Macroprocesses, capitalism, displacement, and governance
- d.
Achieving SDGs through reducing disaster risk
- e.
SDG 9: Building resilient infrastructure and sustainable development

8. Global and National Disaster Management Policies

- a.
Disaster management plan of UNFCCC, HFA, SFA, SoD, and CDMP
- b.
Climate change strategies and action plan of Bangladesh
- c.
Disaster policies, disaster management and politics
- d.
Role of government and NGOs in disaster management

Required Readings

Drabek, T. E. (1986). *Human System Responses to Disaster: An Inventory of Sociological Findings*. Springer-Verlag.

Tierney, K. (2019). *Disasters: A Sociological Approach*. Polity.

Recommended Readings

Ahmed, I. (Ed.). (1999). *Living with Floods: An Exercise from Alternative*. The University Press Ltd.

Alexander, D. (1993). *Natural Disasters*. UCL.

Andharia, J. (Eds.). (2020). *Disaster Studies: Exploring Intersectionalities in Disaster Discourse*. Springer.

Bankoff, G., Frerks, G., & Hilhorst, D. (2004). *Mapping Vulnerability: Disasters, Development, and People*: Routledge.

Chen, M. A. (1991). *Coping with Seasonality and Drought*. Sage.

Cuny, F. C. (1983). *Disasters and Development*. Oxford University Press.

Cutter, S. L., Boruff, B. J., & Shirley, W. L. (2003). Social Vulnerability to Environmental Hazards. *Social Science Quarterly*, 84(2), 242-61.

Dasgupta, S. (2009). *Understanding Global Environment*. Pearson Education India.

Dynes, R. R., (1978). *Sociology of Disasters: Contribution to Disaster Research*. Franco-Angeli.

Erikson, K. (1995). *A New Species of Trouble: The Human Experience of Modern Disasters*. W.W. Norton and Co.

Hossain, H., Dodge, C. P., & Abed, F. H. (Eds.). (1992). *From Crisis to Development: Coping with Disasters in Bangladesh* (1st ed). The University Press Ltd.

Kreps, G. A. (2001). Disasters, sociology of. In N. J. Smelser & P. B. Baltes (Eds.), *International Encyclopedia of the Social and Behavioral Sciences* (pp. 3718-3721). Elsevier.

SOC 356: Peasant Society

Course Objectives

The peasant society is undergoing a significant transformation, reflecting fundamental changes in the structure of society. This course focuses on the key issues related to peasant societies, and brings a historical approach to grasp the changes that peasant societies underwent since the ancient period to modern era. We will seek to understand agrarian societies as dynamic entities which are shaped by the social, economic and political forces. The course examines the agrarian political economy to analyze the forces and social relations that define land-based transformations both historically and in the contemporary era. It addresses a comprehensive range of questions from various types of agrarian labor to the capital that takes hold of agrarian production processes and transforms peasant farmers.

Learning Outcomes

Upon completion of this course, students will learn the definitional categorization of the peasant and think critically on a vast array of societal issues concerning social organization, stratification, kinship,

production process, agrarian labor, power structure and the theoretical approaches to rural development.

Course Contents

1. Definition, Concept and Approach

- a.
Peasant and peasant households
- b.
Definitional criteria and demarcation, peasants in slave, feudal and capitalist societies
- c.
Primitive/Tribal and peasant
- d.
Historical perspective of the peasants

2. Theoretical Approaches

- a.
Marx, Thorner, Shanin and Chayanov

3. Social Organization

- a.
Peasant family types
- b.
Kinship organization, community and ritual corporatehood
- c.
Caste system

4. Economic System and Institutions

- a.
Land distribution, tenurial system and inheritance laws
- b.
Production process
- c.
Models and goals
- d.
Capitalism and consequences, problem of capitalization
- e.
Credit and financial sources
- f.
Distribution and market exchanges
- g.
Globalization of economic relations

5. Structure and Social Stratification: Agrarian Structure

a.
Stratification-based and dynamics

b.
Class relations, peasant mobility

6. Power, Authority and Politics in Peasant Society

a.
Types of power authority

b.
Power structure and patron-client relationship

c.
Peasant movement

d.
Rural-urban network

7. Rural Development Approaches

a.
Theories of development

b.
Obstacles to development

8. Technological Change and Impact on Peasant Society

a.
Impact of modernization and globalization on culture and traditions

b.
Technology, green revolution, cellular phone and digital technologies

c.
Critical appreciation of different policies and programs

Required Readings

Chayanov, A. V. (1986). *The Theory of Peasant Economy*. Manchester University Press.

Pandey, R. (2018). The 'Peasant' in History: Evolution of the Concept and Changes in the Post-colonial Economic. *Social Change and Development*, XV(2), 1-17.

Schendel, W. V. (1982) *Peasant Mobility: The Odds of Life in Rural Bangladesh*. Manohar Publications.

Shanin, T. (Ed.). (1984). *Peasants and Peasant Societies*. Penguin Books.

Recommended Readings

Harris, J. (1982) *Rural Development: Theories of Peasant Economy and Agrarian Change*. Hutchinson University Library.

Jahangir, B. K. (1982) *Rural Society, Power Structure and Class Practice in Bangladesh*. Centre for Social Studies, Dhaka University.

Moore, Jr. B. (1993). *The Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Beacon Press.

Shanin, T. (Eds). (1972). *The Awkward Class Political Sociology of Peasantry in Developing Society Russia 1910-1925*. The Clarendon Press.

Wolf, E. R. (2020). *Peasants*. Pearson.

SOC 357: Water, Politics and Development

This course offers students a conceptual understanding of global governance of water resources within the context of climate change and sustainable development. It takes a political ecology approach to the study of water resource distribution and management and addresses the issues of accessing water and institutional context including social and political factors affecting water governance and ecosystem integrity. The aim of the course is to equip students with an understanding of global water problems and some of the central challenges of water resource politics, particularly in contexts where water insecurity is a major national problem.

Learning Outcomes

After the completion of the course, students will be able to identify relevant water governance challenges and critically analyze government decisions and international policies about water resource management, and will be able to evaluate the environmental and social factors that structure and re-structure access and control of water resources between and within communities.

Course Contents

1. Introduction

- a.
Water as social facts
- b.
The new contexts for studying water
- c.
Cultural politics of water and dialogue for environmental sustainability

2. Water, Politics and Development

- a.
Dynamics of water politics
- b.
Sovereign state and regional hydropolitics, and global politics of water
- c.
Global politics of water and sustainability perspective

3. Feminist Approach to Water and Development

- a.
Negotiating masculinities and gendered aspect of sustainable development to water

- b. Suffering *for* water vs. suffering *from* water and their relationship with sustainable development

4. Neoliberalism and Water Governance

- a. Sustainable development perspective as neoliberalising of nature

- b. Political ecological perspective and water governance

5. Water Privatization and Commodification

- a. 'Commons' versus the 'commodity' in sustainable development discourse

- b. Privatization and the human right to water

6. Decentralization and Water Development

- a. State restructuring and the politics of decentralization on water development

- b. Decentralization and sustainable water development

7. Civil Society and Water Democracy

- a. Water democracy perspective

- b. Role of civil society on water security, water hegemony, and human rights in South Asia

8. Water Future and Sustainable Development Goals (SDGs)

- a. Climate change and natural disasters on water future

- b. Climatic vulnerabilities and freshwater availabilities for sustainable development

- c. Environmental degradation and water security for food security

- d. Understanding the value of water in sustainable development

- e. Clean water and the role of government in the fulfillment of SDG-6

Required Readings

Bakker, K. (2010). *Privatizing Water: Governance Failure and the World's Urban Water Crisis*. Cornell University Press.

Bakker, K. (2007). The "commons" versus the "commodity": Alter-globalization, anti-privatization and the

human right to water in the global South. *Antipode*, 39(3), 430-455.

Castree, N., (2008). Neoliberalising nature: the logics of deregulation and reregulation. *Environment and Planning A: Economy and Space*, 40(1), 131 – 152.

Recommended Readings

Bakker, K. (2010). The limits of 'neoliberal natures': Debating green neoliberalism. *Progress in Human Geography*, 34(6), 715-735.

Budds, J., & McGranahan, G. (2003). Are the debates on water privatization missing the point? Experiences from Africa, Asia and Latin America. *Environment & Urbanization*, 15(2), 87-113.

Coles, A., & Wallace, T. (2005). *Gender, Water and Development*. Routledge.

Hall, D., & E. Lobina. (2007). Profitability and the poor: Corporate strategies, innovation and sustainability. *Geoforum*, 38(5), 772-785.

Harris, L. (2009). Gender and emergent water governance: comparative overview of neoliberalized natures and gender dimensions of privatization, devolution and marketization. *Gender, Place and Culture* 16(4), 387-408.

Laurie, N. (2007). Introduction: How to dialogue for pro-poor water. *Geoforum*, 38, 753-755.

Mosse, D. (2008). Epilogue: The Cultural Politics of Water—A Comparative Perspective. *Journal of Southern African Studies*, 34(4), 939-948.

O'Reilly, K. (2006). 'Traditional' women, 'modern' water: Linking gender and commodification in Rajasthan, India. *Geoforum*, 37, 958-972.

Perreault, T. (2005). State restructuring and the scale politics of rural water governance in Bolivia. *Environment and Planning A: Economy and Space*, 37(2), 263-284.

2.11

7TH SEMESTER

SOC 401: Contemporary Sociological Theory

SOC 402: Sociology of Poverty

SOC 404: Political Sociology

SOC 406: Sociology of Sustainable Development

or SOC 403: Culture, Society and HIV/AIDS

or SOC 405: Social Policy

or SOC 407: Colonialism, Imperialism and Nationalism

SOC 401: Contemporary Sociological Theory

Course Objectives

Development of sociological theories in the early and middle of twentieth century took a wide turn both thematically and geographically. While Europe kept its contributing channel open, the USA became the new hub. Synthesizing assumed a new turn in Parsons while individual got primacy in interactionist approach. Pragmatism made its inroad through the theorization of rational choice and exchange maxims. A very significant twist is further received by sociological theory by the Europeans particularly through the notions of structuration and habitus. All these journeys are traced in this course to enable the student to embark on the pluralistic encounters that marked the later development. The main objective of this course is to introduce students some of the major perspectives and key debates in contemporary sociological theory.

Learning Outcomes

On successfully completing the course, students will be able to explore and understand various theoretical developments in contemporary sociology and critically examine each theory in terms of its roots, meaning and application prospects for dealing with social issues.

Course Contents

1. Development of Sociological Theories in Twentieth Century, Tracing the Contribution of Frankfurt School with a Special Focus on Jurgen Habermas
2. Development of Structural Marxism and Conflict School
3. Talcott Parsons and Robert K Merton: System and Action Theory with a Focus on Neo-Functionalism
4. Rational Choice and Exchange Theory: James Coleman and George Homans
5. Symbolic Interactionism and Dramaturgy: Herbert Blumer, George Herbert Mead and Erving Goffman
6. Phenomenology and Ethnomethodology: Alfred Schutz and Harold Garfinkel
7. Structuration Theory and Habitus: Anthony Giddens and Pierre Bourdieu
8. Sociological Theories outside Europe and USA

Required Readings

Appelrouth, S. A., & Laura D. E. (2010). *Sociological Theory in the Contemporary Era*. Sage.

Bourdieu, P. (1990). Structures, *Habitus*, Practices. In *The Logic of Practice* (R. Nice trans., pp. 52-65). Stanford University Press.

Calhoun, C., Gerteis, J., Moody, J., Pfaff, S., & Virk, I. (Eds.). (2012). *Contemporary Sociological Theory* (3rd ed.). Blackwell.

Ritzer, G. (2008). *Contemporary Sociological Theory*. McGraw-Hill.

Recommended Readings

Adams, B. N., & Sydie, R. A. (2001). *Sociological Theory*. Sage.

Allan, K. D. (2012). *Contemporary Social and Sociological Theory*. Sage.

Alatas S. F., & Sinha V. (2017). *Sociological Theory Beyond the Canon*. Palgrave Macmillan.

Atkinson, P. (1988). Ethnomethodology: A Critical Review. *Annual Review of Sociology*, 14, 441-65.

Black, D. (2000). Dreams of Pure Sociology. *Sociological Theory*, 18(3), 343-67.

Layder, D. (2006). *Understanding Social Theory*. Sage.

Scott, J. (2012). *Sociological Theory Contemporary Debates*. Edward Elger.

Sewell, W. H. Jr. (1992). A Theory of Structure: Duality, Agency, and Transformation. *American Journal of Sociology*, 98(1), 1-29.

SOC 402: Sociology of Poverty

Course Objectives

This course aims to use sociological concepts and perspectives to better understand how structural and socio-cultural forces influence poverty and shape outcomes for communities, groups or individuals. The course will engage with a wide range of theories to examine the multi-dimensionality of global and national poverty. Thus, this course critically evaluates various policies, programs, and approaches to alleviate poverty and further encounters the prospects and challenges of poverty alleviation approaches in Bangladesh.

Learning Outcomes

Upon completing this course, students will be able to sociologically understand the underlying causes and consequences of poverty from international and local contexts. Students will also be able to think critically about the definition and measurement of poverty, including theoretical understanding of policies and programs to address poverty from different perspective.

Course Contents

1. Conceptualizing Poverty

- a.
Understanding poverty
- b.
Human well-being
- c.
Deprivation, marginality, and social exclusion
- d.
Poverty as structural injustice and poverty as capital

2. Theories of Poverty

- a.
Sociological theories and poverty
- b.
Economic theory of poverty
- c.
Theories of relative deprivation
- d.
Theories of subculture, minority underclass and precariat

3. Measurement of Poverty and Inequality

a.
Defining the poverty threshold

b.
Quantitative measures

c.
Composite indexes

d.
Qualitative measures

4. State, Development and Poverty

a.
Development and the invention of poverty

b.
Climate and the invention of Third World

c.
Capitalism and invention of welfare state

5. Extent and Incidence of Poverty in Bangladesh

a.
Rural poverty

b.
Urban poverty

c.
Child poverty

d.
Indigenous Peoples in poverty

6. Global Approaches to Poverty Alleviation in Bangladesh

a.
Poverty Reduction Strategies (PRSP)

b.
Sustainable Development Goals (SDGs)

c.
Rights Based Approach (RBA)

d.
Targeted capacity-building for sustainable development through North-South, South-South and triangular cooperation

7. Poverty Alleviation Programs in Bangladesh

a.
Micro-credit program

b.

Awareness and empowerment programs

c.

Welfare programs

d.

Self-help and other local and individual philanthropic programs

8. Challenges of Poverty Alleviation

a.

Economics: Microfinance institutions

b.

Policies: Aid and global development initiative

c.

Health: Malnutrition, hunger, food security, illness, and pandemics

d.

Sociology: Global capitalism, neoliberalism and climate change

Required Readings

Alcock, P. (1997). *Understanding Poverty*. Palgrave.

Lister, R. (2020). *Poverty*. Polity.

Recommended Readings

Ahmed, M. U. (2020). Islam, Neoliberalism and Social Inequality in Bangladesh: A Social Policy Perspective. In A. A. Tajmazinani (Ed.), *Social Policy in the Islamic World, International Series on Public Policy*. Palgrave Macmillan.

Banerjee, A., Bénabou, R., & Mookherjee, D. (Eds.). (2006). *Understanding Poverty* (Part 1). Oxford University Press.

Banks, N. (2012). *Urban Poverty in Bangladesh: Causes, Consequences and Coping Strategies*. BWPI Working Paper 178. Brooks World Poverty Institute, Manchester, UK.

Brady, D. (2019). Theories of the Causes of Poverty. *Annual Review of Sociology*, 45, 155-175.

Brady, D., & Burton, L. (Eds.) (2016). *The Oxford Handbook of the Social Science of Poverty*. Oxford University Press.

Engels, F. (2012). *The Condition of Working Class in England*. Create Space Independent Publishing Platform.

Islam, N. (Eds.). (2010). *Sociological Perspectives on Poverty*. Bangladesh Sociological Society and Ankur Prokashani.

Rahman, H. Z., & Hossain, M. (1995). *Rethinking Rural Poverty: Bangladesh as a Case Study*. Sage.

Roy, A. (2010). *Poverty as Capital: Microfinance and the Making of Development*. Routledge.

Sach, D. J. (2005). *The End of Poverty: Economic Possibilities of Our Time*. The Penguin Press.

Sen, A. (1982). *Poverty and Famines: An Essay on Entitlement and Deprivation*. Oxford University Press.

Sobhan, R. (2010). *Challenging the Injustice of Poverty: Agendas for Inclusive Development in South Asia*. Sage.

Townsend, P. (1979). *Poverty in the United Kingdom: A Survey of Household Resources and Standards of Living*. University of California Press.

SOC 403: Culture, Society and HIV/AIDS

Course Objectives

HIV/AIDS has earned its recognition as a social problem due to the associated devastating social and cultural consequences on individuals and the society. The major paradigm in both public health and medicine has not been successful in handling the AIDS epidemic because certain sociocultural factors have been identified as responsible for the rapid spread of the disease. This course will explore the social processes by which AIDS is constructed as a cultural phenomenon and will examine the theoretical approaches to cultural and communication studies, the role of self-efficacy and diffusion of innovation models in combating HIV/AIDS and the pros and cons of current public health campaigns in promoting good health and safe sex. Providing examples from different intervention programs and from empirical fieldwork, this course will address gaps apparent in the causal chain of KAP models through exploring the fallacies of the role of HIV risk communication for the risk-practicing population in Bangladesh.

Learning Outcomes

Upon completion of this course, students will develop an in-depth understanding of the social causes of HIV/AIDS and will particularly consider the role of gender, power and sexuality in the epidemic. Students will also develop understanding of how national and international policies, prevention strategies, and cultural representations have played integral roles in the epidemic and the response.

Course Contents

1. Epidemiology/Pathogenesis of HIV and AIDS and other Emerging Infectious Diseases (EIDs)

- a.
Origin and types
- b.
Mutation and routes of transmission
- c.
STD/STIs, TB, SARS COV-2, malaria and HIV transmission

2. Risk and Risk Practicing Population

- a.
MSMs, SWs, Transgender, HS, IDUs, transport workers, other LGBTQI+
- b.
RMG workers, Blood sellers, informal sector workers, allied health professionals, youths and adolescents etc.

3. Revisiting Sexualities and Health

- a. Sociological insights: space, culture, society, risk-practices and sexuality
- b. Modern perspectives: K. Marx, M. Weber, Freud, Goffman, T. Parsons, R. K. Merton, M. Foucault
- c. Postmodern perspective: U. Beck, M. Douglas, F. Jameson, D. Harvey, R. Rorty, S. Lash, Z. Bauman and J. Kristeva

4. Sexuality and Body Politics in the Time of AIDS

- a. Pre-modern sexuality
- b. Postmodern sexuality
- c. Docile body and Queer theories

5. Socio-cultural Construction of HIV and AIDS

- a. HIV/AIDS in its third decade: Renewed critique in social and cultural analysis
- b. Sociological perspectives of HIV/AIDS
- c. HIV/AIDS in migrants and displaced population
- d. Social variables related to HIV/AIDS: gender, illiteracy, mobility, patriarchy, power, prostitution

6. AIDS Education and Prevention

- a. Behavior Change Communication (BCC)/campaign and best practices in relation to AIDS and other emerging infectious viruses
- b. AIDS prevention through formal and informal education
- c. Understanding culture/bottom-up approach to HIV/AIDS prevention
- d. Stigma and discrimination as barrier to HIV prevention

7. Policies, Strategies and Politics of AIDS and other EIDS

- a. Role of government, NGOs/UNAIDS/WHO/TGA/CDC in reducing new HIV infections
- b.

The role of donors and corporate houses

c.

Globalization of AIDS and medical construction of AIDS and other EIDs

8. Ethical Issues

a.

Ethical issues in HIV/AIDS-related research, education, and prevention

Required Readings

Bloor, M. (1995). *The Sociology of HIV Transmission*. Sage.

Friedman, S. R., Des Jarlais, D. C., & Ward, T. P. (1994). Social Models for Changing Health-Relevant Behavior. In R. J. DiClemente, & J. L. Peterson (Eds.), *Preventing AIDS: Theories and Methods of Behavioral Interventions* (pp. 95-116). Plenum Press.

Tulloch, J., & Lupton, D. (1997). *Television, AIDS and Risk: A Cultural Studies Approach to Health Communication*. Allen & Unwin.

Recommended Readings

Amanullah, A. S. M., & Ahmed, G.U. (2021). Inclusive Care and Protection for Children Affected/Infected by AIDS and Children with Disabilities (ICP). Save the Children Australia.

Amanullah, A. S. M. (1919). Political Economy Analysis for Gender Diverse Communities in Bangladesh. Bandhu, RGDP-USAID, Dhaka.

Amanullah, A. S. M., Purvez, M. S. A., Falia, M. L. (1916). Sex workers' rights are human rights: Psychosocial, and economic cost of brothel eviction in Bangladesh. Manusher Jonno Foundation (MJF), UKAID, Dhaka.

Amanullah, A. S. M., & Huda, M. N. (2012). Commercial sex and vulnerability to HIV infection: A study on the children of sex workers in Tangail brothel. In D. Sabet, T. Rahman, & S. Ahmed (Eds.), *Sex workers and their children in Bangladesh: Addressing risks and vulnerabilities*. University of Liberal Arts Bangladesh, ActionAid Bangladesh.

Amanullah, A. S. M., & Daniel, A. (1998). The Reaches and Role of Mass Media among High Risk Groups in Bangladesh. *Social Science Review*, XV(1), 217-238.

Amanullah, A. S. M. (1996). Sexual Behavior of Commercial Sex Workers in Bangladesh: A Sociological Analysis. *Social Science Review*, XIII(2), 243-263.

Boyd-Barrett, J. O. (1982). Cultural dependency and the mass media. In M. Gurevitch, T. Bennett, J. Curran, & J. Woollacott (Eds.), *Culture, society and the media* (174-195). Methuen & Co.

Farmer, P. (2006). *AIDS and Accusation: Haiti and Geography of Blame*. University of California Press.

Flay, B. R., & Burton, D. (1990). Effective mass communication strategies for health campaigns. In C. Atkin & L. Wallack (Eds.), *Mass Communication and Public Health: Complexities and Conflicts* (pp. 126-146). Sage.

Gabe, J. (Ed.) (1995). *Medicine, Health and Risk: Sociological Approaches*. Blackwell.

Habib, S. E., Amanullah, A. S. M., Daniel, A., & Lovejoy, F. H. (2001). Risking the Future: Unprotected Intercourse and HIV/AIDS Knowledge among Female Commercial Sex Workers in Central Bangladesh. *International Quarterly of Community Health Education*, 20(3), 343-358.

Hollen, C. V. (2013). *Birth in the Age of AIDS: Women, Reproduction, and HIV/AIDS in India*. Stanford University Press.

Hooper, E. (1999). *The River: A Journey to the Source of HIV and AIDS*. Little Brown and Company.

Schudson, M. (1986). The Menu of Media Research. In S. Ball-Rokeach, & M. G. Cantor (Eds.), *Media, audience, and social structure* (pp. 43-48). Sage.

UNAIDS/WHO. (2021). *AIDS epidemic update: December 2021*. UNAIDS/WHO.

Wali, N., Chen, W., Rawal, L. B., Amanullah, A. S. M., & Renzaho, A. M. N. (2018). Integrating human rights approaches into public health practices and policies to address health needs amongst Rohingya refugees in Bangladesh: A Systematic Review and meta-ethnographic analysis. *Archives of Public Health*, 76(59), 14.

SOC 404: Political Sociology

Course Objectives:

Political sociology encompasses a truly vast and disparate variety of topics and theoretical perspectives. This course provides knowledge on sociological aspects of key political institutions, processes and political power. It begins by examining the social basis of political power, the classic paradigms of political sociology, paying particular attention to Marx and Weber. It then examines globalization, politics, national identity, civil society, social movements, government and the state formation. In the context of globalization the focus of political sociology has been shifted to nation state, citizenship and social exclusion, social protests and social change. This course addresses a range of debates in the study of political sociology and uses sociological knowledge to assess power, authority, and governance.

Learning Outcomes

By the end of this course students are expected to demonstrate understanding of major theoretical perspectives, socio-political transformations, significance of national identity, citizenship, and how the domination of power occurs.

Course Contents

1. Introduction

- a. Definition and origin of political sociology
- b. Politics in sociology and sociology in politics
- c. Reshaping political sociology in the globalized and complex world
- d. Major concepts: political culture, political socialization, political communication, political polarization, political modernization, political mobilization, political development, political movement, political

ideology, political behavior, political change, political cleavages and consensus, political revolution, political integration

2. Theoretical Premises of Political Sociology

a.

Classics: Karl Marx, Max Weber, Rousseau, Mills, Hobbs, Lock, Morgan, Lowe, Maine

b.

Modern: Gramsci, Luis Althusser, Habermas, Anthony Giddens, David Harvey, Hamza Alavi

c.

Post Modern: Foucault, Baudrillard, Noam Chomsky, Edward Said

3. State and Civic Participation

a.

Major concepts: nationalism, elites, mass media, ethnicity, race, social cohesion, social movement, civil war, immigration, class

b.

Globalization and decentered nation state

c.

Politics of exclusion and citizenship

d.

Politics of exclusion and citizenship

e.

Power politics and ideology in the nation state

4. Social Movement

a.

Political and civic participation

b.

Social mobilization, framing, recruitment and media

Civil society and social movement

c.

Social movement, global violence in the age of uncertainty

5. Political Parties

a.

Political parties, pressure groups and interest groups

b.

Representation and political party act

c.

Political participation and voting

d.

Leadership and elites: civil military and party bureaucracy

6. Electoral System and Legislature

a.

Election commission and bureaucracy

b.

Formation of legislature: parliament

c.

State and governance: parliamentary and presidential form of government

d.

Local government institutions

7. Major Political System

a.

Types of political system: monarchy, authoritarianism, totalitarianism, autocracy, dictatorship, and democracy

b.

Democracy and welfare state

c.

Citizenship causes and effect of welfare state

d.

The crisis of democracy and democratization and role of civil society

8. Effects of Globalization in Politics

a.

Identity politics in the age of new cosmopolitanism

b.

Ideology, networks, and embeddedness

c.

World system and world politics

d.

Globalization of violent politics and terrorism

Required Readings

Bottomore, T. (1996). *Political Sociology*. Pluto Press.

Drake, M. (2010). *Political Sociology for a Globalized World*. Wiley.

Janoski, T., Alford, R., Hicks, A. M., & Schwartz, M. A. (Eds.). (2003). *The Handbook of Political Sociology: States, Civil Societies and Globalization*. Cambridge University Press.

Recommended Readings

Esping-Andersen, G. (1990). *The Three Worlds of Welfare Capitalism*. Princeton University Press.

Jamal Uddin, A. K. M. (2017). *Renaissance of a Nation for Democracy – Bangladesh Trajectory of Movement and Revolution*. Intamin Prokashon.

Leonardi, R., Nanetti, R. Y., & Putnam, R.D., (2001). *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton university press.

Marx, K., & Frederick E. (1968). Manifesto of the Communist Party. In *Karl Marx and Frederick Engels Selected Works* (pp. 35-63). Lawrence & Wishart.

Marx, K. (1967). The State. In *Essential Writings of Karl Marx* (pp. 169-191). MacGibbon & Kee.

Nash, K. (2010). *Contemporary Political Sociology: Globalization, Politics, and Power*. Wiley-Blackwell.

Pierson, P. (1996). *The Modern State*. Routledge.

Reinhard, B., & Seymour M. Lipset. (1966). The Field of Political Sociology. In L. Coser (Ed.), *Political Sociology: Selected Essays* (pp. 9-47). Harper & Row.

Staggenborg, S. (2012). *Social Movements* (2nd ed.). Oxford University Press.

Taylor, G. (2010). *The New Political Sociology: Power, Ideology and Identity in an Age of Complexity*. Palgrave Macmillan.

Weber, M. (1977). Structures of Power. In H. H. Gerth & C. W. Mills (Eds. & Trans.), *From Max Weber: Essays in Sociology* (pp. 159-179). Routledge & Kegan Paul.

SOC 405: Social Policy

Course Objectives

This course examines the social and political factors that shape the process through which social policies are made. The course considers social policy as a field of study and presents a foundation for concepts and paradigms in social policy, examining the practical implications of social policy in the lives of Bangladeshi people. In this course, the interaction of the values, structures, services, and policies will be explored, and the role of social policy in the processes of inclusion, exclusion and marginalization will be discussed.

Learning Outcomes

At the completion of the course, students shall become familiar with key concepts in the field of social policy, such as welfare state, distributional issues, interest groups, social movements, institutions, and culture and ideology and shall understand the relationship between social values and social policy. Finally, students are expected to develop their critical analytic skills through an exploration of theories and concepts utilized in the study of social policy.

Course Contents

1. Social Policy: Definitions, Goals and Institutions

- a.
What is social policy
- b.

Role of redistribution in policy

c.
Welfare in society - ILO concepts and strategies for combating social exclusion

d.
Impact of policy on family

2. Social Policy and the Welfare State

a.
Social policy, social welfare, and the welfare state

b.
Principles, values and strategies for welfare

c.
The history and development of social policy

d.
Making social policy in a global context

c.
The evolution of social policy

3. Social Policy for Development

a.
Poverty, inequality and development

b.
From modernization to sustainable livelihood

c.
Equality and social inclusion/exclusion

d.
Education, health and human services

4. Public Policy and Indicators of Quantifying Social Issues

a.
United Nations: Public Administration and democratic governance

b.
United Nations: Guiding principles on extreme poverty and human rights

c.
UNICEF: A human rights-based approach to education for all

d.
UNDP: Poverty in focus

e.
United Nations: World Population to 2300

5. Key Theoretical Positions and Debates

a.
Neoliberalism, Marxism

b.
democratic socialism and the 'third way'

c.
Feminism and antiracism

6. Social Movements and Welfare: Ideology, History and Theory

a.
Social movements and the classical welfare state

b.
Contemporary social movements and social welfare

7. Social Welfare Policy Analysis: Applying the Ideologies

a.
Indigenous issues and perspectives; Women and gender-based policy analysis Immigrant and newcomers

b.
Women and gender-based policy analysis

c.
Immigrant and newcomers

d.
Persons with disabilities Gay, Lesbian, Bisexual, Transgender, Transsexual, and Queer

e.
Older persons

8. Social Policy and Delivery of Welfare: Global and Bangladesh Context

a.
Social policy as a key to Sustainable Development Goals (SDGs)

b.
Social Policy in Bangladesh: Five Years plan, Poverty Reduction Strategic Paper (PRSP)

c.
Policies and safety net services for older people, children and families

d.
The role of civil society

e.
Democratic accountability

f.
Unproductive public expenditure

Required Readings

Alcock, P., Haux, T., May, M., & Right, S. (Eds.). (2016). *The Student's Companion to Social Policy*. Blackwell.

Lister, R. (2010). *Understanding Theories and Concepts in Social Policy*. Policy Press.

Recommended Readings

Dean, H. (2006). *Social Policy*. Policy Press.

Hall, A., & Midgley, J. (2004). *Social Policy for Development*. Sage.

Hudson, J., & Lowe, S. (2007). *Understanding the Policy Process: Analyzing welfare policy and practice*. Rawat Publications.

MacPherson, S. (1985). *Social Policy in the Third World: The Social Dilemmas of Underdevelopment*. Wheatsheaf Books.

Mullard, M., & Spicker, P. (1998). *Social Policy in a Changing Society*. Routledge.

Spicker, P. (2014). *Social Policy: Theory and Practice* (3rd ed.). Policy Press, University of Bristol.

Wharf, B., & McKenzie, B. (2015). *Connecting policy to practice in the human services* (4th ed.). Oxford University Press.

SOC 406: Sociology of Sustainable Development

Course Objectives

Sustainable development is a contested concept that can have different meanings when applied to economic, social and environmental situations. The different schools of thought propagated by academicians, The World Bank, environmentalists, large corporations, indigenous communities have contested perspective surrounding the sustainable development paradigm. In this course we will critically examine multiple definitions and framings of development and sustainability, focusing on ecological footprint, greening capitalism, globalization and neoliberalism, climate denial as well as distribution of wealth and access to resources between nations. We will seek to answer questions that relate to our environment and society: are continued ecological degradation, climate change, and extreme inequality and poverty inevitable?

Learning Outcomes

After completing the course, students will be able to examine environmental and sustainable development controversies by drawing on sociological concepts and theories. The learning outcome of this course is to develop critical thinking by examining the sociological writings on the relationships between development and sustainability.

Course Outline

1. Overview and Background

- a. Development, sustainable development, origins and implications, sociology as a pursuit of sustainability
- b. Concept of sustainability, key concept of social change, determinants of sustainable development

c.
What is development? 20th century debates

d.
Rise and fall of development theory

e.
Three systems of values – neoliberal, social and Green Theory

2. Ecological Footprints-Unequal Footprints

a.
Inequality as a global issue

b.
Theory and practice of Ecological Footprints

c.
International Ecological Footprint inequality and methodological approach

3. Tragedy of the Commons? Population, Consumption, and Sustainability

a.
Population, resources, environment and sustainability

b.
Global environmental issues – food, agriculture, forestry, energy flows

c.
Global challenges: environmental impact, sustainability and the global economy

d.
Coping with resource challenges

4. Contesting Sustainability-Greening Capitalism?

a.
Strategies of a green economy

b.
Sustainability: the new spirit of green capitalism – sustainability as an element of capitalist modernization, challenging green capitalism

c.
Corporate social responsibility

d.
Critical social theory of sustainable development

5. Globalization, Development, and 'Green Neoliberalism'

a.
From development to globalization- millennial capitalism and the culture of neoliberalism

b.
Commodifying water and technology

c.
Firms and markets – corporate perspectives

6. Climate Change: Dimensions of the Crisis

a.
Capitalism and the climate

b.
Climate denial

c.
Social dimensions of climate change – socioeconomic determinants of climate change vulnerability

d.
Climate policy processes - legislation, international law, and multilateral environmental agreements; SDG and integrating climate change measures into national policies, strategies and planning

7. Achieving Sustainable Development Goals (SDGs) and Reclaiming Sustainability

a.
Socio-economic transformation space for achieving SDGs

b.
Biofuels, climate, and social Justice

c.
Food sovereignty

d.
Feeding the world – food security and improved nutrition

e.
Social movements for sustainability

8. Conservation, Livelihoods and Equity

a.
Southern and Northern views

b.
Environmentalism of the poor

Required Readings

Elliott, J. A. (2013). *An Introduction to Sustainable Development*. Routledge.

Pohoata, I., Diaconasu, D. E., & Crupenschi, V. M. (2020). *The Sustainable Development Theory: A Critical Approach, Volume 1: The Discourse of the Founders* (1st ed.). Palgrave Macmillan.

Recommended Readings

Alperovitz, G. (2005). Time to Get Serious About Inequality and Sustainability. *Synthesis/Regeneration*, 38 (Fall).

Bell, M. M., & Ashwood, L. L. (2015). *An Invitation to Environmental Sociology* (5th ed.). Sage.

- Bockman, J. (2013). Neoliberalism. *Contexts*, 12(3), 14-15.
- Broad, R. (1994). The Poor and the Environment: Friends or Foes? *World Development*, 22(6), 811-822.
- Goldman, M. (2006). *Imperial Nature*. Yale University Press.
- Guha, R., & Advani, R. (2006). *How Much Should a Person Consume? Environmentalism in India and the United States*. University of California Press.
- Hossen, M. Anwar, Chowdhury, M. Arif, Hans, Asha, Tagoe, C. Addoquaye, Allan, Andrew, Nesson, Winfred, Patel, Amrita, Mondal, M. Shahjahan 2019. Governance challenges in addressing climate concerns in Coastal Asia and Africa. *Sustainability*, 11(7), 2148.
- Jorgensen, A. (2012). The Sociology of Ecologically Unequal Exchange and Carbon Dioxide Emissions, 1965-2005. *Social Science Research*, 41(2), 242-252.
- Klein, N. (2011). Capitalism vs. the Climate. *The Nation*, Nov. 28.
- Lock, E. (2006). Corporate Social Responsibility and Codes of Conduct: The Fox Guarding the Henhouse? In J. Johnston, M. Gismondi, & J. Goodman (Eds.), *Nature's Revenge: Reclaiming Sustainability in an Age of Corporate Globalization* (pp. 117-133). University of Toronto Press.
- McLaren, D. (2003). Environmental Space, Equity, and the Ecological Debt. In J. Ageyman, R. D. Bullard, & B. Evans (Eds.), *Just Sustainabilities: Development in an Unequal World* (pp. 19-38). The MIT Press.
- O'Connor, J. (Ed.). (1994). *Is Sustainable Capitalism Possible? Political Ecology and the Politics of Ecology*. Guilford.
- Vandana S. (2005). *Earth Democracy: Justice, Sustainability, and Peace*. South End Press.
- Vandana S. (2015). *Soil Not Oil: Environmental Justice in an Age of Climate Crisis*. North Atlantic Books.
- Wackernagel, M., & Rees, W. E. (1996). *Our Ecological Footprint: Reducing Human Impact on the Earth*. New Society Publishers.

SOC 407: Colonialism, Imperialism and Nationalism

This course aims to provide students with an in-depth understanding of the impact of colonialism and imperialism with special focus to India and the varying set of political, social and cultural articulations that emerged in response to it. This course is a detailed exploration of colonial modernity in Indian subcontinent from the age of 'high imperialism' to 'decolonization'. In this course, we will examine definitions of nationalism and delve into the concepts of imperialism and colonialism. Our argument will be concerned with: how did colonialism and imperialism establish nationalism?

Learning Outcomes

On successful completion of this course, students are expected to analyze the historical and cultural trajectories of colonialism, imperialism and nationalism and will be able to demonstrate knowledge and understanding of the main political, social and economic transformations brought about by British rule in India.

Course Contents

1. Introduction

- a. Meaning and motives of imperialism
 - b. Methods of imperialism – military, economic and cultural imperialism
 - c. Elements of nationalism – race, religion, language, geographic unity, political aspirations
 - d. Types of nationalism – liberal, aggressive, conservative, anti-colonial nationalism
 - e. Colonialism: meaning and typology – settler, planter, extractive, trade, transport, imperial colonialism, colonialism and its cultural ideology
- 2. The Initial Phase of Civilizing Mission**
- a. The political utility: the case of colonial rule
 - b. Material progress: technology, public health and economic development
 - c. Issues of ‘moral progress’: education and the fight against ‘social evils’
 - d. The British civilizing mission in India
 - e. The European trading companies and the conquest of India
- 3. Theories of Colonialism, Imperialism and Nationalism**
- a. Theories of colonialism and neocolonialism
 - b. Theories of nationalism-primordialist, sociobiological, instrumentalist, modernization, social communication and economic theories
 - c. Marxian and liberal theories of imperialism
- 4. Impact of Colonial Modernity**
- a. Vernacular languages and cultures
 - b. Missionaries, religious reformism and revivalism
 - c. Responses to colonial modernity: Rabindranath Tagore, Swami Vivekananda, M.K Gandhi
 - d. Economic and social impact of colonial rule in India
- 5. Critique of Colonialism and Imperialism in India**
- a. Representing the ‘Nation’: M.K. Gandhi and the Indian National Congress
 - b. Nationalism and nationalist agitation: the context of Indian sub-continent
 - c. Drain Theory: Dadabhai Naoroji
- 6. Postcoloniality and the Nation**
- a. Discourse on subaltern perspectives
 - b. Gendered subalterns
- 7. Anti-Colonial Struggles-Emergence of National Liberation Movements**
- a. Awakening of Africa – movement for African unity
 - b. Anti-colonial movements in Latin America
 - c. Neo-colonialism
- 8. Post-1945 Developments**
- a. The meaning of de-colonization
 - b. Evolution of economic philosophy on development
 - c. Post-colonialism – Dependency theory
 - d. The birth of neo-liberalism

Required Readings

Guha, R., & Spivak, G. C. (Eds.). (1986). *Selected Subaltern Studies*. Oxford University Press.

Schumpeter, J. (1919). *Sociology of Imperialism*. Sozialpolitik.

Young, R. J.C. (2003). *Postcolonialism*. Oxford University Press.

Recommended Readings

Ballantyne, T. (2002). *Orientalism and Race: Aryanism in the British Empire*. Palgrave Macmillan.

Bose S., & Jalal, J. (2003). *Modern South Asia*. Routledge.

Brown, J. M. (1991). *Gandhi: Prisoner of Hope*. Yale University Press.

- Chatterjee, P. (1993). *Nationalist Thought and the Colonial World: A Derivative Discourse*. Zed Books.
- Cohn, B. S. (1996). *Colonialism and its Forms of Knowledge: The British in India*. Princeton University Press.
- Judith M. B. (1994). *Modern India: The Origins of an Asian Democracy*. Oxford University Press.
- Metcalf, B. D., & Metcalf, T. R. (2006). *A Concise History of Modern India*. Cambridge University Press.
- Lelyveld, D. (1993). Colonial Knowledge and the Fate of Hindustani. *Comparative Studies in Society and History*, 35(4), 665 – 682.
- Lenin, V. (1996). *Imperialism: The Highest Stage of Capitalism*. Pluto Press.
- Radice, W. (1998). *Swami Vivekananda and the Modernization of Hinduism*. Oxford University Press.
- Seal, A. (1973). Imperialism and Nationalism in India. *Modern Asian Studies*, 7(3), 321.

2.12

EIGHTH SEMESTER

- SOC 451: Understanding Social Change in Bangladesh*
- SOC 452: Gender, Violence and Development or SOC 453: State, Civil Society and Citizenship
- SOC 454: Monograph Design*
- SOC 455: Comprehensive and Viva Voce*
- *Mandatory course

SOC 451: Understanding Social Change in Bangladesh

Course Objectives

This course comprises of theoretical and historical perspectives to help understand the basic issues of social changes of Bangladesh. It touches briefly on the history of different periods that was pivotal in shaping the development of Bangladesh society in course of time. It has pursued a multi-dimensional approach to widen the appreciation of nature of critical changes in Bangladesh.

Learning Outcomes

Having successfully completed this course, students will be able to develop sociological understanding of social change, and will be exposed to sociology's rich analytical lens for understanding social change in Bangladesh society.

Course Contents

1. Different Concepts of Social Change

- a. Evolution, development, progress, revolution, social mobility and decay

2. Theories of Social Change

- a. Materialistic and non-materialistic theories: August Comte, Karl Marx, Emile Durkheim and Max Weber

b.
Multi-causal and multi-directional approach: Anthony Giddens

c.
Questioning universal theory of change: Francois Lyotard

3. Pre-Colonial India

a.
Self-sufficient village economy and Asiatic Mode of Production

4. Colonial India

a.
Permanent Settlement, education, industrialization, Indian nationalism, partition and its background

5. Pakistan Period

a.
Language movement, disparity between East and West Pakistan, demand for autonomy, Liberation movement

6. Early Phase of Bangladesh (1972-75)

a.
National principles, political and economic processes, challenges and crisis

7. Intermediate Phase (1976 - 1990)

a.
Military intervention and changes of national principles, structural adjustment policies and flourishing market economy, movement for democracy, significant changes - NGOs, women's empowerment, spread of education, health

8. Current Phase (1991 onwards)

a.
Political changes and crisis, economic transformation of Bangladesh and emergence of neo-liberalism

Required Readings

Lewis, D. (2011). *Bangladesh: Politics, Economy and Civil Society*. Cambridge University Press.

Moore, W. E. (1963). *Social Change*. Prentice Hall.

Noble, T. (2000). *Social Theory and Social Change*. Macmillan.

Srinivas, M. N. (1995). *Social Change in Modern India*. Orient BlackSwan.

Recommended Readings

Ahmed, K. (1975). *A Social Political History of Bengal and the Birth of Bangladesh*. Inside Library.

Chowdhury, B. M. (2008). *Class and Social Structure of Bangladesh*. Ankur Prokashoni.

Choudhury, I. S. (1992). *History of Bangladesh: 1704-1971*. Asiatic Society of Bangladesh.

Giddens, A. (1990). *The Consequences of Modernity*. Polity Press.

Karim, N. (1976). *Changing Society in India, Pakistan and Bangladesh*. Nawraz Publication.

Karim, N. (2004). *The Emergence of Nationalism in Bangladesh*. Odhuna.

Misra, B. B. (1961). *The Indian middle classes: their growth in modern times*. Oxford University Press.

Rahim, A. (1963). *Social and Cultural History of Bengal*. (Volume I & II). Pakistan Historical Society.

SOC 452: Gender, Violence and Development

Course Objectives

The main purpose of this course is to familiarize students with the analytic debates around the relationships between gender, violence and development. The overall purpose is to increase students' knowledge and understanding of the concept of gender, and gender-based violence, sexuality, rights and development. It will further delve into various forms of gender-based violence and sexual exploitation.

Learning Outcomes

By the end of this course, students should be able to command knowledge with key analytic debates in the field of gender, violence and development, including power relations within the context of gendered violence.

Course Outline

1. Conceptualizing Gender-Based Violence

- a.
Gender based violence: Definition and its various forms
- b.
Gender based violence in global context
- c.
Gender-based violence: ethnicity, race, class, religion and education
- d.
Relationship between violence and development

2. Domestic Violence

- a.
Domestic violence in Bangladesh
- b.
Nature and causes of domestic violence
- c.
Types of domestic violence-dowry related violence
- d.
The impact of domestic violence on women

3. Sexual Violence

- a.
Sexual harassment and rape

b.
Women in war and refugee situations

c.
Sexual and reproductive health in conflict communities

4. Fatwa and Women as Victims

a.
Fatwa violence against women: Bangladesh perspective

b.
Women as victims of the *salish*

5. Sexual Exploitation of Women through the Internet

a.
The internet and sex industries

b.
Effects of new information technologies on the abuse and exploitation of women

6. Theoretical Approaches to Gender-Based Violence

a.
Structuralist theories

b.
Feminist theories

c.
Post-structuralist theories

7. Sex Work and Sex Trafficking of Women and Girls

a.
Social construction of contemporary forms of prostitution - street and brothel-based prostitution

b.
Teenage sex workers in Bangladesh

c.
Violence and legalized brothel prostitution in Bangladesh

d.
Conflict relationship between *acceptance* and *control*

8. Preventing Violence Against Women

a.
National and international approaches

b.
Why gender-based violence a human rights issue?

Required Readings

Bradbury-Jones, C., & Isham, L. (Eds.). (2021). *Understanding Gender-Based Violence: An Essential Textbook for Nurses, Healthcare Professionals and Social Workers*. Springer Nature.

O'Toole, L. L., Schiffman, J. R., & Edwards, M. K. (Eds.). (2007). *Gender Violence: Interdisciplinary Perspectives* (2nd ed.). New York University Press.

Lombard, N. (Ed.). (2020). *The Routledge Handbook of Gender Violence* (1st ed.). Routledge.

Recommended Readings

Beauvoir, S. D. (1949). *The Second Sex*. Random House.

Dutton, D. G. (2006). *Rethinking Domestic Violence*. UBC Press

Dworkin, A. (1974). *Women Hating: A Radical Look at Sexuality*. Plume

Mason, D. (2011). *The Master Key: Unlocking The Power Within Brisbane*. DMC Books

Shamim, I. (2010). *State of Trafficking and Children and their Sexual Exploitation in Bangladesh*. Centre for Women and Children's Studies, Dhaka.

Wallace, H. (2004). *Family Violence: Legal, Medical, and Social Perspectives*. Allyn and Bacon

Wilcox, P. (2006). *Surviving Domestic Violence: Gender, Poverty and Agency*. Palgrave Macmillan

SOC 453: State, Civil Society and Citizenship

This course is intended to enable students to develop and extend understandings of the links between state, society and citizenship. It focuses on the philosophical foundations of state, and on how it emerged and developed. This course provides students with theoretical understanding of state formation and knowledge of the study of critical social and political issues related to civil society and citizenship. It introduces fundamental concept of civil society, its manifestation in global perspective, including self, citizenship and social responsibility. It demonstrates understanding on the dynamics of relationship between state and civil society its recent transformation in the context of Bangladesh society as well as contemporary debates on citizenship in post-nation state era.

Learning Outcomes

Upon the conclusion of this course, students are expected to know the theories of citizenship and comprehend conceptions of citizenship, global citizenship, civil society and to consider the relationship and practical application of these various conceptions.

Course Contents

1. Understanding State, Civil Society and Citizenship

- a.
Conceptualizing state, civil society and citizenship
- b.
Distinction between state and civil society
- c.
State: civil society relations and citizenship

d.
Changing relationships between state, civil society and citizen

2. Philosophical and Theoretical Foundations of State

a.
Early theories and interpretations on state formation: Plato, Aristotle, Augustinian civic liberalism

b.
Theories of Hegel, Marx and Gramsci

c.
Conceptualizing the state – class analytical, liberal, neo-Weberian and cultural approaches

d.
Instrumentalism, structuralism, state-centered versus society-centered approaches

e.
Explaining state transformations

3. Theorizing and Assessing Civil society

a.
Civil society: historical overview, key characteristics, types

b.
Theoretical approaches: Dahrendorf, Tocqueville, Ferguson

c.
Relationship between civil society and state; transformation of civil society in Bangladesh

d.
The world social forum and global civil society

4. Civic Trust and Socio-Political Cohesion

a.
Socio-political cohesion and nationhood

b.
Nation-building through state building

c.
Cohesion in conflict-affected and fragile states

5. Self, Citizenship, and Social Responsibility

a.
Citizenship - definitions, types

b.
Attributes of democratic citizens; responsibilities of citizens in a democratic country; civic engagement and participation in governance

c.
Role of the civil society in effective governance, civil society and accountability in Bangladesh

- d.
Role of identity in the formation of the self as a citizen

6. Theories and Practices of Citizenship

- a.
Classical conceptions of citizenship: Liberal, communitarianism, republican tradition

- b.
Cases of *Biharies* and *Rohingyas* in Bangladesh

- c.
Statelessness

7. Critical Discussions on Civil Society and Citizenship in Post-nation State Era

- a.
Hobbes, Locke, Kant, Hegel, Marx, Habermas

8. Global Citizenship

- a.
The idea and basis of global citizenship

- b.
Global citizenship: ethical or institutional?

- c.
Challenge to national citizenship

Required Readings

Chandhoke, N. (1995). *State and Civil Society: Explorations in Political Theory*. Sage.

Cohen, C., & Arato, A. (1992). *Civil Society and Political Theory*. Beacon Press.

Kaviraj, S. (2001). *Civil Society: History and Possibilities*. Cambridge University Press.

Recommended Readings

Bellamy, R., & Kennedy-MacFoy, M. (Eds.). (2014). *Citizenship: Critical Concepts in Political Sciences* (4 Volumes). Routledge.

Cohen, J. L., & Arato, A., (2003). Civil Society and Political Theory. In M. W Foley & V.A Hodgkinson (Eds.), *The Civil Society Reader*. University Press of New England, Boston.

Das, R. J. (1996), State Theories: A Critical Analysis. *Science and Society*, 60(1), 27-57.

Deutsch, K. W. (1986). State Functions and the Future of the State. *International Political Science Review*, 7(2), 209-222.

Huntington, S. P. (1991). *The Third Wave: Democracy in the Late Twentieth Century*. Oklahoma University Press.

Klein, S., & Lee, C-S. (2019). Towards a Dynamic Theory of Civil Society: The Politics of Forward and Backward Infiltration. *Sociological Theory*, 37(1), 22-28.

Laski, H. J. (2014). *A Grammar of Politics*. Routledge.

Miller, D. (2013). The Idea of Global Citizenship. In S. Ben-Porath & R. Smith (Eds.), *Varieties of Sovereignty and Citizenship* (pp. 227-243). University of Pennsylvania Press.

Turner, B. S. (1990). Outline of a theory of citizenship. *Sociology*, 24(2), 189-217.

SOC 454: Monograph Design

Course Objectives

This course comprises two parts. Part one addresses course work which aims to provide theoretical and conceptual knowledge, explaining the path of doing a sociological research by providing both direction and impetus to the research inquiry. This part seeks to ensure that students are ready to conduct field-based research. Part Two is comprised of an individual research project (monograph) in which students will apply sociological knowledge and skills within a practical field context. A two page proposal with a methodological plan is to be submitted to the supervisor by the date specified. Once approved by the supervisor, a topic may not be changed without the teacher's approval.

Overall, the main purpose of this course is to teach students about writing a sociological research monograph. It aims to train students in planning, designing and conducting a sociological research and how to write research proposals and reports. The objective is to provide students with the necessary skills for the main research methods used in Sociology. Throughout the course, basic philosophy of applying both quantitative and qualitative approaches along with pertinent issues of research methods and applicability of various instruments of data will be discussed.

Learning Outcomes

By the end of this course, students should be able to conceptualize a research problem, and will be able to design and conduct their own research project, with an advanced understanding of the methodological principles of research.

Marks Distribution for SOC 454		
Final- term	Mid-term ^a	Total
30	20	50
Monograph	Viva-voce	Total
40	10	50
Total		100

^aOnly one mid-term exam will be used.

Course Contents

PART 1: The Meaning of Methodology

1.

Paradigms, theory, research and method; Developing theoretical and conceptual framework, epistemologies association with quantitative and qualitative research

2.

Qualitative approach - research process, research design; methods and procedures, field research, case study, ethnography, FGD, Grounded theory

3.

Quantitative approach - Survey research, cross-sectional and experimental design, questionnaire, interview

4. Combining quantitative and qualitative methods; triangulation of methods, issues of validity and reliability

Part 2: Writing the Research Monograph

5. Selecting a research topic - identifying a researchable topic or question; formulating a research question/thesis statement, ethics of social research

6. Reviewing the literature-paraphrasing, summarizing, quoting; finding quality and relevant literature

7. Guidelines for writing a research proposal, structure of a research monograph/report

8. Data analysis: qualitative and quantitative data treatment, presentation and interpretation, report formatting and referencing

Required Readings

Bell, D., & Foster, S. L., & Cone, J. D., (2020). *Dissertations and Theses from Start to Finish*. American Psychological Association.

Bryman, A., & Cramer, D. (1994). *Quantitative Data Analysis for Social Sciences*. Routledge.

Jackson, W. (2002). *Methods: Doing Social Research*. Prentice Hall.

Sarantakos, S. (2005). *Social Research*. Macmillian Education Australia.

Recommended Readings

Babbie, E. (2010). *The Practice of Social Research*. Cengage Learning.

Bell, J. (2018). *Doing Your Research Project: A Guide for First-Time Researchers*. Open University Press.

Creswell, J. W. (1994). *Research Design: Qualitative and Quantitative Approaches*. Sage.

Crotty, M. (1998). *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Allen and Unwin.

Denzin, N. K., & Yvonna S. L. (Eds.). (2000). *Handbook of Qualitative Research*. Sage.

Gibaldi, J. (2009). *MLA Handbook for Writers of Research Papers* (7th ed.). Modern Language Association of America.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis*. Sage.

Neuman, W. L. (2000). *Social Research Methods: Qualitative and Quantitative Approaches*. Allyn and Bacon.

Punch, K. F. (1998). *Introduction to Social Research: Quantitative and Qualitative Approaches*. Sage.

The aim of comprehensive examination is to ensure that students have understood the main ideas of the courses offered throughout the undergraduate program. Comprehensive examination entails a variety of concepts and theories related to the subject of study, and evaluate students' ability to understand and apply the materials taught from the entire semesters. This examination is given towards the end of the final semester, since this is seen as the determining factor as to whether students have understood the subject or not. It is not realistic to expect to read everything taught in the entire semester. However, students should be strategic about their reading, making sure they are only reading the most relevant and important sociological issues to save their time. In the comprehensive examination, essay type questions will be used for testing students' broad knowledge of course content in a relatively short amount of time, and by nature, students require to narrow down the answer to the question, organizing and composing their answers.

PART III: MASTER OF SOCIAL SCIENCES (MSS) IN SOCIOLOGY

3.1 Admission

Only the successful students of the 4-year BSS (Hons.) program shall be eligible for admission into the MSS degree program.

3.2 The Program

3.2.1

The Master's program in Sociology is a one year degree program, which began in 1960. The program consists of 40 credits and divided into two semesters: semester 1 and semester 2. Each semester shall be of 19 weeks, of which

- 15 weeks will be for class teaching
- 1 week break for reading, and
- 3 weeks for administering the semester final examination.

3.2.2

The program shall include teaching of 10 course units for a total of 1000 marks, which shall be translated into 40 credit hours.

3.2.3

The total credit hours shall be evaluated on the basis of 1000 total marks, of which 900 marks shall be for 9 full unit taught courses, and 50 marks for written comprehensive and 50 for oral examination.

3.2.4

Each full unit course shall be of 100 marks.

3.2.5

The program shall offer two alternatives: Master's degree by thesis or by course work.

3.2.6

A Master's thesis can be taken in lieu of one taught course. Thesis will be given up to top 10 percent of students each batch based on Honors final semester academic achievement. Master's degree by thesis includes teaching of 8 course units for a total of 800 marks, one thesis of 100 marks (in lieu of one course unit) and 50 marks for written comprehensive and 50 marks for oral examination.

3.2.7

Master's degree by course work includes teaching of 9 course units for a total of 900 marks and 100 marks for comprehensive examination: written 50 marks and oral 50 marks respectively.

3.2.8

Number of lecture classes/contact hours per week shall be determined on the basis of the credit hours assigned to each course.

- For a 4 credit course unit, there shall be two lecture classes of 90 minutes each and one 60 minutes discussion class/tutorial or class/group presentation/class test every week.
- For the 1st Semester, there shall be 5 courses with 100 marks each, resulting in 20 (twenty) earned credits per semester, i.e., there shall be 5 courses with 4 credits assigned to each course.
- For the 2nd Semester, there shall be 4 taught courses for 400 marks (4 credit hours assigned to each course) and 100 marks for written and oral comprehensive examination with 4 credit hours assigned against it; or for the thesis students, 3 taught courses for 300 marks (4 credit hours assigned to each course) and 100 marks for thesis (4 credit hours) and 100 marks for written and oral comprehensive examination with 4 credit hours assigned against it.

3.2.9

The distribution of course units, marks and credit build up for the MSS degree program for 1000 marks for 10 course units, with varying credit hours per course shall be as under:

3.3 Course Structure for MSS Program						
Semester	Degree by course work			Degree by thesis		
	No of courses	Total marks	Earned credit	No of courses	Total marks	Earned credit
First	5	500	20	5	500	20
Second	4	400	16	3	300	12
	Comprehensive (written) and viva voce ^a	100	4	Comprehensive (written) and viva voce ^a	100	4
	-	-	-	Thesis ^b 1	100	4
Total	10	1000	40	10	1000	40

^aComprehensive written = 50 marks, Viva voce = 50 marks, ^bThesis = 80, viva = 20

3.4 Courses Offered in MSS First Semester

MSS FIRST SEMESTER

SOC 501: Post-modernism and Contemporary Sociological Theory
 SOC 502: Theories of Social Change: From Modernity to Postmodernity
 SOC 503 Sociology of Development and Underdevelopment
 SOC 504: Advanced Research Methods
 SOC 505: Social Gerontology

SOC 501: Post-modernism and Contemporary Sociology

Course Objectives

This course deals with the issue of post-modernism in sociology and presents a few most recent trends. It introduces the students to a background of sociology that explores how enlightenment furnishes the major premise of modern society and its underlying philosophy. It then introduces Comte's positivism indicating how it surfaced as a sequel to natural science development. Establishing a science of society was a major driving force with the classical sociologists. It took a new turn with the arrival of Saussure's structuralism which is dealt in this course - highlighting the criticism including Nietzsche's approach to truth along with Derrida's deconstruction and Foucault's discourse. The course traces the contribution of Lyotard, Baudrillard and Jameson to sensitize on the wider perspective of post-modernism. It then focuses on some recent developments in sociology in substantive terms particularly introducing neo-liberalism of Harvey, agency of Archer, along with the contributions of Beck and Urry.

Learning Outcomes

Upon successful completion of this course, students will have the knowledge and skills to understand various perspectives of the theorists of postmodernism and use them as tools of critical analysis and assess their relevance to contemporary sociological problems.

Course Contents

1.
Enlightenment, Modernity and Nietzsche's Notion of Truth
2.
Comte's Positivism, Saussure's Structuralism, Derrida's Deconstruction and Foucault's Discourse
3.
Lyotard's Questioning the Relevance of Meta-narrative, Jameson's Positing the Political Economy of Post-Modernism and Heidegger's Pre-Theoretical
4.
Simulacra and Third-order Simulation of Baudrillard
5.
Feminism of Kristeva
6.
Risk Society and Second Modernity of Beck and Liquid Modernity of Bauman
7.
Neo-liberalism of Harvey and Reflexivity-Agency of Archer
8.
Urry's Notion of Sociology at Present

Required Readings

- Bauman, Z. (2000). *Liquid Modernity*. Polity Press.
- Beck, U. (1992). *Risk Society: Towards a New Modernity*. Sage.
- Harvey, D. (2010). *A Brief History of Neoliberalism*. Oxford University Press.
- Scott, J. (2012). *Sociological Theory Contemporary Debates*. Edward Elgar.

Recommended Readings

- Beck, U. (1999). *World Risk Society*. Polity.

- Clark, T. (2007). *Martin Heidegger*. Routledge.
- Howarth, D. (2005). *Discourse*. Viva Books.
- Lane, R. J. (2007). *Jean Baudrillard*. Routledge.
- McAfee, N. (2007). *Julia Kristeva*. Routledge.
- Malpas, S. (2007). *Jean-Francois Lyotard*. Routledge.
- Mills, S. (2007). *Michel Foucault*. Routledge.
- Mills, S. (2007). *Discourse*. Routledge.
- Roberts, A. (2007). *Fredric Jameson*. Routledge.
- Royle, N. (2007). *Jacques Derrida*. Routledge.
- Spinks, L. (2007). *Friedrich Nietzsche*. Routledge.
- Urry, J. (1999). *Sociology Beyond Societies*. Routledge.

SOC 502: Theories of Social Change: From Modernity to Postmodernity

Course Objectives

This course will review major theories of social change from the perspectives of modernity, critical modernity and postmodernity. The main goal of this course is to address the questions of why and how social change occurs. The course examines selected social theories related to various aspects of modern life and beyond. Major themes will include: (a) repression- class, sexual and technological, (b) conflict - class and gender, (c) bourgeoisie reification, alienation, individualization and detachment and (d) consequences of modern technology - time-space compression, space of flows, flexible accumulation, plastic sexuality and liquid love.

Learning Outcomes

Upon completion of the course, students will be able to compare and contrast different theoretical approaches to the understanding of social change and will develop their ability to think critically about various theories of social change and the factors operating within the wider society.

Course Contents

1. Modernity and Social Change

a.

Capital Accumulation through class repression: Karl Marx - Class inequality: commodification of labor, class exploitation, alienation; class consciousness and class struggle; cash nexus and its impact on family and religion

b.

Capital accumulation through sexual repression: Sigmund Freud - Socialization as a mechanism for sexual repression: conflict between civilization and individual instinct; need of sexual repression for capital accumulation; Eros, Thanatos and Ananke; the pleasure principle, reality principle and nirvana principle

c.

Capital accumulation through sexual asceticism: Theory of Rational Capitalism: Max Weber: Process of demystification of the world - Protestant ethic and ascetic labor, rationalization, technology and capitalism

2. Critical Modernity and Condition of No Social Change

a.

Theory of Late Capitalism: Georgy Lukács - Reification and problem of proletarian class consciousness; bourgeoisie reification and lack of proletarian class consciousness and class struggle; necessity of proletarian epistemology: role of Communist Party, imputed consciousness (zugerechnet) and praxis

b. Theory of Industrialization: Herbert Marcuse - Accumulation through repressive desublimation;

Theory of industrial society (both capitalism and socialism); technological rationality and domination, one-dimensional society and repressive desublimation; welfare society versus warfare society, change versus no change; role of the Third World intellectuals and marginal men.

3. Theory of Postmodern Conditions: Jean-François Lyotard

a. Technology and commodification of knowledge - Knowledge in computerized societies: legitimation and language games

b. Nature of social bond: modern and postmodern alternatives

c. Pragmatics of narrative and scientific knowledge; Delegitimation

d. Postmodern science as the search for instabilities

4. The Condition of Postmodernity: David Harvey

a. Technology and Accumulation through Dispossession - The passage from modernity to postmodernity

b. Political-economic transformation of late twentieth century capitalism—post-Fordism and flexible accumulation, time-space compression and condition of overaccumulation

c. New Imperialism: military control of world's oil resources by the US; Enigma of Capital

5. Theory of Postmodernity: Manuel Castells

a. New Technologies, Space of Flows and Social Change- Net and the self: informationalism, industrialism, capitalism and statism

b. Micro-engineering and macro-changes

c. Restructuring of capitalism and the transition from industrialism to informationalism: crisis of vertical corporation model and the rise of business network

d. Transformation of work and employment: Networkers, jobless and flex-timers

e. End of mass audience and the rise of interactive networks

f. Global city: new industrial space and the end of cities

6. Theory of Late Modernity: Anthony Giddens

a. Technology, Plastic Sexuality and Confluent Love - Social change and sexual behavior: marriage, sexuality and romantic love, gender and love, the quest-romance

b. Romantic versus confluent love: sex and desire, addiction, reflexivity, self-autonomy

c. Nature of Codependence, psychosocial development and sexuality, contradiction of the pure relationship

d. Nature of Codependence, psychosocial development and sexuality, contradiction of the pure relationship

e. Sexuality, repression and civilization

f. Intimacy as democracy

7. Theory of Postmodernity: Ulrich Beck and Elizabeth Beck-Gernsheim

a. Individualization, gender struggle and contingent love-Love or freedom: individualization and the collision of interests between love, family and personal freedom

b. Two sides of liberation: free love, free divorce, two labor market biographies, battle of the sexes and the replacement of class struggle by status struggle

c. Role of contingent love: centrality, inhospitable and chaotic

d. Future of Love: love as the secular religion

8. Theory of Liquid Modernity: Zygmunt Bauman

- a. Togetherness Dismantled and Liquid Love- Liquid Modernity: Deinstitutionalization and identity crisis
- b. Individualization: rise of body identity, feeling of insecurity, detachment, frailty of human bonds
- c. Liquid Love: top pocket relationship—falling in and out of love; in and out of the toolbox of sociality, difficulty of loving thy neighbor and togetherness dismantled

Required Readings

Bauman, Z. (1970). *Liquid Modernity*. Polity.

Harvey, D. (1990). *The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change*. Wiley Blackwell.

Giddens, A. (1990). *The Consequences of Modernity*. Stanford University Press.

Giddens, A. (1993). *The Transformation of Intimacy: Love, Sexuality and Eroticism in Modern Societies*. Stanford University Press.

Recommended Readings

Bauman, Z. (2003). *Liquid Love: On the Frailty of Human Bonds*. Polity.

Beck, U. (1992). *Risk Society: Towards a New Modernity*. Sage.

Castells, M. (2000). *The Information Age: Economy, Society and Culture*. Vol.1: *The Rise of the Network Society*. Blackwell.

Freud, S. (1930). *Civilization and its Discontents*. W. W. Norton & Company.

Giddens, A. (2002). *Runaway World: How Globalization Is Reshaping Our Lives*. Routledge.

Harvey, D. (2010). *The Enigma of Capital and the Crises of Capitalism*. Profile Books.

Lukács, G. (1972). *History and Class Consciousness*. MIT Press.

Lyotard, J. F. (1979). *The Postmodern Condition: A Report on Knowledge*. University of Minnesota Press.

Marcuse, H. (1955). *Eros and Civilization*. Beacon Press.

Marcuse, H. (1964). *One-Dimensional Man*. Beacon Press.

Marx, K. (1979). *A Contribution to a Critique of Political Economy*. International Publishers.

Marx, K. (1992). *Capital: A Critique to Political Economy* (Vol. 1). Penguin Classics.

Marx, K. (2007). *The Economic and Philosophical Manuscripts of 1844*. Dover Publications.

Marx, K., & Engels, F. (1848). *Communist Manifesto*. CreateSpace Independent Publishing Platform.

Weber, M. (2002). *The Protestant Ethic and the Spirit of Capitalism*. Penguin Classics.

Course Objectives

The course sociology of development and underdevelopment aims to provide a basic training to the students on recent global dynamics of development and underdevelopment. This course offers particular historical trajectories of development and underdevelopment from 13th centuries to the 21st centuries and from First World to the Third World countries. Besides, this course incorporates major theories of development and underdevelopment, such as modernization, dependency, neo-Marxist, and world system theories, examining the structural causes of development and underdevelopment both in developing and developed countries.

Learning Outcomes

By the end of this course students should be able to get a comprehensive idea about the recent trend of urbanization and industrialization and its discontents in society, such as poverty, corruption, tax evasion, money laundering including the policies formulated and implemented by the state and international organizations.

Course Contents

1. Development and Underdevelopment: Historical Overview

- a.
Political and economic developments since European Renaissance
- b.
Colonial expansion: process of underdevelopment
- c.
Colonial expansion: different forms and characters
- d.
Industrialization of the West and role of colonialism

2. Underdevelopment of the Third World Countries

- a.
Post war development of Europe and economic debacle of the newly independent countries
- b.
Mercantilism
- c.
New forms of international trade and domination
- d.
Neo-colonialism

3. Theoretical Basis of Development and Underdevelopment

- a.
Theories of modernization
- b.
Dependency theories

c.
Neo-Marxist theories

d.
World System theory

4. Structure of Underdevelopment

a.
Institutional structure of developing countries

b.
Pre-capitalistic social formation - Usurers' Capital

c.
Asiatic mode of production

d.
Patterns of political development - military intervention and role of army in the politics of Third World countries

5. Development through Industrialization and Urbanization

a.
Convergence theory: Bill Warren's thesis

b.
Role of foreign aid in the industrialization of UDCs

c.
Development as an urban phenomenon

d.
Over urbanization: squatter settlement and pavement dwellers

6. Foreign Aid and Trade

a.
Aid as an instrument of dependence -WB, IMF, WTO etc.

b.
Aid and Trade - a legacy of colonialism

c.
Aid and Trade - new liberal approach - structural adjustment policy

d.
Aid administration and multinational corporations

7. Corruption and Underdevelopment

a.
Economic aspects of corruption

b.
Corruption and soft states

c.

Corruption - foreign aid agencies and multinational corporations

d.

Globalization and corruption

8. Globalization and Development Policies

a.

Concept of globalization development and resource management

b.

Critical viewpoints of Stiglitz, Petras and others

c.

Globalization and role of multinational corporations

d.

Globalization and environment

Required Readings

Rapley, J. (2007). *Understanding Development: Theory and Practice in the Third World*. Lynne Rienner Pub.

Webster, A. (1997). *Introduction to the Sociology of Development*. Palgrave Macmillan.

Recommended Readings

Bagchi, A. K. (1982). *The Political Economy of Underdevelopment*. Cambridge University Press.

Goldthorpe, J. E. (1988). *The Sociology of the Third World*. Cambridge University Press.

Hoogvelt, A. M. M. (1976). *Sociology of Developing Societies*. Macmillan.

Marx, K. (1867). *Capital: A Critique to Political Economy (Vol.1)*. Penguin Classics.

Sassen, S. (2007). *Sociology of Globalization*. W. W. Norton & Company.

SOC 504: Advanced Research Methods

Course Objectives

This course is designed to provide students with the necessary knowledge to undertake higher research in sociology and to acquire the competencies they need to deal with complex data and new analytical tools. The objective of this course is to provide opportunities to learn and apply the skills necessary for social research, particularly to equip graduate students with the appropriate quantitative and qualitative skills for higher education and employment. The course consists of advanced tools and techniques on both quantitative and qualitative research methodologies. Emphasis will be given on hypothesis testing, multivariate analyses, research design, operationalization of variables, and measurement issues including wide variety of qualitative approaches.

Learning Outcomes

On successful completion of the course, students will demonstrate an understanding of advanced quantitative research methodologies and employ appropriate analytical procedures for the examination of data collected in quantitative research. They will also be exposed to a range of qualitative research

methodologies, developing in-depth skills for interpretive research design as well as skills in data analysis and reporting.

Course Contents

1. Research: The Sociological Context

- a.
The scientific approach to research
- b.
Philosophical background of social research
- c.
Debates between quantitative and qualitative research design
- d.
Triangulation in research – integrating and synthesizing data, reflexivity
- e.
Elements of a good research proposal

2. Linking Theory and Data

- a.
How to formulate quantitative research design
- b.
Types of variables, research questions and objectives
- c.
Hypotheses testing: single population and two or more populations; results and appropriate interpretation
- d.
Inferential statistics for data analysis: multiple regression, logistic regression, Odds ratio

3. Measurement, Reliability and Validity in Research

- a.
Levels of measurement and appropriate statistical tests
- b.
Types of reliability and validity, techniques of ensuring reliability and validity in research
- c.
Internal consistency test: Cronbach's α

4. Survey Research

- a.
Dynamics of surveys; types of surveys
- b.
Sources of error in survey research
- c.

Total design method and tailored design method

d.
How to analyze quantitative data

e.
Weighting of data

5. Causation in Quantitative Research

a.
Concept of causation and causal analysis in quantitative research

b.
Preconditions and rules for causal analysis, types of causal models

6. Qualitative Research Design

a.
Research design in qualitative research

b.
Strategies of qualitative research - entry into the field; developing rapport; role of the researcher; collecting background information

c.
Sampling, reliability and validity in qualitative research

7. Types of Qualitative Research

b.
Ethnography

c.
Grounded theory

d.
Phenomenological research

e.
How to present qualitative data: analysis and interpretation in qualitative research – coding, memos and analysis process

8. Analysis of Quantitative Data

a.
Dealing with data: results with multiple variables

b.
Existing statistics and secondary analysis

c.
Linear and logistic regression analysis

d.
Inferential statistics: Issues of inference and theory testing

e.

How to mix qualitative and quantitative data

Required Readings

Bailey, K. D. (2007). *Methods of Social Research*. Free Press.

Bryman, A. (2012). *Social Research Methods*. Oxford University Press.

Frankfort-Nachmias, C., & Nachmias, D. (2014). *Research Methods for Social Sciences*. St. Martin's Press.

Recommended Readings

Babbie, E. R. (2011). *The Practice of Social Research*. Wadsworth.

Bell, J. (2018). *Doing Your Research Project: A Guide for First-Time Researchers*. Open University Press.

Cone, J. D., & Foster, S. L. (2001). *Dissertations and Theses from Start to Finish*. American Psychological Association.

Corbetta, P. (2003). *Social Research: Theory, Methods and Practice*. Sage.

Creswell, J. W. (1998). *Qualitative Inquiry and Research Design: Choosing among the Five Traditions*. Sage.

David, J. A. (1985). *The Logic of Causal Order*. Sage.

Emerson, R. M., Fretz, E. I., & Shaw, L. L. (2011). *Writing Ethnographic Fieldnotes*. (2nd ed.). University of Chicago Press.

Hair, J. F., Black, B., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate Data Analysis* (7th ed.). Prentice Hall.

Lin, N. (1976). *Foundations of Social Research*. McGraw-Hill, Inc.

Mason, J. (2002). *Qualitative Researching* (2nd ed.). Sage.

Matthews, B., & Ross, L. (2010). *Research Methods: A Practical Guide for the Social Sciences*. Pearson.

McClendon, M. J. (2002). *Multiple Regression and Causal Analysis*. Waveland.

Punch, F. K. (2006). *Developing Effective Research Proposals*. Sage.

Sarantakos, S. (2013). *Social Research*. Red Globe Press.

SOC 505: Social Gerontology

Course Objectives

The world's older population continues to grow at an unprecedented rate presenting a host of challenges to many aspects of life. The number of elderly people is also increasing in Bangladesh which has profound socio-economic, cultural and political implications. This demographic trend represents enormous challenges affecting so many aspects of public life including older people's families. In this context, this course explores the foundations and developments in the fields of social gerontology and offers students the opportunity to think critically about the study of aging, contemporary policy issues, sociological theories, emerging forms of aging, and the current approaches to the study of aging.

Learning Outcomes

By the end of the course, students will become familiar with issues and concepts central to the study of aging, understand the basic social, psychological, and biophysical changes that occur as part of the human aging process.

Course Contents

1. Introduction: The Field and Methods of Social Gerontology

- a.
Perspectives on aging
- b.
The development of social gerontology
- c.
Research design in social gerontology – choosing a research method and selecting a design: qualitative and quantitative methods
- d.
Aging and ageism

2. The Older Population and Longevity

- a.
Growth of the older population
- b.
Life expectancy
- c.
The extension of life and youth: Methuselah theme, The Rejuvenation theme, The Shangri-La theme

3. Changes and Adaptation in Later Life

- a.
Biological theories of aging
- b.
Psychological changes – intelligence, learning and memory, creativity
- c.
Adaptation – personality types, stress and illness
- d.
Functional and organic disorders: depression – Alzheimer's disease

4. Aging and Society

- a.
Activity vs. Disengagement theories
- b.
Social reconstitution

c.
The socio-environmental approach

d.
Family and elderly – intergenerational relationships: older husband and wife relationships, widowhood

5. The Economy: Work and Retirement

a.
The characteristics of older workers

b.
The meaning of retirement: early retirement, women and retirement

c.
Work after retirement

6. Death and Dying

a.
Attitudes towards death

b.
Fear of death

c.
The process of dying – The right to know and the right to die

d.
After the death

7. Future Trends, Technology and Aging

a.
Sources of social change: demographic trends, institutional trends

b.
Technology and the older adults

c.
Senior power: growing social movements

8. Senior Citizens and Bangladesh

a.
Elderly population in Bangladesh

b.
National policy on older persons; SDG: ensuring healthy lives and promoting well-being for all at all ages

c.
Elderly care in Bangladesh

d.
Future journey to the elderly support

Required Readings

Novak, M. (2018). *Issues in Aging* (4th ed.). Routledge.

Moody, H. R., & Sasser, J. R. (2014). *Aging: Concepts and Controversies* (8th ed.). Sage.

Recommended Readings

Atchley, R. C. (2003). *Social Forces and Aging: An Introduction to Social Gerontology*. Cengage Learning.

Bond, J., Peace, S. M., Dittmann-Kohli, F., & Westerhof, G. (Eds.). (2019). *Ageing in Society*. Sage.

Cox, H. G. (2005). *Later Life: The Realities of Aging*. Pearson.

Decker, D. L. (1980). *Social Gerontology*. TBS Book Services.

Harris, D. (2007). *Sociology of Aging*. Rowman and Littlefield.

Ward, R. A. (1984). *The Aging Experience: An Introduction to Social Gerontology*. Harpercollins College Div.

Wilmoth, J., & Ferraro, K. (Eds.). (2013). *Gerontology: Perspectives and Issues* (4th ed.). Springer.

3.5 Courses Offered in MSS Second Semester

MSS SECOND SEMESTER

SOC 551: Global Cities

SOC 552: Issues and Problems of Development in South Asia

SOC 553: Population, Politics and Development

SOC 554: Sociology of Health and Illness

SOC 555: Marxist Sociology

SOC 556: Sociology of Capitalism and Socialism

SOC 557: Advanced Research Monograph

SOC 551: Global Cities

Course Objectives

Since the mid-1990s, research on global cities has exploded throughout the social sciences, more particularly within sociology. It has now become one of the most exciting approaches to the study of urban life. In this context, this course highlights the important issues of research on globalized urbanization and global cities. It begins with the theoretical and methodological debates on global cities. It then focuses on the formation of global cities in both the North and the South. It further explains economic, political and cultural dimensions of global cities including, urban culture, identity, new urban landscapes, social disparity and exclusion. Finally, it examines the refinement and critique of global cities research in the last two decades.

Learning Outcomes

As a result of participating in this course, students are expected to understand the important writings and debates on global cities since the 1990s and learn how economic transformation and globalization impact on cities around the world.

Course Contents

1.

Introduction: Global Cities in the Twenty First Century

2.

Theoretical and Methodological Issues in Studying Global Cities

3.

Structures, Dynamics and Locations of Global City Formation

4.

Globalization, Urbanization and Uneven Development in the Global South

5.

Inequality, Exclusion and the New Form of Urban Marginality in Global Cities

6.

State Restructuring, Local Politics and Civil Society in Contested Cities

7.

Representation, Identity and Culture in Global Cities

8.

Emerging Issues in Global Cities Research: Refinement, Critiques and New Frontiers

Required Readings

Brenner, N., & Keil, R. (2006). *The Global Cities Reader*. Routledge.

Clark, D. (2003). *Urban World/Global City*. Routledge.

Recommended Readings

Abu-Lughod, J. (1999). *New York, Chicago, Los Angeles: America's Global Cities*. University of Minnesota Press.

Drieskens, B., Mermier, F., & Heiko, W. (2007). *Cities of the South: Citizenship and Exclusion in the Twenty-First Century*. Saqi Books.

King, A. (1996). *Re-Presenting the City: Ethnicity, Capital and Culture in the Twenty-First Century Metropolis*. New York University Press.

Krause, L., & Patrice, P. (2003). *Global Cities*. Rutgers University Press.

Mayaram, S. (2009). *The Other Global City*. Routledge.

Sassen, S. (2001). *The Global City: New York, London, Tokyo* (2nd ed.). Princeton University Press.

Scott, A. (2001). *Global City-regions: Trends, Theory, Policy*. Oxford University Press.

SOC 552: Issues and Problems of Development in South Asia

Course Objectives

This course aims to offer a broad mix of analysis with relevance to development and underdevelopment issues in South Asia. It introduces students to the contemporary theoretical debates in South Asian development and the challenges confronting the region. The course gives an emphasis on the historical perspectives of development in South Asia considering different contexts, experiences and outcomes of development agenda. Particular focus will be placed on a range of issues, such as agrarian social

structure, land ownership in rural and urban areas, poverty, urbanization, industrialization, foreign aids, foreign direct investment, globalization and social change.

Learning Outcomes

By the end of the course, students will be able to examine critically the social, political and economic factors affecting development strategies considering the interaction amongst the range of actors involved, and will be able to consolidate their understanding of key theories that we apply to problems of development.

Course Contents

1. Conceptual and Theoretical Approaches to Underdevelopment and Development in South Asia

- a. Conceptualizing development and underdevelopment
- b. Development: the changing discourse
- c. Paradigms: modernization, dependency, world system

2. South Asia as a Region

- a. Development problems and issues
- b. Sustainable Development Goals (SDGs) and development

3. Confronting South Asian History: Pre-colonial and Colonial Periods

- a. Formation of post-colonial state
- b. Colonial legacies: economic and social development in South Asia
- c. Role of civil society

4. Population, Resources and Environment in South Asia

- a. Over population, poverty, unemployment, crime, corruption and so forth
- b. Population and climate change and adverse impacts
- c. Key environment issues and challenges

5. Agrarian Structure and Rural Development in South Asia

- a. Land ownership
- b.

Land tenure

c.

Class and power structure

d.

Debate in the mode of production

e.

Green Revolution

6. Poverty and Development in Practice, Strategies and Role of Government and NGOs

a.

Poverty and inequality

b.

SDGs and poverty reduction

c.

Foreign aid, trade and investment in South Asia

7. Urbanization and Industrialization in South Asia

a.

Process of urbanization

b.

Growth of mega cities and the problems of urbanization

c.

Informal sector and industrial growth

d.

Policies and obstacles to industrialization

e.

SDG: sustainable cities and communities

8. Politics and Governance in South Asia

a.

State and civil society

b.

Nature of bureaucratic authoritarianism and democracy in South Asia

c.

Political culture and problems of institutionalization of democracy

d.

Nature and problems of governance, bureaucracy, corruption

e.

Problems of decentralization

f.

Social and cultural change

Required Readings

Agarwal, B. (1994). *A Field of One's Own: Gender and Land Rights in South Asia*. Cambridge University Press.

Epstein, S. (1962). *Economic Development and Social Change in South Asia*. The Humanities Press.

Etienne, G. (1995). *Rural Change in South Asia: India, Pakistan, Bangladesh*. Vikas Publishing House.

Roy, T. (2012). *India and the World Economy. From Antiquity to the Present*. Cambridge University Press.

Recommended Readings

Ahmed, I. (Ed.). (2011). *The Politics of Religion in South and Southeast Asia*. Routledge.

Alavi, H. (1972). The state in post-colonial societies: Pakistan and Bangladesh. *New Left Review*, 1(74), 59-81.

Dannecker, P. (2002). *Between Conformity and Resistance: Women Garment Workers in Bangladesh*. The University Press Limited.

Davis, L. (2011). *Bangladesh Politics, Economy and Civil Society*. Cambridge University Press.

Khan, S. I., Islam, S. A., & Haque, I. (2008). *Political Culture, Political Parties and the Democratic Transition in Bangladesh*. University Press Ltd.

Munck, R., & O'hearn, D., Tucker, V., De Sousa, S. B., Sardar, Z., Nederveen, P. J., Perrons, D., Sutcliffe, B., Douthwaite, R., & Gagan, G. H. (1999). *Critical Development Theory: Contributions to a New Paradigm*. Zed Books.

Roy, A. (2010). *Poverty Capital: Microfinance and the Making of Development*. Routledge.

Swapna Banerjee-Guha, S. (2010). (Eds). *Accumulation by Dispossession: Transformative Cities in the New Global Order*. Sage.

Thorner, E. (1982). Semi-Feudalism or Capitalism? Contemporary Debates on Classes and Modes of Production in India. *Economic and Political Weekly*. 17(51), 2061-2066.

Todaro, M. P., & Smith, S. C. (2003). *Economic Development*. Pearson Education.

[Vivek C.](#) (2006) *Locked in Place: State-Building and Late Industrialization in India*. Princeton University Press.

SOC 553: Population, Politics and Development

Course Objectives

This course examines different analytic approaches describing interrelationships between population change and socio-economic development. It draws on a variety of theoretical and historical experiences to address and explore these interconnections. It addresses Malthusian and anti-Malthusian perspectives on the basic relationships linking population growth and economic growth. The course then proceeds to assess demographic transition theories and their relationships to theories and processes of economic development, urbanization and socio-structural change. This course also examines the relations between

population and development and their potential consequences from a sociological and environmental perspective. Other topics include reproductive health rights, issues related to politics of global population and policies and their implications.

Learning Outcomes

Upon completion of this course, students will be able to apply the major theoretical perspectives in population studies and understand the implications of theory and sociological/demographic research for interpreting population dynamics in developing countries.

Course Contents

1. Concept and Indicators of Development

- a. Interrelationship between population, development and politics
- b. Historical debates: Traditionalism and Revisionism

2. Theories and Population Debate in Historical Perspective

- a. Early population thought: Marxist, Malthusian, and Neo-Malthusian Explanations
- b. Optimum and Demographic Transition theories

3. Population Dynamics in Developing Countries

- a. Fertility determinants and mortality trends
- b. Future population prospects
- c. Geographic redistribution of population
- d. Urbanization
- e. Migration

4. Population, Environment and Development

- a. Nexus impact of population growth on environment and development
- b. Food insecurity
- c. New technology and environment

5. Risk, Reproduction and Rights

- a.
Reproductive health and the role of risk
- b.
Risk and the role of rights; SDG: accessing sexual and reproductive health services
- c.
Relationship between fertility and reproductive health
- d.
Sexually transmitted diseases

6. Politics of Global Population and Policies

- a.
Population conferences of Mexico, Bucharest and Cairo
- b.
Population policies

7. Gender, Population and Politics

- a.
Gender perspective on population
- b.
Women, empowerment and population issues: Nairobi to Beijing
- c.
SDG 3: ensure healthy lives and promote well-being

8. Population Policies in Developing Countries

- a.
Evolution of developing countries
- b.
Views on population
- c.
Changing governmental policies on population
- d.
NGO policies on population
- e.
Population policies and politics

Required Readings

Dudley, P., & Bouvier, L. (2010). *Population and Society. An Introduction to Demography*. Cambridge University Press.

Tovato, F. (2002). *Population and Society: Essential Readings*. Oxford University Press.

Weeks, J. R. (2015). *Population. An Introduction to Concepts and Issues* (11th ed.). Cengage Learning.

Recommended Readings

Ahlburg, D. A., Kelly, A. C., & Karren, O. M. (Eds.). (1996). *The impact of population growth on well-being in developing countries*. Springer-Verlag.

Carson, D., Rasmus, O. R., Ensign, P., & Huskey, L. (2011). *Demography at the Edge*. Ashgate Publishing.

Castles, S., & Miller, M. J. (1998). *The Age of Migration*. The Guilford Press.

Cassen, R. (Ed.). (1994). *Population and development: Old debates and new conclusions*. Overseas Development Council, Washington DC.

Jain, A. K. (1998). *Do Population Policies Matter? Fertility and Politics in Egypt, India, Kenya, and Mexico*. Population Council, New York.

Massimo, L. (2012). *A Concise History of World Population* (5th ed.). Wiley-Blackwell.

SOC 554: Sociology of Health and Illness

Course Objectives

The aim of the course is to introduce students to key themes of the Sociology of Health and Illness and to engage them critically in debates and discussions within this area and how these can help us evaluate public health problems. The main objective is to enhance students' knowledge and understanding of key concepts and theoretical approaches within sociology of health and illness as they are applied to medicine. Particular attention is paid to the social construction of illness, experiences of health and illness, politics of health care, and the theoretical developments that have been used to analyze medicine, health and illness.

Learning Outcomes

By the end of this course, students will be able to explain how social factors contribute to the onset of disease and will develop a sociological understanding about particular societal arrangements that affect the types and distribution of health, disease, and medical care. The course is designed to teach and develop critical analytical *skills students will* find useful in the job market.

Course Contents

1. The Sociology of Health and Illness

a.
The emergence of medical sociology - the current status of medical sociology

b.
Relationship between sociology and medicine - social aspects of disease

c.
Changing notions of international health, the concept of health promotion

2. Theoretical and Methodological Approaches to Medical Sociology and Public Health

a.
Role of medical sociology in the transformation of public health

b.

Tensions between individualistic and sociocultural approaches

c.

Historical development of public health

d.

The new public health and medical sociology- social approach to public health

3. The Medicalization of Society

a.

Peter Conrad's view on medicalization – types, degrees and engines of medicalization

b.

Changes in medicine, medicalization to pharmaceuticalization, medicalization in the new millennium

c.

Medicalization and social control

4. Foucault's Sociology of Health

a.

Disciples of knowledge and power

b.

Foucault's history of medicine and his concept on body

c.

The body vs. social body, flexible bodies- historical and metaphysical representations of the body

5. Identity and Illness

a.

Concept of self, the emergence of a consumer culture, consumption, identity and the body, gender, consumption and the body

b.

Effects of illness on identity, relationship between illness and identity

c.

Interplay of illness and identity- stigma and labeling theory

d.

Identity theory, structural symbolic interaction, Identity Control Theory, Affect Control Theory

6. Pain, Health, Culture and Ritual

a.

Pain behavior – private vs. public pain, components of pain

b.

Ritual and pain

Social aspects of pain

7. Stress and Health

a.

Promoting mental health and well-being; social factors and stress

b.
Social stressors and stress adaptation, types of stressors

c.
Stress and social group

d.
Goffman's conception on self

8. Hospital, Clinic and Modern Society

a.
Hospital as a social institution

b.
Historical development of hospitals – Greek and Roman Hospitals, medieval monasticism, secularization of hospital

c.
Hospital and theory of bureaucracy- the rise of medical authority - Weber, Parsons

d.
The structure of Bangladesh health care system, Health Policy of Bangladesh

Required Readings

Cockerham, W. C. (2009). *Medical Sociology*. Prentice Hall.

Hancock, P., Hughes, B. & Jagger, E. et al. (2000). *The Body, Culture and Society: An Introduction*. Open University Press.

Maykovich, M. K. (1980). *Medical Sociology*. Alfred Publishing.

Pescosolido, B. A., Martin, J. K., McLeod, J.D., & Rogers, A. (Eds.). (2011). *Handbook of the Sociology of Health, Illness and Healing: A Blueprint for the 21st Century*. Springer-Verlag.

Recommended Readings

Albrecht, G. L., Fitzpatrick, R., & Scrimshaw, S. C. (Eds.). (2000). *The Handbook of Social Studies in Health and Medicine*. Sage.

Benjamin, C. A., Tarlov, S.L.A.R., & Walsh, D. C. (Eds.). (1995). *Society and Health*. Oxford University Press.

Conrad, P. (2007). *The Medicalization of Society*. The Johns Hopkins University Press.

Habib, S. E., & Adorjany, L. (2003). Hepatitis C and injecting drug use: the realities of stigmatization and discrimination. *Health Education Journal*, 62(3), 256-265.

Habib, S. E., Lovejoy, F., & Aspin, C. (2001). Hepatitis C prevalence and risk behaviour of injecting drug users in Sydney: A continuing concern. *Southeast Asian Journal of Tropical Medicine and Public Health*, 32(4), 1-12.

Jones, C., & Roy P. (Eds.). (1994). *Reassessing Foucault: Power, Medicine and the Body*. Routledge.

Scambler, G. (Ed.). (2011). *Contemporary Theorists for Medical Sociology: Critical Studies in Health and Society*. Routledge.

Turner, B. (1995). *Medical Power and Social Knowledge*. Sage.

Wainwright, D. (Ed.). (2008). *A Sociology of Health*. Sage.

White, K. (2002). *An Introduction to the Sociology of Health and Illness*. Sage.

SOC 555: Marxist Sociology

Course Objectives

This course provides an analytical tradition of Marxist Sociology which is of importance for understanding the connections between wealth and power, economic exploitation and inequality and the relations between critical consciousness and progressive social change. Attention is paid to social and intellectual contexts, conceptual frameworks and methods adopted by Marx and Engels in their socioeconomic and historical analysis. The course also brings into focus the debates generated by Marxists to understand the process of social change, nature of mode of production, class conflict, exploitation, origin of the family, private property and the state.

Learning Outcomes

By the end of this course, students are expected to relate Marx's ideas to contemporary debates in sociological discussion, highlighting on global capitalism - from ideology and the capitalist system to revolutionary, counter-hegemonic movements.

Course Contents

1. Background of the Emergence of Marxism

- a. German classical critical philosophy, European utopian socialist tradition and British political economy

2. Marxist Methodology

- a. Dialectical and historical materialism

3. Theory of Society

- a. Mode of production, social formation, stages of history

4. Labor Theory of Value and Exploitation

- a. Labor, money, capital, commodity, surplus value and exploitation

5. Marx's Theory of Alienation

- a. Aspects of alienation: Labor product, labor process, species being, other people

6. Theory of Praxis and Social Change

- a.
Determinism, class and class struggle, social revolution, scientific socialism, and the role of the communist party

7. Post-Marx Marxism

- a.
Neo-Marxism, Frankfurt School, Structural Marxism

8. Contemporary Relevance of Marxism

- a.
Collapse of Soviet Union, Chinese transformation and other socialist/communist countries

Required Readings

Bottomore, T. (1975). *Marxist Sociology*. Holmes & Meier.

Elster, J. (1986). *An Introduction to Karl Marx*. Cambridge University Press.

Wolff, J. (2003). *Why read Marx today?* Oxford University Press.

Recommended Readings

Anderson, P. (1976). *Considerations on Western Marxism*. Verso.

Gamble, A., Marsh, D., & Tant, T. (Eds). (1999). *Marxism and Social Science*. University of Illinois Press.

Lefebvre, H. (1982). *The Sociology of Marx*. Columbia University Press.

Lenin, V. (1917). *Imperialism: The Highest Stage of Capitalism*. Zhizn' iznanie, Russia.

Lukacs, G., & Livingstone, R. (1972). *History and Class Consciousness: Studies in Marxist Dialectics*. The MIT Press.

Manza, J., & McCarthy, M. A. (2011). The neo-Marxist legacy in American sociology. *Annual Review of Sociology*, 37, 155-183.

Marx, K., & Engels, F. (1998). *German Ideology*. Prometheus Books.

Marx, K. (1844). *Critique of Hegel's Philosophy of Right*. CUP Archive.

Marx, K. (1867). *Capital: Critique of Political Economy* (Vol. I, II and III). Verlag von Otto Meisner, Hamburg.

Marx, K. (1932). *Economic and Philosophic Manuscripts of 1844*. Dover Publications.

McLellen, D. (1971). *The Thought of Karl Marx: An Introduction*. Papermac.

Roemer, J. E. (1988). *Free to Lose: An Introduction to Marxist Economic Philosophy*. Harvard University Press.

SOC 556: Sociology of Capitalism and Socialism

Course Objectives

The course traces the historical development of capitalism and socialism and analyses the social structure and political economy of these systems. The course is organized chronologically, moving from the mid-nineteenth century to today. The course begins by discussing the historical development of capitalism and socialism, methodological reflections on the comparative analysis of these systems and the nature and structure of pre and post capitalist societies. The course looks to the philosophical foundations of socialism in the Greek philosopher Plato, German socialists Fichte and Rodbertus and Italian enlightenment philosopher Comanella. The course then examines Aron's critique of capitalism and Ossowski's theory of social structure. The course concludes by entering current debates within dictatorship of the proletariat and the universal class, and crisis of capitalism and socialism and their alternatives.

Learning Outcomes

At the end of the course, students will gain literacy on several frameworks about a basic understanding of political economy of capitalism and socialism, demonstrating critical reasoning and understanding of concepts such as exploitation, equality as well as class structure of post-capitalist societies.

Course Contents

1. Capitalism and Socialism as Sociological Concepts

- a.
Capitalism vs. socialism: an overview
- b.
Approaches to the historical development of capitalism and socialism

2. Marx and Weber's Methodological Foundations in the Analysis of Capitalism and Socialism

- a.
The materialist conception of history
- b.
Existence and consciousness
- c.
Society, social relations and the economic structure
- d.
Weber's methodology in the analysis of capitalism and his interpretation of bourgeois-capitalist world in terms of rationalization and human self-alienation
- e.
Weber's concept of 'Ideal type'

3. Nature and Structure of Pre-capitalist Societies

- a.
Forms of property and modes of production
- b.
Economic structure, social stratification and political systems
- c.
Archaic and ancient societies: Stability of Asiatic mode of production, characteristics of slavery

d.
Development of feudalism in Europe and Asia: Disintegration of feudal social order

e.
Role of usury in slave and feudal societies

4. Origin and Development of Capitalism

a.
Social system and ideology of capitalism

b.
Social classes and class conflict: Marxist analysis

c.
Capitalism and human alienation

d.
Capitalism state and relations of production

e.
Dialectics of capitalist society

f.

Capitalist state, class struggle and revolution

5. Historical Relation across Various Successive Stages of Capitalism

a.
Monopoly capitalism and imperialism

b.
Development of capitalism in different countries

c.
The working class movement in the 19th century

d.
Colonial capitalism

e.
Crisis in modern capitalism

f.

Neo-liberal political economy

6. Classes in Post-capitalist Society

a.
Classes in industrial society: Aron

b.
Dahrendorf's theory of power and authority relations and class conflict

c.
Images and concept of class: Ossowski

d.
Classes and class struggles: transition from capitalism to socialism

e.
Marxian concept of the transition to socialism

f.

The new rationality

7. Historical Development and Types of Socialism

a.
The idea of communism: Plato, Comanella, Fichte and Rodbertus

b.
Early French communism

c.
Utopian socialism and early German socialism

d.
French syndicalism and Guild socialism

e.
Asian and African socialism

f.

Socialism in Latin America

g.
Socialism and the newly independent nations

8. Socialism and Democracy

a.
The emergence of the proletariat

b.
Dictatorship of the proletariat and the universal class

c.
The transition from socialism to communism

d.
Class composition of socialist society

e.
Ways of eliminating class distinctions

f.

True democracy and communism

g.
Recent changes in socialist societies

h.
Crisis of capitalism and socialism

Required Readings

Bottomore, T. B. (1984). *Sociology and Socialism*. Wheatsheaf Books.

Fulcher, J. (2015). *Capitalism: A Very Short Introduction*. Oxford University Press.

Giddens, A. (1974). *The Class Structure of the Advanced Societies*. Barnes and Nobles.

Recommended Readings

Burlamaqui, L., & Kattel, R. (Eds.). (2020). *Schumpeter's Capitalism, Socialism and Democracy A Twenty-First Century Agenda*. Routledge.

Collins, R. (1980). Weber's last theory of capitalism: a systematization. *American Sociological Review*, 45(6), 925-942.

Dobb, M. (1950). *Studies in the Development of Capitalism*. Routledge and Kegan Paul.

Frieden, J. A. (2006). *Global Capitalism*. W.W. Norton.

Ingham, G. (2008). *Capitalism*. Polity Press.

Lichtheim, G. (1996). *The Origin of Socialism*. Praeger.

Marx, K., & Engels, F. (2014). *The Communist Manifesto* (New edition). International Publishers.

Marx, K. (1867). *Capital: Critique of Political Economy* (Vol. I, II & III). Verlag von Otto Meisner, Humburg.

Newman, M. (2005). *Socialism: A Very Short Introduction*. Oxford University Press.

O'Brien, R., & Williams, M. (2016). *Global Political Economy: Evolution and Dynamics* (5th ed.). Palgrave.

Przeworski, A. (1985). *Capitalism & Social Democracy*. Cambridge University Press.

Schumpeter, J. (2008). *Capitalism, Socialism, and Democracy* (3rd ed.). Harper Perennial Modern Classics.

Weber, M. (2012). *The Protestant Ethic and the Spirit of Capitalism*. CreateSpace Independent Publishing Platform.

SOC 557: Comprehensive

The final examination will be comprehensive and take place at the end of all examinations before the viva voce. The master's program requires students to appear at the comprehensive examination in written form. The comprehensive examination is an opportunity for faculty members to assess a student's level of understanding and knowledge claims prior to moving forward with the viva voce. The purpose of this examination is to ensure that the students are knowledgeable enough with their courses studied throughout the master's semesters. It will be 2 hours in duration and will contain essay questions.

SOC 558: Advanced Research Monograph

A master's thesis provides opportunities for students to undertake an independent research to be accomplished under the supervision of a faculty member. The completion of the thesis constitutes one semester hour of credit (4 credits, i.e. 100 marks) that represents original research and critical analysis. A thesis option is open for those students who want to learn more about in-depth research as well as advanced research skills to design, interpret and critically evaluate data and findings. The department offers a thesis route for top 10 percent of students based on their honors final year results in lieu of doing a course work. A thesis is not a mandatory requirement for these students for completing a master's degree; they may choose a non-thesis route that let them doing a course work to meet the degree requirement.

A thesis offers students valuable opportunities to delve into sociological research for greater depth of learning in their career. The emphasis is on preparing students develop their own empirical research, with skills in identifying the complex issues inherent in selecting a research problem, and implementing a research project. Universities and research organizations often prefer students with a thesis paper in their portfolio, because it showcases their gained writing skills, authoritative awareness of the field, and ambition to learn. In fact, many master's students eventually publish their thesis work in academic journals to gain a higher level of credibility. A thesis may be subject to submission for textual similarity review to the plagiarism detection software under license to the University of Dhaka for detection of plagiarism.

PART IV: MPhil Program in Sociology

4.1 Admission

- i. The Degree of Master of Philosophy (MPhil) shall be awarded by the University in recognition of the successful completion of the MPhil courses of studies and research as prescribed by the Academic Council of the University of Dhaka. The courses of studies for the MPhil degree shall run for two academic years. The terms and conditions regarding admissions, examination and other matters relating to the degree shall be prescribed by regulations enacted by the Academic Council and the Syndicate of the University of Dhaka.
- ii. Candidates for admission to the courses for the MPhil degree must possess: (a) 4 year Honors Degree or (b) 3 Year Honors Degree and a 1 Year Master Degree or (c) Two-year Bachelor Degree and 2-year Postgraduate Degree. At least second division/class along with 50% marks is required in all examinations. If students are graded on CGPA, applicants require a minimum of 3.5 CGPA out of 5 or 3 out of a 4-scale for their admission.

4.2 The Program

- i. The degree must be in the subject concerned or in a related subject permitted by the Board of Advanced Studies and the Academic Council of the University of the Dhaka. The candidates from other related disciplines will attend a course on Introduction to Sociology as well as a course related to their research as audit courses.
- ii. A candidate for the MPhil degree will be registered for two academic sessions.
- iii. The application for admission to the MPhil Program must be recommended by the supervisor(s), the Academic Committee of the Department and the Faculty concerned.
- iv. Upon recommendations of the Board of Advanced Studies on MPhil admission, the Academic Council shall give the final approval.
- v. Any changes of the topic of research or of supervisor must be approved by the Academic Committee of the Department. Further approval will be required by the Faculty concerned, the Board of Advanced Studies and the Academic Council of the university. A separate prescribed form shall be used for this purpose.
- vi. A change of supervisor must also be approved by the Academic Committee of the Department. Academic supervisor must also give their written consent for the changes.

- vii. Candidates admitted to the MPhil program shall be full-time students of the university.
- viii. Candidates serving in any organization (including this university) shall take study leave for at least one year at the time of enrolling in the MPhil Program. This requirement may be relaxed by the Academic Council upon recommendation of the Academic Committee of the Department and faculty concerned for particularly those applicants who are working with higher educational institutions or research organizations.
- ix. The department will prescribe the course of studies which must be approved by the Faculty/Board of Governors, the Board of Advanced Studies and the Academic Council of the university.

4.3 Courses Offered in MPhil Program

MPHIL PROGRAM

SOC 601: Perspectives of Sociological Theories

SOC 602: Advanced Methods in Sociological Research

SOC 601: Perspectives of Sociological Theories

Course Objectives

This course provides a foundation in sociological theory by exploring the work of major social thinkers of the 19th and early 20th century. It attempts to present key contributions to sociological theory as part of a historical development that have guided sociological work. The goal of this course is to enable students to figure out how the key sociological thinkers conceived of the social, and how we can utilize those conceptions in the pursuit of our own sociological research.

Learning Outcomes

After the completion of this course, students will be able to explore both how to grasp the internal logic of a theory and how that theory applies to real social processes and contexts.

Course Contents

1. Development of Sociology in the light of Natural Science: Positivism; Sociology Outside Europe and America
2. Society as Collective Conscience: Emile Durkheim
3. Class, Consciousness and Society: Marxian Determinism
4. Interpretative Sociology: Max Weber
5. Symbolic Interactionism: Chicago School
6. Structural Functionalism and System Theory: Talcott Parsons
7. Synthesizing Theories: Anthony Giddens
8. Discursive and Discourse Analysis: Michel Foucault

Required Readings

Abend, G. (2008). The Meaning of Theory. *Sociological Theory*, 26(2), 173-199.

Alatas, S. F. & Sinha, V. (2017). *Sociological Theory Beyond the Canon* (1st ed.). Palgrave Macmillan.

Appelrouth, S., & Edles, L. (2011). *Sociological Theory in the Contemporary Era: Text and Readings*. Sage.

Recommended Readings

Baert, P. (1998). *Social Theory in the Twentieth Century* (1st ed.). New York University Press.

Collins, R. (1994). *Four Sociological Traditions*. Oxford University Press.

Scott, J. (2012). *Sociological Theory: Contemporary Debates* (3rd ed.). Edward Elger Publishing.

SOC 602: Advanced Methods in Sociological Research

Course Objectives

This course equips students with the knowledge and skills to conduct scholarly social research at an advanced level. It aims to provide an essential framework for quality academic research in sociology, necessarily underpinning the philosophical and methodological foundations of sociological research. The course begins with an introduction to the epistemological foundation of the method of enquiry, causality and paradigmatic shift, and introduces to a number of research issues and controversies such as debates around deductive and inductive approaches. The course then focuses on both qualitative and quantitative data analysis techniques. The main focus of the statistics component is on the multiple regression, multivariate analysis, cohort analysis, and Markhov chain process. Qualitative analyses cover framework analysis, thick narratives, ethnomethodology, including conversational analysis and intertextuality.

Learning Outcomes

Upon completion of this course, the student will be able to demonstrate an understanding of the systematic process of advanced research, develop in-depth skills for data analysis and reporting, with an understanding of the applications of both quantitative and qualitative method to a specific research problem.

Course Contents

1. Epistemological foundation of the method of enquiry: Philosophy and social sciences, theory of knowledge, ontology, logic and ethics
2. Challenges to scientific rationality: Quine and the demise of positivism; Kuhn and shifting paradigm
3. Nature of theorizing in social sciences: causality and falsifiability by Popper and relative science and subjectivity of truth by Feyerabend and problems of reliability and verification by Zetterberg
4. Science, Nature and Society: Marxism and science; Durkheim and rules of sociology, Weber and interpretive sociology, phenomenology as foundation for instrumental rationality, poststructuralist and postmodernist rhetoric
5. Quantitative Data Analysis-1: Multivariate analysis-multiple regressions, factor analysis, analysis of variance, canonical correlation, multiple classification analysis and path analysis
6. Quantitative Data Analysis-2: Stochastic statistical method-Markhov chain analysis and Cohort analysis.
- 7.

Qualitative Data Analysis-1: Ethnography, Case study, Oral history, autobiographical and archival material
Content analysis

8.

Qualitative Data analysis-2: Thick narratives, ethnomethodology, dramaturgy, conversational analysis and intertextuality

Required Readings

Beger, P. L., & Luckmann, T. (1967). *The Social Construction of Reality*. Allen Lane.

Benton, T. (1980). *The Philosophical Foundations of the Three Sociologies*. Routledge.

Crotty, M. (1998). *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Allen and Unwin.

Zetterberg, H. L. (1966). *On Theory and Verification in Sociology*. Bedminster Press.

Recommended Readings

Bourdieu, P. (1990). *The Logic of Practice*. Stanford University Press.

Bryman, A. (2004). *Social Research Method*. Oxford University Press.

Crib, I. (2001). *Philosophy of Social Sciences: The Philosophical Foundations of Social Thought*. Palgrave.

Durkheim, E. (1982). *The Rules of Sociological Method*. Macmillan.

Elliot, A. C., & Woodward, W. A. (2007) *Statistical Analysis*. Sage

Feyerabend, P. (1993). *Against Method*. Verso.

Garfinkel, H. (1967). *Studies in Ethnomethodology*. Prentice-Hall

Habermas, J. (1988). *On the Logic of Social Sciences*. MIT Press.

Kincaid, H. (1996). *Philosophical Foundations of the Social Sciences: Analyzing Controversies in Social Research*. Cambridge University Press.

Hughes, John A., & Sharrock, W. (2007). *Theory and Methods in Sociology*. Palgrave Macmillan.

Kuhn, T. (1970). *Structure of Scientific Revolution*. University of Chicago Press.

Lakatos, I., & Musgrave, A. (1970). *Criticism and the Growth of Knowledge*. Cambridge University Press.

Mills, C. W. (1959). *The Sociological Imagination*. Oxford University Press.

Popper, K. (1959). *The Logic of Scientific Discovery*. Hutchinson.

Popper, K. (1957). *The Open Society and Its Enemies*. Routledge.

Quine, W. V. O. (1980). *From a Logical Point on View*. Harvard University Press.

Rorty, R. (1980). *Philosophy and the Mirror of Nature*. Blackwell.

Schutz, A. (1967). *The Phenomenology of the Social World*. Northwestern University Press.

Seale, C., Gobo, G., Gubrium, J. F., & Silverman, D. (Eds.). (2007). *Qualitative Research Practice*. Sage

Weber, M. (1949). *The Methodology of Social Sciences*. Free Press.

Wittgenstein, L. (1997). *Philosophical Investigations*. Blackwell.

PART V: PhD Program in Sociology

5.1 Ordinances

The Degree of Doctor of Philosophy (hereinafter called the PhD degree) shall be awarded by the University in recognition of the successful completion by a candidate of a program of advanced study and research. The degree shall be awarded upon acceptance by the Academic Council that will recommend the acceptance of the thesis submitted by the candidate after a period of at least two years of registration at the University. The rules regarding admission to the courses of studies and research leading to the PhD degree, the submission of the thesis and its examination shall be prescribed by regulations to be enacted by the Academic Council and the Syndicate of the University of Dhaka.

5.2 Regulations

5.2.1 A candidate for admission to the PhD program in a department or an institute must fulfill the following admission requirements:

a. *Qualifications for Admission*

The candidate must possess the MPhil degree of this University or of a recognized university. Provided that an MPhil student of this University who has successfully completed the first year courses of studies and has passed the MPhil Part-I Examination may be transferred to the PhD Program on the recommendation of his/her supervisor(s) certifying satisfactory progress of research work and the Academic Committee of the Department, PhD sub-committee and Faculty concerned and on approval of the Board of Advanced Studies and the Academic Council of the University of Dhaka.

b. Teachers of this University or of the constituent colleges, or of other universities of Bangladesh and their affiliated and constituent colleges, as well as Scholars of research organizations and academic institutions having 2 years' teaching/research experience as approved by the university, are eligible to apply for admission, provided they possess a First Class or a Second Class Master's degree or equivalent degree of this university or of a recognized university and shall have at least Second Division/Class in all earlier examinations; provided also that candidates from the university and the affiliated and constituent colleges must have teaching experiences at the graduate level for at least two years and research publications; scholars of research organizations must have demonstrated evidence of research ability in the form of published papers in standard academic journals recognized by this university. Provided further that in the case of teachers in service of this University but not possessing the requisite qualifications, the Academic Committee/Committee of Advanced Studies of the Department may recommend to the Academic Council through the appropriate channel for a relaxation of the above requirements.

5.2.2 A candidate for admission to the PhD degree program will apply in the prescribed form (obtainable from the Office of the Registrar) to the Chair of the Department along with the recommendation of the supervisor(s).

- a. Each candidate shall not have more than three joint supervisors.
 - b. The supervisor must be of the rank of Professor or Associate Professor or Assistant Professor with PhD degree.
 - c. One of the joint supervisors may be from outside this University provided the Academic Council has accorded the necessary recognition and permission for this purpose. Main supervisor will be from the department concerned.
- 5.2.3 The Registrar on receiving the application form for admission from the Chairperson of the Department shall place it before the relevant PhD sub-committee of the Faculty concerned and then will forward the application to the Board of Advanced Studies and Academic Council for final approval together with the recommendation of the Faculty meeting.
- a. A candidate for the PhD degree shall be registered as a PhD student at the University upon payment of the prescribed fees and dues.
 - b. A PhD candidate serving at any organization other than the University of Dhaka shall take study leave for at least one year at the time of joining the PhD work. A candidate serving to the University of Dhaka may or may not take leave of absence for PhD work. Provided that this requirement may be relaxed by the Academic Council on the recommendation of the Academic committee of the Department concerned for applicants working at higher educational institutions/research organizations. Provided further that a PhD scholar may spend part of his time in another institution in the country or abroad upon prior approval of the University.
 - c. The Department concerned may organize courses for the PhD scholar.
- 5.2.4 The PhD scholar will perform the research work in the university as a research student under the guidance of supervisor(s) and must submit a six monthly report of his/her work to the supervisor(s) who will transmit the report to the Board of Advanced Studies.
- a. The Registration for the PhD degree will remain valid for a period of four years.
 - b. The Registration may be renewed for a further period of four years.
- 5.2.5 The PhD scholar will make at least one presentation on a topic of his/her own field of research at a seminar organized by the Department every year.
- a. The recommendation of the Academic Committee of the Department and Faculty concerned is a prerequisite for any change of topic of research.
 - b. A change of supervisor must also be approved by the Academic Committee, Faculty, and the previous supervisor must also give his/her written consent.
 - c. All such changes of the topic of research or of supervisor must be approved by the Board of Advanced Studies and the Academic Council of the University. A separate prescribed form shall be used for this purpose.

5.3 Presentation of the Thesis

- 5.3.1 A PhD thesis must satisfy the following requirements:
- a. It must be an original piece of investigation, with distinct contribution to the advancement of knowledge.
 - b. It must be a comprehensive and self-contained account of the candidate's research.
 - c. It must be satisfactory with regard to literary presentation and suitable for publication in a recognized journal or in book form.
 - d. It may include published material from the scholar's work done during the period of registration.
 - e. It must be prefaced by a statement certified by the supervisor that it contains the results of the candidate's research.

5.4 Examination of the Thesis

- 5.4.1 a. The Academic Council shall, on the basis of the recommendation received from the Faculty, the Committee of Advanced Studies/Academic Committee of the Institute, nominate

members for the Thesis Examination Committee comprising three examiners of whom one shall be the supervisor and the other two from outside this University including Universities from the abroad.

- b. One of the three examiners other than the supervisor will be appointed as a Convener of the Examination Committee.
 - c. The examiners of the Thesis Committee will individually as well as separately submit their reports in sealed covers to the Controller of Examinations.
 - d. Examiners will explicitly make their recommendations to the Controller of Examinations which holds responsibility for deciding whether the PhD degree can be awarded or not.
 - e. The recommendations of all the three examiners must be explicit, unambiguous and unanimous for the award of the degree.
 - f. Upon receipt of the unanimous opinion from the examiners, the Controller of Examinations in consultation with the Convener will propose a date, time and venue for the candidate's oral examination/viva voce. The oral examination will be conducted by the supervisor (a member of the examination committee) as well as the Convener.
 - g. After completion of the oral examination, the Convener will send a consolidated report to the Controller of Examinations stating clearly whether the degree can be awarded.
 - h. In the case of a lack of unanimity outcome in the reports, the Controller of Examinations in consultation with the Convener shall report to the Vice-Chancellor (on the basis of the reports of the examiners) whether the thesis should be rejected or resubmitted with necessary modifications and changes.
 - i. If a thesis is adjudged inadequate for the award of the PhD degree, the dissertation may be recommended for the award of the MPhil degree, and the Controller of Examinations will place such recommendation before the Academic Council. Provided that in such a case, prior to the award of the MPhil degree, the Controller of Examinations will obtain the written concurrence of the candidate for such an award.
 - j. In case a candidate is unable to satisfy the Viva-voce Board even though the thesis is adjudged adequate, the Board may recommend to the Academic Council that the candidate may be permitted to appear at another oral examination after a lapse of six months from the first oral examination. Provided that no candidate shall be allowed to appear at the oral examination of the same thesis for more than two times.
- 5.4.2 The Vice-Chancellor shall place the reports of the examiners for consideration of the Academic Council which shall recommend to the Syndicate for the award of the degree.
- 5.4.3 A copy of the PhD thesis accepted by the Academic Council incorporating any corrections and changes suggested by the Examination Committee shall be preserved in the Central Library of the University.

5.5 Fees for the PhD program

- 5.5.1 A PhD student will have to pay the following fees and dues:
- a. Registration fee for the first year of registration.
 - b. Registration fee for the second and each subsequent year.
 - c. Athletic dues, Union dues, Hall Union dues etc. as payable by the students of the university.
 - d. Library caution money
 - e. Students must pay the examination fee for the submission of their thesis. A thesis cannot be submitted unless all fees and charges have been paid. The fees and dues must be paid within one month of obtaining permission to registration. Fees for re-submission shall be one half of the original fee. Provided that the teacher of the University shall be required to pay only the registration fee and the examination fee. Registering for a new academic session results in a full year's fee prior to submission of the thesis. Failure to pay the fee within the period specified shall result in a late penalty charge.

PART VI: ADDRESSING SUSTAINABLE GOALS (SDGs) IN SOCIOLOGY PROGRAM

Adopted by the United Nations, the Sustainable Development Goals (SDGs) were designed in 2015 in order to call for an action to end poverty, protect the environment, and to ensure that everyone can live in peace by the year 2030. The SDGs are an integrated set of seventeen goals emphasizing a holistic approach to achieving sustainable development for all. These goals were agreed to by all the world's countries and all the leading development institutions. The goals aim to stimulate real progress in tackling the most pressing issues facing developing countries – poverty, hunger, inadequate education, gender inequality, child and maternal mortality, HIV/AIDS and environmental degradation. The UN helps countries formulate national development plans focused on the SDGs and chart national progress towards them through the SDG reporting process. The UN is working with governments, civil society and other partners to build on the momentum generated by the SDGs and carry on the targeted development agenda.

The agenda for Sustainable Development and its 17 goals cut across many branches of sociology, acknowledging many challenges that humanity faces in modern times. Sociology and SDGs share many important issues of inquiry that offer the potential for closer cooperation between these two areas. This syllabus covers a broad range of issues such as environmental degradation, development, gender, health, poverty eradication, and human justice which are the key issues for the UN sustainable development agenda. Issues related to SDGs are dealt and discussed here in different courses which will contribute to students in formulating the issues and analyses pertaining to various development indicators.

As a discipline, Sociology has been researched widely in connection with poverty, environment, gender, health, population and the like. Thus, the scope of Sociology is vast, and graduates in this field can work in government agencies as well as international development organizations. Additionally, demographers may be sought to help developing countries analyze censuses, prepare population projections, and formulate long range public planning programs. Apart from that, sociology offers immense opportunities when it comes to the field of research. A vast number of government and private organizations that conduct research in the field of society and come up with topics that analyze social problems and issues. The Department of Sociology at the University of Dhaka can equip graduates with essential skills that allow them to be able to work with or for the government and non-government agencies, and to help achieve and monitor the SDG indicators in the future.

Using a combination of research and sociological knowledge, graduates in Bangladesh build employability skills that can allow them to contribute towards these goals in their future careers. This is because sociology has a diverse and vast field of research and job opportunities, and its rational considerations to explore social constructs have a powerful force to positive social change that brings into account the development issues involving policy, implementation and evaluation.

The adoption of SDGs demands to measure performance of projects as well as monitoring progress for the indicators set up by governments, international organizations and NGOs. Sociologists can develop monitoring and evaluation tools to improve current and future management of outputs, outcomes and impact. With a focus on applications in a number of areas, the courses offered in the BSS (Honors) program cover many development issues outlined in the SDGs.

Since its inception, the Department of Sociology has been addressing a range of issues related to poverty, environment, water, urbanization, health, migration, and gender through a multidimensional research and theoretical framework that are highly relevant to the challenges of the SDGs in particular and the future of global systems transformation generally. Our sociology undergraduate program (bachelor) pertains to more specialized courses dealing with themes such as the Social Inequality, Gender, Society and Development, Health and Society, Risk and Communication, Sociology of Environment, Urban

Sociology, Sociology of Poverty, and Sociology of Migration and Diaspora make direct contribution through making stronger links between social science research and public policy making, thereby supporting in the achievement of a number of sustainable development goals. These courses resonate with the 2030 SDG Agenda and the UN's mandate to support member states in managing contemporary social transformations towards sustainable development.

Over the decade, there has been a breadth of research interests expanded to encompass SDG issues. The BSS honors students are required to undertake an independent research as part of their honors courses. By way of their involvement in this research project, students will be able to identify and discuss the issues and concepts related to a range of SDG indicators and should be able to develop advanced critical thinking skills through data analysis, presentation and report writing.

The main uses of sociology courses in relation to SDGs are listed below:

SDGs	Keywords	Relevant Courses
SDG 1: End poverty in all its forms everywhere	Poverty Reduction Strategies, target of eradicating poverty	SOC 204: Economy and Society, SOC 402: Sociology of Poverty, SOC 552: Issues and Problems of Development in South Asia
SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture	Malnutrition, hunger, food security	SOC 402: Sociology of Poverty SOC 406: Sociology of Sustainable Development
SDG 3: Ensure healthy lives and promote well-being for all at all ages	Ensuring healthy lives & well-being; warning systems for global health risks, prevention & treatment of substance abuse, reducing HIV/AIDS infection, reducing communicable and non-communicable diseases, promoting mental health and well-being	SOC 203: Crime and Society, SOC 253: Risk and Communication, SOC 302: Health and Society, SOC 403: Culture, Society and HIV/AIDS, SOC 505: Social Gerontology, SOC 553: Population, Politics and Development, SOC 554: Sociology of Health and Illness
SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	Inclusive & equitable quality education	SOC 154: Sociology of Education
SDG 5: Achieve gender equality and empower all women and girls	Women, empowerment and population issues	SOC 152: Gender, Society and Development, SOC 202: Social Inequality, 452: Gender, Violence and Development, SOC 553: Population, Politics and Development
SDG 6: Goal 6: Ensure availability and sustainable management of water and sanitation for all	Human right to water	SOC 357: Water, Politics and Development
SDG 7: Ensure access to affordable, reliable, sustainable and modern energy for all	Environment, energy, clean fossil-fuel technology, renewable energy	SOC 306: Social Forestry

SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	Poverty alleviation, Human trafficking, child labor, labor rights & safe working environment	SOC 202: Social Inequality, SOC 204: Economy and Society, SOC 105: Social Problems and Issues
SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation	Resilient infrastructure, environmentally sound technology	SOC 252: Urban Sociology, SOC 257: Sociology of Built Environment SOC 304: Industrial Sociology
SDG 10: Reduce inequality within and among countries	Safe migration & mobility, planned migration policy	SOC 303: Population and Society, SOC 353: Sociology of Migration and Diaspora
SDG 11: Make cities and human settlements inclusive, safe, resilient and sustainable	Sustainable cities & communities	SOC 252: Urban Sociology, SOC 256: Sociology of Disability, SOC 552: Issues and Problems of Development in South Asia
SDG 12: Ensure sustainable consumption and production patterns	Sustainable consumption, harmony with nature	SOC 153: Sociology of Environment, SOC 257: Sociology of Built Environment, SOC 306: Social Forestry
SDG 13: Take urgent action to combat climate change and its impacts	Climate change and natural disasters on water future, environmental Justice	SOC 307: Protest and Social Movement, SOC 355: Sociology of Disaster, SOC 357: Water, Politics and Development, SOC 406: Sociology of Sustainable Development
SDG 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development	Sustainable use of ocean, sea and marine resources	SOC 153: Sociology of Environment
SDG 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	Sustainable forest management and ecosystem approach	SOC 306: Social Forestry
SDG 16: Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	Reduce violence, terrorism and crime, women and child trafficking	SOC 104: Social Problems and Issues
SDG 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development	Targeted capacity-building, sustainable development	SOC 402: Sociology of Poverty

APPENDIX

List of Chairpersons (1957-2022)

From	To	Name of the Chairpersons
July 14, 1957	July 30, 1958	Prof. Pierre Bassaignet
Aug 1, 1958	Aug 31, 1961	Prof. A. K. Nazmul Karim, PhD
Sept 1, 1961	May 31, 1963	Prof. John E. Owen
June 1, 1963	Oct 31, 1964	Prof. M. Afsaruddin
Nov 1, 1964	June 30, 1976	Prof. A. K. Nazmul Karim, PhD
July 1, 1976	June 30, 1979	Prof. M. Afsaruddin
July 1, 1979	Aug 30, 1979	Prof. A. K. Nazmul Karim, PhD
Sept 1, 1979	Sept 14, 1980	Prof. M Afsaruddin
Sept 15, 1980	Feb 3, 1984	Prof. K. A. M. Saaduddin
Feb 4, 1984	Feb 3, 1987	Prof. Rangalal Sen, PhD
Feb 4, 1987	Feb 3, 1990	Prof. Anwarullah Chowdhury, PhD
Feb 4, 1990	May 12, 1991	Prof. Ali Naqi
May 13, 1991	May 12, 1994	Prof. Syed Ahmed Khan
1994 May 12	May 12, 1997	Prof. Nazrul Islam, PhD
1997 May 12	May 13, 2000	Prof. Mahmuda Islam, PhD
May 13, 2000	May 12, 2003	Prof. Ishrat Shamim
May 12, 2003	May 13, 2006	Prof. Quamrul Ahsan Chowdhury
May 13, 2006	May 12, 2009	Prof. S. Aminul Islam
May 12, 2009	May 12, 2012	Prof. A. I. Mahbub Uddin Ahmed, PhD
May 12, 2012	May 12, 2013	Prof. Md. Imdadul Haque
May 12, 2013	May 12, 2015	Prof. Monirul Islam Khan, PhD
May 12, 2015	June 30, 2019	Prof. Nehal Karim, PhD
June 30, 2019	June 30, 2022	Prof. Rasheda Irshad Nasir

List of Office Staff

Name	Designation
Md. Abul Kalam Azad	Senior Administrative Officer
Md. Kamrul Alam	Senior Administrative Officer
Md. Sheikh Nasir	Assistant Librarian
Subrata Mandal	Senior Technical Officer
Jahirul Islam	Administrative Officer
Sarojit Kumar Biswas	Upper Division Assistant Cum Computer Operator
Abdul Mannan	Senior Gestetner Machine Operator
Md. Mahbubul Haque	Office Attendant
Md. Ibrahim	Office Assistant
Md. Mostafa Kamal	Office Assistant
Md. Ershad Howlader	Cleaner



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