



**Curriculum  
for  
Bachelor of Social Sciences (Honors)  
Department of Population Sciences  
University of Dhaka**

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# 1 Introduction to the entity

The multidisciplinary approach to Population Sciences has gained increasing practical relevance in recent times. For Bangladesh, although many challenges remain, successive successes in several population related programs have brought international laurels and attention over the past few years. Recent developments and challenges in the population field have increased the need for professionals who can critically analyze population issues and steer various population related programs.

To address the need of the times, we are proud to lead the way by introducing this 21<sup>st</sup> century academic program with forward looking fields of concentration in areas such as demographic analysis; population studies; population and development; sexual and reproductive health and rights; population policy, program and management; food security and nutrition; gender issues; population aging; and climate change adaptation and risk reduction strategies.

We are encouraged by the prospects which lie ahead. Students and professionals from fields as diverse as environment to medicine, engineering to sociology, business to women's studies, economics to geography, law to NGO management, both at home and abroad, have expressed keen interest in our program. We here at the Department are eager to live up to the expectations that have built up around us. In response to the diverse streams of students, we have put together a pool of faculty and adjunct faculty who have enriched our program with the breadth and depth of their knowledge and experience.

Our survey of population related organizations gives us reasons to believe that there are many opportunities for rewarding careers in these organizations for the right person. While we promise to deliver on an intellectually challenging academic program for our students, at the same time we are mindful that our training should open up stimulating career paths in population and development related disciplines. Candidates who wish to take on the intellectual challenge of our program, and who seek a career path that at the same time contributes to society, are strongly encouraged to apply.

## 2 Introduction to the program: Bachelor of Social Sciences (BSS) (Honors)

**Title:** Bachelor of Social Sciences (BSS) (Honors)

**Duration of the Program:** 4 Years

**Admission Eligibility:** The admission into the department of Population Sciences is maintained by the university authority. Therefore, the eligibility criteria may vary year to year. However, the information related to admission is available in the following website link: <http://admission.eis.du.ac.bd/>

**Objectives of the program:** The objective of the program is to train students with theoretical and practical knowledge and skill in population related fields. This program inculcates students with the knowledge that are necessary for understanding population and its related phenomena with basic statistical skill. The program also helps students to develop their capability to provide different population policies and programs in global and Bangladesh context. Apart from these, in the eighth semester of this program students get the opportunity to do a research monograph as a partial fulfilment of the degree. Here, students can get the opportunity to apply their theoretical and practical knowledge in field level. In this program, students are supposed to conduct their research for monograph on core population related issues such as fertility, mortality and migration along with related population health, gender issues, aging, developmental and environmental issues.

**Rules and regulations for studentship:** As per University's rules and regulation.

## 3 Structure of the Course

### 3.1 BSS First Year First Semester

#### 3.1.1 POP 101: Introduction to Population Sciences

**Credit Hours:** There will be **Four** (04) credit hours for this course.

**Introduction to the Course:** This is an introductory level course on population and designed to help students understand the basic principles of population processes contributing to population change. Students will engage in critical thinking about population-related issues and gain exposure to diverse population-related issues and concepts in this course. The course *aims* to inculcate students with the basic reading skills necessary to understand the population and its related phenomena. This *course* continues in its *aim* to familiarize the students with the central ideas of the discipline.

**Objectives:** Upon completion of the course, the students will:

- understand the multi-science nature & scope of population sciences;
- gain knowledge on the level, trends and future scenario of population growth at the national, regional and global level; and
- learn about the dynamics of the essential components of population change with particular reference to Bangladesh.

**Learning Outcomes:** Students will be able to:

- analyze population growth of a country/population;
- develop a perspective on debates related to population;
- explain population composition/demographic variables of a country;
- explain fertility and its determinants of a country;
- explain mortality and its relationship with other demographic variable and mortality contributes to the population growth of a country;
- understand migration and population distribution; and
- explain nuptiality and its importance of study in Population Sciences.

**Course Content:**

1. **Introduction:** Definition: Demography, Population Studies-Type I & II, Population Sciences. Nature and Scope of Demography: Demography as a Scientific Discipline, Scope of Demography. Importance of Demography/Population Sciences. Types and Sources of Demographic Data.
2. **Demographic/Population Perspective:** Premodern doctrines: Ancient Judaism (~1300 BC); Oriental Philosopher (~400-300 BC); Confucius (~ 500 BC); Plato (360 BC); Aristotle (340 BC); Cicero (~ 100 BC); St Augustine (~ 400 AD); Ibn Khaldun (~ 1380 AD); Mercantilism (1500-1800); Physiocrats (1700-1800). Modern Theories: Malthus (1798); Neo-Malthusian (~ 1800); Marxian (~ 1844); Demographic Transition in Original Formulation (1945)
3. **Population Change/Population Growth and Its Components:** History of World Population Growth, Levels and Trends of Population Growth-Global, Regional, National - Future Scenario. Causes and Consequences of Population Growth.
4. **Population Composition: The Demographic Variables:** Age and Sex Composition, Age-Sex Pyramid - Factors Affecting Age Patterns, Factor Affecting Sex Composition- Consequences of Imbalances in Age-Sex Composition.

5. **Fertility:** Concepts Related to Fertility: Fertility, Fecundity, and Fecundability. Basic Measures of Fertility. Fertility Level in Different Societies. Why High Birth Rates Are So Low? The Proximate Determinants of Fertility.
6. **Mortality:** Mortality and Morbidity. Lifespan and Longevity. Causes of Death: Communicable, Non-Communicable and Injuries, Basic Measures of Mortality. Mortality Differentials. Levels and Trends of Mortality.
7. **Migration:** Population Distribution and Migration. Factors Responsible of Uneven Population Distribution. Migration: Concepts & Definition. Approaches and Theories of Migration. Factors Affecting Migration. Effects of Migration. Migration Differentials or Selectivity in Migration.
8. **Nuptiality:** Definition-Marital Status and Mate Selection. Differential Marriage Patterns-European vs Non-European.

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional Strategies:** Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading will be given, and students will be presenting their summary. In addition to this, there will be group presentations on a specific topic, and groups will be formed. All reading materials will be provided to students in a folder at the beginning of the semester.

#### References

1. Babbie, E. R. 1990. Survey Research Methods. California: Wadsworth Publishing Company, Inc.
2. Bogue, D.J. 1969. Principles of Demography. London: John Wiley and Sons, Inc.
3. Bongaarts, J. 1975. Why High Birth Rates Are So Low? Population and Development Review, Vol. 1, No. 2 (Dec. 1975), pp. 289-296.
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8. Kirk, D. (1996). Demographic Transition Theory. Population Studies, 50 (1996), 361-387.
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10. United Nations. 1973. Determinants and Consequences of Population Trends. New York: United Nations.
11. Weeks, J.R. 2016. Population: An introduction to Concepts and Issues (12th Edition). Boston, MA: Cengage Learning.
12. Yaukey, D., Anderton, D.L, and Lundquist, J.H. 2007. Demography: The Study of Human Population. Illinois: Waveland Press.
13. Some other articles and relevant readings will also be provided.

### 3.1.2 POP 102 Introduction to Sociology and Anthropology

**Credit Hours:** There will be **Four (04)** credit hours for this course.

**Introduction to the Course:** This introductory course will introduce the primary issues of the two major disciplines of the social sciences namely Sociology and Anthropology. Students will be introduced to the very basic socio-cultural elements and development of society and culture.

**Objectives:** Objectives of the course are to:

- make students familiar with the basic issues of sociology and anthropology
- make them enable to relate the broader population issues in the broader socio-cultural context with this basic understanding.

**Learning Outcomes:** After successfully completing the course, student would able to

- understand the basic elements of society and culture
- explore the society and culture in which we live
- relate different basic elements of society and culture in an analytical way

**Course Content:**

- **Introduction:** The Sociological and Anthropological Perspective, Origin and Development of Sociology and Anthropology as Academic Discipline, Definition of sociology and anthropology, Nature, Scope and Uses of sociology and anthropology, Sociology and anthropology and other social sciences, Methods in sociology and anthropology
- **Early Theoretical Thought and Contemporary Approaches:** Early Sociological Thought: Auguste Comte, Herbert Spencer, Karl Marx, Emile Durkheim, Max Weber, Contemporary Sociological Approaches: Functionalist Perspectives, Conflict Perspective, Interactionist Perspectives, Anthropological Approaches: Holistic Perspective, Comparative Perspective, Relativistic Perspective
- **Society:** Social Structure: Statuses, Roles, Groups, Institutions, Types of Societies: Hunting and Gathering Societies, Pastoral Societies, Horticulture Societies, Agricultural Societies, Industrial Societies, Postindustrial Societies, Lewis Henry Morgan's Theory of Civilization
- **Culture:** Definition of Culture, Content of Culture, Culture and Civilization, Variation among Cultures: The Ecological Context, A Functionalist Approach, A Conflict Approach, Cultural Universals, Ethnocentrism, Cultural Relativism, Variations within culture: Real Culture and Ideal Culture, High Culture and Popular Culture, Subculture and Counter Culture, Cultural Change: Cultural Diffusion and Acculturation, Cultural Lag
- **Socialization:** What is socialization? Sociobiology and the nature-nurture debate, Major Theories of Socialization: Sigmund Freud, Charles Horton Cooley, George Herbert Mead, Erik H. Erikson, Methods of Socialization, Agents of socialization, The Life Course: Childhood, adolescence, mature adulthood, old age, death
- **Social Stratification:** What is social stratification? Characteristics of social stratification, Major forms of social stratification: Slavery, Caste, estate, class, status, Major theories of social stratification: Marxian, Weberian and functionalist
- **Family, Marriage and Kinship:** Definitions, Origin of Family and Marriage, Types of Family, Marriage and kinship, Functions of Family, marriage and kinship, changing structure of family, marriage and kinship



- **Religion and Magic:** Definition, Origin of religion: Fear theory, animism, animatism, magic and religion, Religion: Functionalist approach, conflict approach, Functions of religion, Religion and social change, Religion and geography

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional Strategies:** Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading will be given, and students will be presenting their summary. In addition to this, there will be group presentations on a specific topic, and groups will be formed. All reading materials will be provided to students in a folder at the beginning of the semester.

**References:**

1. Berger, P. 1986. Invitation to Sociology. London: Penguin
2. Bobb, C. B. 2000. Sociology: An Introduction. Orlando: Harcourt Brace & Company
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5. Haviland, W.A. 1978. Cultural Anthropology. Holt, Rinehart and Winston
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8. Kottak, C. P. 2002. Anthropology: The Exploration of Human Diversity (9<sup>th</sup> Edition). McGraw Hill Companies, Inc.
9. Schaefer, R.T. 2001. Sociology (7<sup>th</sup> Edition). New York: McGraw-Hill.
10. Some other articles and relevant readings will also be provided.

### 3.1.3 POP 103: Principles of Population and Economy

**Credit Hours:** There will be **Four (04)** credit hours for this course.

**Introduction to the Course:** This course is an overview of the discipline of Economics and Population Sciences. From the Economics perspective, it is an introduction to the fundamental principles and analytical tools of Microeconomics and Macroeconomics. The course will cover essential topics such as demand and supply; taxes and subsidies; market structure and competition, measurement, and determination of national income; business cycles, fiscal policy, budget, money, banking, monetary policy, exchange rates, unemployment and inflation etc. It informs how economy performs and expands its scope in micro and macro level according to the demand of society. For Population Sciences, it is the first course that will help student's opportunities and importance about this discipline.

**Objectives:** Objective of this course are to:

- introduce the students with the basic concepts of Microeconomics and Macroeconomics.
- help them understand how economies work, how they interact both nationally and globally.

**Learning Outcome:** After completion of this course students would be able to understand the relations between population and economy. Students would be able to get idea regarding some basic topics of Population of a country like Population Growth, Family, Household, Migration, Aging, Demographic composition, Health etc. by the end of semester. They will also be familiar with various sources of demographic data with a focus on Bangladesh.

**Course Content:**

1. **Introduction:** History and Definition of Population, Nature and Scope of Population Sciences, Relationship with other economic indicators, Economy and Society, Interrelations among Population, Economic and Social Factors.
2. **Population Growth and Economic Growth:** The Malthusian Theory of Population, The Optimum Theory of Population, The Theory of Demographic Transition, Theory and Empirical evidences
3. **Economics of Family:** Theories of family, the Formation and Dissolution of Families, Allocation of Time and Division of Labor in the Household, Household as a Production Unit, Intra-Household Distribution, **Intergenerational** and Inter-Household Economic link
4. **Economic Analysis on Fertility:** Models of fertility, the cost of children and the use of demographic variables in consumer demand, demand for children in low-income countries- Effect of Females' Education on Demand for Children
5. **Economic Analysis of Migration:** Internal migration, Economic impact of International migration: developed and developing country perspectives
6. **Population Aging:** Demographic composition, and the Economy: The economics of individual and population aging
7. **Health:** Definition and Rationale of Health, Approach and Evolution of ideas about reproductive Health, Health inequalities, Diseases of poverty, Burden of diseases
8. **Employment and Labor Supply:** Labor Migration, Employment Opportunity, Economic impact of Migration

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional Strategies:** Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading will be given, and students will be presenting their summary. In addition to this, there will be group presentations on a specific topic, and groups will be formed. All reading materials will be provided to students in a folder at the beginning of the semester.

**References:**

1. Paul A. Samuelson & William D. Nordhaus, "Economics", 17<sup>th</sup> /18<sup>th</sup> /19<sup>th</sup> Edition, 2008, McMillan Worth Publisher.
2. Arnold, A. Roger, "Principles of Economics" 8<sup>th</sup>/ 9<sup>th</sup>/10<sup>th</sup> edition
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4. Koutsoyiannis, A (2003), *Modern Microeconomics*. Palgrave Macmillan: London and Basingstoke.
5. Mankiw, N. Gregory (2004), *Principles of Microeconomics*. 3<sup>rd</sup> Edition. Mason OH: Thomson Southwestern Publishers.
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7. Salvatore, Dominick (2004), *Microeconomic Theory*. Schaum's Outline Series. 3<sup>rd</sup> Edition. New York: McGraw-Hill,
8. Stiglitz, Joseph E., and Walsh, Carl E. (2002). *Principles of Microeconomics*. 3<sup>rd</sup> Edition. New York, NY: W. W. Norton.
9. Mankiw, N.G. (2004), *Macroeconomics*. 15<sup>th</sup> Edition. New York: Worth Publishers.
10. Dornbusch, R. Fischer, S and Startz, R. (2000), *Macroeconomics*. 7<sup>th</sup> Edition. New York: McGraw-Hill.
11. Shapiro, Edward. J (1978), *Macroeconomic Analysis*. 4<sup>th</sup> Edition. New York: Harcourt Brace.
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14. Simon, Julian L. (1998). *The Economics of Population: Classic Writings*. New Brunswick and London: Transaction Publishers.
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16. United Nations, (1973): *The Determinants and Consequences of Population Trends*, Vol. I, Population Studies, No. 50, Chapter VII, New York.
17. Bhende, A. and T. Kanitkar, (2006): *Principles of Population Studies* Himalaya Publishing House, Bombay.
18. United Nations, *World Population Ageing, 1950-2050*.
19. United Nations (1958). *Multilingual Demographic Dictionary*, John Wiley & Sons Ltd.
20. Some other articles and relevant readings will also be provided.

### 3.1.4 POP 104: Political Institutions and Governance

**Credit Hours:** There will be **Four (04)** credit hours for this course.

**Introduction to the Course:** This course examines the design and consequences of institutions designed to address political problems at various levels of analysis in light of political institutions and governance. These issues will be studied in both their abstract form as well as representative applications. Students will learn, in each thematic section, about the general approach of studying political phenomena from an institutional perspective. Following this, students will learn how scholars have applied to the general approach to particular substantive environments that vary widely with respect to political phenomena. Taken together this provides broad insight into how the methodological approach of institutional analysis can be widely applied to most questions of interest to social scientists. Attention will also be paid to contrasting ways of studying institutions as well as political phenomena.

**Objectives:** Objectives of the course are to:

- familiarize students with the basic concepts and approaches to the study of institutions and governance from political perspective.
- give students a concrete theoretical idea as well as empirical evidence about political institutions and governance in Bangladesh.
- increase students' ability to synthesize concepts/theories/paradigms/frameworks and coherently examine population issues related to political institutions and governance in Bangladesh.

**Learning Outcomes:** Students will particularly be able to:

- use the concepts/theories/paradigms/frameworks in analyzing political institutions and governance process of Bangladesh.
- understand broadly, what institutions are and why and how we study them to provide explanations of political behavior we observe in the world in general and in Bangladesh in particular.

**Course Content:**

1. Major political philosophies and ideologies; political institutions, political system; state and citizens; the dynamics of politics and functions of political institutions; government as political institution, governing paradigms; supranational organizations; political institutions, government and democracy; state organs; functions of state organs; political institutions, democracy and accountability.
2. Public bureaucracy in theory and practice; public sector and socio-economic development; government administration in its social, economic, and political settings; public policy process; public policy process, responsiveness and accountability; policy instruments; policy environment.
3. Governance, rule of law and accountability; nature of political institutions, government and governance; social environment and forces of governance; good governance; public administration and public goods and public services; organization and management in public services.

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional Strategies:** Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading will be given, and students will be presenting their summary. In addition to this, there will be group presentations on a specific topic, and groups will be formed. All reading materials will be provided to students in a folder at the beginning of the semester.

**References:**

1. Adam Przeworski (2004), "Institutions Matter?" *Government and Opposition* 39(4): 527-540.
2. Appadorai, A. (2006), *The Substance of Politics*, Oxford: Oxford University Press
3. Clark, William Roberts (1998), "Agents and Structures: Two Views of Preferences, Two Views of Institutions." *International Studies Quarterly*. 42: 245-270.
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6. Finer, Herman (1971), *Theory and Practice of Modern Government*, Westport: Praeger
7. Laski, Harold J. (1967), *A Grammar of Politics*, Harper Collins Publishers Ltd., 5th Edition.
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15. Palombara, La and Weiner, Myron (1967), *Political Parities and Political Development*, Princeton: Princeton University Press
16. Randall, Vicky and Theobald, Robin (1998), *Political Change and Underdevelopment: A Critical Introduction to Third World Politics*, London: MacMillan Press Ltd.
17. Shapiro, Ian and Hacker-Cordon, Casiano (eds.) (1999), *Democracy's Edges*, Cambridge: Cambridge University Press.
18. Shepsle, Kenneth. 1989. "Studying Institutions: Some Lessons from the Rational Choice Approach." *Journal of Theoretical Politics* 1(2): 131-147.
19. Vincent, Andrew (eds.) (1997), *Political Theory: Tradition and Diversity*, Cambridge: Cambridge University Press.

## 3.2 BSS First Year Second Semester

### 3.2.1 POP 105: Fertility and Reproduction

**Credit Hours:** There will be **Four** (04) credit hours for this course.

**Introduction to the Course:** This course aims to introduce students with the basic concepts and measures applied in the study of human fertility. The course is designed to provide students with theoretical frameworks for studying fertility. The course will focus on the determinants of fertility and fertility behavior of population in the context of socio-economic development, gender relations, poverty etc. It will examine social policies addressing different fertility situations in the current global fertility situation. This course aims to focus on contemporary trends, patterns, determinants of fertility in Bangladesh. Issues, and fertility decline in Bangladesh and in global context will be a major focus of the course.

**Objectives:** The objectives of this course are:

- to build a conceptual and theoretical base in the study of human fertility
- to clarify fertility as a determinant of population changes and determinants of fertility in the global context
- to focus on contemporary trends, patterns, determinants of fertility in Bangladesh
- to concentrate on issues, patterns of fertility and fertility decline in Bangladesh and in global context

**Learning Outcomes:** At the completion of this course, the student should be able to:

- have clear understanding on the concepts and terms applied in the study of fertility and reproduction and distinguish among different terms used to describe and measures fertility in populations and define and interpret some indicators of reproduction in populations;
- have an understanding on fertility as a major determinant of population process and change;
- have understanding on fertility behavior, determinants and fertility differentials in political, social, cultural, and economic context;
- have theoretical insights in the study of fertility;
- critically analyze public policy and global approaches, perspectives and financing in controlling or augmenting fertility of population;
- critically analyze contemporary global and national trends, patterns and determinants, and issues in the area of fertility and reproduction.

**Course Content:**

- 1. Introduction and Measures of Fertility and Reproduction:** This section will introduce the students with the basic concepts of human fertility and reproduction, fecundity and infecundity; fundable and fecundability; fertility and infertility. It will impart measures of fertility and reproduction. This section will focus on behavioral and biological factors of fertility; fertility differentials; population process and fertility; fertility and age and sex composition of population; fertility determinants.
- 2. Frameworks and Theories of Fertility:** This section will explain theoretical perspectives in the study of fertility: Kingsley Davis and Judith Blake's Framework of Fertility; John Bongaarts' Framework of Proximate Determinants of Fertility; Malthusian thoughts on population; the theory of demographic transition; economic theories of fertility; social theories of fertility; feminist perspective of fertility; diffusion and ideas and technology and fertility.

3. **Fertility and Social Policies:** This part will examine the determinants and implications of high and low fertility; crisis of low fertility. It will focus on social policies for addressing high fertility; family planning programs and fertility, social policies for addressing low fertility and their implications.
4. **Fertility in Bangladesh:** This section will examine trends and patterns of fertility in Bangladesh; fertility differentials in Bangladesh; contraceptive behavior in Bangladesh; determinants of fertility in Bangladesh; fertility transition in Bangladesh; adolescent fertility in Bangladesh. In this section policies and programs relating to fertility in Bangladesh will be analyzed.
5. **World Fertility Transition and Contemporary World Fertility:** This section will investigate world fertility scenario; world fertility trends and patterns; world fertility transition.

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional Strategies:** Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading will be given, and students will be presenting their summary. In addition to this, there will be group presentations on a specific topic, and groups will be formed. All reading materials will be provided to students in a folder at the beginning of the semester.

#### References:

1. John R Weeks, 2014. Population: An Introduction to Concepts and Issues. Cengage Learning, Boston.
2. Gary Becker, 1976. *The Economic Approach to Human Behaviour*, Chicago, University of Chicago Press.
3. Kingsley Davis and Blake, 1956. "Social Structure and Fertility: An Analytical Framework", *Economic Development and Cultural Change*, 4 (3), p. 211-235.
4. John Bongaarts, 1978, "A Framework for Analyzing the Proximate Determinants of Fertility", Vol. 4(1), *Population and Development Review*, P. 105-132.
5. John Bongaarts, 1982. The Fertility-Inhibiting Effects of the Intermediate Fertility Variables, *Studies in Family Planning*, 13(6/7): 179-189.
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10. S. Philip Morgam 2003. Is low fertility a twenty-first-century demographic crisis? *Demography*, 49:589-603
11. John Caldwell and Thomas Schindlmayr, 2003. Explanations of the Fertility Crisis in modern Societies: A Search for Commonalities, *Population Studies*, 57(3): 241-263.
12. Khuda, Be., Haque, M.R. Hasan, M.S., Alam, N., & Barkat, S, 2018, Fertility Preferences in Bangladesh, in S. Gietel-Basten, J. Casterline, & M. Kim Choe (Eds), *Family Demography in Asia: A Comparative Analysis of Fertility Preferences*, (Book Chapter-3), Edward Elgar Publishing: UK.

### 3.2.2 POP 106: Social Sciences Research Methodology -I

**Credit Hours:** There will be **Four (04)** credit hours for this course.

**Introduction to the Course:** This course is an overview of on Social Science research methodology. This is an introductory level course to inform the students the basic concepts of research how to conduct research and why research are important for life and society. The course is designed to help students to understand the basic issues related to research.

**Objectives:** The course includes the objectives to introduce students with the basic reading skills that are necessary for understanding research and its related phenomena. This *course* continues in its *aim* to familiarize the students with the social problems and how to initiate research. Upon completion of the course, the students will understand:

- the basics of social research
- importance of research
- concepts and issues of research
- how to initiate a research

**Learning Outcomes:** Students will be able to:

- identify research areas from society and would be able to formulate the research topic
- review relevant literature for supporting a research
- identify research objectives and research questions
- determine appropriate methodology for research.

**Course Content:**

1. **Introduction:** Commonsense vs. Research, why commonsense are not enough? Why research needed? What is research? Criteria and characteristics of a good research,
2. **Foundations of Social Science Research:** Basic Assumptions of Sciences, Aims of Science, Characteristics of science, Problems of Social Sciences, characteristics of Social Sciences, and relationship between Science & Social Science, role of Methodology in scientific inquiry.
3. **Formulating Research Problem:** Selection & formulation of a research problem, Steps in Research: deductive vs inductive, theory then research vs research then theory, planning a research and formulating research questions, reviewing literature.
4. **Types of Research:** Descriptive, Explorative, Explanatory and Experimental research
5. **Research Designs:** What is research design? What includes research design? Major types of research deign. Descriptive VS Exploratory research design, Explanatory research designs- Experimental.
6. **Basic Ideas of Sampling:** Logic of sampling. Advantages and disadvantages of sampling. Types of sampling techniques: probability and non-probability sampling. Determination of sample size. Design effect.

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional Strategies:** Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading will be given, and students will be presenting their summary. In addition to this, there will be group presentations on a specific topic, and groups will be formed. All reading materials will be provided to students in a folder at the beginning of the semester.



**References:**

1. Adams, Gerald R., and Schvaneveldt, Jay D. Understanding Research. New York: Longman, Inc.
2. Babbie, Earl R. Survey Research Methods. Belmont, California Wadsworth Publishing Company, Inc.
3. Forcese, Dennis P., and Richer, Stephen. Social Research Methods. Englewood Cliffs, New Jersey: Prentice Hall, Inc.
4. Frankfort-Nachmias, Chava, and Nachmias, David. Research Methods in the Social Sciences. London: Edward Arnold, A Division of Hodder and Stoughton Limited.
5. Moser, CA., and Kalton, G. Survey Methods in Social Investigation. London: The English Language Book Society and Heinemann Education Books.
6. Some other articles and relevant readings will also be provided.

### 3.2.3 POP 107: Descriptive Statistics for Population Sciences

**Credit Hours:** There will be **Four (04)** credit hours for this course.

**Introduction to the Course:** *'Descriptive Statistics for Population Sciences'* is designed to provide an overview of the discipline of Statistics and familiarizes students with the basic concept and issues of Statistics and its applications. Students, through this course, will be able to understand the preliminary concepts of statistics and also will be able to apply this knowledge to the population and social science-related research. Students will also introduce to statistical software SPSS to handle quantitative data such as creating data entry template, data entry, data cleaning, and analyzing data for descriptive statistics.

**Objectives:** Objectives of the course are to:

- accustomed students to the basic but useful applications of statistical knowledge that are necessary to understand the statistical evidence used in population-related research and to conduct research with quantitative.
- provide the foundation of understanding the tools of advanced statistics and their applications.

**Learning Outcomes:** Students after completion of the course will be able to:

- understand the functions, importance, and use of Statistics in research;
- use of the statistical knowledge in their practical life;
- differentiate between data and variable;
- identify the level of variables and their importance in research;
- understand the basic measures of central tendency;
- understand the basic measures of dispersion;
- understand the forms and shape of distribution;
- understand basic ways to check the normality of the data;
- use of correlation to examine the association between variables;
- understand the applications of correlation in further statistical analysis;
- operate Microsoft excel to produce tables and graphs; and
- operate Statistical Software SPSS for analyzing data.

**Course Content:**

1. **Introduction:** Definition and importance of studying statistics-use of statistics in social science; functions of statistics: description and inference-key issues of using statistics in social science research-basic statistical concepts-inter-linkage among basic concepts of statistics.
2. **Level of measurements:** Meaning and measurement of concept-process of measurement-types of the level of measurement-comparison between the levels of measurement-importance of using the levels of measurement in research.
3. **Summarization and presentation of data:** Importance of summarizing statistical data-sources of statistical data-different ways to summarize data-proportion, percentage, and ratio, frequency distribution-importance of frequency distribution to summarize data-graphical presentation to summarize data-tabulation to present. Importance and types of table-key issues of table construction.
4. **Measures of central tendency:** Definition and types of central tendency-mean, median, and mode-comparison between the measures of central tendency-importance and use of the measures of central tendency in further statistical analysis.

5. **Measures of dispersion:** Definition and types-absolute measures of dispersion-relative measures of dispersion-comparison between the measures of dispersion-importance and use of the measures of dispersion in further statistical analysis.
6. **Forms and shape of a distribution:** Skewness-moments-kurtosis-normal distribution, importance and use of skewness, moments, kurtosis, and normal distribution in further statistical analysis.
7. **Bivariate Correlation:** Definition, function, and types of correlation-measures of correlation coefficient-significance test of correlation coefficient-importance of using correlation in further statistical analysis.

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional strategies:** The course is structured with the topics listed in the course content. Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading and practice work will be given and the student will present his/her summary. Apart from theoretical classes, practical lab work will be held. At the beginning of the semester, all reading materials will be provided to the students.

**References:**

1. Roger E Kirk, 2007, *Statistics: An introduction*. Nelson Education.
2. Joseph F. Healey, *Statistics: A Tool for Social Research, 10<sup>th</sup> eds*, Cengage Learning, USA
3. Walsh, A. 1990, *Statistics for the Social Sciences, 1<sup>st</sup> eds*, Harper and Row, New York, USA.
4. Schmidt, MJ 1979, *Understanding and Using Statistics: Basic Concepts, 2<sup>nd</sup> eds*, DC Heath and Company, Toronto, Canada.
5. Dewberry, C 2004, *Statistical Methods for Organizational Research: Theory and Practice, 1<sup>st</sup> Eds.*, Routledge, New York.
6. Richard A. Johnson, Gouri K. Bhattacharyya, *Statistics: Principles and Methods, 7<sup>th</sup> eds*, Willey.
7. David Freedman, Robert Pisani, and Roger Purves, *Statistics, 4<sup>th</sup> eds*, Library of Congress, London
8. Field, A. 2009. *Discovering Statistics: Using SPSS, 3rd eds*, SAGE Publications Ltd, London.
9. Some other articles and relevant readings will also be provided.

### 3.2.4 POP 108: Population, Ecology and Environment

**Credit Hours:** There will be **Four (04)** credit hours for this course.

**Introduction to the course:** This course is an overview of the discipline of population and environment. It introduces students to the complex and dynamic relationship among population, ecology and environmental issues. In this course students will engage in critical thinking about population, global warming and climate change issues.

**Objectives:** Objective of the course are to

- provide the basic concept of ecology, environmental issues and sustainable development.
- enable students with knowledge regarding the implications of climate change in the global and Bangladesh context.
- help students to develop their capability to provide different policies and programs regarding environmental problems and sustainable development issues.

**Learning outcomes:** A student who successfully completes the course will have the ability to

- Critically explain the linkages between population, resources and environment in global and Bangladesh context
- Understand and figure out the impact of population growth on resources, climate change and environment
- And also figure out technological development and its effect on human health and environment

**Course Content:**

1. **Introduction:** Population growth, population and environment, population distribution and environmental stress, social issues and the environment, social consequences of development and environmental changes, sustainable development
2. **Ecology:** Ecology concept, population ecology, community ecology, ecosystem ecology, ecological pyramid, ecological footprint, ecological succession, ecological interaction
3. **Environment:** The global environmental issues, resources, pollutions, biodiversity, climate change, population and environmental health
4. **Environmental Policy and Management:** Environmental policies, environmental conservation act, environmental laws and regulations, environmental management system, environmental impact assessment

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional Strategies:** Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading will be given, and students will be presenting their summary. In addition to this, there will be group presentations on a specific topic, and groups will be formed. All reading materials will be provided to students in a folder at the beginning of the semester.

**References:**

1. Agarwal S.K. *Fundamentals of Ecology* 1992 New Delhi: Ashish Publishing House
2. Agrwal K. and Purohit S., *Environmental Pollution: Causes, Effects and Control*, 2006 Jodhpur: Agrobios India

3. Briggs D., Smithson P., Addison K. and Atkinson K., 2000, *Fundamentals of the Physical Environment*, second edition, London and New York.
4. Chitkaram, M.G. *Encyclopaedia of Ecology, Environment and Pollution*, Vol.No.14 1998 New Delhi: A.P.H Publishing Corporation
5. Chris Paark *The Environment* 2001 London: Routledge Publisher
6. Dodson,Stanleyi. Et Al *Ecology* 1998 New York: Oxford University Press
7. Fox, J., Rindfuss R., Walsh S. J., Mishra V., 2003, *People and the Environment, Approaches for Linking Household Community Survey to Remote Sensing and GIS*, Kluwer Academic Publishers.
8. Kalwar, S.C, *Environmenatl Issues and Sustainable Development*, Pointer Publishers
9. MISHRA P.C. Et. Al. *Advances in Ecology and Environmental Sciences* 1995 New Delhi: A.P.H. Publishing Corporation
10. World Commission on Environment and Development. (1987). *Our common future*. Oxford: Oxford University Press.
11. Peter Cotgreave Trwin *Introductory Ecology* 2002 London: Black Well Science
12. Rachel Carson, *Silent Spring*, any edition.
13. Rahman, (edited) 2003, *Globalisation, Environmental Crisis and Social Changes in Bangladesh*, The University Press Limited.
14. Rajagopalan, R. *Environmental Studies: from crisis to cure* 2005 Oxford: Oxford University Press
15. Raven, Peter H, Berg Linda R. *Environment* 1998 New: Harcourt College Publishing
16. Raven, Peter H, Berg Linda, and George B. Jonnson. *Environment* (2nd ed) 1998 New York: Saunders College Publishing
17. Ricklefs Robert E. & Miller Gary L. *Ecology* 2000 New Delhi: W.H. Freeman & Co. Stiling, Peter Ecology: Theories and applications 2002 New Delhi: Prentice-Hall of India
18. Some other articles and relevant readings will also be provided.

### 3.3 BSS Second Year Third Semester

#### 3.3.1 POP 201: Morbidity and Mortality

**Credit Hours:** There will be **Four** (04) credit hours for this course.

**Introduction to the Course:** Morbidity and Mortality is one the key course of Population Sciences. In this course, students will study the basic concepts of morbidity and mortality with contemporary debate and theories. This course will introduce the students about the trend and differentials of morbidity and mortality. Students will also learn the nature of mortality and morbidity transition with special emphasize on long term mortality decline. They will also learn the global, regional and national pattern of mortality and morbidity including health promotion.

**Objectives:** Following the completion of this course, students will be able to:

- have the basic learning on morbidity and mortality
- measure the basics of health, mortality, and morbidity;
- understand the causes of declining long-term mortality in developed and developing countries;
- understand the global burden of diseases with its measurement;
- identify the factors determining mortality and morbidity;
- understand the inequality in the health status of a population;
- conceptualize the foundation of health promotion and its applications.

**Learning Outcomes:** After successfully completing the course, student will have the ability to

- understand the health status of a population;
- identify the factors affecting the health status of a population;
- use health promotion as a tool health improvement.

**Course Content:**

1. **Introduction:** Definition and nature of morbidity and mortality, Distinction between morbidity and mortality, Multidimensional nature of morbidity, Types of morbidity and sources of morbidity and mortality data, The Interrelationship between demography and morbidity.
2. **Measures of Morbidity and Mortality:** Indicators to measure health status of population, Measures of Morbidity: Incidence and prevalence rate, case fatality rate, attack rate, Measures of Mortality: CDR, ASDR, CADR, NNMR, PNNMR, IMR, CMR, MMR, and life expectancy.
3. **Theories and Approaches to Morbidity and Mortality:** Demographic transition, Health transition, Epidemiological transition, Biomedical and Socio-medical approaches of Health and illness, The Medical, The Functional, The Psychological, The Legal, and The Biophysical model of Health. Compression of Morbidity
4. **Causes of Death and Classification of Diseases:** WHO categories of causes of death: Communicable diseases, non-communicable diseases, injury, Basic ideas about international classification of diseases: History and Development, Environmental health
5. **Framework, Determinants and Differentials of Morbidity and Mortality:** Macro and micro analytical models of morbidity, mortality and health, Causes of long-term mortality decline: medicine and nutrition, 'exposure\*resistance\*recovery' framework for communicable diseases, role of public health and personal behavior. Uses and Application of Susceptible (S), Infection (I), Recovery (R) model (SIR Model), Social determinants of health, Differentials communicable

diseases, non-communicable diseases, and injury, Inequality in morbidity and mortality, Preston curve, Health production function.

6. **Global Burden of Morbidity and Mortality:** Basics of global burden of diseases (GBD), Global, regional, and national trends of disease burden and mortality, DALYs, QALYs.
7. **Health Promotion:** Foundation of health promotion, Assessment for Health Promotion, Interventions for Health Promotion, Application of Health Promotion, Emerging Global Health Issues

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional strategies:** Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading will be given, and students will be presenting their summary. In addition to this, there will be group presentations on a specific topic, and groups will be formed. Apart from theoretical lectures, practical lab classes will be taken for measures of morbidity and mortality. All reading materials will be provided to students in a folder at the beginning of the semester.

#### References:

1. Caselli, G., Vallin, J., & Wunsch, G. (2005). *Demography: Analysis and Synthesis, Four Volume Set: A Treatise in Population*. Elsevier.
2. Edelman, C. L., Mandel, C. L., & Kudzma, E. C. (2018). *Health promotion throughout the life span*. 9<sup>th</sup> Edition. Elsevier Health Sciences.
3. Fries, J et al. (2011). Compression of morbidity 1980–2011: A focused review of paradigms and progress. *Journal of Aging*, pp. 1-10.
4. Gaimard, Maryse. (2014). *Population and Health in Developing Countries*. Demographic Transformation and Socio-Economic Development Vol. 2. Springer.
5. Hoque, M. Nazrul, Beverly Pecotte, Mary A. McGehee. (2017). *Applied Demography and Public Health in the 21st Century*. Applied Demography Series 8. Springer International.
6. Kumar, S., & Preetha, G. (2012). Health promotion: an effective tool for global health. *Indian journal of community medicine: Official publication of Indian Association of Preventive & Social Medicine*, 37(1), 5–12. <https://doi.org/10.4103/0970-0218.94009>
7. Marmot, M. (2005). *Public Health Social determinants of health inequalities*. *Lancet*, 365, 1099–1104. [https://doi.org/10.1016/S0140-6736\(05\)71146-6](https://doi.org/10.1016/S0140-6736(05)71146-6)
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9. Murray, C and L. Chen. (1993). In search of a contemporary theory for understanding mortality change. *Social Science and Medicine* 3(2):143-155.
10. Poston, Dudley L., Jr., and Bouvier, Leon F. (2010). *Population and Society: An Introduction to Demography*. Cambridge University Press.
11. Sloggett A (2015). Measuring fertility. In *Population Analysis for Policy and Programmes*. Paris: International Union for the Scientific Study of Population. Available at [http://papp.iussp.org/sessions/papp101\\_s04/PAPP101\\_s04\\_010\\_010.html](http://papp.iussp.org/sessions/papp101_s04/PAPP101_s04_010_010.html). Accessed 2015-03-16.
12. Thomas, Richard, K. (2016). *In Sickness and In Health: Disease and Disability in Contemporary America*. Springer-Verlag New York.
13. Thomas, Richard, K. (2018). *Concepts, Methods and Practical Applications in Applied Demography\_ An Introductory Textbook*. Springer International Publishing.
14. Walker, P. J. R. (2012). *Mortality, Morbidity and Health*. 1–46. Retrieved from

[www.ssc.wisc.edu/~walker/wp/wp-content/uploads/.../E623MortLec.pdf](http://www.ssc.wisc.edu/~walker/wp/wp-content/uploads/.../E623MortLec.pdf)

15. Weeks, John, R. (2007). *Population: An Introduction to Concepts and Issues*. Tenth Edition, Wadsworth Publishing Company, Belmont, California.
16. World Health Organization (WHO). *International Classification of Diseases 09, 10 and 11*.
17. World Health Organization (WHO). Poster, Infographics, Publications on environmental health.
18. Young, T.K. 1998. *Population Health: Concepts and Methods*. New York: Oxford University Press.
19. Articles and relevant readings will also be used.



### 3.3.2 POP 202: Population and Development

**Credit Hours:** There will be **Four (04)** credit hours for this course.

**Introduction to the Course:** Population and development are composite concepts by nature and population issues do not exist in isolation. Thus, any development effort should take into account the parameters of population for sustained economic growth and welfare of the society. In this regard the link between population and development, particularly the social and economic development has been the subject of intense discussions and debates are encouraged in this course.

**Objectives:** The objectives of the course are to:

- build the capacity not only to explain the population and development debate, but to be able to articulate the potential positive and negative aspects of demographic processes and their role in development vis-a-vis.
- introduce students to population and development issues, concepts and theories by encompassing the basic elements of demographic changes and implications on fertility, mortality, migration, urbanization and age structure.
- provide students with a broad perspective on the relationships between population and sustainable development.

**Learning outcomes:** From this course it is expected that students will be able to look for the answers of the following questions:

- what are the most significant population issues in the 21st century?
- how to explore the relationship between population and development and understand the framework of population and development?
- how do population processes (fertility, mortality, migration) and population growth matter for development?
- how does development affect population?
- what are the population and development related policies, goals, strategies, actions and effects and how can this scholarship contribute to better policies and programs?

**Course Content:**

1. **Population is a Development Issue:** Concept, theories and measuring development and indices of development; population and development: the core issues in historical perspectives
2. **Population and Development:** The conceptual framework of population and development; How population affects development; How development affects population; The demographic transition/ change affects development
3. **Population and Economic Development:** Population growth and economic development; Population and age structure and development: youthful population, aging population, labor force participation and demographic dividend; Human capital aspects of economic development
4. **Fertility, Culture and Development:** Conceptualizing fertility: background and proximate determinants of fertility; Culture and fertility differentials; Is fertility decline a global diffusion process? Is development the best contraceptive? Can there be a crisis-led fertility decline?
5. **Mortality, Disease and Development:** Mortality decline and development; Mortality and diseases: epidemiological transition

6. **Migration and Development:** Urbanization, migration and development
7. **Population, Development and Environment:** Population, development and environmental linkage; Sustainable development: concept–measurement; Population in climate change challenges
8. **Population Policies, Planning and Development:** World population policies: origin, evolution and impact; ICPD, Forth World Congress on Women, The Millennium Summit, SDGs, ICPD+25: Trends, prospects, achievements and Challenges; Bangladesh population policies and development programs
9. **Population and Development in Bangladesh:** Population and development issues, changes and challenges

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional strategies:** The course is structured into topics as listed in the course outline. Lecture and discussions, selected readings, getting examples on various case studies including videos are the instruction strategies. Learning activities of the course will consist of class lectures with PowerPoint presentations, suggested reading, and discussions. Individual/group readings will be provided. There will be group presentation on a specific topic and group will be formed following numerical cluster. Beginning of the semester all reading materials will be provided to students.

**References:**

1. Gould, W. T. S. (2009). *Population and Development*. London: Routledge
2. Dyson, Tim (2010). *Population and Development - The Demographic Transition*, Zed Books.
3. Furedi, Frank (1997). *Population and Development: A Critical Introduction*. New York: St. Martin's Press
4. Keyfitz, Nathan (1990). Towards a Theory of Population-Development Interaction, *Population and Development Review*, Vol. 16, Supplement: Resources, Environment, and Population: Present Knowledge, Future Options, pp. 295-314
5. Todaro, Michael P. and Stephen C. Smith (2012). *Introduction to Development Economics: Economic Development*, 11th edition, Pearson College Div; 11th edition
6. Bloom, David E., David Canning, and Jaypee Sevilla. 2003. *The Demographic Dividend: a New Perspective on the Economic Consequences of Population Change*. Santa Monica, Calif: Rand.
7. Xiaoying, Zheng, Lihua Pang, Gong Chen, Yubo Liu, Lei Zhang, Mohammad Mainul Islam, Yan Lin, Haitai Wang. Human Capital and Educational Demand in China: 2000-2030. In *Investing in Human Capital for Economic Development in China*. Edited by Gordon G. Liu, Shufang Zhang, Zongyi Zhang. Singapore, USA and UK: World Scientific Publishing Co. Press Ltd; 2010: 105-122
8. Bidisha, Sayema Haque, SM Abdullah, Selina Siddiqua and Mohammad Mainul Islam. How does Dependency Ratio affect Economic Growth in the long run? Evidence from Selected Asian Countries, *The Journal of Developing Areas (JDA)*, Vol. 54, No.2, PP. 47-60, Spring 2020.
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10. Mahmud, Simeen. 2006. Fertility Decline under Poverty, pp.219-236 in *Growth and Poverty: The Development Experience of Bangladesh* (edited by Sadiq Ahmed and Wahiuddin Mahmud), Dhaka: The University Press Limited.
11. Khun, R. 2010. Routes to Low Mortality in Poor Countries Revisited, *Population & Development Review*, 36(4):655-692

12. Cohen, B. (2006). Urbanization in Developing Countries: Current Trends, Future Projections, and Key Challenges for Sustainability, *Technology in Society* 28: 63-80
13. UNFPA (2012). *Population Matters for Sustainable Development* (Report was prepared by the Population and Development Branch, Technical division, United Nations Population Fund).
14. Gupta, Monica Das, John Bongarts and John Cleland (2011). Population, Poverty, and Sustainable Development: A Review of the Evidence, Policy Research Working Paper, 5719, The World Bank
15. Islam, Mohammad Mainul (2010). 'The Development of Population Policies and Consequences in China: A Review from the Perspective of Fertility', *Society and Change*, 2010. Vol. 4(2): April-June, Pp. 7-26, Dhaka: Organization for the Social Development and Research
16. Asadullah, M Niaz, Antonio Savoia and Wahiuudin Mahmud (2014). Paths to Development: is there a Bangladesh surprise? *World Development*, Vol. 62, Pp.138-154, Elsevier
17. Islam, Mohammad Mainul and Sayema Haque Bidisha (2013). 'Population and Development Issues in Bangladesh', *The Dhaka University Studies*, Vol. 68, No.1, June 2011 (Published in July 2013)
18. Arthur, W. Brian and Geoffrey McNicoll. 1978. An Analytical Survey of Population and Development in Bangladesh, *Population and Development Review*, Vol. 4, No. 1, pp. 23-80, Population Council
19. Jones, Gavin (ed). 2015. The Impact of Demographic Transition on Socio-economic Development in Bangladesh: Future Prospects and Implications for Public Policy, UNFPA, Bangladesh
20. Mohammad Mainul Islam (2019). Integration of Population and Development Issues into Plans and Policies, Pp. 9-31, Bangladesh Monograph 5, Population Management Issues, General Economic Division (GED), Planning Commission of December, 2019

### 3.3.3 POP 203: Inferential Statistics for Population Sciences

**Credit Hours:** There will be **Four (04)** credit hours for this course.

**Introduction to the Course:** This course introduces students to inferential statistics. Students will understand the advanced knowledge of statistical analysis and will be able to apply this knowledge to the various population-related issues and research. Students will also introduce statistical software SPSS for applying the advanced knowledge of statistical analysis. This course aims to engraft students with the advanced and fruitful application of statistical knowledge necessary to understand population dynamics and conduct quantitative research.

**Objectives:** Following the completion of this course, students will be able to:

- compare and contrast the descriptive and inferential statistics;
- understand the concept of probability, probability distribution and its application in statistics;
- understand the concepts of estimation and test of hypothesis;
- compare and contrast the parametric and non-parametric test of hypothesis;
- understand the concepts of correlation and partial correlation and its measurement;
- use the linear regression model to determine the impact of different explanatory variables on the outcome variable;
- use the logistic regression model to determine the impact of different explanatory variables on the outcome variable;

**Learning Outcomes:** Students will be able to:

- understand the importance and use of inferential statistics;
- use the statistical knowledge in their practical life;
- operate statistical software SPSS for analyzing data

**Course Content:**

- 1. Probability and probability distribution:** Definition and importance-set and set operations-counting rules-the odds-independence and non-independence events-conditional probabilities-multiplication rule-additional rule-probability distributions-Binomial, Poisson, and Normal distribution
- 2. Sampling distribution and estimation:** Population, Sample and Sampling Distribution, Two theorems of the sampling distribution. Estimation selection criteria – bias and efficiency, Types of estimation-point and interval estimation, Estimation procedures for sample means and proportions, Controlling the interval estimates' width
- 3. Test of Hypothesis:** Definition, types, sources and problems in formulating a hypothesis, Hypothesis testing procedures-uses of Z test, t test. **Analysis of variance (ANOVA):** Definition, type, and importance of ANOVA-assumption of ANOVA-logic of ANOVA-difference between t-test and ANOVA-the *F* ratio-*post hoc* procedures-calculating the effect size. **Non-parametric test:** Definition and reasons to use non-parametric test-the Wilcoxon rank-sum test-the Wilcoxon signed-rank test-the Kruskal-Wallis test-Friedman's ANOVA, and chi-square test
- 4. Partial correlation and comparing correlations:** Definition and scope of partial correlation-theory behind part and partial correlation-partial and semi-partial correlations-comparing independent and dependent '*rs*'-calculating the effect size-reporting correlation coefficient
- 5. Linear Regression:** An introduction to the regression-straight line, least square, the sum of

squares,  $R$  and  $R^2$ , assessing individual predictors-doing and interpreting simple regression-fitness of the model, using parameters and using the model.

6. **Multiple linear regression:** the basics-doing multiple regression- the sum of squares,  $R$  and  $R^2$ - methods of regression-accuracy of regression model- assessing the assumptions-case wise diagnostic, checking assumptions-reporting and interpreting multiple regression
7. **Logistic regression:** Background to logistic regression-principles of logistic regression: log-likelihood statistic;  $R$  and  $R^2$ ; Wald statistic;  $Exp(B)$ -methods of logistic regression-assumption of logistic regression-types of logistic regression-reporting and interpreting a logistic regression

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional Strategies:** The course is structured with the topics listed in the course content. Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading and practice work will be given and the student will present his/her summary. Apart from theoretical classes, practical lab work will be held. At the beginning of the semester, all reading materials will be provided to the students.

**References:**

1. Joseph F. Healey. 2012. Statistics: A Tool for Social Research. United Kingdom: WADSWORTH CENGAGE Learning
2. Julie Pallant. 2016. SPSS Survival Manual: A Step by Step Guide to Data Analysis Using IBM SPSS. Berkshire, England: Open University Press
3. Some other articles and relevant readings will also be provided.

### 3.3.4 POP 204: Social Sciences Research Methodology –II

**Credit Hours:** There will be **Four (04)** credit hours for this course.

**Introduction to the Course:** Research Methodology is a hands-on course designed to impart education in the foundational methods and techniques of academic research in social and health sciences context. This course provides an overview of the important concepts of research design, methods and instruments of data collection, ethics and politics in research and final report presentation.

**Objectives:** Following the completion of this course, students will be able to:

- achieve competence and proficiency in the theory of and practice to research.
- develop higher level of trained intellectual ability, skill in the application of research methods, develop data collection tools, and develop skills required in writing research reports.

**Learning Outcomes:** Students will learn:

- how to select the appropriate methodology for use in a study to be performed.
- how to collect data based on different data collection methods, construct these tools, and pilot them before they become ready for use.

#### **Course Outline:**

- 1. Selecting a Research Design:** Qualitative, Quantitative, and Mixed Methods
- 2. Quantitative Data Collection Method: Survey Method:** Topics Appropriate for Survey Method; Cross-Sectional Survey; Longitudinal Survey; Self-Administered Questionnaires; Interview Surveys; Telephone Surveys; New Technologies and Survey Method; Comparison of the Different Survey Methods; Strengths and Weaknesses of Survey Method; **Experimental Method:** Topics Appropriate to Experiments; the Classical Experiment; Selecting Subjects; Variations on Experimental Design; Web-Based Experiments; “Natural” Experiments; Strengths and Weaknesses of the Experimental Method
- 3. Qualitative Data Collection Method:** Narrative; Phenomenological study; Grounded Theory; Ethnography; Case Studies and the Extended Case Method; Participatory Action Research
- 4. Data collection Instrument:** Observing; Questionnaire, Face-to-Face interview schedule, Focus Group Discussion (FGD); In-depth Interview
- 5. Ethics and politics in social research: Ethical Issues in Social Research:** Voluntary Participation; No Harm to the Participants; Anonymity and Confidentiality; Deception; Analysis and Reporting; Institutional Review Boards; Professional Codes of Ethics; Two Ethical Controversies; **The Politics of Social Research:** Objectivity and Ideology; Politics with a Little “p”; Politics in Perspective
- 6. Report Writing:** Main components of a research report; Style and layout; Common weaknesses in writing; Revising and finalizing the text

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

#### **Instructional Strategies:**

The course is structured into topics as listed in the course outline. Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading will be given, and students will be presenting their summary. In addition to this there will be group presentation on a specific topic and group will be formed. All reading materials will be provided to students in a folder at the beginning of the semester.

## References:

1. Babbie, Earl R. (2007). *The practice of social research*. Belmont, CA: Thomson Wadsworth.
2. Babbie, E. R. (2014). *The basics of social research*. Sixth edition. Belmont, CA: Wadsworth, Cengage Learning.
3. Bowling, A. (2014). *Research methods in health: Investigating health and health services*. Milton Keynes: Open University Press.
4. Bowling, A., & Ebrahim, S. (2005). *Handbook of health research methods: investigation, measurement and analysis*. Maidenhead: Open University Press.
5. Bryman, A. (1988). *Quantity and quality in social research*. London: Unwin Hyman.
6. Creswell, J. W. (2005). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, N.J., Merrill.
7. Green, Judith and Browne, John. (2005). *Principles of Social Research*. UK: McGraw-Hill Education.
8. Varkevisser, Corlien M, Pathmanathan, Indra, Brownlee, Ann Templeton, World Health Organization. Programme on Health Systems Research and Development & International Development Research Centre ((Canada) .1991) . *Designing and conducting health systems research projects* / Corlien M. Varkevisser, Indra Pathmanathan, Ann Brownlee. Ottawa : IDRC
9. Some other articles and relevant readings will also be provided.

### 3.4 BSS Second Year Fourth Semester

#### 3.4.1 POP 205: Migration and Urbanization

**Credit Hours:** There will be **Four** (04) credit hours for this course.

**Introduction to the Course:** This course will introduce migration as a major demographic factor. The conceptualization of and interrelationships between migration and urbanization will be examined from a multidisciplinary perspective in the national and international context.

**Objectives:** Objective of the course is to:

- make students familiar with the multidimensional aspects of migration and urbanization
- explore the migration-urbanization-development nexus from the classical and contemporary theoretical framework with historical and contemporary national and international evidences.

**Learning Outcomes:** After successfully completing the course, student would able to:

- understand the complexity of conceptualizing migration
- know the multidisciplinary theoretical context of migration
- understand urbanization from a demographic perspective
- relate migration, urbanization and development in national and international context

**Course Content:**

1. **Migration Introduction:** Primary concepts, definition and related issues, migration measurement, sources of data, migration differentials, migration causes, migration consequences; internal and international migration, trends of migration
2. **Migration Theories:** Ernst George Ravenstein's 'Laws of Migration', W. Arthur Lewis' 'The dual economy model of development', Everett S. Lee's 'Push and Pull'; B.F. Kiker's 'The human capital theory'; L.A. Sjaastad's 'The costs and returns of human migration'; Michael P. Todaro's 'Internal migration'; Akin L Mabogunje's 'Rural-urban migration'; Oded Stark's 'Labour migration'.
3. **Urbanization Introduction:** Primary concepts, definitions and related issues, components of urban growth, causes and consequences of urbanization, growth and trends of urbanization in the developed and underdeveloped countries
4. **Urbanization Theories:** Max Weber's 'City and rationality'; Ferdinand Tonnies' 'Gemeinschaft and Gesellschaft'; George Simmel's 'Metropolis'; Chicago School's 'Human behaviour in urban environment'; Robert Redfield's 'Folk-urban continuum'; Akin L Mabogunje's 'Urbanization'; Manuel Castells' 'The Urban Question'; David Harvey's 'Built Environment and circulation of capital'.
5. **Migration urbanization nexus in Bangladesh:** Rural urban migration and urbanization, natural disaster, climate change and migration, urban population growth, over urbanization and urban primacy, consequences of migration at the place of origin and destination, problems of poverty, housing and urban environment, international migration, remittance and development,
6. **Current Issues in Migration and Urbanization:** Gender and migration, migration, urbanization and health, refugee movement and adjustment, approaches of addressing the issues and challenges of migration and urbanization.



7. **Migration and Urbanization Policies:** Internal migration policy; International migration policy; Urban development policies, International agencies involvement, Migration and urbanization in population policy context.

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional strategies:**

The course is structured into topics as listed in the course outline. Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading will be given, and students will be presenting their summary. In addition to this there will be group presentation on a specific topic and group will be formed. All reading materials will be provided to students in a folder at the beginning of the semester.

**References:**

1. Afser, Rita. 2000. *Rural-Urban Migration in Bangladesh: causes consequences and challenges*, Dhaka: University Press Limited
2. Anthony M. Messina and Gallya Lahav (eds). 2005. *The Migration Reader: Exploring Politics and Policies*, Lynne Rienner Publishers
3. Begum, Anwara. 1999. *Destination Dhaka Urban Migration: expectations and reality*, Dhaka University Press Ltd
4. Caroline B. Brettell, James F. Hollifield (eds) *Migration Theory: Talking Across Disciplines*, Routledge
5. Chent, S (ed). 1992. *Gender and Migration in Developing Countries*, London: Belhaven Press.
6. Cohen, Michael, et al, 1996, *Preparing for the Urban Future: Global Pressure and Local Forces*, Washington DC. Woodrow Wilson Centre.
7. Ed. by DuToit, Brian M. , Safa, Helen I. 2011. *Migration and Urbanization Models and Adaptive Strategies*, De Gruyter
8. Gilbert, A and Gugler, J. 1992. *Cities, Poverty and Development Urbanisation in the Third World* Oxford: Oxford University Press.
9. Harry Gold. 1982. *The Sociology of Urban Life*, Prentice-Hall, INC., Englewood Cliffs, NJ
10. Hauser and Duncan (ed). 1959. *The Study of Population*. Chicago: University of Chicago Press.
11. International Organization for Migration, 2005, *Migration development and Poverty Reduction in Asia*,
12. Islam, N. *Human settlements and Urban Development in Bangladesh*. Dhaka: University of Dhaka.
13. Jackson, JA. (ed). 1969. *Migration* Cambridge: Cambridge University Press.
14. Jones Ronald, .1975. *Essays on World Urbanisation*. London: George Philip and Son Ltd.
15. Josef Gugler (ed.) 1988. *The Urbanization of the Third World*. Oxford University Press
16. Kammeyer, Kenneth C.W. 1971. *Population Studies: Selected Essays and Research* Chicago: Rand McNally & Company.
17. Lucas, Robert E.B. 2005. *International Migration and Economic Development: Lessons from Low income countries*
18. Matras, Judah. 1973. *Populations and Societies*. Englewood Cliffs, New Jersey: Prentice-Hill Inc.
19. Mobugunje, A. I. 1998 *The Development Process A Spatial Perspective* London Hutchison
20. Nam, (C.B) and Philliber, S.G. 1984. *Population: A Basic Orientation*. New Jersey: Prentice Hall Inc.
21. Patil V.T. 2000. *Migration, Refugees and Security in 21<sup>st</sup> Century*, New Delhi, Author Press
22. Potter, R. 1992. *Urbanisation in the Third World*. Oxford: Oxford University Press.

23. Stephen Castles and Mark J. Miller. 2003. *The Age of Migration: International Population Movements in the Modern World*, New York: The Guilford Press.
24. United Nations. 1973. *Determinants and Consequences of Population Trends*. New York: United Nations
25. Unruh, Jon D; Krol, Maarten, Klot N. (Eds). 2004. *Environmental Change and its Implications for Population Migration*, Springer
26. Weeks, J.R. 2002. *Population: An introduction to Concepts and Issues* (8th Edition) Belmont, California: Wadsworth Publishing Company.
27. William Petersen. 1968. 'A General Typology of Migration' in Charles B. Nam (ed) *Population and Society: A Textbook of Readings*, Boston: Houghton Mifflin Company
28. Some other articles and relevant readings will also be provided.

### 3.4.2 POP 206: Population Communication and Behavior Change

**Credit Hours:** There will be **Four (04)** credit hours for this course.

**Introduction to the course:** This course orients students about the elements of communication and behavior change and provides a direction about how these are interlinked. Students will engage in critical thinking about how different social and behavioral communication aspects can lead to different specific health outcomes in different contexts. Additionally, students will learn about different strategic health communication initiatives to improve health status at micro and macro level.

**Objectives:** Objectives of the course are to:

- introduce students with the social and psychological determinants of population behavior.
- provide theoretical education on the fundamentals of population communication at individual and societal level
- provide the sense of connecting these learnings to the empirical context where through health communication, different desired health outcomes can be achieved in particular contexts.

**Learning Outcomes:** Following the completion of this course, students will be able to:

- to conceptualize communication, population communication and health communication and their separate characteristics;
- to conceptualize human behavior and formation of human behavior;
- to have knowledge on determinants of health and reproductive behavior
- understand the process of health promotion;
- understand health education;
- discover behavior change process and associated aspects;
- to conceptualize behavior change theories and models;
- explore how social factors contribute to social inequalities and efforts to create social change;
- have perspectives on behavior change strategies and their developments.

**Course Content:**

1. **Introduction to Population Behavior:** Social and Psychological Determinants of Reproductive Behavior – Concepts of Communication, Population Communication, Health Communication, Formation of Behavior and associated theories.
2. **Behavior Change Communication:** Conception of BCC and Its Components- Health Promotion and its approaches, Transition from Health Education to Social Behavior Change Communication, Process of Behavior Change, Designing Behavior Change Communication.
3. **Health Communication:** Theories and Models- Population and Health Communication Theories and its importance, Levels of Influence, Intrapersonal Theories, Interpersonal Theories, Community Level Theories.
4. **Designing Behavior Change Communication Strategy:** BCC strategy to improve Family Health Outcome
5. **Behavior Change Communication in Emergencies**
6. **Social Network and Behavior change:** Role of advocacy in population programs and use of advocacy tools in influencing the public policy process.

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional strategies:** The course is structured into topics as listed in the course outline. Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading will be given and student will be presenting his/her summary. In addition to this there will be group presentation on a specific topic and group will be formed. Beginning of the semester all reading materials will be provided to students in a folder.

**References:**

1. Fawcet, Hanes (ed.). (1973). *Psychological Perspectives on Population*. New York. Basic Books.
2. Cleland, J., Phillips, J. F., Amin, S., & Kamal, G. M. (1994). The determinants of reproductive change in Bangladesh: success in a challenging environment. *The Determinants of Reproductive Change in Bangladesh: Success in a Challenging Environment*. <https://doi.org/10.2307/2137507>
3. Prestwich, A., Kenworthy, J., Conner, M. (2018). *Health Behavior Change: Theories, Methods and Interventions*. Routledge Taylor and Francis Group.
4. Jenkins, C. D. (2003). Building better health: A handbook for behavioral change. In *Building better health: A handbook for behavioral change*
5. Glanz, K., & Rimer, B. K. (2005). *Theory at a Glance: A Guide for Health Promotion Practice*. U.S. Department of Health and Human Services, National Institutes of Health. <https://doi.org/10.1128/NCB.25.21.9532>
6. O'Sullivan, G.A., Yonkier, J.A., Morgan, W., and Merritt, A.P. (2003). *A Field Guide to Designing a Health Communication Strategy*, Baltimore, MD: Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs
7. Bertrand, J.T. and D.L. Kincaid. (1996). Evaluating Information-Education-Communication (IEC) Programs for Family Planning and Reproductive Health. WG-IEC-03. University of North Carolina: Carolina Population Center. Available online at <http://www.cpc.unc.edu/measure>.
8. Islam, Mohammad Mainul., (2011). *Communication and Change in Health Behavior in Bangladesh: A Study at Grassroots Level*, Lambert.
9. UNICEF (2006). *Behavior Change Communication in Emergencies: A Toolkit*
10. Korda, H., & Itani, Z. (2013). *Harnessing Social Media for Health Promotion and Behavior Change*. *Health Promotion Practice*. <https://doi.org/10.1177/1524839911405850>
11. Some other articles and relevant readings will also be provided.

### 3.4.3 POP 207: Qualitative and Quantitative Research Design and Data Analysis

**Credit Hours:** There will be **Four (04)** credit hours for this course.

**Introduction to the Course:** This course introduces students to applying qualitative and quantitative designs and data analysis used in research. Students will understand the differences between qualitative and quantitative research and accordingly, data analysis. The course will expose the students to the epistemological and ontological debates and their roles in social research. This course will blend learning theoretical and practical skills in researching qualitative and quantitative designs and data analysis techniques.

**Objectives:** Following the completion of this course, students will be able to:

- apply appropriate micro, macro, and middle-range theories used in social research;
- carry out research using appropriate research designs followed by epistemological and ontological positions;
- analyze qualitative and quantitative data using appropriate software;
- write up a social research report and critically appraise the research findings.

**Learning Outcomes:** Students will be able to:

- differentiate among micro, macro, and middle-range theories used in social research;
- decide what epistemological and ontological positions should be appropriate in research;
- establish the relationship between epistemological and ontological issues and research designs;
- process, edit, and enter qualitative and quantitative data using computer-aided software;
- analyze qualitative and quantitative data using software;
- write up a social research report and critically appraise the research findings.

**Course Content:**

1. **Theoretical Approaches in Social Research:** Macro and Middle-range theories, Theories of Knowledge: Epistemology and Ontology. Positivism, Interpretative approach, Social constructionism, Critical approaches: Feminist approaches and Participatory approaches. Naturalism
2. **Qualitative and Quantitative Research Designs:** Nature of qualitative research, Nature of quantitative research, Mixed-methods research-combining quantitative and qualitative research
3. **Processing, Editing and Entering qualitative and quantitative data**
4. **Analyzing qualitative and quantitative data:** Use of software in analyzing qualitative (NVIVO, ATLAS ti) and quantitative data (SPSS, STATA, SAS)
5. **Writing Up Social Research Report:** Qualitative & Quantitative.
6. **Reading and Appraising Qualitative and Quantitative Research Work**

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional Strategies:** The course is structured into topics as listed in the course outline. The course's learning activities will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading will be given, and the student will be presenting his/her summary. In addition to this, group presentation on a specific topic and group will be formed. Apart from theoretical classes, around fifty per cent of lab classes will be held. At the beginning of the semester, all reading materials will be provided to students in a folder.

## References:

1. Alan Bryman. 2012. Social Research Methods. Oxford: Oxford University Press
2. Judith Green & Nicki Thorogood. 2004. Qualitative Methods for Health Research. New Delhi: Sage Publications Ltd.
3. Pat B Azeley & Kristi Jackson. 2013. Qualitative Data Analysis with NVIVO. Singapore: Sage Publications Ltd.
4. Joseph F. Healey. 2012. Statistics: A Tool for Social Research. United Kingdom: WADSWORTH CENGAGE Learning
5. Julie Pallant. 2016. SPSS Survival Manual: A Step by Step Guide to Data Analysis Using IBM SPSS. Berkshire, England: Open University Press
6. Some other articles and relevant readings will also be provided.

### 3.4.4 POP 208. Gender: Theory and Practice

**Credit Hours:** There will be **Four (04)** credit hours for this course.

**Introduction to the Course:** This course is a linkage between the discipline of gender studies and population sciences. Students will develop critical thinking about different population and gender related issues. They will know how to tackle socio cultural norms and beliefs to reduce gender inequalities in national and global context. Students will also learn methodological aspect of feminism. While learning key gender issues, discussion will also take place regarding theoretical and practical contribution of this field.

**Objectives:** Objectives of the course are to:

- overview the core concepts of gender issues that provide an introduction to the diverse subject matter of gender studies.
- compare and contrast the major theoretical perspectives.
- evaluate the methodological perspectives.
- develop students own perceptions and practical knowledge of this field.
- develop understanding about gender roles and socialization process.
- explore how social cultural norms and beliefs contribute to gender inequalities and efforts to create social change.
- encourage students to think critically about the subject matter of the course and develop their own ideas about gender equity.

**Learning Outcomes:** Students will be able to:

- analyze contemporary gender issues.
- demonstrate an understanding of the perspectives, theories, methods or core concepts of population and gender studies.
- identify how society and culture put impact on individual and group's view towards gender issues.

**Course Content:**

1. **Introduction:** Sex and Gender, Gender Socialization, Gender Discrimination, Patriarchy, Gender based violence, Equity and Equality.
2. **Gender Roles:** Gender Division of Labor and Resources, Power and Subordination, Gender Roles and Socio-Cultural Framework, Theoretical Explanation of Gender Inequalities, Defining work: Hidden facts, Public Private Dichotomy, Gender Stereotyping, Gender inequality Index, Changing Gender Roles and Gender Inequalities.
3. **Women in History, Society and Culture:** Women's Movement: Issues and Strategies: Global and Bangladesh Context, Gender, Class, and the Interaction between Social Movements Negotiating for Change, Achievements and Challenges, Contemporary Scenario: Change and Shifts.
4. **Different Feminist Theory:** Feminist Methodology, Defining Feminism, Schools of Thought on Feminist Theory: Liberal Feminism, Socialist Feminism, Radical Feminism, Cultural Feminism, Postmodern Feminism Global Feminism. History and Theory of Feminism: First Wave, Second Wave, Third Wave, Pro-Feminism, Anti-Feminism, Men's Movement.
5. **Gender as a Development Issue:** Gender and Development Nexus, Theory and Practice in Gender and Development, Gender Mainstreaming Plan, Gender Needs.

6. **Empowerment:** Control, Entitlement, Access, Confidence, Assertiveness, Restricted Choices and Power Imbalances-a Lifecycle Perspective, Decision Making Choice and Other Measuring Indicators of Empowerment, Liberal vs. Liberating Empowerment, Gender Inequality and Empowerment, Gender Social Norms Index.
7. **Gender Policy Approaches :** Fourth World Conference on Women : Beijing 1995, Beijing Declaration and Platform for Action: 12 Critical Areas, The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW), Ministry of Women and Children Affairs: Law and Rules , National Women's Development Policy, Gender policy, World Conference on Human Rights, 1993, Vienna, International Conference on Population and Development (ICPD) ,The Girl Summit, Development Strategies in Bangladesh, Sustainable Development Goals.

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional Strategies:** Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading will be given, and students will be presenting their summary. In addition to this, there will be group presentations on a specific topic, and groups will be formed. All reading materials will be provided to students in a folder at the beginning of the semester.

#### References:

1. Appelrouth, S., & Edles, L. D. (Eds.). (2010). *Sociological theory in the contemporary era: Text and readings*. Pine Forge Press.
2. Basow, S. A. (1992). *Gender: Stereotypes and roles*. Thomson Brooks/Cole Publishing Co.
3. Benería, L., Berik, G., & Floro, M. (2015). *Gender, development and globalization: economics as if all people mattered*. Routledge.
4. Bhasin, K. (2000). *Understanding gender*. Kali for women.
5. Bhasin, K., & Khan, N. S. (2003). *Some questions on feminism and its relevance in South Asia*. Institute of Women's Studies, St. Scholastica's College.
6. Butler, J. (2004). *Undoing gender*. Psychology Press.
7. Butler, J. (2011). *Gender trouble: Feminism and the subversion of identity*. Routledge
8. Cain, M., Khanam, S. R., & Nahar, S. (1979). Class, patriarchy, and women's work in Bangladesh. *Population and Development review*, 405-438.
9. Dreze, Jean, and Amartya Sen. *India: Development and participation*. Oxford University Press, USA, 2002.
10. Evans, J. (1995). *Feminist theory today: An introduction to second-wave feminism*. Sage.
11. Fiske, S. T. (2010). Interpersonal stratification: Status, power, and subordination.
12. Jenainati, C. (2014). *Introducing feminism: A graphic guide*. Icon Books Ltd.
13. John, N. A., Stoebenau, K., Ritter, S., Edmeades, J., Balvin, N., & Unicef. (2017). Gender socialization during adolescence in low-and middle-income countries: Conceptualization, influences and outcomes.
14. Ramazanoglu, C., & Holland, J. (2002). *Feminist methodology: Challenges and choices*. Sage.
15. Sardenberg, C. M. (2008). Liberal vs. Liberating Empowerment: A Latin American Feminist Perspective on Conceptualising Women's Empowerment 1. *IDS bulletin*, 39(6), 18-27.
16. Sarkar, A. (2006). *Gender and development*. Global Media Publications.
17. Sultana, A. M. (2010). Patriarchy and women's gender ideology: A socio-cultural perspective. *Journal of Social Sciences*, 6(1), 123-126.



18. UNDP. (2019). Human Development Report 2019. Beyond income, beyond averages, beyond today: Inequalities in human development in the 21st century. United Nations Development Programme. New York <http://hdr.undp.org/en/content/human-development-report-2019>"
19. UNDP. (2020). *Tackling Social Norms - A Game Changer for Gender Inequalities: 2020 Human Development Perspectives*. United Nations Development Programme. New York
20. Some other articles and relevant readings will also be provided.

## 3.5 BSS Third Year Fifth Semester

### 3.5.1 POP 301: Family, Marriage, and Population

**Credit Hours:** There will be **Four** (04) credit hours for this course.

**Introduction to the Course:** This course looks at various concepts, theories, issues, debates related to marriage and family. It describes the historical perspective of marriage and family. It focuses on types of marriage and family, changing trends of marriage, family and ever changing functions of family. It enables students to understand mate selection, romantic relationship, divorce, single parenting, children in broken families, remarriage, working mother, lesbian and gay family as part of human life experiences in present day society. This course actually depicts the marriage family interaction scenario in the context of demography.

**Objectives:** The objectives of this course are to enable students to-

- understand the core concepts of marriage and family.
- comprehend fundamental theories of family.
- know the historical perspective of marriage and family.
- understand different life events like mate selection, romantic love, cohabitation, divorce, single parenting, children in broken families and its greater impact on society.
- understand the modern lesbian and gay family and future of family.
- explain population dynamics by considering 'marriage' as a core demographic variable
- analyze the ways in which marriage and family interaction can affect the population dynamics.
- apply the conceptual and theoretical knowledge of marriage and family in answering the research questions related to marriage and family.

**Learning Outcomes:** Student will be able to -

- get a better understanding of marriage and family, and population.
- analyze contemporary issues related to marriage and family.
- apply marriage and family related concepts, theories and methodologies in answering research questions related to marriage, family, and population.

**Course Content:**

1. **Introducing Family and Marriage:** Definition of marriage and family, types and functions of family.
2. **Theories of Family:** Explain family behavior: structural and functional theory. Family development theory: Symbolic interaction theory, System theory, Exchange theory, Conflict theory, Feminist Theory.
3. **Family, Marriage and Love:** definition of love and romantic love, is romantic love is the sound basis for marriage? Are love and sex the same?
4. **Divorce and Remarriage:** The troubled family and divorce, probability of divorce --- social and demographic factors, alternatives to divorce, reaction of children, reasons for remarriage, adjustment to remarriage, how successful are remarriages? Children in broken family.
5. **Changes in family and marriage System:** The industrial revolution and the rise of modern family.
6. **Changes in Family Philosophy:** from institution to companionship and from patriarchy to democracy.
7. **Working Mother, single parenting.**
8. **Gay and Lesbian Families.**

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional Strategies:** The course is structured into topics as listed in the course outline. Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading will be given and student will be presenting he/her summary. In addition to this there will be group presentation on a specific topic and group will be formed. At the beginning of the semester all reading materials will be provided to students in a folder.

**References:**

1. Robert R. Bell (1983). Marriage and Family Interaction.
2. DeGenova and Philip Rice (2009). Intimate Relationship, Marriage and Family.
3. William J. Goode (1982). The Family.
4. Robert R. Bell (1983). Marriage and Family Interaction.
5. Cox and Carol (2009). Family Living.
6. Mark Hutter (2007). The changing family.
7. Islam, M.K., Haque, M.R., & Hossain, M.B. (2016). Regional variations in child marriage in Bangladesh. *Journal of Biosocial Science*, 48(5), 694-708. DOI:10.1017/S0021932016000110.

### 3.5.2 POP 302: Basic Techniques of Population Analysis

**Credit Hours:** There will be **Four (04)** credit hours for this course.

**Introduction to the Course:** This course is an overview of the techniques applied in population analysis. It introduces the students to the basic concepts and measures of population change. Students, attending this course, will know the preliminary concepts of demography and will be able to use this knowledge to measure population change, fertility, mortality, and migration.

**Objectives:** The objectives of this course are to familiarize students with basic concepts and measures of population change. Students will be able to apply to estimate the rate of fertility, nuptiality, mortality, morbidity, and migration. Moreover, this course will be the foundation for understanding the advanced techniques of population analysis.

**Learning Outcomes:** Students after completion of this course will be able to;

- understand the concept of demography and sources of demographic data;
- know the construction of population pyramid and interpretation;
- know the basic components of population change and its applications;
- apply knowledge to calculate different rates of fertility, mortality, migration and
- interpret the variations in the elements of population change;
- operate Microsoft excel to produce population pyramid and other calculations.

**Course Content:**

1. **Introduction:** Meaning of Population Analysis, Distinction between Formal Demography and Population Studies, Levels of Population Analysis, Sources and types of Population data.
2. **Basic Demographic Methods:** Proportion, Percentage, Rates and Ratios, Rates of Population Growth, Doubling Time, The Balancing Equation.
3. **Age and Sex Composition Analysis:** Definition and Importance of Age and Sex Composition, Construction of Population Pyramid, Measures of Sex Composition Analysis.
4. **Basic Measures of Fertility:** Basic Concepts, Crude Birth Rate, General Fertility rate, Age-Specific Marital Fertility Rate, Total Fertility rate, Cohort Analysis.
5. **Reproductivity:** Basic Concepts, Crude Rate of Natural Increase, Vital Index, Intrinsic Rate of Natural Increase-Lotka's 'r', Mean Length of Generation, Stable Population and Stationary Population.
6. **Nuptiality:** Nuptiality and Marriage-Sources of Marriage Data, Measures of Nuptiality and Marriage, Divorce, Remarriage, and Widowhood.
7. **Basic Measures of Mortality:** Basic Concepts, Different Observed and Adjusted Rates, Crude Death Rate, Age and Cause-Specific Death Rate, Infant Mortality Rate, Neonatal Mortality Rate, Prenatal Mortality Rate, Maternal Mortality Rate and Maternal Death Rate.
8. **Migration:** Basic Concepts, Sources of Data, Measurement of Migration, Direct Measurement of Migration and Retrospective Questionnaire, Life Time Migration.

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional strategies:** The course is structured with the topics listed in the course content. Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading and practice work will be given and the student will present his/her summary. Apart from theoretical classes, practical lab work will be held. At the beginning of the semester, all reading materials will be provided to the students.

**References:**

1. Barclay, George W. 1958. *Techniques of Population Analysis*, John Wiley & Sons Inc, New York.
2. Carmichael, Gordon. 2003. *An Introduction to Demographic Analysis*
3. Hinde, Andrew 1998. *Demographic Methods*, Oxford University Press Inc. New York.
4. Newell, Colin. 1988. *Methods and Models in Demography*, Guilford Press, New York.
5. Shryrock, H.S and J.S. Siegel 1984. *The Methods and Materials of Demography*, Condensed Edition by Edward G. Stockwell, Academic Press, Washington.
6. Samuel Preston, Patrick Heuveline, Michel Guillot, *Measuring and Modeling Population Processes*, Malden, MA: Blackwell, 2001.
7. Some other articles and relevant readings will also be provided.

### 3.5.3 POP 303: Population, Poverty and Inequality

**Credit Hours:** There will be **Four (04)** credit hours for this course.

**Introduction to the Course:** This course describes the complex and multidimensional relationship among population, poverty and inequality. This course introduces students to the complex and dynamic social world in which we live. Students will engage in critical thinking about poverty and inequality issues and gain exposure to different aspects of population due to poverty. Additionally, students will learn different socio-economic perspective of inequality and gain the ability to distinguish between poverty and inequality.

**Objectives:** The objective of the course is to provide the basic concept of population issues, poverty and inequality. The course enables students with knowledge regarding different measures of poverty and inequality along with fundamental theories. The course inculcates students to discover and develop their own imagination regarding poverty and inequality issues and apply it to population issues and policy programs.

**Learning Outcomes:** A student who successfully completes the course will have the ability to

- critically explain and analyze contemporary poverty and inequality issues in global and Bangladesh context
- understand of the perspectives, theories and measurements of the poverty and inequality
- explain structural causes of inequality and poverty in global and Bangladesh context

**Course Content:**

1. **Introduction:** An overview of population growth, 1750-2150, Analysis of population size, structure, composition and distribution, Components of population change, An overview of natural resources and conflict, An overview of unequal consumption patterns
2. **Poverty** : Definitions and Measurement of Poverty, Theories of Poverty, Definition and prevalence of poverty, Determinants of poverty, Population and poverty linkages, Eradication of poverty as the premier global priority, Economic Mobility and Intergenerational Transmission of Poverty, Social Stratification, Race and Ethnicity, Policy of poverty mitigation, Linkage between Population Poverty and Inequality , Anti-poverty programs, Different Issues and Challenges, Marginalization: the problem of acute poverty, Global Trends and Changing patterns
3. **Inequality:** Definitions and Measurement of Inequality, Theories of Inequality, Economic process and Inequality, An overview of poverty: the inequality link, Specific Policy areas, Wealth Inequality
4. **Current Issues:** Facts about Poverty and Inequality in Bangladesh, Structural Causes of Inequality and Poverty and Poverty in Bangladesh, Measures for Combating Poverty and Inequality, Poverty, Gender and Inequality, Policy measures for mitigating Poverty and inequality, Policy critics and possibilities, Future trends in poverty and inequality alleviation in Bangladesh

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional strategies:** Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading will be given, and students will be presenting their summary. In addition to this, there will be group presentations on a specific topic, and groups will be formed. All reading materials will be provided to students in a folder at the beginning of the semester.

**References:**

1. An Introduction to Population- Kenneth C.W.Kammer
2. Development as Freedom- Amartya Sen
3. Development Economics-Debraj Ray
4. Equality and Inequality - Theory and practice- Andre Beteille
5. Population (an introduction to concepts and issues)-John R.Weeks
6. Poverty, Intra-Household Distribution and Gender Relations in Bangladesh- Mohammad A. Razzaque, Bazlul H.Khondker and Selim Raihan.
7. Poverty, Intra-Household Distribution and Gender Relations in Bangladesh- Mohammad A.Razzaque, Bazlul H.Khondker and Selim Raihan.
8. Sociology An Introduction- J.Ross Eshleman,Barbara G.Cashion,Laurence A.Basirico

### 3.5.4 POP 304: Child and Youth Population

**Credit Hours:** There will be **Four (04)** credit hours for this course.

**Introduction to the Course:** This course will include the discussion of concepts of child and youth population as separate and influential segments of an overall population. This course will provide the orientation about the changing demographic and social profile of child and youth, their roles and responsibilities as citizens, impact of globalization and education on their lifestyle. Besides, different UN organizations' positions regarding the utilization and development of youth population as resources of the country will also be discussed. Potential risk factors and socio-cultural influences on the formation of those factors will also be covered through the discussion. Initiatives for the development of child and youth population from policy level will also be discussed.

**Objectives of the Course:** The objectives of this course are:

- to explore the significance of the child-youth segment of the population
- to identify the most crucial child and youth population issues
- to focus on child and youth population dynamics and the policies designed to address them contribute to-or detract from- equitable development
- to find the scope of this scholarship to contribute to better policies and programs related to child and youth population

**Learning Outcomes:** Completing this course, students will be able to-

- define and explain who are child and youth population
- understand the structure of child and youth population
- increase knowledge on child and youth population from Socio-demographic perspectives
- grow in-depth understanding of child and youth population's contributions to overall national development
- gain knowledge on the rights issues of child and youth population
- discuss the details of policies and action on child and youth population

**Course Content:**

1. **Introduction:** Concepts and Definitions of Child and Youth Population, How do child, adolescent and youth differ from each other's
2. **Demography of Child and Youth:** The changing demographic and social profile of child and youth population, Youth in Globalized World, A demographic view of changing youth in Asia, Child and youth population in Bangladesh
3. **Youth and Demographic Dividend:** Population harnessing demographic dividend, Youth and labor force participation, Youth in development: Realizing the demographic opportunity
4. **Child Development in Developing Countries:** Developmental potential in the first 5 years for children in developing countries, Child development: risk factors for adverse outcomes in developing countries, Strategies to avoid the loss of developmental potential in more than 200 million children in the developing world
5. **Children, Youth, Cultures and Societies in Transition:** Children, youth and impact of gender: what role does gender play in determining the life chances of children and adolescents? What are the reasons for gender-based discrimination? Do they vary across societies? The challenges of growing up in a globalized world, Critical Youth Studies in an individualized and Globalized World,



Youth Vulnerabilities in Life Course Transitions, Youth in Transition: Changing concepts of youth: Culture, Society, Globalization, Epidemic, Health risk, Demographic and Generational Change

6. **Critical Issues on Child and Adolescents:** Child marriage, Adolescent motherhood, Child malnutrition, Child labor
7. **Children and Youth Rights, Policies and Programs:** UN Declarations, Conventions and Covenants concerning Children and Youth, Child and youth population in Sustainable Development Goals (SDGs), National Children Policy, National Youth Policy

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional strategies:** The course is structured into topics as listed in the course outline. Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading will be given and student will be presenting he/her summary. In addition to this there will be group presentation on a specific topic and group will be formed. Beginning of the semester all reading materials will be provided to students in a folder.

#### References:

1. Adams, A. (2007). The role of youth skills development in the transition to work: A global review. *Development Network, Children And.*
2. Arnett, Jeffrey Jensen. (2005). Youth, culture and societies in transitions: the challenges of growing up in a globalized world (ch-3, pp. 22-35), in *Youth in Transition (part I)*, UNESCO, Bangkok
3. Bornstein, M. H., Britto, P. R., Nonoyama-Tarumi, Y., Ota, Y., Petrovic, O., & Putnick, D. L. (2012). Child development in developing countries: Introduction and methods. *Child Development*. <https://doi.org/10.1111/j.1467-8624.2011.01671.x>
4. Gale Ed., F., & Fahey Ed., S. (2005). Youth in Transition: The Challenges of Generational Change in Asia. Proceedings of the Biennial General Conference of the Association of Asian Social Science Research Councils (15th, Canberra, Australia, 2005). In Online Submission.
5. Government of Bangladesh. (2003). National Youth Policy, Ministry of Youth and Sports
6. Government of Bangladesh. (2011). National Children Policy, Ministry of Women and Children Affairs
7. Government of Bangladesh. (2012). Bangladesh Population Policy-2012, Ministry of Health and Family Welfare,
8. Government of Bangladesh. (2015). 7th Five Year Plan FY 2016-FY 2020, Ministry of Planning.
9. Hardgrove, A., Pells, K., Boyden, J., & Dornan, P. (2014). Youth Vulnerabilities in Life Course Transitions. UNDP Human Development Report Office. Occasional Paper.
10. <http://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-definition.pdf>
11. International Conference on Family Planning. (2013), *The Potential of Youth for a Demographic Dividend: Investing in Health, Education, and Job Creation*, Addis Ababa,
12. MacPherson, S. (1989). The Convention on the Rights of the Child. *Social Policy & Administration*. <https://doi.org/10.1111/j.1467-9515.1989.tb00500.x>
13. Madsen, E. L., Daumerie, B., & Hardee, K. (2010). the Effects of Age Structure on Development Policy and Issue Brief. *Population Action International*.
14. Nugent, Rachel. (2005). Youth in a Globalized World, BRIDGE, *Population Reference Bureau (PRB)*
15. Ortiz, I., & Cummins, M. (2012). When the Global Crisis and Youth Bulge Collide: Double the Jobs Trouble for Youth. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.2029794>
16. Population Reference Bureau. (2017). World Population Data Sheet WITH A SPECIAL FOCUS ON YOUTH. *World Population Data Sheet*.

17. UN Declaration of the Rights of the Child, 1959, <http://www.cirp.org/library/ethics/UN-declaration/>
18. UNFPA. (2014)., The Power of 1.8 Billion: Adolescents, Youth and the transformation of the future, State of World Population 2014.
19. UNICEF, “Chapter 1: The Emerging Generation” in *Adolescence: An Age of Opportunity*, 2011. pp. 2 – 15.
20. USAID. (2012). *Youth in Development : Realizing the Demographic Opportunity*, USAID Policy Youth
21. Walker, S. P., Wachs, T. D., Meeks Gardner, J., Lozoff, B., Wasserman, G. A., Pollitt, E., & Carter, J. A. (2007). Child development: risk factors for adverse outcomes in developing countries. *Lancet*. [https://doi.org/10.1016/S0140-6736\(07\)60076-2](https://doi.org/10.1016/S0140-6736(07)60076-2)
22. Xenos, P., & Kabamalan, M. (1998). The changing demographic and social profile of youth in Asia. *Asia-Pacific Population Research Reports*.
23. Xenos, P., Kabamalan, M., & Westley, S. B. (1999). A look at Asia’s changing youth population. *Asia-Pacific Population and Policy*.
24. *Youth Civic Engagement in a Globalized World*. (2017). *Youth Civic Engagement in a Globalized World*. <https://doi.org/10.1057/978-1-137-56533-4>.
25. Some other articles and relevant readings will also be provided.

## 3.6 BSS Third Year Sixth Semester

### 3.6.1 POP 305: Population Theories

**Credit Hours:** There will be **Four** (04) credit hours for this course.

**Introduction to the course:** This course covers the foundational theories, concepts used to study demographic topics including population dynamics relating to mortality, fertility, migration, nuptiality and also other associated issues. While learning key demographic techniques for studying these topics, discussion will also take place regarding key theoretical and practical contributions in these fields.

**Objectives of the course:** The objectives of the course are: to introduce students with the early thinkers' and philosophers' position regarding population issues such as its size, growth and consequences etc. Its objectives include to provide theoretical education on debates and controversies on population issues focusing on the discussion of population perspectives provided by early population thinkers, and their differences with the modern population thinkers. This course also aims to provide student in-depth insight regarding specific theories on fertility, mortality, migration, nuptiality and their theoretical and practical relevance to the Bangladesh context.

**Learning Outcomes:** Following the completion of this course, students will be able to:

- to conceptualize early thinker's and philosopher's position regarding different population issues;
- to conceptualize the beginning of population theories;
- to gain knowledge on Mercantilist, Physiocratic and Political Arithmeticians' perspective regarding population dynamics
- understand Malthus's basic proposition, criticism, appreciation and reinterpretation;
- understand Classical and neo-classical population theory and Socialist and Marxist theoretical development;
- to conceptualize Theory of demographic transition: its extensions and adjuncts;
- to conceptualize specific theories on fertility, mortality, migration and nuptiality
- explore the relevance of theories to the context of Bangladesh

**Course Content:**

1. **Introduction: The state of population theory** - debates and controversies - Early thinkers and philosophers on population issues -The beginning of population theory: Mercantilist, Physiocratic and Political Arithmeticians
2. **Malthus's Writings and other theoretical development:** basic proposition of Malthus, criticism, appreciation and reinterpretation - Classical and neo-classical population theory Socialist and Marxist theoretical development
3. **Theory of demographic transition:** its extensions and adjuncts
4. **Theories on Population Issues:** Theories of fertility change (Becker, Davis, Blake, Easterlin), mortality, migration (Zelinsky) and nuptiality (Hajnal)
5. **Recent developments:** Historical demography, mathematical modeling
6. **Theoretical perspectives on Bangladesh** -Theories on population and poverty

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional strategies:** The course is structured into topics as listed in the course outline. Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading will be given and student will be presenting his/her summary. In addition to this there will be group presentation on a specific topic and group will be formed. Beginning of the semester all reading materials will be provided to students in a folder.

**References:**

1. Coleman, David and Schofield, Roger {Eds}. 1986, *The State of Population Theory: Forward from Malthus*. New York: Basil Blackwell Ltd.
2. Hauscr. P.M. and Duncan, D.T. {ed} 1959. *The study of population: An Inventory and Appraisal*. Chicago: The University of Chicago press.
3. Kenneth Cwo Kammeyer {Ed}.1971. *Population Studies: Selected Essays and Research*, ChicagoR and McNally & Company.
4. Matras, Judah, 1973, *Populations and Societies*, Englewoods Cliffs, New Jersey, Prentice-Hall, Inc.
5. United Nations. 1973. *The determinants and Consequences of Population Trends*. New York: United Nations. Population Studies No. 50.
6. Brady, D. (2019). Theories of the Causes of Poverty. In *Annual Review of Sociology*. <https://doi.org/10.1146/annurev-soc-073018-022550>
7. Johnson-Hanks, J. (2008). Demographic transitions and modernity. In *Annual Review of Anthropology*. <https://doi.org/10.1146/annurev.anthro.37.081407.085138>
8. Cohen, R., & Robinson, V. (1997). Theories of Migration. *Population*. <https://doi.org/10.2307/1534519>
9. Bryant, J. (2007). Theories of fertility decline and the evidence from development indicators. *Population and Development Review*. <https://doi.org/10.1111/j.1728-4457.2007.00160.x>
10. Some other articles and relevant readings will also be provided.

### 3.6.2 POP 306: Advanced Techniques of Population Analysis

**Credit Hours:** There will be **Four (04)** credit hours for this course.

**Introduction to the course:** Population Sciences is a highly quantitative discipline. This course is an advance courses of population analysis. It helps students learning and applying the direct and indirect estimation of population analysis. It also helps understanding the assumptions behind the numbers of demographic analysis. Moreover, the aims of the course are to raise students with the advance knowledge regarding measures of Population analysis. The key aim is to introduce students to the advance techniques, concepts and measures used in demography. They will be able to apply this learning to the real world.

**Objectives:** By completing this course, students will be able to:

- learn and apply the advance measures of population growth including mathematical model;
- learn and apply the advance measures of nuptiality, fertility and reproductively;
- learn and apply the advance measures of mortality, morbidity and burden of diseases;
- learn and apply the advance measures of migration and urbanization;
- learn and apply the life table estimation, model life table, force of mortality;
- learn and apply the measures of cohort components of population projection and other methods;
- learn and apply the appraisal and assessment of demographic data.

**Learning Outcomes:** A student who successfully completes the course will have the ability to

- measure fertility directly and indirectly
- estimate fertility from incomplete data
- calculate mortality from incomplete data
- estimate mortality indirectly
- project population projection;
- calculate healthy life table, multiple decrement life table;
- understand the assumption of behind the numbers of population analysis;
- detect and assess the quality of demographic data
- explain demographic estimations

#### Course Content

1. **Introduction:** Basic measures of population analysis, basic measures of nuptiality, fertility, mortality, migration, Indirect measurement of migration, urbanization and reproductively, birth interval analysis.
2. **Estimation of Fertility:** Parity progression ration, completed fertility rate/ completed family size; Decomposition of Fertility: Bongaart's Aggregate Fertility Model and its Applications, Stover's Model, Coale's indices of fertility; Model fertility patterns: The UN model fertility schedule, The Brass polynomial, Romaniuk's three-parameter fertility model, The Hadwiger fertility model, Hybrid models of fertility: The Coale-Trussell model, Brass's relational Gompertz model of fertility; Bogue's regression techniques, techniques based on own children and children ever born, age distribution, Brass techniques and other related techniques, Estimation of fertility from incomplete data.

3. **Estimation of Mortality and Life Table:** Standardization, Age standardization, Direct and indirect standardization, Decomposition, Kitagawa's Component Decomposition; Complete life table, Abridged life table, Single decrement life table, Multiple decrement life table, Increment-decrement life table, Multi-state life table, Survivorship, Marriage life table, Employment life table, Decomposition of life table, Life expectancy and Healthy Life Expectancy, United Nations set, Coale and Demeny regional tables, Brass general and Africa- Asian tables, The logit system, Observed pattern of mortality in the various countries, Evaluation of model life table systems; Direct measurement from retrospective questioning, Inter-censal survival estimates; Estimation of child mortality from child survivorship: The Brass Method, Childhood survival estimates based on Orphanhood, Sisterhood method of maternal mortality, Estimating mortality and fertility from maternity histories.
4. **Stable and Non-Stable Population Model, Mathematical Model and Modeling Age Patterns of Vital Events:** Simplified stable population, Lotka's stable population, The "Stable Equivalent" population, Intrinsic rate of natural increase, Mean length of generation, Momentum of population growth, Stable population model in demographic estimation, Demographic relations in Non-Stable Population. Model age pattern of mortality: Gompertz' Law of mortality, The force of mortality, Makeham's Law of mortality, Heligman and Pollard's function of mortality, Fitting mathematical expressions of mortality, Model age pattern of nuptiality, Model age pattern of fertility, Model age pattern of migration.
5. **Population Projections:** Assumption of Projection, Total Method of Projection, Projection by growth rate, Doubling time, Ratio or correlational method, Cohort Component Method, Interpolation, Extrapolation, Projections of fertility and mortality, Projections of work force, school population and married women, Decomposition of Population Projection, Projection Software: DemProj.

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional strategies:** The course is structured with the topics listed in the course content. Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading and practice work will be given and the student will present his/her summary. Apart from theoretical classes, practical lab work will be held. At the beginning of the semester, all reading materials will be provided to the students.

**References:**

1. Carmichael, Gordon. (2016). *Fundamentals of Demographic Analysis: Concepts, Measures and Methods*. The Springer Series on Demographic Methods and Population Analysis 38.
2. Caselli, G., Vallin, J., & Wunsch, G. (2005). *Demography: Analysis and Synthesis, Four Volume Set: A Treatise in Population*. Elsevier.
3. Coale, A.J. and Demney, P. (1966). *Regional Model life Tables and Stable Population*. New Jersey, Princeton University press.
4. Farhat Yusuf, Jo. M. Martins, David A. Swanson. (2014). *Methods of Demographic Analysis*. Springer Netherlands.
5. Haupt Arthur, Kane T. Thomas, and Carl Haub. (2011). *PRB's Population Handbook*. Sixth Edition). Retrieved from [www.prb.org](http://www.prb.org).
6. Hinde, Andrew. (1998). *Demographic Methods*. Oxford University Press Inc. New York.
7. Islam M. Nurul. (2015). *An Introduction to Demographic Techniques*. Mullick & Brothers.
8. Keyfitz, Nathan and Caswell, Hal. (2005). *Applied Mathematical Demography*. Third Edition. New York: Springer-Verlag.

9. Moultrie TA, RE Dorrington, AG Hill, K Hill, IM Timæus and B Zaba (eds). (2013). *Tools for Demographic Estimation*. Paris: International Union for the Scientific Study of Population. [demographicestimation.iusp.org](http://demographicestimation.iusp.org).
10. Newell, C. (1988). *Methods and Models in Demography*. New York: Guilford Press.
11. Preston, Samuel H. Patrick, Heuveline and Michel Guillot. (2001). *Demography: Measuring and Modeling Population Processes*. Blackwell Publishers.
12. Rowland, Donald. (2003). *Demographic Methods and Concepts*. Oxford University Press
13. Siegel, Jacob S. and Swanson David A. (2004). *The Methods and Materials of Demography*. Second Edition. Elsevier Science, USA.
14. Sloggett A (2015). Measuring fertility. In *Population Analysis for Policy and Programmes*. Paris: International Union for the Scientific Study of Population. Available at [http://papp.iusp.org/sessions/papp101\\_s04/PAPP101\\_s04\\_010\\_010.html](http://papp.iusp.org/sessions/papp101_s04/PAPP101_s04_010_010.html). Accessed 2015-03-16.
15. Wachter, W., Kenneth. (2014). *Essential Demographic Methods*. Harvard University Press. ISBN 9780674045576.
16. William, Brass. (1968). *The Demography of Tropical Africa*. New Jersey, Princeton University press.
17. United Nations. (1967). *Methods of Estimating Basic Demographic Measures from Incomplete data*. New York. (United Nations Manuals).
18. United Nation's manual on population measurements and estimations.
19. Applied demographic series of Springer.
20. Related Articles and Software will be used for demographic analyses.

### 3.6.3 POP 307: Epidemiology

**Credit Hours:** There will be **Four (04)** credit hours for this course.

**Introduction to the Course:** The health of a population is determined by socio-cultural, environmental and biological factors, which influence the physical, mental and social well-being of individual members. In this course, selected topics in Epidemiology that have major implications for identifying determinants of health, factors affecting health, and distribution of health problems will be covered. This course will focus on the epidemiological methods used in epidemiological studies, along with public health research.

**Objectives:** Following the completion of this course, students will be able to:

- understand the relationship between epidemiology and public health;
- comprehend the different models used to understand the transmission dynamics of communicable and non-communicable disease;
- understand the different methods used in conducting epidemiological studies;
- understanding causality as the concept applied to epidemiology;
- understand and able to conduct surveillance and outbreak investigation; and
- understand and implement a screening program and test evaluation.

**Learning Outcomes:** Students will be able to:

- understand the determinants and distribution of diseases and health problems;
- will be able to identify the risk factors;
- understand different types of study designs; and
- will be able to help the health policymakers.

**Course Content:**

1. **Introduction to Epidemiology:** Laying the Foundations: The Epidemiologic Approach to Disease. History and Development of Epidemiology. Selected Epidemiologic Concepts of Disease: Agent, Host, Environment, Mode of Transmission, The Incubation Period, The Spectrum of Disease, Herd Immunity
2. **Epidemiological Studies:** Descriptive Studies-Correlational Studies, Case Reports and Case Series, Cross-Sectional Surveys. Analytic Studies-Observational Studies (Cohort and Case-Control Studies)-Experimental Studies (RCT and Community Trials)
3. **Dealing with Epidemiologic Data:** Types of Variables, Data Presentation, Frequency Measures, Measures of Central Tendency, Measures of Variability, Measures of Association
4. **Analysis of Epidemiologic Studies:** Evaluating the Role of Chance, Evaluating the Role of Bias, Evaluating the Role of Confounding and Effect Modification, Measurement Error
5. **Causality:** Criteria for causal inference. Causal Inference and Measuring Public Health Impact
6. **Surveillance & Outbreak investigation**
7. **Screening and Test Evaluation**

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional Strategies:** The course is structured into topics as listed in the course outline. The course's learning activities will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading will be given, and the student will be presenting his/her summary. In addition to this,



group presentation on a specific topic and group will be formed. Apart from theoretical classes, around fifty per cent of lab classes will be held. At the beginning of the semester, all reading materials will be provided to students in a folder.

**References:**

1. Hennekens, C. H & Buring, J.F. 1987. *Epidemiology in Medicine*. Little Brown and Company
2. Beaglehole, R.; Bonita, R.; & Kjellstrom, T. 1993. *Basic Epidemiology*. WHO
3. David E Lilienfeld, Paul D. Stolley. 1994. *Foundation of Epidemiology*. Oxford University Press
4. Last, John M. A. 1995. *Dictionary of Epidemiology*. IEA.
5. Woodward, M. 199. *Epidemiology: Study Design and Analysis*, Chapman & Hall/CRC
6. Gregg, Michael B. *Field Epidemiology*, Oxford University Press, 2008
7. Rothman, Kenneth J.; Greenland, Sander; & Lash, Timothy L. 2008. *Modern Epidemiology*, Lippincott Williams & Wilkins.
8. Ahrens, Wolfgang & Pigeot, Iris (Editors). 2014. *Handbook of Epidemiology*, Springer Reference.
9. Some other articles and relevant readings will also be provided.

### 3.6.4 POP 308: Reproductive and Sexual Health & Rights

**Credit Hours:** There will be **Four (04)** credit hours for this course.

**Introduction to the course:** This course aims to impart concepts of sexual and reproductive health and rights (SRHR) from rights perspective and their reflections on SRHR services, and relevant social policies and programs. The course covers SRHR topics from diverse perspectives, i.e., historic, conceptual, policy, programs, rights, and advocacy. It will provide an in-depth understanding at the important issues and current arguments in sexual and reproductive health policies and programs. SRHR issues in the context of various dimensions of inequalities and discrimination will be a major focus of the course. (i.e., social, economic, ethnic, gender etc.). Rights, social inequities, and gender will be a central focus along the entire course.

**Objectives:** This course aims to impart concepts and elements of sexual and reproductive health from rights perspectives; changing roles and responsibilities of the health sector in response to SRHR through effective integration of services as well as voice and participation; and their reflections on SRHR services, and relevant social policies and programs in Bangladesh and global context. The course aims to explain and present trends and patterns on a range of SRHR issues and analyze the factors driving them.

**Learning Outcomes:** After completion of this course, the student should be able to:

- have a clear understanding on the concepts and principles applied in SRHR and their implications for SRHR policies and programs;
- analyze SRH issues and concepts from a rights-based perspective;
- know elements that contribute to effective interventions to improve the sexual and reproductive health of adolescents, men, and women and how “effective” interventions will vary according to political, social, cultural, and economic realities;
- critically analyze public policy and approaches, perspectives and financing on SRHR policies programs;
- understand the need for synergies across SRHR programs and Health systems components and identify opportunities for synergies and considerations for service

#### Course Content

1. **Concepts of Sexual and Reproductive Health and Rights (SRHR):** This section will introduce the students with the basic concepts of SRHR as applied in the international human rights laws, treaties, covenants (sexual health; sexual rights; reproductive health; reproductive rights; bodily integrity; reproductive self-determination; life cycle approach to SRHR etc.). It will focus on the approaches and fundamentals of ensuring universal access to SRHR services from rights perspective.
2. **Historical context of SRHR:** This section will introduce the students with historical perspectives of SRHR and its implications at the global and national level health and population policies and programs. It will also examine relevance of SRHR to global and national level health agenda in the context of past and present policy measures.
3. **SRHR Services and Programs:** This section will make students acquainted with the key elements of SRHR services, including services for maternal health, new born health; family planning and contraceptive services; safe abortion services; infertility services, services for prevention and control of sexually transmitted infections (STIs) and reproductive tract infections (RTIs); adolescent and youth friendly services; advocacy and education on SRHR. It will give exposure to

students to the issues relating to SRHR services offered and accessibility and availability to SRHR services.

4. **SRHR in Crisis Situation:** This section will impart how humanitarian crisis affects SRHR of people i.e., girls, boys, women and how SRHR policies and programs need to respond to the crisis generated from any emergency and conflict situation through systematic integration of sexual and reproductive health and rights (SRHR) into humanitarian responses according to the international guidelines.
5. **SRH related morbidity and mortality:** This section will focus on maternal morbidities and mortalities, infant morbidities and mortalities, morbidities and mortalities from STIs and RTIs including HIV/AIDS in the context of SRHR services and program offered.
6. **SRHR planning, policies, programs in Bangladesh:** This section will examine SRHR information and services in Bangladesh; SRHR policies and programs in Bangladesh; SDGs and SRHR and their implications for SRHR of the population of the country. This section will focus on harmonization of national policies and programs along global SRHR indicators.
7. **Issues of SRHR in Bangladesh the global Context:** This section will focus on current SRHR issues in Bangladesh and global context. It will give particular emphasis on adolescents' SRHR; gender-based violence, female genital cutting etc.; sexual orientation, equality and SRHR, child Marriage and SRHR.

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional Strategies:** The course is structured into topics as listed in the course outline. The course's learning activities will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading will be given, and the student will be presenting his/her summary. In addition to this, group presentation on a specific topic and group will be formed. At the beginning of the semester, all reading materials will be provided to students in a folder.

#### References:

1. UNFPA, Programme of action adopted at the International Conference on Population and Development, Cairo, 5–13 September 1994.
2. Laura Reichenbach and Mindy Jane Roseman (Eds.), 2009. *Reproductive Health and Human Rights: The Way Forward*. University of Pennsylvania Press.
3. Betsy Hartmann, 2016. *Reproductive Rights and Wrongs: The Global Politics of Population Control* (3<sup>rd</sup> Edition). Heymarker Books, Chicago.
4. Sonia Correa, Rosalind Petchesky and Richard Parkes 2008. *Sexuality, Health and Human Rights*, Routledge, New York.
5. Gita Sen, Adrienne Germain and Liuncon C Chen, 1994. *Population Policies Reconsidered*
6. Ruth Dixon-Muelle, 1993. *Population Policy and Women's Rights: Transforming Reproductive Choice*. Greenwood Publications Group, Praeger Publications.
7. Tehmina Ghafur, 2017. *Policy discourse and the paradigm shift in Reproductive Health in Bangladesh*, Cambridge Scholars Publishing, NE6 2PA, UK.
8. Gruskin, S, Bogecho, D., Ferguson, L. 2015. Rights-based approaches to health policies and programs: articulations, ambiguities, and assessment. *Journal Public Health Policy*, 31(2):129-45.
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## 3.7 BSS Fourth Year Seventh Semester

### 3.7.1 POP 401: Population Dynamics of Bangladesh

**Credit Hours:** There will be **Four** (04) credit hours for this course.

**Introduction to the course:** Population dynamics is necessary for development planning for a country like Bangladesh. An understanding of past, present and future direction of population and related issues are essential. In this regard this course will introduce the population dynamism, its determinants and related issues in national context. Basic demographic processes- fertility, mortality and migration and related other issues over the past, present and future will be explored in context Bangladesh.

**Objectives:** Objectives of the course are to:

- understand and explain the transition of demographic processes in Bangladesh
- understand the structure and composition of Bangladesh population
- increase knowledge on the determinants/factors related to population dynamics in Bangladesh
- discuss the policy alternatives to address the changes in Bangladesh population

**Learning outcomes:** From this course it is expected that students will be able to look for the answers of the following questions:

- how do population processes (fertility, mortality, migration) have been evolved over time in Bangladesh?
- what are the population challenges and opportunities Bangladesh experiencing and what are the actions are needed to address?

**Course Content:**

1. **Overview of Bangladesh Population:** Population Size, Growth, Geographical Distribution, Density
2. **Age-Sex Transition and Demographic Dividend in Bangladesh:** Challenges and Opportunities of Reaping Demographic Dividend in Bangladesh
3. **Marriage Dynamics in Bangladesh and Its Implications:** Trends, Patterns, and Differentials of Marriage; Determinants of Marriage and Child Marriage in Bangladesh. Implications of Marriage on Fertility in Bangladesh
4. **Fertility Transition in Bangladesh:** Trends, Patterns, and Differentials of Fertility; Determinants of Fertility Transitions in Bangladesh. Challenges of Achieving Replacement Level Fertility in Bangladesh
5. **Mortality and Health Transition in Bangladesh:** Trends, Patterns, and Differentials of Mortality; Epidemiologic and Health Transition in Bangladesh; Determinants of Epidemiologic and Health Transitions in Bangladesh.
6. **Population Mobility and Movement in Bangladesh:** Trends and Patterns of Internal Migration in Bangladesh. Causes of Internal Migration in Bangladesh
7. **Population Mobility and Movement in Bangladesh:** Trends and Patterns of International Migration in Bangladesh. Causes and consequences of International Migration in Bangladesh.
8. **Population Aging in Bangladesh:** Situation of Elderly Population in Bangladesh
9. **Nutrition in Bangladesh:** Trends of Nutritional Status in Bangladesh, causes and consequences of nutrition/malnutrition in Bangladesh
10. **Consequences (Past, Present and Future) of Population Dynamics in Bangladesh:** *Health*
11. **Consequences (Past, Present and Future) of Population Dynamics in Bangladesh:** *Environment*

12. **Consequences (Past, Present and Future) of Population Dynamics in Bangladesh:** *Urbanization*
13. **Future Population of Bangladesh:** Issues and Challenges
14. **Population Policy and Family Planning Programs in Bangladesh:** The evolution of population and family planning programs, impacts and challenges

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructions strategies:** The course is structured into topics as listed in the course outline. Lecture and discussions, selected readings, getting examples on various case studies including videos are the instruction strategies. Learning activities of the course will consist of class lectures with PowerPoint presentations, suggested reading, and discussions. Individual/group readings will be provided. There will be group presentation on a specific topic and group will be formed following numerical cluster. Beginning of the semester all reading materials will be provided to students.

### References

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### 3.7.2 POP 402: Maternal and Child Health

**Credit Hours:** There will be **Four (04)** credit hours for this course.

**Introduction to the Course:** This course focuses on health problems affecting both pregnant women and their children. Impact of various socio-economic factors and health problems at different stages of the life cycle and their outcomes in terms of reproduction, morbidity, mortality, health and wellbeing will be discussed. Students will be enlightened with the core concepts of maternal and child health. Policies, programs and strategies to deal with health issues of maternal and child health will also be evaluated. Throughout the course they will be able to understand the importance of reproductive, maternal and child healthcare services and other related information concerning national and global level.

**Objectives:** Objectives of the course are to:

- describe the historical background and contemporary trends of maternal and child health
- provide knowledge about the Life Course Perspective
- develop critical thinking about the determinants of health and well-being of the MCH population.
- identify the most common complications of pregnancy and child birth.
- provide knowledge about the health disparities in maternal and child health.
- understand the health system, health care services, policies, strategies and programs for MCH population.

**Learning Outcomes:** Students will be able to:

- analyze the risk factors and outcomes of the major health problems that are present during pregnancy, infancy, childhood and adolescence.
- demonstrate an understanding about the determinants/disparities in maternal and child health.
- prioritize factors that need to be considered when developing policies, strategies and programs for MCH population.

**Course Content:**

- 1. Introduction to Maternal and Child Health:** *Child Health and Child Survival:* Introduction and MCH Overview, Historical Foundation of Maternal and Child Health, Life Course Perspective on Maternal and Child Health, Intergenerational Approach to Maternal and Child Health, Determinants and Disparities in Maternal and Child Health, Public Health and Maternal and Child Health, Conceptual Framework on Child Health and Child Survival, Fetal, Neonatal, Infant, and Child: Within a Global Health Context.
- 2. Women's Reproductive Health and Family Planning:** Reproductive Health, Family Planning, HIV and RH, Unskilled Delivery, Obstetric Fistula, Unsafe Abortion, Sex-Selective Abortion, Maternal-Fetal Transmission of HIV, Female Genital Mutilation, Improving Adolescent Health in the 21<sup>st</sup> Century, Early Marriage, Health issues affecting adolescents, Adolescent Health: A Conceptual framework for Adolescent Reproductive Health and Behavior, Global Indicators of Maternal, Newborn and Child Health.
- 3. Safe Motherhood:** Maternity Cycle, Risk Factors and Comprehensive Approaches to Promote Positive Pregnancy Outcomes, Safe Motherhood, Continuum of Care, Cesarean Delivery, Essential Newborn Care, Antepartum and Postpartum Depression, Maternal Mortality and Causes, Maternal Morbidities and their Consequences, Nutrition Status of Women and Supplements.

4. **Violence against Women:** Violence against Women and Intersection with Maternal and Child Health.
5. **Child Nutrition, Child Morbidity and Mortality:** Vaccination of Children, Infectious and Non-Infectious Diseases in Children Under-Five, Low Birth Weight, Nutritional Status of Children, Micronutrient Intake and Supplements, Exclusive Breastfeeding, Child Morbidity and Mortality.
6. **Maternal and Child Health Services:** Health systems impact on Maternal and Child Health, Conceptual Framework on Maternal and Child health, Challenges for the Health Systems in improving Maternal and Child Health, Barriers to Use Maternal and Child Healthcare Services.
7. **Re-thinking Global Health and Nutrition Strategies with regards to Maternal and Child Health** Universal Health Coverage for Maternal and Child health, Maternal and Child Health Advocacy, Role of the Health System in Achieving the Sustainable Development Goals (SDGs) related to Maternal and Child Health, Local and Global Challenges to Reduce Maternal and Child Mortality in Low and Middle-Income Countries.

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional Strategies:** The course is structured into topics as listed in the course outline. Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading will be given and student will be presenting he/her summary. In addition to this there will be group presentation on a specific topic and group will be formed. At the beginning of the semester all reading materials will be provided to students in a folder.

#### References:

1. Choudhury, S., Erasquin, J. T., & Withers, M. (Eds.). (2018). *Global perspectives on women's sexual and reproductive health across the life course*. Springer International Publishing.
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15. Some other articles and relevant readings will also be provided.

### 3.7.3 POP 403: Population Aging

**Credit Hours:** There will be **Four (04)** credit hours for this course.

**Introduction to the course:** This course will introduce the development of population aging issues in national and international context. Population aging issues will be explored as part of the broader population and development context.

**Objectives:** Objectives of the course are to:

- make students familiar with the emerging issues of population aging from a multidisciplinary perspective.
- describe Bangladesh population aging related issues along with the different theoretical treatise.

**Learning outcomes:** After successfully completing the course, student would able to

- know the development of the multidisciplinary field of population aging
- know the demographic drivers of population aging
- understand different socioeconomic, biological, demographic implications of population aging
- relate the development aspects and policy issues of population aging in national and international context

**Course content:**

1. **Introduction:** Definitions and Concepts of Aging Issues - Development of Aging Studies and Social Gerontology -Methodological Issues.
2. **Demographics of Aging:** Demographic Issues: Fertility and Mortality - Life Expectancy - Dependency Ratio - Median Age - Aging Index - International Migration- Worldwide Aging Situation and Bangladesh Scenario
3. **Biological Aging:** Physiological Changes - Social Consequences of Sensory Changes - Major Biological Theories of Aging.
4. **Life Course Perspectives:** Stages on Life's Way - Historical Ideas of the Life Course- Life Course in the Modern World - Aging in Post-industrial Society.
5. **Social Theories of Aging:** Role Theory - Activity Theory - Disengagement Theory - Continuity Theory - The Elderly as a Subculture - Age Stratification Theory- Interaction Perspective - Exchange Theory Perspective - Political Economy of Aging.
6. **Psychological Changes, Mental Disorder and Adaptation in Old Age:** Personality Development in Adulthood- Self Concept and Self Esteem-Stress, Coping and Adaptation-Epidemiology of Mental Disorder
7. **Living Arrangement and Social Interactions:** Person-Environment Theories of Aging-Urban-rural Differences-Neighborhood Impacts-Housing Pattern Impacts-Institutional Living-Environmental Quality
8. **Aging and Social Supports:** The Nature and Function of Informal Aging Family - Sibling Relationships - Demographic Trends and Adult Child-Parent Relationship - Social Security - Aging Network - Institutionalization - Friends and Neighbors as Caregivers - Bangladesh Perspectives.
9. **Work and Aging:** Employment Status - Barriers to Aged Employment - New Opportunities - History of Retirement - Poverty among Aged - Bangladesh Perspective.
10. **Aging and Policy Intervention:** Policies and Programs - Development of Aging Policies - UN Resolutions - Housing - Health Care -Social Services -Bangladesh Perspectives.

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional Strategies:** The course is structured into topics as listed in the course outline. Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading will be given and student will be presenting he/her summary. In addition to this there will be group presentation on a specific topic and group will be formed. At the beginning of the semester all reading materials will be provided to students in a folder.

**References:**

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14. Some other articles and relevant readings will also be provided.

### 3.7.4 POP 404: Project Management, Monitoring and Evaluation

**Credit Hours:** There will be **Four (04)** credit hours for this course.

**Introduction to the Course:** This course is an overview of on Project Management, Monitoring and Evaluation. The course will introduce students the fundamentals of project management and basics of planning, time management, budgeting, monitoring and more. This course is designed for students with little or no prior knowledge of project management, who are not project managers by job role but that undertake project work that are interested in learning the basics in project management and delivering better project outcomes.

**Objectives:** Upon completion of the course, the students will able to:

- understand the basics of project, importance of managing project, project management and development;
- understand planning, excursion of a project;
- understand what is and why important monitoring and evaluation in development work.

**Learning Outcomes:** Students will be able to:

- Identify a project, familiar with lifecycle of project in individual, social life and in their carrier;
- Learn about project monitoring and evaluation and can serve any organization in this field.

**Course Content:**

1. **Basic concepts and techniques of Project Management:** Why management, Definition of Project Management Project Management Knowledge areas, Project Management Liaisons, Evolution of Project Management, What is Project, Program and Sector, Sector Wide Approach, Limitations of Projects, Project Life Cycle
2. **Project Management Process:** What is project management Process, steps in Project management
3. **Project Planning:** the vision, mission, goals, objectives and strategies of a project. Implementation at inception, execution and phase-out stages. Phases of project the strategic context of the organizational and project planning, elements of planning.
4. **Logical Framework Approach:** Background, what is it? Practical issues in applying the Log-frame approach, the analysis stage: preparatory analysis, stakeholder analysis, problem analysis, analysis of objectives, analysis of strategies, the analysis stage: the matrix format, terminology and the process of preparation, completing the draft Log-frame matrix, use of LFA
5. **Implementation, Monitoring:** Purpose, definition, main periods, and definition of monitoring, regular review, evaluation and audit, key tasks and responsibilities, key assessments, tools and documents, Information collection and use – overview, assessment criteria and standards,
6. **Project Evaluation:** Purpose and Principles of project evaluation, Tasks and responsibilities in evaluation, importance of evaluation for development, evaluation criteria.

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructions Strategies:** The course is structured into topics as listed in the course outline. Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading will be given, and students will be presenting their summary. In addition to

this there will be group presentation on a specific topic and group will be formed. All reading materials will be provided to students in a folder at the beginning of the semester.

**References:**

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9. Mathur, **and** Prakash. 1985. *Project Analysis for Logical Development*. Westview press
10. Some other articles and relevant readings will also be provided.

## 3.8 BSS Fourth Year Eighth Semester

### 3.8.1 POP 405: Population and Health Policies and Programs in Bangladesh

**Credit Hours:** There will be **Four** (04) credit hours for this course.

**Introduction to the Course:** This course offers critical thinking of population and health policies and programs in Bangladesh. It also enables students to understand the concepts and debates relating to policies, policy making process, evaluation, to analyze the roles of key population and health policy actors, and to consider the relationship between evidence and policy in relation to population and health.

**Objectives:** From this course it is expected that the students will be able to

- develop as critical thinkers, able to identify population and health and implementation policy and programmatic issues in Bangladesh, and develop and concisely describe realistic policy options for population and health programs and implementation.
- have a critical understanding of the range of factors that influence population health and consider the relevance of these for contemporary population and health policies and programs in Bangladesh
- have a better understanding population and health policies and programs in Bangladesh through local and global perspectives

**Learning Outcomes:** Students will be able to:

- familiarize with the policies, plans and programs related to population and health in Bangladesh
- develop a critical mind set to review and evaluate the policies, plans and programs on population and health in Bangladesh

**Course Content:**

1. **Population and Health as Policy Issues:** Understanding population health terminology- Population, Health, Population Health, public health; Social determinants of health; Policy, Population and Health Policy, Policy Process, policy instruments
2. **Problem Solving Framework; Policy Analysis & Evaluating the Policy:** Defining the problem, measuring the magnitude of the problem, key determinants and conceptual models, examining prevention and intervention strategies, setting policies & priorities; A Framework of analyzing public policy, Measuring the success of health/healthcare system/population programs, Population policy analysis and development planning
3. **Review of Selected Policy, Plans and Program Documents in Bangladesh:** National Health Policy 201; Bangladesh Population Policy 2012; Seventh Five Year Plan (2016-2020); Health, Population, Nutrition Sector Development Program (HPNSP), 2017-2021; Perspective Plan of Bangladesh (2011-2021), 2021-2041
4. **Case Studies- Programs and Interventions at the Grassroots in Bangladesh:** GO Interventions, NGOs Interventions
5. **Evaluating Health Policy, Population Policy, Plans and Programs in Bangladesh:** Examining the determinants in National Health Policy, Population Policy, and Family Planning Program on specific issue/ areas
6. **Population and Health Policy Issues for Demographic Dividend in Bangladesh:** Government plans, policies and actions
7. **Population and Health Policies for Sustainable Development in Bangladesh:** SDGs and ICPD 25+

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructions Strategies:** The course is structured into topics as listed in the course outline. Learning activities of the course will consist of class lectures with PowerPoint presentations, reading, and discussions. Individual reading will be given, and students will be presenting their summary. In addition to this there will be group presentation on a specific topic and group will be formed. All reading materials will be provided to students in a folder at the beginning of the semester.

**References:**

1. May, John F. 2012. *World Population Policies: Their Origin, Evolution, and Impact*. 2012th ed. Springer
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7. Paul Demeny. 2003. *Population Policy: A Concise Summary*, Population Council
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9. Vicente Navarro. 1987. What is a National Health Policy? *International Journal of Health Services*, Volume 37, Number 1, Pages 1–14, 2007
10. International Council on Management of Population Programmes (ICOMP). 2009. *Inter-linkages between Population Dynamics and Development in National Planning: Case Studies from Bangladesh, India and Malaysia*
11. Government of Bangladesh. 2012. *National Health Policy 2011*. Ministry of Health and Family Welfare.
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23. Mohammad Mainul Islam and Anita J. Gagnon. Use of reproductive health care services among urban migrant women in Bangladesh, *BMC Women's Health*.2016, 16:15
24. Islam M. Use of Reproductive Health Care Services among Urban Slum Women in Bangladesh, Abstract published in in the *European Journal of Public Health*, Volume 28, Issue suppl\_1, May 2018
25. Mohammad Mainul Islam (2019). Integration of Population and Development Issues into Plans and Policies, Pp. 9-31, Bangladesh Monograph 5, Population Management Issues, General Economic Division (GED), Planning Commission of December, 2019



### 3.8.2 POP 406: Climate Change, Population Vulnerability and Adaptation

**Credit Hours:** There will be **Four (04)** credit hours for this course.

**Introduction to the Course:** This course is an overview of the discipline of Climate Change, Population Vulnerability and Adaption that introduces students to the complex and dynamic issues related to climate change. Students will get a clear understanding of the basic concepts and issues related to climate change, vulnerability and adaptation that will help them to engage in critical thinking about climate change vulnerability and adaptation issues.

**Objectives:** The course aims to enable students with the basic skills that are necessary for understanding climate change vulnerability and adaptation. This course continues in its aims to familiarize the students with the central ideas of the discipline. After completion of this course, students will be able to:

- overview the core concepts of climate change vulnerability and adaptation
- evaluate the methodological perspectives
- discover and develop their own climate change vulnerability and adaptation and apply it to population issues
- understand the ways in which climate change vulnerability and adaptation are interdependent
- explore how climate change vulnerability and adaptation factors contribute to social inequalities and efforts to create social change

**Learning Outcomes:** Students will be able to:

- analyze contemporary Climate Change Vulnerability and Adaptation
- demonstrate an understanding of the perspectives, theories, and methods or core concepts of the climate Change Vulnerability and Adaptation

#### **Course Content:**

1. **Introduction:** Climate change: Weather, Climate, Weather variability, Emergence of the issue, Conference of Parties (CoP), Role of United Nations' Fund for Climate Change (UNFCCC)
2. **Climate Change Vulnerability:** The concept of Vulnerability: definition and Issues, State of Vulnerability: World scenario and Bangladesh, Identify vulnerable populations and regions, Current Vulnerability and future Changes, Identify trends in climate change-related exposures, Vulnerability Methodologies and toolkit
3. **Impact of Climate Change:** Impacts on Vulnerable Population, Climate Induced Burden of diseases, Health coping strategies, Health system's capacity to address the burden of diseases, Climate Sensitive diseases, Effect of Climate change: on agriculture, Health, Human settlements/migration, Impacts on Basic Needs: Food, Water, Health and Shelter/dislocation, Food Security, Nutrition, Regional Impacts of and vulnerabilities to Climate change, Impacts on National Security
4. **Adaptation to Climate Change:** Adaptation: Definition and Issues, Adaptation Issues and Climate Negotiation, Adaptation Planning, Adaption Advocacy, International Efforts to Facilitate Adaptation, Relationship with the Adaptation Policy Framework as a whole, Community Based Adaption, Develop Institutional capacity for adaptation, Develop a Monitoring and Evaluation Framework
5. **Policy and Management:** Response/Role/Initiative from Bangladesh to adapt with the situation: Climate change, Bangladesh Climate change Adaptation Strategies., Environmental Management Framework, Social Management Framework, Bangladesh Climate Change Strategy and Action

Plan (BCCSAP), NGO initiatives/International Donner Initiatives to support adaptation strategies in Bangladesh

**Number of Classes:** There will be 60 classes for the course. Duration of each class will be 1 hour.

**Instructional strategies:** The course is structured into topics as listed in the course outline. Learning activities of the course will consist of class lectures with power point presentations, readings, group discussions, watching videos. Individual reading will be given and students will be presenting his/her summary. In addition to this, there will be group presentation on a specific topic and group will be formed. All reading materials will be provided to the students in a folder in the beginning of the semester.

**References:**

1. Keheng-Lian, Koh, 2010, *Crucial Issues in Climate Change and the Kyoto Protocol: Asia and the World*, London, world Scientific
2. Goodless,C.M., 1992 *The Nature and Causes of Climate Change: Assessing the long term future* London, Belhaven Press
3. United Nations, 1993, *The Impact of Climate Change, Nairobi: UN Environmental Programme* O'Neill Brain C.Mackellarf, Landis, 2001, *Population and Climate Change, Cambridge: Cambridge University Press*
4. Lal R. 2000, *Global Climate Change and Tropical Ecosystems* London, CRC Press
5. Mccarthy James J. et. al. 2001, *Climate Change 2001: impacts, adaption, and vulnerability*, New York: Cambridge University Press
6. Rajib Shaw, Fuad Mallick, et al. (2013). *Climate Change Adaption Actions in Bangladesh (Disaster Risk Reduction)*. Japan, Springer.
7. Haque, M.R., Parr, N., & Muhidin, S, Climate-induced displacement, impoverishment and healthcare accessibility in mainland Bangladesh. *Asian Population Studies*. 2020;16(2):220-239.DOI: 10.1080/17441730.2020.1764187
8. Haque, M.R., Parr, N., & Muhidin, S, Climate-Related Displacement and Antenatal Care Service Utilization in Rural Bangladesh. *International Perspectives on Sexual and Reproductive Health*. 2020; 46:175-185. <https://www.jstor.org/stable/10.1363/46e9620>
9. Haque, M.R., Parr, N., & Muhidin, S, 2020, The effects of household's climate-related displacement on delivery and postnatal care service utilization in rural Bangladesh. *Social Science & Medicine*. 247:112819. Doi.org/10.1016/j.socscimed.2020.112819.
10. Haque, M.R., Parr, N., & Muhidin, S, 2019, Parents' healthcare-seeking behavior for their children among climate-related displaced people in rural Bangladesh, *Social Science & Medicine*, 226, 9-20, doi.org/10.1016/j.socscimed.2019.02.032.

### **3.8.3 POP 407: Research Monograph**

There will be **Four** (04) credit hours for this course. Each student will submit a research monograph. Eighty (80) percent of the total marks will be allocated for the examination of the written research monograph and twenty (20) percent will be for oral examination on research monograph.

### **3.8.4 POP 408: Comprehensive Examination**

There will be **Four** (04) credit hours for this course. Two (02) credits will be for written comprehensive examination and two (02) credits will be for oral comprehensive examination.

## 4 Student Assessment/Evaluation Policy

**In course, class test, mid-term, mid-semester, final exam (Marks distribution):** An individual course (except research monograph and comprehensive) will be evaluated based on the following criteria.

<u>Type of Assessment</u>	-	<u>Marks (%) Allocated</u>
• Class attendance	-	5 %
• Active participation in the discussion of class and/or class tutorial and/or presentation (individual or group) and/or class test and part of class attendance	-	10 %
• Term paper/ assignment/ homework	-	15 %
• Mid-semester examination	-	20 %
• Semester final examination	-	50 %
<b>Total</b>	-	<b>100 %</b>

**Project & Assignment:** A student or a group of students will be assigned specific topic for each course to critically discuss. Specific course teacher may also encourage presentation of a topic relevant to the course.

**Continuous Assessments:** Continuous assessments will be carried out throughout the semester for each course. Participation in the classes is mandatory to get the marks assigned for class participation. Taking class attendance will also be (as proxy of class participation) a part of continuous assessment.

**Types of Questions:** Multiple choice questions (MCQ) and/or true/false questions, and/or short questions and/or short notes and/or broad essay type questions will be drawn from the lectures, reading materials, group discussions and topic of presentation.

**Grading Policy:** Grading system will follow the guideline of Faculty of Social Sciences or University of Dhaka. The current grading will be as follows:

<b>Grading Structure in a 4 Point Grading Scale</b>			
<b>Marks Range (in percent)</b>	<b>Letter Grade</b>	<b>Explanation</b>	<b>Grade Points</b>
80 and above	A+	Excellent	4.00
75 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	Passing	2.00

Below 40	F	Failing	0.0
-----	I	----	Incomplete
-----	W	----	Withdrawn

**Requirements for awarding the BSS (Honors) Degree:** The Department of Population Sciences will apply the rules/guideline provided by the Faculty Social Sciences, University of Dhaka. To obtain a BSS (Honors) degree, a student shall require to earn a minimum CGPA of 2.25, taking into consideration all the grade points earned in total number of courses, including improved grade, if any.