

MULTIDISCIPLINARY UNDERGRADUATE PROGRAM IN DEVELOPMENT STUDIES

The four year Bachelor of Social Science (BSS) in Development Studies is designed to provide knowledge and skills to students of Development Studies.

Developed Curriculum based on
Outcome Based Education



Department of Development Studies
University of Dhaka

Level # 5, SOCIAL SCIENCE BUILDING
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Table of Contents

Contents	Page
About the Department	2
About the Program	3
Evaluation, and Grading	4
Promotion, Readmission, Drop-out, Improvement	7
Graduate attribute, PEO, and PLO	9
First Semester	
DS 101: Introduction to Development Studies: Theories and Approaches	12
DS 102: Microeconomics	15
DS 103: Introduction to Politics and Political Thoughts	16
DS 104: Introduction to Anthropology and Sociology	19
DS 105: English Composition	21
Second Semester	
DS 106: Anthropology of Development	23
DS 107: Linear Algebra and Calculus	25
DS 108: Macroeconomics	27
DS 109: Introduction to Public Administration	29
DS 110: Bangladesh Studies	31
Third Semester	
DS 201: Development Economics	33
DS 202: Organizational Behavior	38
DS 203: Agriculture and Rural Development	41
DS 204: Human Development	44
DS 205: Mathematical Economics	47
Fourth Semester	
DS 206: Statistics	49
DS 207: International Trade	50
DS 208: Poverty: Concept, Measurement and Policy	54
DS 209: Environment and Sustainable Development	58
Fourth Semester	
DS 206: Statistics	49
DS 207: International Trade	50
DS 208: Poverty: Concept, Measurement and Policy	54
DS 209: Environment and Sustainable Development	58
Fifth Semester	
DS 301: Basic Econometrics	61
DS 302: Gender and Development	63
DS 303: Public Finance	66
DS 304: Labor and Migration	69
Sixth Semester	
DS 305: NGOs and Development Management	75
DS 306: Banking, Finance and Insurance	77
DS 307: Governance and Development	79
DS 308: Area Studies: Comparative Development Experiences	83
Seventh Semester	
DS 401: Political Economy and History of Bangladesh	86
DS 402: Quantitative Research Methodology	92
DS 403: Qualitative Research Methodology	94
DS 404: History of Economic Thoughts	97
Eighth Semester	
DS 405: Project Management	100
DS 406: Understanding Public Policy Process	102
DS 407: Research Paper	105
DS 408: Comprehensive and Viva-Voce	106

Department of Development Studies

We are the 1st independent Department of Development Studies in South Asia having 24 full-time faculty members, one of the largest in the world and teaching in five streams: Development Economics, Public Policy Analysis, Social Development, Natural Resource Management, and Development Management

About Us

The Department of Development Studies was established in 2000 as the first independent department in South Asia to provide challenging and innovative teaching in the field of development studies, a rapidly growing area of study concerned with the people, economy, ecology and society. The Department fosters high quality research on the problems of developing countries in general and Bangladesh in particular. Within a relatively short span of time, the Department has established itself as a unique institution of excellence. The 24 full-time faculty members, one of the largest in the world, who are well trained, experienced and come from multidisciplinary academic and research backgrounds, pursue an active career in teaching and research while concentrating on four streams: Development Economics, Public Policy Analysis, Social Development, and Natural Resource Management.

Vision

The vision of the Department is to establish itself as a center of excellence in teaching and research, and contribute toward building a people-centered development regime that seeks to achieve a free, open, and just society.

Mission

The missions of the Department are:

- to play a critical role in shaping and informing contemporary debates about the scope, meaning, and promise of development both locally and globally.
- to build and generate knowledge by actively engaging with a wide range of stakeholders including but not limited to poor and marginalized communities
- to develop skilled professionals so that they can manage development interventions at local, national, and international levels
- to carry out cutting edge research in addressing the contemporary development problems related to social, political, economic, and environmental issues

Bachelor of Social Science
in
Development Studies
Under Semester System
2022

Introduction

The Department of Development Studies at University of Dhaka decided to introduce undergraduate program in Development Studies from academic session 2008-2009 to assist the country in its pursuit of development by producing high quality professionals and researchers so that they can plan, design, and implement development interventions in an effective and efficient way. The program aims to provide high quality education and training to the students from a multi-disciplinary perspective while helping them to have a holistic understanding and insights about development.

Four year (eight semesters) bachelor program; 3400 marks, 140 credit hours, and rigorous research training in research

Admission

Students shall be admitted in the BSS (Honors) Degree Program in Development Studies under the Faculty of Social Sciences as per the University Rules.

The Program

The BSS (Honors) Program in Development Studies shall be of four years duration and divided into 8 (eight) semesters. Each semester shall be of 19 weeks, of which 15 weeks will be for class teaching, 1 week break for examination preparation, and 3 weeks for holding the midterm and semester final examination

The program shall include teaching of 36 course units for a total of 3400 marks, which will be translated into 128 credit hours (4 credit hours assigned to each course unit). The total credit hours shall be evaluated on the basis of 3200 total marks, of which 3000 marks shall be for 30 taught course units, 100 marks for research paper and 100 marks for written and oral comprehensive examination in the 8th (eighth) semester.

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

Course Structure

Semester 1-3

Five compulsory courses in each semester
 Four credit for each of the course
 100 marks for each course
 Total marks 500 in each semester
 Total credit hours 20 in each semester

Semester 4-8

Four compulsory courses in each semester
 Four credit for each of the course
 100 marks for each course
 Total marks 2000
 Total credit hours 16 per semester

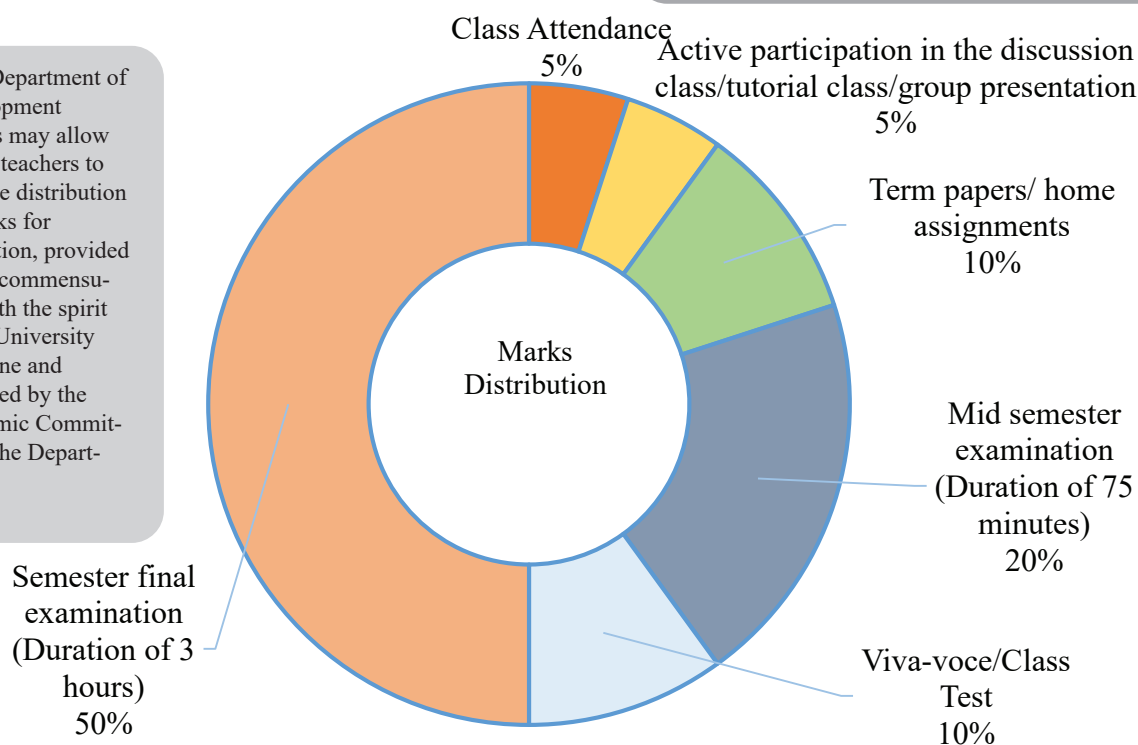
Evaluation and Grading

Evaluation and grading shall be determined on the basis of

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

Internal Evaluation
 Final Evaluation
 Written exam
 Assignment
 Presentation
 Attendance
 Participation

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



Marks Distribution for Class Attendance

Attendance range (in percent)	Marks
90% and above	5
85% to less than 90%	4.5
80% to less than 85%	4
75% to less than 80%	3.5
70% to less than 75%	3
65% to less than 70%	2.5
60% to less than 65%	2
55% to less than 60%	1.5
50% to less than 55%	1
45% to less than 50%	0.5
Less than 45%	0

Interpretation of the Grade

“A+”, “A” and “A-” grades are indicative of “excellent” performance overall by a student, earning grade points of 4.0, 3.75, and 3.50, respectively.

“B+”, “B” and “B-” grades are indicative of “very good” performance overall by a student, earning grade points of 3.25, 3.00, and 2.75, respectively.

“C+”, “C” and “C-” grades are indicative of “good” performance overall by a student, earning grade points of 2.50, 2.25, respectively.

“D” grade is indicative of minimally acceptable “passing” performance overall by a student, earning a grade point of 2.00.

“F” grade is indicative of an unacceptable “failing” performance overall by a student, i.e., fail to earn any credit point.

“I” grade is indicative of a situation where a student, for non-academic reasons beyond his control, is unable to complete the full requirements of the course for not being able to sit for the semester final examination. With the submission of valid and authenticated evidence of such reasons, and the recommendation of the course teacher (to be reported to the Chairperson of the examination committee), that particular student shall be allowed to complete the semester final examination with the new batch. Meanwhile, the student concerned will be promoted to the next semester. If an incomplete grade is not cleared with the new batch, the “I” grade automatically be changed to an “F” grade. A maximum number two of “I” grades shall be allowed to a student in one semester.

“W” grade shall be awarded when a student is permitted to withdraw/drop a course/semester without penalty. Withdrawals without penalty are not permitted after the mid-semester examination. A student may take readmission in the semester concerned with the next batch by paying the fees for the whole year.

Grading Structure

Numerical Marks	Letter Grade	Explanation	Grade Points
80 and above	A+	Excellent	4
75 to 79	A		3.75
70 to 74	A-		3.5
65 to 69	B+	Very Good	3.25
60 to 64	B		3
55 to 59	B-		2.75
50 to 54	C+	Good	2.5
45 to 49	C		2.25
40 to 44	D	Passing	2
Below 40	F	Failing	0
	I		Incomplete
	W		Withdrawn

When students have concern about the teaching evaluation or grading by the course teachers, the University Guideline allows students to make the concern known to the appropriate individuals in the following order: the course teacher, the chairperson of the Department, and the Dean of the faculty.

Promotion

- # For promotion from the first to second semester, a student shall require to earn a minimum SGPA of 2.00.
- # For promotion from the second through the final semester, a student shall require to earn a minimum CGPA of 2.25, taking into consideration all the grade points earned in total number of courses in the previous semesters and improved grade, if any.
- # A student failing to clear up the annual fees of the University and the Department within stipulated time in each semester shall not be promoted to the next semester.

Improvement

- # A student earning “F” grade in any course shall be allowed to improve the grade with the next batch.
 - # If a student obtains a grade lower than “B-” in a course, he/she shall be allowed to repeat the term final examination only once with the next batch for the purpose of grade improvement by forgoing his/her earlier term final marks.
 - # If a student obtains “B-” or better grade in any course, he/she shall not be allowed to repeat the course for the purpose of grade improvement.
 - # If a student likes to improve the grade point earned in a course of the 8th (eight) semester, he/she must apply for such improvement examination before the certificate is issued.
 - # Improvement shall not be allowed once the certificate is issued by the University.
- A student-carrying grade “F” in any course shall not be awarded the degree unless he/she improves it by appearing at the semester final examination with the next batch.
- # If the student gets “F” grade in the improvement examination, he/she shall automatically be dropped from the semester and student shall have to take readmission with the next batch, provided the student concerned is eligible for readmission.
 - # For improvement of grade in a course, the student shall apply to the chairperson of the department at least 4 (four) weeks before the start of the semester final examination.
 - # A student shall be allowed to improve the grade of a particular course only once.

- # No improvement shall be allowed for the mid-semester examination, term papers/home assignments, and active participation in the discussion class/tutorial class/group presentation/class test marks, and the grades earned in written and oral comprehensive examination.

Readmission

A student failing to get the requisite grade points for promotion from one semester to the next may seek readmission with the following batch.

For readmission, a student shall have to apply within one month after the announcement of result of the concerned semester.

On readmission, grades earned earlier by a student in the class of readmission shall cease to exist and the student has to retake all the course works and examination.

A student shall not be allowed readmission in more than two semesters during the entire BSS (Honors) degree program.

Drop Out

A student failing to earn the GPA for promotion from one semester to the next after taking the readmission in any semester shall be dropped out of the program.

A student earning “F” grade in any course after taking improvement examinations or readmission in any semester class shall be dropped out of the program.

Registering Complaints about Marking, Grading and

When students have concern about the teaching evaluation or grading by the course teachers, the University guideline allows students to make the concern known to the appropriate individuals in the following order: the course teacher, the chairperson of the Department, and the Dean of the faculty.

Grievances should be recorded by a student within a week after the publication of the result.

Medium of Instruction

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

Fees and Charges

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

Course Structure At a Glimpse

First Semester	Credit
DS 101: Introduction to Development Studies: Theories and Approaches	4
DS 102: Microeconomics	4
DS 103: Introduction to Politics and Political Thoughts	4
DS 104: Introduction to Anthropology and Sociology	4
DS 105: English Composition	4

Second Semester	Credit
DS 106: Anthropology of Development	4
DS 107: Linear Algebra and Calculus	4
DS 108: Macroeconomics	4
DS 109: Introduction to Public Administration	4
DS 110: Bangladesh Studies	4

Third Semester	Credit
DS 201: Development Economics	4
DS 202: Organizational Behavior	4
DS 203: Agriculture and Rural Development	4
DS 204: Human Development	4
DS 205: Mathematical Economics	4

Fourth Semester	Credit
DS 206: Statistics	4
DS 207: International Trade	4
DS 208: Poverty: Concept, Measurement and Policy	4
DS 209: Environment and Sustainable Development	4

The undergraduate programme has eight semesters and it includes more than one-fourth of the courses as GED as well as Department specific courses covering four themes.

Fifth Semester	Credit
DS 301: Basic Econometrics	4
DS 302: Gender and Development	4
DS 303: Public Finance	4
DS 304: Labor and Migration	4

Sixth Semester	Credit
DS 305: NGOs and Development Management	4
DS 306: Banking, Finance and Insurance	4
DS 307: Governance and Development	4
DS 308: Area Studies: Comparative Development Experiences	4

Seventh Semester	Credit
DS 401: Political Economy and History of Bangladesh	4
DS 402: Quantitative Research Methodology	4
DS 403: Qualitative Research Methodology	4
DS 404: History of Economic Thoughts	4

Eighth Semester	Credit
DS 405: Project Management	4
DS 406: Understanding Public Policy Process	4
DS 407: Research Paper	4
DS 408: Comprehensive and Viva-Voce	4

Graduate Attribute

Attribute 1

Graduates have comprehensive knowledge and understanding of Development Studies and the ability to apply their knowledge in practice including in multi-disciplinary or multi-professional contexts.

Attribute 2

Graduates are able to apply critical, creative and evidence-based thinking to conceive innovative responses to future development challenges.

Attribute 3

Graduates engage in professional behaviour and have the potential to be entrepreneurial and take leadership roles in their chosen occupations or careers and communities.

Attribute 4

Graduates are responsible and effective global citizens whose personal values and practices are consistent with their roles as responsible members of society.

Attribute 5

Graduates are well prepared for living, learning and working in a digital society.

Program Educational Objectives (PEO)

PEO-1

Acquire a theoretical understanding of social, economic, political, and environmental development that will help the students to understand and analyse contemporary development issues.

PEO-2

Develop the capacity and skills of the students to plan, design, manage and evaluate development interventions.

PEO-3

Equip the students with appropriate and cutting-edge research tools and techniques to explain the social and economic problems by applying both qualitative and quantitative methods.

Program Learning Outcomes (PLO)

After completion of the program, the students will be able to:

PLO-1

identify and analyze the contemporary development problems by applying the appropriate theoretical and applied framework.

PLO-2

demonstrate the ability to design and manage development interventions in public, for-profit, and not-for-profit sectors.

PLO-3

design and conduct research on development issues by applying in-depth knowledge acquired from this program.

Assessment Criteria

The marking criteria of working/discussion/term papers and the semester final written examination will follow the following minimum core criteria:

Core Criteria for Working/Discussion/Term Papers

- Understanding of the subject/research question
- Relevance of the material in the literature review and formulation of arguments/hypothesis
- Use of proper style in citation and references
- Organization of the proposed argument/hypothesis
- Logical coherence among the ideas, concept, and theory
- Evidence/data analysis following scientific research methods
- Critical analysis, originality and contextualizing the arguments/hypothesis from developing countries in general and Bangladesh in particular

Core Criteria for Semester Final Written Exam

Understanding of the subject

Comprehension of course materials

Clarity of understanding/ thought, and comprehensiveness of perspective in answering the question

Critical insights on the topic

Organization, articulation and style of writing

The additional criteria for the above two segments are the standard of language and its accuracy in terms of grammar, spelling, punctuation and mechanics. The writing shall also demonstrate an effective, readable, and academic style marked by effective word choice and sentence variety.

If any additional criteria are included to evaluate a particular assignment, the course teacher will provide relevant information to the students and share this information with the Academic Committee of the department.

80% and above (A+)

The criteria to achieve 80% and above marks include:

Demonstrates very significant ability to plan, organize and execute independently a coursework assignment

Shows clear evidence of ability to evaluate secondary literature critically and present logically coherent judgments on theories/models/frameworks

Demonstrates superior analytical ability, creativity and sophistication in organizing, explaining and presenting the arguments

Provides evidence of outstanding competence level in research methodologies and data analysis

Shows high level of original thinking and independence in thought

English writing is generally free of errors in grammar, punctuation and mechanics

75% to less than 80% (A)

The criteria to achieve 75% to less than 80% marks include:

Demonstrates significant ability to plan, organize and execute independently a coursework assignment

Provides limited evidence of ability to evaluate secondary literature critically and present logically coherent judgments on theories/models/frameworks

Shows a reasonable level of analytical ability, creativity and sophistication in organizing, explaining and presenting the arguments

Engages the question with appropriate research methodology and data analysis

Responds to the topic with original thinking and a willingness to take risks

English writing is largely free of errors in grammar, punctuation and mechanics

70% to less than 75% (A-)

The criteria to achieve 70% to less than 75% marks include:

Shows limited ability to plan, organize and execute independently a coursework assignment

Provides a reasonable understanding of secondary literature and relevant theories/models/frameworks that sparsely includes critical knowledge and insights

Shows sufficient analytical ability and creativity in organizing, explaining and presenting the arguments

Demonstrates appropriate choice of research methodology and adequate technical competence in data analysis

Offers viewpoint with critical evaluation of the topic

English writing demonstrates basic control of grammar, punctuation, and mechanics

65% to less than 70% (B+)

The criteria to achieve 65% to less than 70% marks include:

Demonstrates partial ability to plan, organize and execute independently a coursework assignment

Provides a clear description of relevant theories, models, frameworks and secondary literature that lacks critical knowledge and insights

Shows limited evidence of analytical ability and creativity in organizing and presenting the arguments

Demonstrates a reasonable understanding of research methodology and limited competence in data analysis

English writing demonstrates limited control of grammar, punctuation, and mechanics through confusing errors.

60% to less than 65% (B)

The criteria to achieve 60% to less than 65% marks include:

Demonstrates incomplete and very limited ability to plan, organize and execute independently a coursework assignment

Provides only limited evidence of understanding on theories, models, frameworks and relevant secondary literature

Shows some awareness of analytical ability in organizing and presenting the arguments

Demonstrates partial understanding of research methodology as well as limited ability in data analysis

English writing contains several confusing sentence structure and imprecise word choice

40% to less than 45% (D)

The criteria to achieve 40% to less than 45% marks include:

Demonstrates a weak ability to plan, organize and execute a research project or coursework assignment

Shows awareness about theories, models, frameworks, secondary literature and research methodology but with little understanding

English writing contains numerous errors and evidence of limited ability to write arguments in English.

55% to less than 60% (B-)

The criteria to achieve 55% to less than 60% marks include:

Shows only basic level ability to plan, organize and execute independently a coursework assignment

Provides a superficial/incomplete understanding on theories, models, frameworks and relevant secondary literature

Demonstrates insufficient analytical ability in organizing and presenting the arguments

Shows limited ability in logical coherence about selecting appropriate research methodology and data analysis techniques

English writing contains confusing sentence structure and imprecise word choice

50% to less than 55% (C+)

The criteria to achieve 50% to less than 55% marks include:

Shows very limited ability to plan, organize and execute a research project or coursework assignment

Engages the topic with improper and confused theories, models, frameworks and secondary literatures

Provides evidence of awareness on research methodology and data analysis that lacks in-depth understanding and deficiency in logical coherence

English is difficult to read due to problems in sentence structure and word choice.

45% to less than 50% (C)

The criteria to achieve 45% to less than 50% marks include:

Shows very limited ability to plan, organize and execute a research project or coursework assignment

Provides evidence on superficial and confusing explanation about relevant theories, models, frameworks and secondary literatures

Shows evidence of errors in selecting research methodology and data analysis techniques

English is difficult to read due to problems in sentence structure and word choice

DS 101: Introduction to Development Studies: Theories and Approaches

Course No.: DS 101

Course Title: Introduction to Development Studies: Theories and Approaches

Course Type: Compulsory

Level/Term: First Semester

Credit Value: 4

Total Marks: 100

Course Description

development studies with a solid grasp of the different concepts, theories and debates in the field. The course offers a base for further detailed understanding and critical thinking of development issues in other courses. The course is split into two major parts. The first part provides a thorough analytical overview of the concept of development, its nature, dimensions and measurement followed by a historical account of the origin, nature, identity and challenges of the discipline of development studies. The second part traces the emergence, evolution and eclipse of development theories from the colonial to the post-colonial up to contemporary period.

Learning Objective

The aim of this course is to enable students to: understand the basic idea on development in academic discussions. This course aims at inculcating the foundation for the interdisciplinary studies of development in terms of historic, social, political and economic evolution specifically in the context of developing countries; The course relates theoretical and empirical notions of contemporary issues from interdisciplinary perspectives; and

In addition, the course refers students to a number of relevant texts that help them understand the emergence, evolution and eclipse of development theories from the colonial to the post-colonial up to contemporary period.

Learning Outcome

On successfully completing the module students will be able to:

Locate, critically think and evaluate development issues in other courses, academic literature and professional resources on development from an interdisciplinary lens;

Engage on the debate in theoretical and empirical issues in development; and

Undertake focussed examination of some key concepts and debates involved in the analysis of social, political and economic processes of development.

Course Content

Week 1 Introduction: Development

Grugel, J and Hammett, D. (ed). 2016. *The Palgrave Handbook of International Development*, New York: Palgrave Macmillan. (57-64)

Hulme, D. and Turner, M. M. 1990. *Sociology and Development: Theories, Policies and Practices*, Harvester Wheatsheaf.

Kingsbury, D., Remenyi, J., McKay, J. and Hunt, J. 2004. *Key Issues in Development*. Palgrave

Pattanaik, B. K. 2016. *Introduction to Development Studies*, London:Sage. (Chapter 1, 5)

Peet, R. and Hartwick, E. (ed). 2009. *Theories of Development: Contentions, Arguments, Alternatives*, New York: Guilford Press. (1-13)

Pieterse, J. N. 2010. *Development Theory: Deconstructions/Reconstructions*, Second Edition, London:Sage. (1-11)

Willis, K. 2006. *Theories and practices of Development*, Routledge, NY.

Class lecture slides

Week 2: Development: History and meaning

Hulme, D. and Turner, M. M. 1990. *Sociology and Development: Theories, Policies and Practices*, Harvester Wheatsheaf.

Kingsbury, D., Remenyi, J., McKay, J. and Hunt, J. 2004. *Key Issues in Development*. Palgrave

Krishna, S. 2009. *Globalization and postcolonialism: Hegemony and resistance in the twenty-first century*, Rowman & Littlefield publishers.

Peet, R. and Hartwick, E. (ed). 2009. *Theories of Development: Contentions, Arguments, Alternatives*, New York: Guilford Press. (1-130)

Willis, K. 2006. *Theories and practices of Development*, Routledge, NY.

Week 3 Colonialism and Its Impact on Developing

Grugel, J and Hammett, D. (ed). 2016. *The Palgrave Handbook of International Development*, New York: Palgrave Macmillan.

Peet, R. and Hartwick, E. (ed). 2009. *Theories of Development: Contentions, Arguments, Alternatives*, New York: Guilford Press.

Willis, K. 2006. *Theories and practices of Development*, Routledge, NY.

Week 4: Concept of development, its nature, dimensions

Hulme, D. and Turner, M. M. 1990. *Sociology and Development: Theories, Policies and Practices*, Harvester Wheatsheaf.

Kingsbury, D., Remenyi, J., McKay, J. and Hunt, J. 2004. *Key Issues in Development*. Palgrave

Pattanaik, B. K. 2016. *Introduction to Development Studies*, London:Sage.(Chapter 1)

Peet, R. and Hartwick, E. (ed). 2009. *Theories of Development: Contentions, Arguments, Alternatives*, New York: Guilford Press. (1-13)

Willis, K. 2006. *Theories and practices of Development*, Routledge, NY.

Week 5 Measurement of development

Hulme, D. and Turner, M. M. 1990. *Sociology and Development: Theories, Policies and Practices*, Harvester Wheatsheaf. (chapter 1, 2)

Willis, K. 2006. *Theories and practices of Development*, Routledge, NY.

Week 6 Development Studies

Desai, V. and Potter, R. B. (ed). 2014. *The Companion to Development Studies*, 3rd Edition,

Sumner, A. and Tribe, M. 2008. *International Development Studies*, London:Sage. (1-97)

Week 7: Common Characteristics of Developing

Pattanaik, B. K. 2016. *Introduction to Development Studies*, London:Sage. (Chapter 1)

Katy, G. and Lewis, D. 1996. *Anthropology, Development and the Post-Modern Challenge*. Chicago, IL: Pluto Press.

Kingsbury, D., Remenyi, J., McKay, J. and Hunt, J. 2004. *Key Issues in Development*. Palgrave

Week 8: Emergence and evolution of development

Grugel, J and Hammett, D. (ed). 2016. *The Palgrave Handbook of International Development*, New York: Palgrave Macmillan.

Hulme, D. and Turner, M. M. 1990. *Sociology and Development: Theories, Policies and Practices*, Harvester Wheatsheaf.

Katy, G. and Lewis, D. 1996. *Anthropology, Development and the Post-Modern Challenge*. Chicago, IL: Pluto Press.

Kingsbury, D., Remenyi, J., McKay, J. and Hunt, J. 2004. *Key Issues in Development*. Palgrave

Mehmet, O. 1995. *Westernizing the Third World. The Eurocentricity of Economic Development Theories*, London: Routledge.

Peet, R. and Hartwick, E. (ed). 2009. *Theories of Development: Contentions, Arguments, Alternatives*, New York: Guilford Press.

Week 9 Classical theories

Grugel, J and Hammett, D. (ed). 2016. *The Palgrave Handbook of International Development*, New York: Palgrave Macmillan. (21-36)

Hulme, D. and Turner, M. M. 1990. *Sociology and Development: Theories, Policies and Practices*, Harvester Wheatsheaf.

Katy, G. and Lewis, D. 1996. *Anthropology, Development and the Post-Modern Challenge*. Chicago, IL: Pluto Press.

Kingsbury, D., Remenyi, J., McKay, J. and Hunt, J. 2004. *Key Issues in Development*. Palgrave

Mehmet, O. 1995. *Westernizing the Third World. The Eurocentricity of Economic Development Theories*, London: Routledge.

Pattanaik, B. K. 2016. *Introduction to Development Studies*, London:Sage. (Chapter 2,3, 4)

Peet, R. and Hartwick, E. (ed). 2009. *Theories of Development: Contentions, Arguments, Alternatives*, New York: Guilford Press.

Regmi, K. D. 2018. Foundational models of development, underlying assumptions and critiques, *Social Change*, 48(3) 325–344.

Willis, K. 2006. *Theories and practices of Development*, Routledge, NY.

Week 10 Radical Interpretation of Underdevelopment

Grugel, J and Hammett, D. (ed). 2016. *The Palgrave Handbook of International Development*, New York: Palgrave Macmillan. (21-36)

Hulme, D. and Turner, M. M. 1990. *Sociology and Development: Theories, Policies and Practices*, Harvester Wheatsheaf.

Katy, G. and Lewis, D. 1996. *Anthropology, Development and the Post-Modern Challenge*. Chicago, IL: Pluto Press.

Regmi, K. D. 2018. Foundational models of development, underlying assumptions and critiques, *Social Change*, 48(3) 325–344.

Week 11 Alternative development

Desai, M. (2013), *The paradigm of international social development: Ideologies, development systems and policy approaches*. Routledge.

Pieterse, J. N. 2010. *Development Theory: Deconstructions/Reconstructions*, Second Edition, London:Sage. (83-107)

Sumner, A. and Tribe, M. 2008. *International Development Studies*, London:Sage.

Week 12 Post development

Grugel, J and Hammett, D. (ed). 2016. *The Palgrave Handbook of International Development*, New York: Palgrave Macmillan.

Regmi, K. D. 2018. Foundational models of development, underlying assumptions and critiques, *Social Change*, 48(3) 325–344.

Veltmeyer, H. and Bowles, P. (ed). 2018. *The Essential Guide to Critical Development Studies*, Second Edition, New York: Routledge. (84-93)

Week 13 The Latest State of the Art

Desai, M. (2013), The paradigm of international social development: Ideologies, development systems and policy approaches. Routledge.

Desai, V. and Potter, R. B. (ed). 2014. *The Companion to Development Studies*, 3rd Edition,

Grugel, J and Hammett, D. (ed). 2016. *The Palgrave Handbook of International Development*, New York: Palgrave Macmillan. (13-16, 64-70)

Peet, R. and Hartwick, E. (ed). 2009. *Theories of Development: Contentions, Arguments, Alternatives*, New York: Guilford Press.

Pieterse, J. N. 2010. *Development Theory: Deconstructions/Reconstructions*, Second Edition, London:Sage. (182-217)

Sumner, A. and Tribe, M. 2008. *International Development Studies*. London:Sage. (163-167)

Week 14 &15 Presentation on assignment (Challenges for 'Development Studies' as a Discipline)

Week 15 Overall discussion

Katy, G. and Lewis, D. 1996. *Anthropology, Development and the Post-Modern Challenge*. Chicago, IL: Pluto Press.

Kingsbury, D., Remenyi, J., McKay, J. and Hunt, J. 2004. *Key Issues in Development*. Palgrave

Kothari, U. and Minogue, M. (ed) 2002. *Development Theory and Practice, Critical Perspectives*, Basingstoke: Palgrave.

Krishna, S. 2009. *Globalization and postcolonialism: Hegemony and resistance in the twenty-first century*, Rowman & Littlefield publishers.

Mehmet, O. 1995. *Westernizing the Third World. The Eurocentricity of Economic Development Theories*, London: Routledge.

Pattanaik, B. K. 2016. *Introduction to Development Studies*, London:Sage.

Pieterse, J. N. 2010. *Development Theory: Deconstructions/Reconstructions*, Second Edition, London:Sage.

Peet, R. and Hartwick, E. (ed). 2009. *Theories of Development: Contentions, Arguments, Alternatives*, New York: Guilford Press.

Rapley, J. 2007. *Understanding Development: Theory and Practice in the Third World*, Boulder:

Regmi, K. D. 2018. Foundational models of development, underlying assumptions and critiques, *Social Change*, 48(3) 325–344.

Sumner, A. and Tribe, M. 2008. *International Development Studies*, London:Sage.

Veltmeyer, H. and Bowles, P. (ed). 2018. *The Essential Guide to Critical Development Studies*, Second Edition, New York: Routledge.

Willis, K. 2006. *Theories and practices of Development*, Routledge, NY.

Recommended books

Desai, M. (2013), The paradigm of international social development: Ideologies, development systems and policy approaches. Routledge.

Desai, V. and Potter, R. B. (ed). 2014. *The Companion to Development Studies*, 3rd Edition,

Hulme, D. and Turner, M. M. 1990. *Sociology and Development: Theories, Policies and Practices*, Harvester Wheatsheaf.

Haynes, J. (ed) 2005. *Palgrave Advances in Development Studies*, New York: Palgrave Macmillan.

Hettne, B. (1995). *Development theory and the three worlds*, Harlow, Essex, England : Longman Scientific & Technical ; New York, NY : Wiley.

DS 102: Microeconomics

Course No.: DS 102

Course Title: Microeconomics

Course Type: Compulsory

Level/Term: First Semester

Credit Value: 4

Total Marks: 100

Course Description

This course considers the operation of a market economy and the problem of how to allocate society's scarce resources most efficiently. The course considers the way in which various agents in the economy (individuals and firms) make their consumption and production decisions and how these decisions are coordinated. It considers the laws of supply and demand, and introduces the theory of the firm, and its components, production and cost theories and models of market structure. The various causes of market failure are assessed, and consideration is given to public

Learning Objective

Introduce with the tools and techniques of microeconomics and help understand how economies work, how they interact globally, and how all of this

Understand conceptual tools with which to think about and understand the vast range of issues that confront society and the decisions that they make in their

Describe how output and price are determined in a perfectly and imperfectly competitive markets and explain the factors causing changes in supply and demand and changes in the quantity supplied and

Identify payoff maximizing strategies of producers and consumers.

Identify the sources of market inefficiencies and the restoration process of market inefficiencies

Learning Outcome

On successfully completing the module students will be able to:

Understand and critically assess the usefulness of key concepts of basic microeconomics.

Assess the output and price determination in various markets and measure the potential changes on output and price for a change in policy variables;

Explain the behavior of producers and consumers in relation to the changes in exogenous variables; and

Interlink efficiency, market failures, uncertainty, and moral hazard problem in relation to output-price

Course Content

Week – 1 and 2: Introduction to Microeconomics

This module introduces some introductory concepts of microeconomics, distinguishes microeconomics and macroeconomics, differentiate positive and normative economics, and explains the central problems of Economic Organization, Market, Production Possibility Frontier, and Opportunity Cost.

Week – 3-and 4 Basic Elements of Economics

The module focuses on two basic instruments of economics: demand and supply, particularly on their functional and graphical forms, the factors that affect them, and how they determine the market price and quantity. It discusses substitution effects, income effects, price effect, and various forms of elasticities. It also explains what happens to the equilibrium price and quantity if any of the factors of demand or supply change, and it measures changes in output and prices due to different sizes of elasticities of demand and

Week – 5-and 7: Consumer Behavior

This module describes the Consumer Behavior, particularly consumer choices using Utility Theory. It discusses on total utility, marginal utility, Law of Diminishing Marginal Utility, Equi-marginal Principle, Consumer Surplus, the Indifference Curve, the Indifference Map, and Budget Line/Budget Constraint. Using the relevant tools, it shows how the consumer equilibrium is achieved, and it explains the possible effects of price/income changes on optimal choices, and decomposes the potential sources of those changes

Week – 8-and 10: Producer Behavior

This module describes the Theory of Production and Theory of Costs. It discusses various Production Functions, Total Product, Average Product, and Marginal Product, and the Law of Diminishing Returns. It also conceptually discusses various forms of Returns to Scale (Constant, Increasing and Decreasing Returns to Scale), and various forms of costs (Total Cost, Marginal Cost, Fixed Cost and Variable Cost, Average Cost, Average Fixed Costs, and Average Variable Cost). It explains why the average cost curve

Week – 11-and 13: Market Structure

This module focuses on understanding various types of Market Structures for various products and factors. It explains the output-price determination processes in various markets (Perfect Completion, Monopoly, Monopolistic and Oligopoly Markets). It also shows how the Equilibrium is achieved under Perfectly Competitive and Monopoly Markets.

Week – 14: Factor Market

This module discusses the markets of various Factors (Land, Labor, and Capital). It discusses the Demand for Factors of Production, the Supply of Factors of Production, and the Determination of Factor Prices by Supply and Demand apparatus. In addition, it highlights on Wage Differentials, the Economics of Discrimination, and the Reduction of Labor Market

Week – 15-and 16: Markets and Economic Efficiency

This module helps the students to understand Markets and Economic Efficiency in a General Equilibrium framework of Markets, sources of market inefficiencies (Market Failures, Risk and Uncertainty, Moral Hazard and Adverse Selection), and the role of economic policies to restore the Markets efficiency.

Suggested Reading

Chiang, Alpha. C and Wainwright (2005), *Fundamental Methods of Mathematical Economics*. 4th Edition. New York: McGraw-Hill.

Koutsoyiannis, A (2003), *Modern Microeconomics*. Palgrave Macmillan: London and Basingstoke.

Lipsey, Richard G., Courant, Paul N., and Raga, Christopher T. S. (1999), *Microeconomics*. 12th Edition. Reading, MA: Addison-Wesley.

Mankiew, N. Gregory (2007), *Principles of Microeconomics*, Thomson South-Western, Fourth

Salvatore, Dominick (2004), *Microeconomic Theory*. Schaum's Outline Series. 3rd Edition. New York: McGraw-Hill,

Samuelson, Paul A., and Nordhaus, William (2001), *Economics*, 17th Edition. New York: McGraw-Hill.

Stiglitz, Joseph E., and Walsh, Carl E. (2002). *Principles of Microeconomics*. 3rd Edition. New York, NY: W. W. Norton.

Dowling, Edward T. (2001), *Introduction to Mathematical Economics*. Schaum's Outline Series, New York: McGraw-Hill, 3rd Edition.

DS 103: Introduction to Politics and Political Thoughts

Course No.: DS 103

Course Title: Introduction to Politics and Political Thoughts

Course Type: Compulsory

Level/Term: First Semester

Credit Value: 4

Total Marks: 100

Course Description

This course has three parts. The first part deals with different political thoughts that have dominated the field over time. The second part concentrates on key ideas and concepts related with the field and the final part emphasizes on applying the philosophies and concepts in the context of Bangladesh.

Learning Objective

science, dominant political philosophies to the students. At the same time, the course will make them familiar with contemporary political analysis process. The course is divided into three parts. The first part deals with the different political thoughts that have

Understanding the historical context for the development of the discipline of political science

Developing an understanding of the diverse way the political factors influence the functioning of the nation states

Developing an interest in politics in all forms

Learning Outcome

After completion of the course, the students will be able to demonstrate their capability of political philosophies.

Course Content

Week 1

Ice-breaking, introduction & overview

Week 2

Politics, Science and Political Science- The Scientific Way of Studying Politics and Overview of the Field
Grigsby, E.- Analyzing Politics (Chapter 2)

Deneed, P. J. – The Science of Politics and the Conquest of Nature

Cohn, J.- When did political science forget about politics

Week 3

Introduction to some key political concepts- power, authority, legitimacy

Grigsby, E.- Analyzing Politics (Chapter 3) **(Required Reading)**

Oxford Handbook of Political Philosophy (Chapter 1)

Axmann, T.- Understanding Democratic Politics (Chapter 5) (Recommended Reading)

Week 4

Understanding the state: The Moral State and the Necessity of Good Government

O'Neil, P. – Essentials of Comparative Politics (Chapter 2)

Grigsby, E.- Analyzing Politics (Chapter 4)

Fukuyama, F. (2011). *The origins of political order: From prehuman times to the French Revolution*. Farrar, Straus and Giroux. (Part 1)

Week 5

State as a political institution and emergence of state, nation, nationalism

Newton & Van Deth- Foundations of Comparative Politics (Chapters 1 & 2)

Fukuyama, F. (2011). *The origins of political order: From prehuman times to the French Revolution*. Farrar, Straus and Giroux. (Part 2)

Recommended Reading-

Alavi, H.- The state in post-colonial societies

Week 6

The role of the government: Introduction to political economy

O'Neil, P. – Essentials of Comparative Politics (Chapter 4)

Week 7

Political ideologies: Liberalism, conservatism, libertarianism, Socialism,

Grigsby, E.- Analyzing Politics (Chapter 5)

Ball, T., Dagger, R., & O'Neill, D. I. (2019). *Political ideologies and the democratic ideal*. Routledge.

Oxford Handbook of Political Philosophy (Chapters 6-9)

Week 8

Mid-Term

Week 9

Political Ideologies: Utilitarianism, Liberty, Justice
Sandel, M. J.- Justice (Chapters 2, 3 & 6)

Oxford Handbook of Political Philosophy (Chapter 3)

Week 10

Political Ideologies: Fascism, Totalitarianism

Ball, T., Dagger, R., & O'Neill, D. I. (2019). *Political ideologies and the democratic ideal*. Routledge. (Chapter 7)

Voegelin, E.- The Origins of Totalitarianism

Arendt, H.- A Reply

Voegelin, E.- Concluding Remarks

Grigsby, E.- Analyzing Politics (Chapter 6)

Week 11

Constitutions, Constitutionalism and The Idea of Rights
Roskin et al.- Political Science, An Introduction (Chapter 5)

Week 12

Understanding political regime: Types, Classification and Introduction to Democracy

Diamond, L- Thinking About Hybrid Regimes

Alvarez et al- Classifying Political Regimes

Week 13

Types of democracy, transition towards democracy and democratic consolidation I

Clark et al- Principles of Comparative Politics (Chapters 5 & 6)

Week 14

Authoritarian State and different types of authoritarianism

Clark et al- Principles of Comparative Politics (Chapters 10)

Week 15

Political Institutions- Executive, Legislative, Judiciary

Suggested Reading

- Alvarez, M. et al (1996), "Classifying Political Regime," *Studies in Comparative International Development*, 31(2): 3-36.
- Axford, B. (2005), "Parties, Interest Group and Public Opinion," in *Politics: An Introduction*, Axford, B et al eds. London and New York: Routledge.
- Cox, G. W. (2006), "The Organization of Democratic Legislatures," in *The Oxford Handbook of Political Economy*, B.R. Weingast and D. A. Wittman eds. New York: Oxford University Press.
- Dryzek, J.S., B. Honig & A. Phillips (Eds.). (2006). *The Oxford Handbook of Political Theory*. New York: Oxford University Press.
- Foucault, M., Rabinow, P., & Rogers D. Spotswood Collection. (1984). *The Foucault reader*. New York: Pantheon Books.
- Gaardner, J. (1995). *Sophie's world: a novel about the history of philosophy*. Phoenix House: London.
- Grigsby, E. (2008). *Analyzing Politics*. Cengage Learning.
- Hague, R., Harrop, M., & Breslin, S. (2001). *Comparative politics and government: an introduction*.
- Hardin, R. (2006), "Constitutionalism," in *The Oxford Handbook of Political Economy*, B.R. Weingast and D. A. Wittman eds. New York: Oxford University Press.
- Hoffman, A. L. (2005), "Political Parties, Electoral System and Democracy: A Cross-National Analysis," *European Journal of Political Research*, 44: 231-242.
- Huq, A. F. (1973). "Constitution-making in Bangladesh," *Pacific Affairs*, Vol. 46, No. 1. (Spring, 1973), pp. 59-76.
- Ishiyama, J. T., & Breuning, M. (Eds.). (2010). *21st century political science: a reference handbook*. SAGE Publications.
- Islam, A. S. (2004), "Is the Candle Still Burning? Weber and the Crisis of Democratic Transition in Bangladesh," *Bangladesh e-Journal of Sociology* 1(1).
- Khan, M. M. and Husain, S. A. (1996), "Process of Democratization in Bangladesh", *Contemporary South Asia*, 5(3): 319-334.
- Khan, Z. R. (1976), "Leadership, Parties and Politics in Bangladesh," *The Western Political Quarterly*, 29(1): 102-125.
- McClelland, J. S. (2005). *A history of western political thought*. Routledge.
- Outhwaite, W. (Eds.). (1996). *The Habermas Reader*. Cambridge: Polity Press.
- Rahman, M. M. (2007). "Origins and pitfalls of confrontational politics in Bangladesh," *South Asian Survey* 14:101.
- Rawls, J. (1971). *A Theory of Justice*. Cambridge, MA: Harvard University Press.
- Reisinger, W. M. (1995), "The Renaissance of a Rubric: Political Culture as Concept and Theory," *International Journal of Public Opinion Research*, 7(4): 38-352.
- Rhodes, R.A.W., S.A. Binder & B.A. Rockman (Eds.). (2006). *The Oxford Handbook of Political Institutions*. New York: Oxford University Press.
- Rosamond, B. (2005), "Political Culture" in *Politics: An Introduction*, Axford, B et al eds. London and New York: Routledge.
- Warren, M. E. (2006), "Democracy and the State" in *The Oxford Handbook of Political Theory*, J. S. Dryzek, B. Honig, and A. Phillips eds. New York: Oxford University Press.
- Wood G. (2000), "Prisoners and escapees: improving the institutional responsibility square in Bangladesh," *Public Administration and Development* 20: 221-237.

DS 104: Introduction to Anthropology and Sociology

Course No.: DS 104

Course Title: Introduction to Anthropology and

Course Type: Compulsory

Level/Term: First Semester

Credit Value: 4

Total Marks: 100

Course Description

This course will introduce students to the foundational knowledge of anthropology and Sociology in understanding and analyzing the society and its various issues. This course is comprised of two parts. The first part begins with an overview of the nature of society, structure and dynamics of social life, and the methods of sociological analysis. General and specific examples will be used to illustrate how thinking sociologically adds to our knowledge and understanding of the world around us. In the second part, students will learn the basic concepts, methods and fields of anthropology. Pursuing synchronic and diachronic approaches, the discipline will explore how people's lives are shaped and transformed by different social relations, cultures, political economy, history and environment. Additionally, initiatives will also be taken to familiarize students with the anthropological theories and their applications in ethnographic field research. In that context, firsthand knowledge of anthropological

Learning Objective

This course aims to make able the students to understand the social and cultural aspects of our

Learning Outcome

By this introductory course, students will be able to understand the social and cultural aspects of our everyday life, and will also be able to use socio-anthropological concepts and theories to analyze social relations and various social issues surrounding us. They will develop a critical understanding of their niche and surroundings, which is particularly important as a student of the discipline of development studies.

Course Content

Part 1: Sociological Perspectives

Lecture 1: Sociology as a discipline: The Subjective Matter of Sociology, The Rise and Development of Sociology, Sociological Imagination by C. Wright Mills.

Lecture 2: Sociological Theories: Social Interactionism, Functionalist Theory, Conflict Theory, Role Theory, Social Constructionism, Integration

Lecture 3: Fundamental Organizations of the Society: Culture, Socialization, Social Stratification and Inequality

Week 4: Class Test 1

Lecture 5: Deviance and Social Control: Nature and Types of Deviance, Sociological Explanations of Deviance, Forms and Functions of Social Control, Social Control of Deviance

Lecture 6: Social Inequality: Race and Ethnicity, Gender, Stratification

Lecture 7: Major Social Institutions: Family, Education, Economy, Religion, Power and Politics

Lecture 8: Social Change: Nature and Patterns of Social Change, Explanations of Social Change, Collective Action and Social Movements, Globalization and Social Change, Examples of Social Change.

Week 9: Midterm Examination

Part 2: Anthropological Perspectives

Lecture 10: Anthropology as a Discipline: Its area, scope and object of study; different branches and history of anthropology; founding figures of anthropology and their contributions; anthropology and its colonial legacy; enlightenment, colonialism and development; studying other cultures and western cultural hegemony; anthropology in post-colonial

Lecture 11: Core concepts in Anthropology: Economic systems, their changes and impacts; political systems; religion; kinship and social organization; social stratification and inequality; feminism and anthropology; language: meaning and hegemony; anthropology and development; corporate anthropology; globalization; transnational families and problem of anthropological research.

Lecture 12: Anthropological Perspectives and Theories:

Anthropological thought in the 19th and early 20th century, evolutionism (biological, social and cultural evolution), neo-evolutionism, different schools of diffusionism, historical particularism and cultural relativism, cultural materialism, functionalism, structural functionalism, Marxism, culture and

Lecture 13: Contemporary Anthropological Theories:

Symbolic interactionism, feminism, post-modernism, post-structuralism, post-colonial theories.

Week 14: Assignment submission**Lecture 15: Uniqueness of Anthropological Research:**

Emic' and 'etic' perspectives, idea of holism, ethnocentrism, cultural relativism, intensive field researches and cross-cultural comparison, synchronic and diachronic approaches, idea of field, transnational spaces and problem of field research; epistemology and ontology of research; techniques of ethnographic fieldwork and the crisis of representation.

Lecture 16: Review of the course: Sociology as a discipline, anthropological perspectives. Socio-anthropological theories, Methods and concepts, contemporary debates, Use of socio-anthropological theories and concepts.

Suggested Reading

Part 1:

Berger, Peter L. and Kellner, Hansfried (1981).

"Sociology as a way of seeing", In *Sociology Reinterpreted: An Essay on Method and Vocation*.

Mills, C. Wright (1997 [1959]) "The Promise" (from the Sociological Imagination) in Henslin, James M. (ed) *Down to Earth Sociology: Introductory Readings*. New York: Free Press.

Berger, Peter (1986), *Invitation to Sociology*. London: Penguin.

Charon, Joel M (2004), *Ten Questions: A Sociological Perspective*. Belmont, CA: Wadsworth.

Giddens, Anthony (2002), *Introduction to Sociology*. 4th ed. N. Y.: Norton.

Henslin, James M. (2007), *Sociology: A Down-to-earth Approach*. Boston: Allyn and Bacon.

Macdonis, John J. (2006), *Society: The Basics*. 8th ed., N.J.: Prentice Hall.

Morrison, Ken (1995), *Marx, Durkheim, Weber: Formations of Modern Social Thought*. London: Sage Publications.

Ritzer, George (2000), *Sociological Theory*. 5th ed., New York: McGraw-Hill.

Part 2:

Asad, Talal, ed. (1973) *Anthropology and the Colonial Encounter*. London: Ithaca Press.

Bates, Daniel, G. (1996), *Cultural Anthropology*. Boston: Allyn and Bacon Press.

Bernard, H. Russell (1994) *Research Methods in Anthropology: Qualitative and Quantitative Approaches*, Altamira Press.

Bodley, H. J. (1999), *Victims of Progress*. London: Mayfield Publishing Company.

Clifford, J. and G. E. Marcus eds. (1990) *Writing Culture. The Politics and Poetics of Ethnography*. OUP.

Ember, Carol, R. Ember, Marvin & Peregrine, Peter N. (2002), *Anthropology* (10th Edition). Upper Saddle River, NJ: Prentice Hall. From Classical Political Economy to Contemporary Neoliberalism. Blackwell Publishing.

Edelman, Marc and Angelique Haugerud eds. (2005). *The Anthropology of Development and*

Eriksen, Thomas, H. (2001), *Small Places, large Issues: An Introduction to Social and Cultural Anthropology*. London: Pluto Press.

Escobar, Arturo. (1991), 'Anthropology and the Development Encounter: The Making and Marketing of Development Anthropology'. *American Ethnologist*, Vol. 18 (4): 658-682.

Escobar, Arturo. 1997. "Anthropology and Development." UNESCO: 501-515.

Ferguson, James. (1990), *The Anti-Politics Machine: "Development", Depoliticization, and Bureaucratic Power in Lesotho*. New York: Cambridge University Press.

Gardner, K & Lewis, D. (1996), *Anthropology, Development and the Postmodern Challenge*. London: Pluto Press.

Harris, Marvin (1968) *The Rise of Anthropological Theory*. New York: Harper & Row

Hoben, A. (1982), 'Anthropologists and Development', *Annual Review of Anthropology*, 11: 349-375.

King, V.T. (1999), *Anthropology and Development in South-East Asia: Theory and Practice*. Oxford: Oxford University Press.

Lavenda, Rebort, H. & Schultz, Emily, A. (2000), *Core Concepts in Cultural Anthropology*. California: Mayfield Publications.

Moore, Henrietta L. 1995. *Feminism and Anthropology*. Cambridge: Polity Press.

Moore, Jerry D. (1997), *Visions of Culture: An Introduction to Theory and Theorists*. California: Alta Mira Press.

Salzman, Philip, C. (2001), *Understanding Culture: An Introduction to Anthropological Theory*. Illinois: Waveland Press.

Sheth, D.L. (1997), "Alternatives from an Indian Grassroots Perspective" in Rahnema, M. and Bawtree, V., (eds.) *The Post-Development Reader*. London: ZED Books. pp. 329-335.

Scot, James C. (1985), *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven: Yale University Press.

Shapan, Adnan. (2004), *Migration, Land Alienation and Ethnic Conflict: Causes of Poverty in the Chittagong Hill Tracts of Bangladesh*. Dhaka: Research & Advisory Services.

White, Sarah C. (1999), 'NGOs, Civil Society and the State in Bangladesh: The Politics of Representing the Poor', *Development and Change*, 30: 307-326.

Wolf, Eric R. (1969), *Peasant Wars of the Twentieth Century*. New York: Harper and Roy.

DS 105: English Composition

Course No.: DS 105

Course Title: English Composition

Course Type: Compulsory

Level/Term: First Semester

Credit Value: 4

Total Marks: 100

Course Description

This course is designed for students needing skill development in writing basic English prose. The course reviews mechanics, grammar conventions and composition skills, emphasizing varied sentence structures and coherence in the writing process. Emphasis is placed on paragraph development and writing correctly and clearly for a given purpose and audience. Students will have the opportunity to practice sentence-level exercises designed to strengthen their sentence-writing skills and also analyze and critique model paragraphs and their own original paragraphs. The study of paragraph-writing skills will include generating topics, gathering and organizing details, and presenting ideas effectively in a standard paragraph structure.

Learning Objective

A primary goal of the course is to provide students with practical skills that will help them to

- identify and generate basic standard English sentence patterns, employ basic grammar and
- mechanics of Standard Written English.
- develop an attitude of appreciation and enjoyment for the process of writing.

Learning Outcome

Upon successful completion of the course, the student will be able to:

- employ pre-writing methods such as free-writing, brainstorming, listing, clustering, and informal
- use the basic conventions of grammar and the mechanics of writing
- apply the conventions of sentence construction.
- apply the conventions of paragraph construction in his/her writing.

write several types of paragraphs maintaining unity, coherence, adequate development

proofread and edit to correct errors in grammar, mechanics, spelling, and punctuation

Course Content

The following topics are included in the framework of the course:

The Writing Process.

Writing Effective Paragraphs: Structure of a Paragraph
Qualities of a Paragraph

Types of Paragraph: Descriptive Paragraph, Narrative Paragraph, Process Paragraph.

Sentence Variety: Simple & Compound Sentences;
Complex sentences

Common Grammatical Errors:

S/V Agreement

Incorrect verb Forms

Incorrect Verb Forms of *Do, Be, and Have*

Shift in Tense; Shift in Point of View or Missing

Lack of Pronoun Agreement-biased Language

Punctuation Errors: Omitted Commas Apostrophe
Problems, colon, Incorrect Capitalization

Reading Strategies and Application

Reading Comprehension

The following topics are included in the framework of the course:

Introduction: Review of paragraph writing (topic sentence and organization)

Essay Writing: Introductory Paragraph and Thesis

Developing an Essay: Supporting Paragraphs, Writing
Concluding Paragraphs

Essays:

Descriptive Essay

Narrative Essay

Comparative Essay

Contrast Essay

Process Essay,

Cause Analysis Essay,

Effect Analysis Essay

Reading Skills: Skimming, Scanning, Making
Inferences and Vocabulary Reading Comprehension

Grammar Sentence fragments Run-on sentences,
comma splices

Summary Writing

Transitions

Grammar: Dangling & misplaced modifiers & Passivisation

Subject verb agreement and Parallelism

Suggested Reading

Wong, L. 2002. *Paragraph Essentials – A Writing Guide*. Boston: Houghton Mufflin Co.

Winkler, A.C. & Jo Ray Mccuen-Metherell. 2006. *Writing Talk: Paragraphs and Short Essays with Readings*. 3rd Ed. Delhi: Pearsons Education & Dorling Kindersley Publishing Inc.

Murphy, R. 2004. *English Grammar in Use*. 3rd Ed. Cambridge: CUP.

Swan, M. 2005. *Practical English Usage*. 3rd Ed. (New International Student's Edition). New Delhi: English Dictionary (required) and *English Thesaurus* (optional)

Langan, John. 2013. *Exploring Writing: Paragraphs and Essays*, 3rd ed., Columbus, OH: McGraw-Hill.

Heather Avery et al. *Thinking it Through: A Practical Guide to Academic Essay Writing*, 3rd ed. A self-help book from Trent University.

Randall, Vander Mey et al. *The College Writer*, 4th ed. Ede, Lisa. *The Academic Writer*, 2nd ed. Bedford: St. Martin's

Hacker, Diane. 2009. *A Pocket Style Manual* (w/ 2009 MLA update Bedford: St. Martin's

DS 106: Anthropology of Development

Course No.: 106

Course Title: Anthropology of Development

Course Type: Compulsory

Level/Term: Second Semester

Credit Value: 4

Total Marks: 100

Course Description

This course is designed to familiarize students with a different way of looking at development – the socio-cultural dimensions of development discourse. In Anthropology, the whole epistemology of “development” is under critical scrutiny. Development initiatives are designed and launched for the people, and at the same time, it is the people who are the awful sufferers of development disasters. Who knows what would be the consequences of development? Who would be held accountable if development turns into disaster? Does the development planning reflect beneficiaries’ interests or are they merely the priorities of the organizations at the top? Development for whom? On what ground the scales and parameters of development are defined? And, above all, what is development? These crucial questions will be raised and discussed in this course. For anthropologists, the ideology of development is hegemonic and an issue of conflicting interest and domination. Economic aspects of development are merely a part of the whole; rather, development is a complex process and a matter of practice to uphold freedom, choice, and justice.

This course will be a critical engagement with the above questions, among many others, and will introduce students to the basic concepts and methods of anthropology and its relationship with development. Students will be able to explore why anthropology is so decisive in making sense of development with its entire disguises. Understandings of politics, culture, power, and social organizations are very crucial, if we are to understand the complex issues of development, identify problems, and promote participatory, fair and humane alternatives.

Learning Objective

The aim of this course is to enable students to:

- understand the basic concepts and methods of anthropology and its relationship with development;
- present an in-depth knowledge of anthropological theories and its practical reflections that are decisive in making sense of development with its entire disguises;

explain the complex issues of development and its socio-cultural embeddedness, encourage further research in identifying problems and rectifying biased development models in a participatory manner.

Learning Outcome

On successfully completing the module students will be able to:

- locate the ontological, epistemological and methodological grounding of the discipline Development Studies from an interdisciplinary
- assess the creative, complex and problematical exercise of development theorizing from an interdisciplinary lens.
- evaluate and interpret the socio-economic, cultural and discursive questions regarding the ongoing development issues and engage in critical debates in finding out a solution towards ‘responsible well-being’.

Course Content

Week – 1/lecture 1: Introduction to Anthropology

Emergence of Anthropology as a separate discipline, Anthropology and Culture, Sub-disciplines of anthropology, Culture and globalization; Anthropology, colonialism and

Reading Materials

Cultural Anthropology, Serena Nanda and Richard L. Warms. SAGE Publications, Inc; 12th edition (February 25, 2019. Chapter 1 and 2.
Encyclopedia of Social and Cultural Anthropology—Alan Barnard, Jonathan Spencer.
Visions of Culture. An Annotated Reader. Jerry D. Moore (2009) edited, Altamira Press. 2009.
Macmillan Dictionary of Anthropology-Charlotte Seymour-Smith. Palgrave Macmillan. 1986.
FLOWS, BOUNDARIES AND HYBRIDS: KEYWORDS IN TRANSNATIONAL ANTHROPOLOGY Ulf Hannerz WPTC-2K-02.

Week-2/lecture 2: Anthropological Perspectives and Theories

Anthropological thought in the 19th and early 20th century, evolutionism (biological, social and cultural evolution), neo-evolutionism, different schools of diffusionism, historical particularism and cultural relativism, cultural materialism, functionalism, structural functionalism, Marxism, culture and personality school, symbolic interactionism, feminism,

Reading Materials

Anthropology and Anthropologists. Adam Kuper. Routledge. 2014.

Theory in Anthropology: Center and Periphery
Author(s): Arjun Appadurai Source: Comparative Studies in Society and History, Vol. 28, No. 2 (Apr., 1986), pp. 356-361 Published by: Cambridge University Press Stable URL:

The Local and the Global: The Anthropology of Globalization and Transnationalism Author(s): M. Kearney Source: Annual Review of Anthropology, Vol. 24 (1995), pp. 547-565 Published by: Annual Reviews Stable URL: <http://www.jstor.org/stable/2155949>.

Week – 3/lecture 3: Uniqueness of Anthropological Research

Emic' and 'etic' perspectives, idea of holism, ethnocentrism, cultural relativism, intensive field researches and cross-cultural comparison, synchronic and diachronic approaches, idea of field, transnational spaces and problem of field research; epistemology and ontology of research; techniques of ethnographic fieldwork and the crisis of representation.

Reading Material

Cultural Anthropology, Serena Nanda and Richard L. Warms. SAGE Publications, Inc; 12th edition (February 25, 2019. Chapter 1 and 2.

Encyclopedia of Social and Cultural Anthropology—Alan Barnard, Jonathan Spencer.

Weeks – 4/lecture 4: Evolution of economic systems and its impact on social organization

Foraging, Pastoralism, Horticulture, Agriculture, Industrialization and Capitalism.

Reading Materials

Chris Hann. 2018. Economic Anthropology. History and Theory. Max Planck Institute for Social Cultural Anthropology, Serena Nanda and Richard L. Warms. SAGE Publications, Inc; 12th edition (February 25, 2019. Chapter 1, 2, 3 and 4.
Cultural Anthropology: Appreciating Cultural Diversity, 18th Edition. Conrad Phillip Kottack. McGraw Hill eBook. 2022.

Week 5/lecture 5: Explaining development and underdevelopment

Some theoretical paradigms and their limitations: Marxist theory, Modernization theory, Neo-Marxist theories (Dependency and World System); Post-structural development discourse.

Reading Materials

Devid Lewis (2005), Anthropology and Development: The Uneasy Relationship.
DAVID LEWIS & DAVID MOSSE, Encountering Order and Disjuncture: Contemporary Anthropological Perspectives on the Organization of Development.
Anthropology and Its Evil Twin: “Development” in the Constitution of a Discipline James Ferguson in Marc Edelman and Angelique Haugerud (2005) edited The Anthropology of Development and Globalization.

Week- 6: Class test 1-lecture 1,2,3,4 and continuation of lecture 5

Weeks- 7 and 8/lecture 6 and 7: The invention of development

“Development” defined; Pre-war development; Capitalism, colonialism and development (1700-1949); Bretton Woods consensus and the formation of international financial organizations.

DAVID LEWIS & DAVID MOSSE, Encountering Order and Disjuncture: Contemporary Anthropological Perspectives on the Organization of Development.
Anthropology and Its Evil Twin: “Development” in the Constitution of a Discipline James Ferguson in Marc Edelman and Angelique Haugerud (2005) edited The Anthropology of Development and Globalization.
Escober, A. (1991). Anthropology and the Development Encounter: The Making and Marketing of Development Anthropology. *American Ethnologist*, Vol. 18 (4): 658-

Week 9: Midterm Examination-lecture 1,2,3,4,5,6,7

Week – 10 and 11/lecture 8 and 9: Postwar and postcolonial development

Development redefined; Break down of the Bretton Woods control; Neoliberal development discourse; Structural adjustments; The socio-cultural gaze of development; The “gold-rush” of development anthropology; Ethical issues: “Evil twins” or Moral narratives? The dilemma of development anthropologists: to be or not to be involved? The realist vs. the idealists.

The rise and fall of development theories in Marc Edelman and Angelique Haugerud (2005) edited *The Anthropology of Development and Globalization*, Rahnema, M. (1997). “Towards Post-Development: Searching for Singposts, a New Language and New Paradigms” in Rahnema, M. and Bawtree, V. (eds.) *The Post-Development Reader*. London: ZED Books. pp. 377-403.

Willis, K. (2005). *Theories and practices of development*, Routledge.

Week – 12/ lecture 10: Applied anthropology and development discourse

Applied anthropology in the UK; Applied anthropology in the US; Development anthropology vs. anthropology of development.

Reading Material

Cultural Anthropology: Appreciating Cultural Diversity, 18th Edition. Conrad Phillip Kottack. McGraw Hill eBook. 2022.

Edelman, M. and Haugerud, A. (eds.) (2005). *The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism*. Malden, MA: Blackwell Publishing.

Erickson, P.A. & Murphy, L.D. (1998). *A History of Anthropological Theory*. Ontario: Broadview Press.

Escobar, A. (1991). Anthropology and the Development Encounter: The Making and Marketing of Development Anthropology. *American Ethnologist*, Vol. 18 (4): 658-

Escobar, A. (1997). Anthropology and Development. *International Social Science Journal*, Vol. 49 (4): 1-15.

Escobar, A. (1995). *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press.

Ferguson, J. (1990). *The Anti-Politics Machine: “Development”, Depoliticization, and Bureaucratic Power in Lesotho*. New York: Cambridge University

Gardner, K & Lewis, D. (1996), *Anthropology, Development and the Postmodern Challenge*. London: Pluto Press.

DS 107: Linear Algebra and Calculus

Course No.: DS 107

Course Title: Linear Algebra and Calculus

Course Type: Compulsory

Level/Term: Second Semester

Credit Value: 4

Total Marks: 100

Course Description

The purpose of this course is to provide undergraduate students the necessary mathematical skills in the areas of Algebra and Calculus, which are used in more advanced courses of economics. The course consist of two parts. In the first part, the course covers basic concepts of linear algebra – linear equation systems, matrix algebra, vector spaces, linear transformations, eigenvalues and eigenvectors, and diagonalization. The second part is devoted to multivariate calculus and optimization. This part includes differentiation (gradients, partial derivatives and total derivatives), implicit function theorem, unconstrained optimization and constrained optimization. This course focuses on the applications of linear algebra and calculus to the economic models/problems and is not highly devoted to intense mathematical theorems.

Learning Objective

The objectives of this course is to help the students –

Increase mathematical competency and familiarity to solve problems in linear algebra and calculus.

Develop a precise understanding of the concepts, mathematical reasoning and uses of linear algebra and calculus in economic theory.

Learning Outcome

After completion of this course, students would be able to:

Define the basic concepts of linear algebra and calculus, and construct similar mathematical expressions to model the real-world situations.

Use appropriate techniques to solve the linear algebra and calculus problems.

Solve systems of linear equations using various methods

Perform basic operations of matrix algebra including inverse, transpose, and calculation of eigenvalues and eigenvectors

Find the derivatives of an equation, sketch the graph of the curve of that equation, and draw the derivatives at selected points.

Solve the optimization problems and find the extreme values.

Model economic questions into mathematical expression/problem.

Course Content

Week 1-4

Introduction to Functions, Types of Functions (Linear, Concave and Convex), Sketch the Graph of Various Functions, Application of These Functions, Constructing Functions to Represent Real-World Situation and Economic Concepts.

Week 5

Solving the System of Linear Equations with Row Reduction and Echelon Forms, Applications of Linear Systems.

Week 6-9

Introduction to Matrix Algebra: Representing the System of Linear Equations in Matrix Form $Ax = b$, Matrix Operations, The Inverse of a Matrix, Characterizations of Invertible Matrices, Determinants, Properties of Determinants, Solutions of the Linear System using Matrix Algebra, Cramer's Rule, Transposes, Nonsingularity of Matrix, Application to Market and National Income Models.

Week 7-8

Introduction to Vectors and Their Properties in 2-space, 3-space and n-space, Vector Spaces and Subspaces, Vector Operations: Magnitude and Dot product, Compute Bases and Dimensions, Rank of a Matrix, Orthogonality of Vectors

Week 9

Mid-Terms Exam

Week 10-11

Introduction to Eigenvalues and Eigenvectors: Calculation of Eigenvalues and Eigenvectors, The Characteristic Equation, Diagonalization, Applications

Week 12

Introduction to Single Variable Differentiation, Examples of Derivatives, Derivatives as Rate of Change, Product Rule, Quotient Rule and Chain Rule, Higher-order Derivatives, Optimization of Functions of Single Variable.

Week 13-14

Introduction to Multivariate Differentiation, Derivatives of Multi-Variate Functions, Partial and Total Derivatives, Application of Multivariate Differentiation, Introduction to Implicit Differentiation, Examples of Implicit Differentiation.

Week 15-16

Introduction to Multivariate Optimization Problems, Unconstrained Optimization, Constrained Optimization, Applications for Constrained Optimization

Suggested Reading

Chiang, Alpha C. (2003), *Fundamental Methods of Mathematical Economics*. New York: McGraw-Hill.

Dadkhah, K. (2011). *Foundations of Mathematical and Computational Economics*. Springer Science & Business Media.

Dowling Edward T. (2000), *Introduction to Mathematical Economics*. New York: McGraw-Hill.

Archibald, G. C and Lipsey, R (1990), *An Introduction to a Mathematical Treatment of Economics*.

Chiang, A. C. & Wright, W (2005), *Fundamental Methods of Mathematical Economics*. New York. McGraw- Hill.

Fuente, De la (2000), *Mathematical Methods & Models for Economists*. Cambridge: Cambridge University Press.

Hoy, Michael et al. (2001), *Mathematics for Economics*. Cambridge. The MIT Press.

Larson, R., Hostetler, R. P., & Edwards, B. H. (2007). *Essential Calculus: Early Transcendental Functions*. Cengage Learning.

Simon, C. P. & Lawrence Blume (1994), *Mathematics for Economists*. New York: W. W. Norton & Company.

Stewart, J. (2015). *Calculus*. Cengage Learning.

DS 108: Macroeconomics

Course No.: DS 108
 Course Title: Macroeconomics
 Course Type: Compulsory
 Level/Term: Second Semester
 Credit Value: 4
 Total Marks: 100

Course Description

This course introduces basic concepts and tools used in macroeconomic analysis: the theory, measurement, and determination of national income; business cycles; the multiplier; fiscal policy, budget deficits, aggregate supply and aggregate demand; money, banking, and monetary policy; exchange rates and balance of payments accounts; and stabilization policy for unemployment and inflation.

Learning Objective

The objective of this course is to:
 Orient the students to the basic knowledge about the tools and techniques of Macroeconomics.
 Inform the students how economy performs and expands its scope in macro level according to the demand of society.
 Make them able to relate and apply the knowledge of the theories in practical life.

Learning Outcome

Having completed the course, it is expected that the students will be able to-
 Effectively express general economic concepts and the ability to think critically in written/oral form.
 Compare and contrast various economic theories and policies. This includes being able to critically analyze the Neo-Classical, Monetarists, and Keynesian theories and policies.
 Demonstrate ability to integrate knowledge and ideas in a coherent and meaningful manner

Course Content

Week 1: **Macroeconomics:** Introduction to Macroeconomics and Focus of Macroeconomic Analysis.
 Dornbusch, R. Fischer, S and Startz, R. (2000), *Macroeconomics*. 7th Edition. New York: McGraw-Hill.
 Mankiw, N.G. (2004), *Macroeconomics*. 15th Edition. New York: Worth Publishers.

Week 2: **National Income:** GDP, GNP, NNP, Nominal and Real GDP, Growth and Development, GNP Deflator; Personal and Personal Disposable Income; Measurement of National Income; Advantage and Disadvantage of Measuring National Income.

Dornbusch, R. Fischer, S and Startz, R. (2000), *Macroeconomics*. 7th Edition. New York: McGraw-Hill.

Mankiw, N.G. (2004), *Macroeconomics*. 15th Edition. New York: Worth Publishers.

Week 3-4: **Income and Spending:** Aggregate Demand and Equilibrium output, Consumption Function and Aggregate Demand, The Multiplier, The Government Sector, Balanced Budget Multiplier, The Life-Cycle Theory of Consumption.

Dornbusch, R. Fischer, S and Startz, R. (2000), *Macroeconomics*. 7th Edition. New York: McGraw-Hill.

Mankiw, N.G. (2004), *Macroeconomics*. 15th Edition. New York: Worth Publishers.

Week 5: **Investment:** Definition of Investment, Fixed Investment, Residential Investment, Inventory Investment, Determinants of Investment, The Multiplier.

Dornbusch, R. Fischer, S and Startz, R. (2000), *Macroeconomics*. 7th Edition. New York: McGraw-Hill.

Mankiw, N.G. (2004), *Macroeconomics*. 15th Edition. New York: Worth Publishers.

Week 6: **Money:** Functions of Money, Types of Money, Money Market and Capital Market, Demand for and Supply of Money, Money Market Equilibrium, Quantity Theory of Money, Functions of Central and Commercial Banks.

Dornbusch, R. Fischer, S and Startz, R. (2000), *Macroeconomics*. 7th Edition. New York: McGraw-Hill.

Mankiw, N.G. (2004), *Macroeconomics*. 15th Edition. New York: Worth Publishers.

Week 7-9: **IS and LM Curve:** The Goods Market and the IS Curve, the assets Market And the LM Curve, Equilibrium in the Goods Market and the Assets Market, Adjustment towards Equilibrium, a Formal Treatment of the IS-LM Model.

Dornbusch, R. Fischer, S and Startz, R. (2000), *Macroeconomics*. 7th Edition. New York: McGraw-Hill.

Mankiw, N.G. (2004), *Macroeconomics*. 15th Edition. New York: Worth Publishers.

Week 10: Monetary Policy And Fiscal Policy: Monetary Policy, Fiscal Policy, Effect of Fiscal Policy and Monetary Policy on IS-LM Model, Crowding out Effect, Classical and Keynesian LM Curve and The Effect of Alternative Policies on Each Cases.

Dornbusch, R. Fischer, S and Startz, R. (2000), *Macroeconomics*. 7th Edition. New York: McGraw-Hill.

Mankiw, N.G. (2004), *Macroeconomics*. 15th Edition. New York: Worth Publishers.

Week 11: International Linkages: The Balance of Payments and Exchange Rates, Trade in Goods, Market Equilibrium and the Balance of Trade, Capital Mobility, the Mundell-Fleming Model, Perfect Capital Mobility and Fixed Exchange Rates, Perfect Capital Mobility under Flexible Exchange Rates.

Dornbusch, R. Fischer, S and Startz, R. (2000), *Macroeconomics*. 7th Edition. New York: McGraw-Hill.

Mankiw, N.G. (2004), *Macroeconomics*. 15th Edition. New York: Worth Publishers.

Week 12: Wages, Prices and Employment: Wages, Prices and Output: the Facts, the Wage-Unemployment Relationship, Why are Wages Sticky? the Aggregate Supply Curve, the Effects of a Monetary Expansion, Supply Shocks.

Dornbusch, R. Fischer, S and Startz, R. (2000), *Macroeconomics*. 7th Edition. New York: McGraw-Hill.

Mankiw, N.G. (2004), *Macroeconomics*. 15th Edition. New York: Worth Publishers.

Week 13: Business Cycles: Business Organizations, Concept of Business Cycle, Phases of a Business Cycle.

Dornbusch, R. Fischer, S and Startz, R. (2000), *Macroeconomics*. 7th Edition. New York: McGraw-Hill.

Mankiw, N.G. (2004), *Macroeconomics*. 15th Edition. New York: Worth Publishers.

Week 14: Inflation and Unemployment: Definition of Inflation, Types of Inflation; Demand-Pull and Cost-Push Inflation; Impacts of Inflation; Control of Inflation, the Anatomy of Unemployment, Full Employment, the Costs of Unemployment, Philips Curve, the Political Economy of Inflation and Unemployment.

Dornbusch, R. Fischer, S and Startz, R. (2000), *Macroeconomics*. 7th Edition. New York: McGraw-Hill.

Mankiw, N.G. (2004), *Macroeconomics*. 15th Edition. New York: Worth Publishers.

Week 15: Bangladesh Economy: An Overview of Bangladesh Economy with Some Hands on Exercise.

Dornbusch, R. Fischer, S and Startz, R. (2000), *Macroeconomics*. 7th Edition. New York: McGraw-Hill.

Mankiw, N.G. (2004), *Macroeconomics*. 15th Edition. New York: Worth Publishers.

Additional Reading Materials

Branson, William H. (1989), *Macroeconomic Theory and Policy*. New York: Harper & Row, Publishers.

Shapiro, Edward. J (1978), *Macroeconomic Analysis*. 4th Edition. New York: Harcourt Brace.

Diulio, Eugene (2005), *Macroeconomics*. Schaum's Outline Series. 3rd Edition. New York: McGraw-Hill.

DS 109: Introduction to Public Administration

Course No.: DS 109

Course Title: Introduction to Public Administration

Course Type: Compulsory

Level/Term: Second Semester

Credit Value: 4

Total Marks: 100

Course Description

As a field of study, public administration has gone through significant changes over the years. During the early years, the scholars have mainly focused on establishing Public Administration as a distinctive field of study and politics-administration dichotomy emerged as the 'founding theory' of public administration. Efforts were made at that time to devise new theories of administration while borrowing heavily from different fields of social sciences- from political science, economics, sociology, and even psychology. Organizational structure and process became the major unit of analysis and the scholars concentrated on developing a 'science of administration'. Simon's brutal attack not only marked the beginning of the behavioral era, it also shattered the dream of administration being a scientific endeavor and generated an 'identity crisis' for the field from which it has not still recovered.

Since then, concepts like New Public Administration, New Public Management, Representative Bureaucracy, Governance, Network have emerged and all of them promised a 'new revolution' in the study of public administration. This introductory course takes the evolution of the field under consideration and makes an effort to introduce the concepts, issues, themes and ideas that have shaped and reshaped the field of public administration as we know it.

Learning Objective

This course, through providing a broad overview of the theoretical constructs, will introduce the students to the 'Big Questions' of the field while focusing on the context within which the administrators deliver their services to the citizens. While doing so, the course concentrates on five core issues- history and evolution of the field; public administration as public organizations; politics-administration relationship; public administration and public accountability; and, public administration in the 21st century.

Course Content

Session 1-2

Ice-Breaking and Overview of the Course and Discussion on the Evolution of the Discipline

Session 3-4

Politics-Administration Relationship

Wilson, W. (1887). The study of administration. *Political science quarterly*, 2(2), 197-222.

Goodnow, F. J. (2004). Politics and Administration. In *Classics of Public Administration*

Svara, J. H. (2001). The myth of the dichotomy: Complementarity of politics and administration in the past and future of public administration. *Public administration review*, 61(2), 176-183.

Shahan, A. M. & Jahan, F. (2014). "Democratic Transition and Politics-Administration Relationship: The Case of Bangladesh", Book chapter in *40 Years of Public Administration and Governance in Bangladesh* edited by Nizam Ahmed, Dhaka: University Press Limited, 2014.

Session 5-6

Public Administration: Early Years, NPA

Weber, M. (2004). Bureaucracy

Simon, H. (2004). The Proverbs of Public Administration

Harmon, M. M. (1989). The Simon/Waldo debate: A review and update. *Public Administration Quarterly*, 437-451.

Frederickson, H. G. (1976). The lineage of new public administration. *Administration & Society*, 8(2), 149-174.

Krislov, S. (2004). Representative Bureaucracy

Session 7-8

Class test and NPM

Dunleavy, P., & Hood, C. (1994). From old public administration to new public management. *Public money & management*, 14(3), 9-16.

Hood, C. (1991). A public management for all seasons?. *Public administration*, 69(1), 3-19.

Pollitt, C. (2007). The new public management: an overview of its current status. *Administrative Science Management Public*, (8), 110.

Session 9-10

Comparative Public Administration: The Prismatic Sala
Mode
TBD

Session 11-12

Class Test 2, Accountability in Public Sector

Jackson, M. (2009). Responsibility versus accountability in the Friedrich-Finer debate. *Journal of Management History*, 15 (1), 66-77.

Schillemans, T. (2016). Calibrating Public Sector Accountability: Translating experimental findings to public sector accountability. *Public Management Review*, 18 (9), 1400-1420.

Romzek, B. S., & Dubnick, M. J. (1987). Accountability in the public sector: Lessons from the Challenger tragedy. *Public administration review*, 227-238.

Session 13

Class test

Session 14-15

Discretion and Performance Management

Session 16-17

From Government to Governance: A New Paradigm?
Network Management

Rhodes, R. A. W. (1996). The new governance: governing without government. *Political studies*, 44 (4), 652-667.

Stoker, G. (1998). Governance as theory: five propositions. *International social science journal*, 50 (155), 17-28.

Salamon, L. The Tools of Governance
Milward & Provan

Session 18-19

Administrative Evil and Bureaucratic Ethics

Session 20-21

Class Test 3 & Administrative Culture

Session 22-23

Institutions and Institutionalism

Session 24

Class Test 4

Session 25-26

Presentation

Session 27-28

Presentation (Reserve)

Suggested Reading

Agranoff, R., & McGuire, M. (2001). Big questions in public network management research. *Journal of Public Administration Research and Theory*, 11 (3), 295-326.

Behn, R. D. (1995). The big questions of public management. *Public Administration Review*, 313-324.

Carino, L. V. (2001). Regime changes, the bureaucracy, and political development. *Public Administration and Public Policy*, 94, 1053-1064.

Denhardt, R. B., & Denhardt, J. V. (2000). The new public service: Serving rather than steering. *Public Administration Review*, 60 (6), 549-559.

Dunleavy, P., & Hood, C. (1994). From old public administration to new public management. *Public Money & Management*, 14 (3), 9-16.

Frederickson, H. G. (1976). The lineage of new public administration. *Administration & Society*, 8 (2), 149-174.

Frederickson, H. G., & Hart, D. K. (1985). The public service and the patriotism of benevolence. *Public Administration Review*, 547-553.

Frederickson, H. G. (1997). *The spirit of public administration* (Vol. 80). San Francisco: Jossey-Bass Publishers.

Frederickson, H. G., Smith, K. B., Larimer, C. W., & Licari, M. (2015). *The Public Administration Theory Primer*. Westview Press.

Guy, M. E. (2015). *Public Administration Evolving*. Taylor & Francis.

Hell, P.A. & Taylor, C.R. (1996). Political Science and the Three New Institutionalism. *Political Studies*, 44 (5), 936-957

Henry, N. (1975). Paradigms of public administration. *Public Administration Review*, 378-386.

Hofstede, G. Hofstede, G.J. & Minkov, M. (2010). *Culture and Organizations: Software of the mind*. New York: McGraw-Hill.

Hood, C. (1991). A public management for all seasons?. *Public administration*, 69 (1), 3-19.

Kirlin, J. J. (1996). The big questions of public administration in a democracy. *Public Administration Review*, 416-423.

Lipsky, M. (2010). *Street-Level Bureaucracy, 30th Ann. Ed.: Dilemmas of the Individual in Public Service: Dilemmas of the Individual in Public Service*. Russell Sage Foundation.

- Milward, H. B., & Provan, K. (2003). Managing the hollow state Collaboration and contracting. *Public Management Review*, 5 (1), 1-18.
- Mosher, F. C. (1968). *Democracy and the public service* (Vol. 53). New York.
- O'Flynn, J. (2007). From New Public Management to Public Value: Paradigmatic change and Managerial Implications. *The American Journal of Public Administration*, 66 (3), 353-366
- Pollitt, C. (2000). Is the emperor in his underwear? An analysis of the impacts of public management reform. *Public Management an International Journal of Research and Theory*, 2 (2), 181-200.
- Rahman, T. (2008). *Parliamentary Control and Government Accountability in South Asia*. New York: Routledge.
- Scoth, W.R. (2013). *Institutions and Organization: Ideas, Interests and Identities*. London: SAGE.
- Shafritz, J., & Hyde, A. (2015). *Classics of public administration*. Nelson Education.
- Stoker, G. (2006). Public Value Management: A new narrative for Networked Governance?. *The American Review of Public Administration*, 36 (1), 41-57.

DS 110: Bangladesh Studies

Course No.: DS 110

Course Title: Bangladesh Studies

Course Type: Compulsory

Level/Term: Second Semester

Credit Value: 4

Total Marks: 100

Course Description

This course has been designed for under graduate student to help them learn the rich history of Bangladesh, to understand present Bangladesh in the light of history and to provide them with basic knowledge of current politics and economy of the country. This course will deepen students understanding of complex interconnection of historical events which lead to the formation of Bangladesh, current trend in political and economic development thereby improving critical thinking along with their written and oral communication skills, quantitative skills and technical literacy. It will also enhance their understanding of current phenomena in the light of history which will make them responsible global citizen.

Learning Objective

This course has been designed for under graduate student to help them learn the rich history of Bangladesh, to understand present Bangladesh in the light of history and to provide them with basic knowledge of current politics and economy of the country. This course will deepen students understanding of complex interconnection of historical events which lead to the formation of Bangladesh, current trend in political and economic development thereby improving critical thinking along with their written and oral communication skills, quantitative skills and technical literacy. It will also enhance their understanding of current phenomena in the light of history which will make them responsible global citizen.

Learning Outcome

By the end of the course, students are expected to be able to:

Identify specific stages of Bangladesh's political history, through the ancient, medieval, colonial and post-colonial periods and critically analyse plurality of cultural identities of Bangladesh.

Critically analyse and present cogent argument on why tensions and contestations between and among social groups may emerge within and among states both in written and oral form.

Critically analyse how different constitutional bodies and socio-political institutions operate and how their behavior impact on political governance.

Explain the economy and patterns of economic changes through qualitative and quantitative analysis. This will increase their awareness on global issues of development processes and the nature of environmental challenges including ways to address them effectively.

Appreciate the role of NGOs and civil society in developing new models and pathways to resolve the range of development challenges that the country is currently facing

Course Content

Week 1

Icebreaking and Introduction to the Course

Week 2-3

Pre-Muslim Phase (Ancient period-1204)

History of Bengal: Muslim Phase (from 1204 to 1757)

Week 4-5

Political History of British Colonial Bengal (1757-1857)

Week 6-7

British Colonial Bengal: Aspects of Nationalist Politics during the Colonial Rule

Week 8-9

Post Colonial Nationalist Resistance: Pakistan Period and the Growth of Nationalism

Week 10

Emergence of Bangladesh: Liberation War of 1971

Week 11

Political Development and Democratic Transition (1971-1990)

Week 12

Political Development (1991- Present)

Week 13

Public Administration in Bangladesh

Week 14

State of Good Governance in Bangladesh

Week 15

Economic Development

Week 16

Environment and Development

DS 201: Development Economics

Course No.: DS 201

Course Title: Development Economics

Course Type: Compulsory

Level/Term: Third Semester

Credit Value: 4

Total Marks: 100

Course Description

This is a postgraduate level course that aims to equip students with the knowledge and skills necessary to examine one of the most important economic, political, and moral challenges of our time, namely, the demand for economic growth and development in low-income countries, and the prospects for their transformation into modern, globalized, and high-income economies. In addition to being concerned with the efficient allocation of resources and their sustained growth over time, it/development economics deals with the *economic*, *political*, *social* and *institutional* mechanisms, both public and private necessary to bring about rapid and large-scale improvements in levels of living for the populations of developing countries. This course is designed to give the students a broad exposure to the dynamic process of growth and development and the problem and issues it generates. In this course, development and underdevelopment will be looked at through the lens of key economic concepts and policy prescriptions in the context of broad sectoral performance.

Learning Objective

The objective of the course is to help the students to Understand the complexity of economic growth and development, consequences of uneven patterns of growth and development; and the debates surrounding the ways and means to support it.

Gain knowledge of various paradigms of economic development, and their application in a geographic and historic perspective.

Understand the practical and effective policies that can be applied in less developed countries and how to measure their effects. (e.g. to gain factual knowledge of the “international aid architecture,” including the main institutional actors, the policy framework, and operational challenges.)

To provide conceptual tools to improve students analytical ability.

Learning Outcome

Having completed the course, it is expected that the students will be -

- able to demonstrate familiarity with some central themes and issues of economic development.
- able to analyse empirical evidence on the patterns of economic development.
- able to apply the tools of economic analysis to the problems and challenges facing less-developed countries, and to begin to understand why some countries have been able to go through a process of economic and human development whilst others have languished.

Course Content

Week-1

Growth and Development

- 1.1 Difference between economic growth and Economic development
- 1.2 The Growth Game
- 1.3 The Economics of Growth: Capital, Labour, Technology
- 1.4 The perpetuation of underdevelopment
- 1.5 Theories of economic Growth
- 1.6 Rostov's Stages theory of Growth

Todaro, M.P. and Stephen, C.S. (2015), Economic Development, Pearson Education (Singapore) 12th edition. Chapter 1,3

Meier, G (ed) (1995), Leading Issues in Economic Development, Oxford University Press, 6th edition. Chapter 1.

Meier, G. and Rauch, J.E (2000), Leading Issues in Economic Development, Oxford University Press, 7th edition. Chapter 1.

Roy, D. (1998), Development Economics, Oxford University Press. Chapter 1, 2.

Gillis, M et al (1996), Economics of Development, W.W Norton and Company. Chapter 3

Colman, D. and Nixon, F. (1994), Economics of Change in less Developed countries, New York, Harvester Wheatsheaf. Chapter 1

Streeter, P.(1994), Human Development: Means and Ends, Journal of Bangladesh Institute of development Studies, Vol. XXII, No.1 March.

Philippe Aghion and Peter Howitt, The Economics of Growth, The MIT Press, 2009

Amartya Sen, Development as Freedom, Oxford University Press, 2001/Anchor;

Week 2

Growth Models continued.....

2.1 The Harrod Domar Growth Model

2.2 The Lewis Theory of Development

Structural Change and Patterns of Development

Todaro, M.P. and Stephen, C.S. (2015), Economic Development, Pearson Education (Singapore) 12th edition. Chapter 4

Meier, G (ed) (1995), Leading Issues in Economic Development, Oxford University Press, 6th edition. Chapter 2

Thirwall, A.P. (1999), Growth and Development, MacMillan Press limited, 7th edition. Chapter 4

Meier, G (ed) (1995), Leading Issues in Economic Development, Oxford University Press, 7th edition. Chapter 1

Ruttan, V.W. (1998) The New Growth Theories and Development Economics: A Survey, Journal of Development Studies, Vol.35, No. 2, December, Page 1-26.

Pearson Education (Singapore) Eighth edition. Chapter 13

Meier, G (ed) (1995), Leading Issues in Economic Development, Oxford University Press, 6th edition. Chapter 7

Meier, G (ed) (1995), Leading Issues in Economic Development, Oxford University Press, 7th edition. Chapter 4

Gillis, M et al (1996), Economics of Development, W.W Norton and Company. Chapter 19.

Robert E. Lucas, Jr. Why Doesn't Capital Flow from Rich to Poor Countries? The American Economic Review, Vol. 80, No. 2, Papers and Proceedings of the Hundred and Second Annual Meeting of the American Economic Association (May, 1990), pp. 92-96

Week 3

Growth theories continued...

3.1 Balanced and Unbalanced growth

3.2 Complementarities and coordination failure

3.3 Starting Economic Development: The Big Push

Todaro, M.P. and Stephen, C.S. (2015), *Economic Development*, Pearson Education (Singapore) 12th edition. Chapter 4

Meier, G (ed) (1995), *Leading Issues in Economic Development*, Oxford University Press, 6th edition. Chapter 2

Thirwall, A.P. (1999), *Growth and Development*, MacMillan Press limited, 7th edition. Chapter 4

Meier, G (ed) (1995), *Leading Issues in Economic Development*, Oxford University Press, 7th edition. Chapter 1

Ruttan, v.w. (1998) *The New Growth Theories and Development Economics: A Survey*, *Journal of Development Studies*, Vol.35, No. 2, December, Page 1-26.

Pearson Education (Singapore) Eighth edition. Chapter 13

Meier, G (ed) (1995), *Leading Issues in Economic Development*, Oxford University Press, 6th edition. Chapter 7

Meier, G (ed) (1995), *Leading Issues in Economic Development*, Oxford University Press, 7th edition. Chapter 4

Gillis, M et al (1996), *Economics of Development*, W.W Norton and Company. Chapter 19.

Robert E. Lucas, Jr. *Why Doesn't Capital Flow from Rich to Poor Countries?* *The American Economic Review*, Vol. 80, No. 2, Papers and Proceedings of the Hundred and Second Annual Meeting of the American Economic Association (May, 1990), pp. 92-96

Week 4

Growth theories continued...

4.1 The Solow model.

4.2 Convergence: conditional convergence, unconditional

Convergence

4.3 New growth theories

4.3.1 Romer growth model

4.3.2 Total factor productivity

Todaro, M.P. and Stephen, C.S. (2015), *Economic Development*, Pearson Education (Singapore) 12th edition. Chapter 4

Meier, G (ed) (1995), *Leading Issues in Economic Development*, Oxford University Press, 6th edition. Chapter 2

Thirwall, A.P. (1999), *Growth and Development*, MacMillan Press limited, 7th edition. Chapter 4

Meier, G (ed) (1995), *Leading Issues in Economic Development*, Oxford University Press, 7th edition. Chapter 1

Ruttan, v.w. (1998) *The New Growth Theories and Development Economics: A Survey*, *Journal of Development Studies*, Vol.35, No. 2, December, Page 1-26.

Pearson Education (Singapore) Eighth edition. Chapter 13

Meier, G (ed) (1995), *Leading Issues in Economic Development*, Oxford University Press, 6th edition. Chapter 7

Meier, G (ed) (1995), *Leading Issues in Economic Development*, Oxford University Press, 7th edition. Chapter 4

Gillis, M et al (1996), *Economics of Development*, W.W Norton and Company. Chapter 19.

Robert E. Lucas, Jr. *Why Doesn't Capital Flow from Rich to Poor Countries?* *The American Economic Review*, Vol. 80, No. 2, Papers and Proceedings of the Hundred and Second Annual Meeting of the American Economic Association May, (1990), pp. 92-96

Week 5

Poverty, Inequality and Development

Roy, D. (1998), **Development Economics**, Oxford University Press. Chapter 6,7

Todaro, M.P. and Stephen, C.S. (2015), **Economic Development**, Pearson Education (Singapore) 12th edition. Chapter 5

Thirwall, A.P. (1999), **Growth and Development**, MacMillan Press limited, 7th edition. Chapter

Bhattacharya, D. and Titumir, R. A. M. (2000), *Poverty Reduction in Bangladesh: Absence of a National Framework, An Abundance of donor Strategies*, **Centre for Policy Dialogue Occasional Paper Series**, CPD.

Rahman, P. M. M. (1994), **Poverty Issues in Rural Bangladesh**, University Press Limited., Dhaka.

Banerjee, Abhijit V., Roland Benabou, and Dilip Mookherjee, eds. *Understanding*

Poverty. New York, NY: Oxford University Press, 2006

Week 6

Economics of policy issues

Industrialization

- a) Industrialization strategy
- b) Import substitution industrialization and

infant industry argument

- c) Export vs. Import substitution

industrialization

- d) The process of industrial development

- e) Government's intervention for industrial

development

Todaro, M.P. and Stephen, C.S. (2015), **Economic Development**, Pearson Education (Singapore) 12th edition. Chapter 12

Thirwall, A.P. (1999), **Growth and Development**, MacMillan Press limited, 7th edition. Chapter 16

Week 7

Agricultural Transformation and Rural Development

7.1 The imperative of agricultural progress

and rural

development

7.2 The microeconomics of farmer behavior

and agricultural

development

7.3 Markets in Agriculture

7.3.1 Land, labour, capital and credit

7.4 Designing an agricultural strategy

7.5 Complementarities of industry and

agriculture

Todaro, M.P. and Stephen, C.S. (2015), **Economic Development**, Pearson Education (Singapore) 12th edition. Chapter 19

Meier, G (ed) (1995), **Leading Issues in Economic Development**, Oxford University Press, 6th edition. Chapter 7

Meier, G (ed) (1995), **Leading Issues in Economic Development**, Oxford University Press, 7th edition. Chapter 7

Gillis, M et al (1996), **Economics of Development**, W.W Norton and Company. Chapter 16,

Thirwall, A.P. (2003), **Growth and Development**, MacMillan Press limited, 7th edition. Chapter 5

Week 8

Rural Urban Migration

Thirwall, A. P. (2003), **Growth and Development**, MacMillan Press limited, 7th edition. Chapter 5, 16

Todaro, M. P. and Stephen, C. S. (2015), **Economic Development**, Pearson Education (Singapore) Eighth edition. Chapter 7, 12

Week 9

Midterm Examination

Syllabus: Lectures: Week 1-8

Duration: 75 Minutes

Type of Question: Analytical, Narrative (You have to answer 2 out of 4 Questions)

Week 10

10.1: Resource allocation in developing countries: The Market Mechanism and the Role of the State.

10.2 Population

10.2.1 Population and growth: past-present-future

10.2.2 Demographic transition

10.2.3 The causes of high fertility in developing countries

10.2.4 Cost and benefit of population

Thirwall, A. P. (2003), **Growth and Development**, MacMillan Press limited, 7th edition. Chapter 9.

Todaro, M. P. and Stephen, C. S. (2015), **Economic Development**, Pearson Education (Singapore) 12th edition. Chapter 11,

Roy, D. (1998), **Development Economics**, Oxford University Press. Chapter 8

Christensen, W. (1995), Poverty Alleviation and National Economic Growth, **Journal of Political Economy**, Vol. XIII, No.1 Page 255-260

Islam, A. (2000), The proposed Population Policies of Bangladesh: Some Important Issues, **Centre for Policy Dialogue – UNFPA Programme on Population and Sustainable Development**.

Islam, A. (2000), Population, Development and Environment: The Emerging Issue, **CPD**

Population and Sustainable development: CPD Dialogue Report, September, 1999.

Week 11

11.1 population continued

11.1 Choice of techniques

11.2 Foreign Finance, Investment, Aid and conflict: controversies and opportunities

Todaro, M. P. and Stephen, C. S. (2015), **Economic Development**, Pearson Education (Singapore) 12th edition. Chapter 14,

Thirwall, A.P. (2003), **Growth and Development**, MacMillan Press limited, 7th edition. Chapter 2,
 12 Todaro, M.P. and Stephen, C.S. (2015), **Economic Development**, Pearson Education (Singapore) Eighth edition. Chapter 14
 Meier, G (ed) (1995), **Leading Issues in Economic Development**, Oxford University Press, 7th edition. Chapter 10
 Gillis, M et al (1996), **Economics of Development**, W.W Norton and Company. Chapter 7,
 Thirwall, A.P. (1999), **Growth and Development**, MacMillan Press limited, 7th edition. Chapter 15
 Dicks-Mireaux, L., M. Mecagni, and S. Schadler (2000). "Evaluating the Effect of IMF Lending to Low-Income Countries," *Journal of Development Economics*, 61, 495-526.
 Barro, Robert and Jong-wha Lee, "IMF Lending: Who is chosen and what are the effects?," *Journal of Monetary Economics* (2005)
 Jakob Svensson, Why Conditional Aid Doesn't Work and What Can Be Done About It?, *Journal of Development Economics*, 2003, vol. 70 (2): 381-402.

Week 12

12.1 Foreign Finance, Investment, Aid and conflict: controversies and opportunities continued
 12.2 Foreign debt & financial liberalisation
 12.3 Presentation: Group 1- 2

Todaro, M.P. and Stephen, C.S. (2015), **Economic Development**, Pearson Education (Singapore) 12th edition. Chapter 13
 Thirwall, A.P. (2003), **Growth and Development**, MacMillan Press limited, 7th edition. Chapter 14

Week 13

13.1 Microfinance
 13.2 Presentation : Group 3 – 5

Todaro, M.P. and Stephen, C.S. (2015), **Economic Development**, Pearson Education (Singapore) 12th edition. Chapter 15
 Thirwall, A.P. (2003), **Growth and Development**, MacMillan Press limited, 7th edition. Chapter 14
 Beatriz Armendáriz, Jonathan Morduch, *The Economics of Microfinance*, The MIT

Week 14

Health and Education and Human Resource Development
 14.1 The central roles of health

14.2 Health as investment for development
 14.3 Investing in Health: human capital approach
 14.4 Health system and development
 14.5 Government policies for achieving health for all
 14.6 Contribution of education to growth
 14.7 Investing in education: human capital approach
 14.8 The Gender gap: women and education
 14.9 Education system and development
 14.10 Social versus private cost and benefit of education

Todaro, M. P. and Stephen, C. S. (2015), **Economic Development**, Pearson Education (Singapore) Eighth edition. Chapter 8
 Meier, G (ed) (1995), **Leading Issues in Economic Development**, Oxford University Press, 7th edition. Chapter 5
 Gillis, M. et al (1996), **Economics of Development**, W.W Norton and Company. Chapter 10, 11
 Thirwall, A. P. (2003), **Growth and Development**, MacMillan Press limited, 7th edition. Chapter 3
 CPD Dialogue Report, January 2003, Health sector programme in Bangladesh: Promoting Participation and Gender equity.
 Roy, D. (1998), **Development Economics**, Oxford University Press. Chapter 8
 John Strauss and Duncan Thomas, "Health, Productivity, and Labor Supply," section 2.2 in ch. 34 of *Handbook of Development Economics 3A*, pp. 1908-17.
 Strauss, J and D. Thomas (1998) "Health, Nutrition and Economic Development", *Journal of Economic Literature* 36: 766-817.
 Kremer, M (2004) "Randomized Evaluations of Educational Programs in Developing Countries: Some Lessons", *American Economic Review Papers and Proceedings* 93: 102-6.
 Krueger, A.B and M. Lindhal (2001) "Education for Growth: Why and For Whom?", *Journal of Economic Literature* 34: 1101-136.

Week 15

Presentation : Group 6-10

Week 16

Review of the total syllabus + Class test

DS 202: Organizational Behavior

Course No.: DS 202

Course Title: Organizational Behavior

Course Type: Compulsory

Level/Term: Third Semester

Credit Value: 4

Total Marks: 100

Course Description

This course will provide the students with a comprehensive knowledge on organizational behavior by focusing on all its four key aspects: individual and group behavior, structure and process of organization. The course starts at the individual level with topics such as learning, personality, interpersonal perception, values, ethics, and motivation. It will then examine how individuals fit together into groups and teams. Finally, the course will discuss organizational culture and structure, and examine how these concepts can influence behavior in the organization.

Learning Objective

The main objective of the course is to help the students

- To learn the basic concepts of organizational behavior and its applications in contemporary organizations.
- To understand how individual, groups and structure have impacts on organizational effectiveness and efficiency.
- To learn and appreciate different cultures and diversity in the workplace.

Learning Outcome

Upon successful completion of this course, the student should be able :

- to discuss the development of the field of organizational behavior and explain the micro and macro approaches
- to analyze and compare different theories and models used to explain individual behavior related to motivation and rewards
- to identify the processes used in developing communication and resolving conflicts
- to explain group dynamics and demonstrate skills required for working in groups (team building)
- to identify the various leadership styles and the role of leaders in a decision making process.
- to explain organizational culture and describe its dimensions and to examine various organizational designs
- to discuss the implementation of organizational change.

Course Content

Week 1

1.The Dynamics of People and Organizations

- The meaning of OB (Organizational Behavior).
- Fundamental concepts of OB
- The key goals and forces
- Scopes and importance
- Major approaches and characteristics
- Challenges and opportunities for OB building blocks of Organizational Behavior.

Week 2

I.Foundation of Individual Behavior

- Intellectual and physical abilities
- Theories of learning
- Attitudes and job satisfaction
- II.Personality
- The Myers-Briggs Type Indicators (MBTI)
- The big five personality model
- Linking an individual's personality and values in the workplace

Week 3

Perception and Individual decision making

- Factors that influence perception
- Person perception: Making judgments about others
- Attribution theory

Frequently used shortcuts in judging others and their application in organization

Week 4

Decision making in organization

- The rational model, bounded rationality and intuition
- Common biases and errors in decision making
- The link between perception and individual decision making

Influences on decision making: Individual differences and organizational constraints

Week 5

I.Foundation of group behavior

- Types of group
- Differences between group and work team
- Group development: Tuckman's five-stage model
- Group properties: roles, norms, status, size and cohesiveness
- Group decision making

Global implications

Week 6

I.Class test 1

Mid Term

Week 7

I.Communication fundamentals

- Functions, process and direction of communication
- Interpersonal and organizational communication
- Barriers to effective communication
- Global Implications

Experimental exercises

Week 8

Contemporary theories of motivation

- Cognitive Evaluation Theory
- Goal-Setting Theory
- Self-Efficacy Theory

Expectency Theory

Week 9

Motivation concepts

- Basics to understand the motivation
- Early theories of motivation
- Maslow's Need Hierarchy theory
- Herzberg's Two Factor theory
- McClelland's theory of needs

Theory X and Theory Y

Week 10

I.Motivational Application

- Employee involvement
- Using rewards to motivate employee
- Motivation in public service
- Global implication
- Case analysis

Class test 2

Week 11

I.Leadership in the organization

- Trait theories
- Behavioral theories
- Ohio State Studies
- University of Michigan Studies
- Contingency Approaches to leadership style
- Fielder's Contingency Model
- Hersey and Blanchard's Situational leadership Model
- Path-Goal Model

Vroom's Decision-Making Model

Week 12

I.Contemporary Issues in Leadership

- Charismatic, Transformational and Transactional Leadership
 - Authentic Leadership
 - Contemporary Leadership
- Global Implications

Week 13

Foundation of Organization Structure

- Work specialization, Departmentalization, Chain of Command, Span of Control, Centralization and Decentralization, Formalization
- Common Organizational Design
- The Simple Structure,
- The Bureaucracy and
- The Matrix Structure

Week 14

I.Organizational Culture

- Different dimensions and theories of organizational culture
- Creating an ethical and a positive organizational culture

II.Managing Organizational Change

- Work change
- Resistance to change

Understanding Organizational Development

Week 15

I.Presentation 1

II.Presentation 2

Week 16

Organizational Stress management

- Work stress and its management
- Potential sources of stress
- Individual differences
- Consequences of stress

Managing Stress

Suggested Reading

Armenakis, A. A., & Bedeian, A. G. (1999). Organizational change: A review of theory and research in the 1990s. *Journal of Management*, 25 (3), 293-315.

Burns, T. E., & Stalker, G. M. (1961). The management of innovation. *University of Illinois at Urbana-Champaign's Academy for Entrepreneurial Leadership Historical Research Reference in Entrepreneurship*.

Cropanzano, R., Howes, J. C., Grandey, A. A., & Toth, P. (1997). The relationship of organizational politics and support to work behaviors, attitudes, and stress. *Journal of Organizational Behavior*, 18 (2), 159-180.

Crossan, M. M., Lane, H. W., & White, R. E. (1999). An organizational learning framework: From intuition to institution. *Academy of Management Review*, 24 (3), 522-537.

- Greenwood, R., & Hinings, C. R. (1996). Understanding Radical Organizational Change: Bringing Together the Old and the New Institutionalism. *Academy of Management Review*, 21 (4), 1022-1054.
- French, Wendell L. and Bell, Cecil H. (1998) *Organization Development: Behavioral Science Interventions for Organization Improvement*, 6th Edition, Pearson.
- Gortner, H., Nichols, K., & Ball, C. (2007). *Organizational Theory: A Public and Nonprofit perspective*. CA: Wadsworth
- Hall, R. (1991), *Organizations: Structures, Processes, and Outcomes*. 5th Edition. NJ: Prentice-Hall.
- Hofstede, Geert (1984), *Culture's Consequences*. London: Sage.
- Levitt, B., & March, J. G. (1988). Organizational learning. *Annual Review of Sociology*, 319-340.
- Lussier, R. N., & Achua, C. F. (2004), *Leadership: Theory, Application, Skill Development* (2nd.). Egan, MN: Thompson South-Western
- McShane, S. L. and VonGlinow, M. A. (2004), *Organizational Behavior*. 2nd Edition, Irwin: McGraw-Hill.
- Morgan, Gareth (1995), *Images of Organization*. California: Sage
- Olsen, J. E., & Martins, L. L. (2012). Understanding organizational diversity management programs: A theoretical framework and directions for future research. *Journal of Organizational behavior*, 33 (8), 1168-1187.
- Rainey, H. G. (2009). *Understanding and managing public organizations*. John Wiley & Sons.
- Randall, M. L., Cropanzano, R., Bormann, C. A., & Birjulin, A. (1999). Organizational politics and organizational support as predictors of work attitudes, job performance, and organizational citizenship behavior. *Journal of organizational behavior*, 159-174.
- Robbins, Stephen P (2002), *Organizational Behavior*. 10th Edition. Eaglewood Cliffs, NJ: Prentice-Hall.
- Schein, E. H. (2010). *Organizational Culture and Leadership* (Vol. 2). John Wiley & Sons.
- Schein, E. H. (1996). Culture: The Missing Concept in Organization Studies. *Administrative Science Quarterly*, 229-240.
- Schein, E. H. (1989). *The Role of the Founder in Creating Organizational Culture. Readings in Managerial Psychology*, 278.
- Scott, W. R. (1995), *Institutions and Organizations*. Thousand Oaks, CA: Sage Publications.
- Scott, W. R. (1998), *Organizations: Rational, Natural and Open*. 4th Edition. New Jersey: Prentice-Hall Inc.
- Shafritz, Jay J. Ott, Steven and Jang, Yong Suk (2005), *Classics of Organization Theory*. 6th Edition. Pacific Grove, CA: Wadsworth Publishing Company.

DS 203: Agriculture and Rural Development

Course No.: DS 203

Course Title: Introduction to Development Studies: Theories and Approaches

Course Type: Compulsory

Level/Term: Third Semester

Credit Value: 4

Total Marks: 100

Course Description

This course consists of two parts. The first part gives the students an in-depth theoretical understanding of the evolution of agriculture and its contribution to the overall development of a developing society like Bangladesh and acquaints students with the major issues and problems in agriculture to demonstrate how problems in this critical arena of development are being addressed. The second part traces the history of rural development in Bangladesh and embarks upon the models, institutions and the shifting patterns of strategies of rural development undertaken by government and NGOs in Bangladesh.

Learning Objective

The aim of this course is to enable students to:
understand the evolution of agriculture and its contribution to the overall development;
get in-depth understanding on different theories and models on agricultural production;
demonstrate how problems in this sector of development are being addressed.

Learning Outcome

On successfully completing the module students will be able to:
Know related theories and models on agricultural production;
Locate and critically assess academic literature on agricultural development; and
Engage on the debate in theoretical and empirical issues in rural development.

Course Content

Week 1

Introductory Session

- Why Study ARD
- Nexus between ARD and DS
- Definition of agriculture

Week 2

Peasants, Economics, Political Economy and Peasant Culture

- Introduction
- Peasant Societies
- The Peasant Farm Household
- Debate on Differentiation of Peasantry
- The Economic Definition of Peasants
- Family, Household and Women

Must read:

Chapter 1: Peasants, Ellis Frank. (1988), *Peasant Economics- Farm Households and Agrarian Development*. Cambridge: Cambridge University Press.

Week 3-4

The Neoclassical Theory of Farm Production

- Farm Decision-making
- The Production Function
- Substitution between Inputs
- Enterprise Choice

Must read:

Chapter 2: The Neoclassical Theory of Farm Production, Ellis Frank. (1988), *Peasant Economics- Farm Households and Agrarian Development*. Cambridge: Cambridge University Press.

Week 5

Elements of Peasant Political Economy

- Peasants and Political Economy
- Concepts in Marxian Political Economy
- Peasants and Surplus
- Peasants and State

Must read:

Chapter 3: Elements of Peasant Political Economy, Ellis Frank. (1988), *Peasant Economics- Farm Households and Agrarian Development*. Cambridge: Cambridge University Press.
Rahman, Atiur, (1986). *Peasants and Classes*. London: Zbooks. Reynolds, Lloyd G. (ed.)

Week 6

Class test (30 minutes)

The Theory of Optimizing Peasant

- The Profit Maximizing Peasant
- Allocative, Technical, and Economic Efficiency
- In Pursuit of Efficient Peasant
- Policy Aspects
- Wider Perspective

Must read:

Chapter 4: The Profit Maximizing Peasant, Ellis Frank. (1988), *Peasant Economics- Farm Households and Agrarian Development*. Cambridge: Cambridge University Press.

Week 7-8

The Risk-averse Peasant

- Uncertainty and Peasants
- Types of Uncertainty
- Definition of Risk and Uncertainty
- Analysis of Risk Behavior
- Expected Utility and Decision Theory
- Research into Peasant Risk Behavior
- Policy Aspects
- Wider Perspectives

Must read:

Chapter 5: The Risk-averse Peasant, Ellis Frank. (1988), *Peasant Economics- Farm Households and Agrarian Development*. Cambridge: Cambridge University Press.

Mid-term examination (75 minutes)

Week 9

The Drudgery-averse Peasant

- Peasants as Consumers and Producers
- Revision of Indifference Curve Analysis
- The Chayanovian Farm Household Model
- Policy Aspects
- Wider Perspectives

Must read:

Chapter 6: The Drudgery-averse Peasant, Ellis Frank. (1988), *Peasant Economics- Farm Households and Agrarian Development*. Cambridge: Cambridge University Press.

Week 10

The Farm Household Peasant

- Household Decision with a Labor Market
- New Home Economics
- The Barnum-Square Farm Household Model
- Policy Perspective
- Wider Perspectives

Must read:

Chapter 7: The Farm Household Peasant, Ellis Frank. (1988), *Peasant Economics- Farm Households and Agrarian Development*. Cambridge: Cambridge University Press.

Week 11

The Sharecropping Peasant

- Agrarian Institutions and Peasants as Share Tenants
- Risk, Imperfect Information and missing Markets
- Interlocked Markets
- Share Cropping as Exploitation
- The Diversity of Agrarian Contracts
- Policy Aspects
- Wider Perspectives

Must read:

Chapter 8: The Sharecropping Peasant, Ellis Frank. (1988), *Peasant Economics- Farm Households and Agrarian Development*. Cambridge: Cambridge University Press.

Week 13 - 14

Group presentation

Week 15-16

Rural Development

- Defining Rural Development
- Models of Rural Development (Japanese, Korean, Chinese and Vietnamese)
- History of Rural Development in Bangladesh
- Importance of Rural Development in Bangladesh
- Strategies of Rural Development and the Bangladesh Context
- Building Institutions for Rural Development and the Bangladesh Context
- Lessons Learnt from Rural Development Experience in Bangladesh
- Women in Rural Development
- Micro credit and
- Rural Development
- NGOs in Rural Development

Must read:

Breman, Jan and Sudipto Mundle (eds.)(1991), *Rural Transformation in Asia*. Delhi: Oxford University Press.

Quddus, M.A.(1995), *Poverty-focused Rural Development*. Comilla. BARD.

Suggested Reading

Bardhan, P.K. and T.N. Srinivasan(1971), 'Cropsharing Tenancy in Agriculture: A Theoretical and Empirical Analysis', *American Economic Review*, 61(1).

Bardhan, Pranab K. (1984), *Land, Labor and Rural Poverty-Essays in Development Economics*. Delhi: Oxford University Press.

Bardhan, Pranab. K (ed.) (1989), *The Economic Theory of Agrarian Institutions*. Delhi: Oxford University Press.

Bernstein, Henry Ben Crow and Hazel Johnson (eds.)(1992), *Rural Livelihoods, Crises and Responses*. Oxford: Oxford University.

Bhaduri, Amit (1983), *The Economic Structure of Backward Agriculture*. Delhi: Macmillan.

Blair, Harry W.(1978), 'Rural Development, Class Structure and Bureaucracy in Bangladesh', *World Development*, 6(1)65-82.

Breman, Jan and Sudipto Mundle (eds.)(1991), *Rural Transformation in Asia*. Delhi: Oxford University Press.

Chayanov, A.V. (1966), *The Theory of Peasant Economy*. New Delhi: Oxford University Press.

Cheung, S.N.S. (1968), 'Private Property Rights and Sharecropping', *Journal of Political Economy*, 76:1107-1122.

Cox, Terry(1986), *Peasants, Class, and Capitalism: The Rural Research of L.N. Kraitsman and His School*. Oxford: Clarendon Press.

Desai, Meghnad Susanne Hoeber Rudolph and Ashok Rudra (eds.)(1984), *Agrarian Power and Agricultural Productivity in South Asia*. Delhi: Oxford University Press.

Dorner, Peter (1972), *Land Reform and Economic Development*. London: Penguin Books Limited.

Ellis Frank. (1988), *Peasant Economics- Farm Households and Agrarian Development*. Cambridge: Cambridge University Press.

Harris, John(1982), *Capitalism and Peasant Farming: Agrarian Structure and Ideology in Northern Tamil Nadu*. Delhi: Oxford University Press.

Harris, John, (ed.)(1984), *Rural Development: Theories of Peasant Economy and Agrarian Change*. London: Hutchinson University Library.

Hopper D.W. (1965), 'Allocational Efficiency in Traditional Indian Agriculture', *Journal of Farm Economics*, 47.

Howes. M. and M. Greeley (eds.)(1982), *Rural Technology, Rural Institutions and the Rural Poorest*. Dhaka, CIRDAP/IDS.

Johnson, D. G. (1950), 'Resource Allocation Under Share Constraints', *Journal of Political Economy*, 58.

Khan, Azizur Rahman(1979), 'The Comilla Model and the Integrated Rural Development Programme of Bangladesh: An Experiment in Cooperative Capitalism', *World Development*, 7(4-5): 397-422.

Krishnaji, N. (1992), *Pauperising Agriculture: Studies in Agrarian Change and Demographic Structure*. Delhi: Oxford University Press.

Lee, Ronald D. Et.al. (Ed.)(1988), *Population, Food and Rural Development*. Oxford: Clarendon Press.

Lenin, V.I. (1977), *Development of Capitalism in Russia*. Moscow: Progress Publishers.

Lipton, M (1968), 'The Theory of Optimizing Peasant', *Journal of Development Studies*, 4: 327-351.

Marx, K. and Engels, F (1979), *Pre-capitalist Socio-Economic Formations*. Moscow: Progress Publishers.

Potter, Jack M., May N. Diaz and George M. Foster (Ed.)(1967), *Peasant Society: A Reader*. Boston: Little, Brown and Company.

Quddus, M.A.(1995), *Poverty-focused Rural Development*. Comilla. BARD.

Rao, C.H.H.(1971), 'Uncertainty, Entrepreneurship and Sharecropping in India', *Journal of Political Economy*, 79(3): 578-595.

Rahman, Atiur, (1986). *Peasants and Classes*. London: Zbooks. Reynolds, Lloyd G. (ed.) (1975), *Agriculture in Development Theory*. New Haven and London: Yale University Press.

Rudra, Ashok (1982), *Indian Agricultural Economics: Myths and Realities*. New Delhi: Allied Publishers Private Limited.

Schultz T.W. (1964), *Transforming Traditional Agriculture*. New Haven, Connecticut: Yale University Press.

Southworth, H.M and Johnston, B.F. (eds.)(1967), *Agricultural Development and Economic Growth*. Ithaca, NY: Cornell University Press.

Vylder, Stefan de(1982), *Agriculture in Chains-Bangladesh-A Case Study in Contradictions and Constraints*. New Delhi: Zed Press in association with Vikas Publishing House.

Wahid, Abu. N.M(1994), The Grameen Bank and Poverty Alleviation In Bangladesh: Theory, Evidence and Limitations', *The American Journal of Economics and Sociology*, 53(1): 1-16.

Yotopoulos, P.A. (1968), 'On the Efficiency of Resource Utilization in Subsistence Agriculture', *Food Research Institute Studies*, 13(2).

DS 204: Human Development

Course No.: DS 204

Course Title: Human Development

Course Type: Compulsory

Level/Term: Third Semester

Credit Value: 4

Total Marks: 100

Course Description

This course is designed to link the theoretical and policy aspects of human development as an area of study. Key emphasis will be on human development discourses, human development index, and the states of global as well as national human development. Moreover, interrelations of human development with critical issues like capabilities, education, health, employment, economic growth, and democracy will also be illustrated.

Learning Objective

This course will enable the students to:
relate to the theoretical and policy relevant issues regarding human development in the twenty-first century
comprehend the relationships and interactions among economic growth, democracy, and human development
understand the policy priorities to improve the level of human development in a developing country context

Learning Outcome

After successful completion of the course, the students are expected to:
engage on the theoretical and policy related debates in promoting human development
identify the policy priorities for promoting human development

Course Content

Week 1-2

Evolution of 'Human Development'

Evolution of 'development' and 'human development'; Human development and sustainable development; Human development and Millennium Development Goals (MDGs); Human development and Sustainable Development Goals (SDGs)

Week 3

Concepts and Measurement of Human Development

Defining 'Human Development'; Human development and the capabilities approach; Human development and 'basic needs approach'; Human development and Human Resource Development (HRD); Measuring 'Human Development'

Week 4

Human Development, economic growth, and poverty

Relationships and policy links between human development and economic growth; Understanding policy priorities to promote economic growth and human development

Week 5-6

Human Development and ‘Development Surprise’ of Bangladesh

Social and human development in Bangladesh; Success in economic development and social development (i.e., health, education) of Bangladesh; Explaining the ‘Development Surprise’ of Bangladesh

Week 7

Human Development in South Asia

State of human development in South Asia; Budgetary allocations and policy priorities for human development in South Asia; Comparing the budgetary allocation for human development of Bangladesh and other South Asian countries

Week 8

Gender and Human Development

Human development and women empowerment; Gender-Related Development Index (GDI); Policy priorities for engendering human development

Week 9

Mid-Semester Examination

Week 10

Presentation and Discussions on Human Development Reports of 1990s

Group discussions and presentations on selected Human Development Reports (HDRs) of the 1990s: HDR 1990; HDR 1991; HDR 1995; HDR 1996; HDR 1997

Week 11

Presentation and Discussions on Human Development Reports of 21st century

Group discussions and presentations on selected Human Development Reports (HDRs) of 21st century: HDR 2002; HDR 2007/08; HDR 2010; HDR 2014; HDR 2020

Week 12

Education and Human Development

Importance of education (intrinsic and instrumental) for human development; Education, economic growth, and productivity; Education and Gender Development; Importance of education for human capital formation

Week 13

Health and Human Development

Health and economic Growth; Health as freedom; Health and poverty; Impact of health on human capital formation; Health for sustainable development

Week 14

Human Capital and Human Development

Human capital (innate and acquired); Human capital formation - social, economic, and political determinants; Rates of return to human capital; Human capital development and human development; Human Capital Index (HCI)

Week 15

Democracy and Human Development

State of democracy in the world; State of democracy and state of human development; Democratic governance and institutions for human development

Week 16

Human Development, environment, and climate change adaptation

Building resilience, reducing vulnerability, preventing shocks, and widening people's choices for human development

Week 17

Review classes

Reviewing the key concepts of human development: human capital, human resource development, capabilities, freedom, democracy, economic growth, education, health, and environment in relation to human development

Week 18

Assignments and viva-voce

Individual assignment and viva-voce on the human development reports and other key concepts of human development.

Suggested Reading

Ahn, T.K., Ostrom, E. (eds.), (2003), *Foundations of Social Capital*, Edward Elgar Publishing Ltd, Cheltenham, U.K.

Alizada, N., Boese, V.A., Lundstedt, M., Morrison, K., Natsika, N., Sato, Y., Tai, H. and Lindberg, S.I., (2022), *Democracy Report 2022: Autocratization Changing Nature?*, V-Dem Institute.

- Alkire, S. (2002), 'Dimensions of Human Development', *World Development*, 30(2): 181-205.
- Alkire, S., (2010), Human development: Definitions, critiques, and related concepts, OPHI Working Paper 36, Background paper for the 2010 Human Development Report, available at: https://ora.ox.ac.uk/objects/uuid:47bcc639-4562-43e7-bf5b-51952b736af3/download_file?safe_filename=Human%2Bdevelopment%2BDefinitions%2Bcritiques%2Band%2Brelated%2Bconcepts%2B36.pdf&file_format=application%2Fpdf&type_of_work=Working+paper
- Asmolov, A. G., & Guseltseva, M., (2019), Education as a space of opportunities: from human capital to human potential, In *The European Proceedings of Social & Behavioural Sciences* EpSBS (pp. 40-45).
- Asadullah, M. N., Savoia, A. and Mahmud, W (2014), 'Paths to Development: Is there a *Bangladesh Surprise?*', *World Development*, 62, 138–154
- Bloch, C., (2020), *Social spending in South Asia—an overview of government expenditure on health, education and social assistance*, International Policy Centre for Inclusive Growth (IPC-IG) and United Nations Children's Fund (UNICEF)
- Desai, M., (1991), 'Human Development: Concepts and Measurement', *European Economic Review*, 35(2&3)
- Fukuda-Parr, S., Raworth, K., and Kumar, A.K.S., (2002), 'Using the HDI for Policy Purposes', in Sakiko Fukuda-Parr and A.K. Shiva Kumar (eds.) *The Handbook on Human Development*, Oxford University Press, New Delhi
- Fukuda-Parr, S., (2003), 'The Human Development Paradigm: Operationalizing Sen's Ideas on Capabilities', *Feminist Economics*, 9(2-3)
- Garcés Velástegui, P., (2020), Humanizing Development: Taking Stock of Amartya Sen's Capability Approach, *Problemas del desarrollo*, 51 (203), 191-212.
- Gerring, J., Thacker, S. C., & Alfaro, R., (2012), Democracy and human development, *The journal of politics*, 74 (1), 1-17.
- Haq, K., (2002), 'Human Development Challenges in South Asia', *Journal of Human Development*, 1: 71-82.
- [International Science Council, \(2020\), Conversations on Rethinking Human Development, International Science Council: Paris, available at https://council.science/wp-content/uploads/2020/06/Conversations-on-Rethinking-Human-Development.pdf](https://council.science/wp-content/uploads/2020/06/Conversations-on-Rethinking-Human-Development.pdf)
- Islam, M. R. (2014), 'Education and Economic Growth in Bangladesh- An Econometric Study', *IOSR Journal of Humanities And Social Science (IOSR-JHSS)*, 19 (2), 102-110
- Jahan, Selim (2002), 'Evolution of the HDI', in Sakiko Fukuda-Parr and A.K. Shiva Kumar (eds.) *The Handbook on Human Development*, Oxford University Press, New Delhi
- Khan, A. M. and Islam, Ishrat (2010), 'Education and Development in Bangladesh: A Study from Spatial Perspective', *Journal of Bangladesh Institute of Planners*, 3: 1-16
- Nussbaum M., and Sen, A., (eds.), (1991), *The Quality of Life*, Oxford University Press.
- Rahman, A., (2002). *Education for Development: Lessons from Southeast Asia for Bangladesh*. ISEAS, Singapore.
- Rahman, A., and Kabir, M., (2005). "Education and Development: The Context of Bangladesh" In: *Education in the Rapidly Changing World: Bangladesh Context*. Dhaka: IUB.
- Ranis, G., and Frances, S., (2000), 'Economic Growth and Human Development', *World Development*, 28(2): 197-219.
- Raworth, K. and Stewart, D. (2002), 'Critiques of the HDI: A Review', Sakiko Fukuda-Parr and A.K. Shiva Kumar (eds.) *The Handbook on Human Development*, Oxford University Press, New Delhi
- Ravallion, M., (1997), 'Good and Bad Growth: The Human Development Report', *World Development*, 25(5): 631-638.
- Sen, A. (1989), 'Development as Capability Expansion', in Sakiko Fukuda-Parr and A. K. Shiva Kumar (Ed.) *The Handbook on Human Development*, Oxford University Press, New Delhi
- Sen, A. (1997), 'Human Capital and Human Capability' in Sakiko Fukuda-Parr and A.K. Shiva Kumar (Ed.) *The Handbook on Human Development*, Oxford University Press, New Delhi
- Sen, A. (1999), *Development as Freedom*. New York: Alfred A Knopf.
- Streeten, P., (2003), 'Shifting Fashions in Development Dialogue', in Sakiko Fukuda-Parr and A. K. Shiva Kumar (Ed.) *The Handbook on Human Development*, Oxford University Press, New Delhi
- Tsai, M. C., (2006), Does political democracy enhance human development in developing countries? A cross-national analysis, *American Journal of Economics and Sociology*, 65 (2), 233-268.

[United Nations Development Program \(UNDP\), Human Development Reports \(Various Years\), \(1990 – 2022\), available in <http://hdr.undp.org/en/global-reports>](http://hdr.undp.org/en/global-reports)

World Bank, (2020), *Demographic transition: Lessons from Bangladesh's Success Story*,
World Bank, (2021), *The Human Capital Index 2020 Update: Human Capital in the Time of COVID-19*, Washington, DC: World Bank, DOI:10.1596/978-1-4648-1552-2.

DS 205: Mathematical Economics

Course No.: DS 205

Course Title: Mathematical Economics

Course Type: Compulsory

Level/Term: Third Semester

Credit Value: 4

Total Marks: 100

Course Description

This course is designed to provide the students an intense foundational introduction to the fundamental concepts in Mathematics. The objective of this course is to provide basic math skills to the students which will improve and strengthen their understanding of economic and development theory. The course introduces mathematical tools – set, function, linear algebra, matrix, differential calculus, optimization and integration – that are specifically needed in solving the economic as well as development problems.

Learning Objective

The aim of this course is to help the students to use the mathematical tools in solving economic problems

Solving the problems of a consumer

Solving the problems of a firm

Solving macroeconomic problems

Learning Outcome

After the course work, the students will be able to

Solve optimal choice problem of a consumer

Solve the optimal choice of a producer

Exchange of products between producers and consumers

Course Content

Week 1

Review of mathematical concepts and mathematical models

Week 2

Static Equilibrium Analysis: The Meaning of Equilibrium, Partial Market Equilibrium- A Linear Model, Partial Market Equilibrium- A Non Linear Model, General Market Equilibrium, Equilibrium in National – Income Analysis

Week 3-5

The application of comparative statistics in economics and social sciences, Multiplier, Effects of changes in parameters on equilibrium

Week 6-9

The optimization of economic problems: profit maximization of a competitive firm, monopoly firm, duopolists; utility maximization

Week 10-13

The usage of integration in economic application

Week 14

Dynamic optimization

Week 15

Differential equation

Suggested Reading

Chiang, Alpha C. (2003), *Fundamental Methods of Mathematical Economics*. New York: McGraw-Hill.

Dowling Edward T. (2000), *Introduction to Mathematical Economics*. New York: McGraw-Hill.

Archibald, G. C and Lipsey, R (1990), *An Introduction to a Mathematical Treatment of Economics*.

Chiang, A. C. & Wright, W (2005), *Fundamental Methods of Mathematical Economics*. New York. McGraw- Hill.

Fuente, De la (2000), *Mathematical Methods & Models for Economists*. Cambridge: Cambridge University Press.

Hoy, Michael et al. (2001), *Mathematics for Economics*. Cambridge. The MIT Press.

Simon, C. P. & Lawrence Blume (1994), *Mathematics for Economists*. New York: W. W. Norton & Company.

DS 206: Statistics

Course No.: DS 206

Course Title: Statistics

Course Type: Compulsory

Level/Term: Fourth Semester

Credit Value: 4

Total Marks: 100

Course Description

This course builds up the basic ideas of statistics (descriptive statistics, probability theory, statistical inference, correlation and regression analysis) that provides students with the necessary background to be able to follow higher level econometrics and applied economics courses. The course also includes theory and methods of calculating index numbers for macroeconomic variables. While there are formulae and computational elements to the course, the emphasis will be equally given on interpretation and concepts.

Learning Objective

Upon completion of the course, the students are expected to

Demonstrate in-depth understanding on the basic statistical methods and techniques.

Conduct simple regression analysis and interpret the results.

Ability to manage and analyze data in Excel

Learning Outcome

Summarize data using graphs, tables and measures of central tendency and spread.

Compute empirical probabilities from data and use normal probability distribution for calculating probability.

Understand random sampling mechanism in sample and the foundation of scientific decision-making process using probability.

Perform hypothesis test, two sample t-test, F-test and ANOVA.

Conduct simple regression analysis and interpret the results

Course Content

Week – 1 and 2: Introduction to Descriptive Statistics

Role of statistics in finding answers from data for questions commonly asked in Development Studies; Measures of Central Tendency (Mean, median, mode); Measures of Dispersion (range, variance, standard deviation, interquartile range), Frequency distributions.

Week – 3 and 4: Training on Excel to calculate a set of descriptive statistics

Introduction to Excel; Hands on training in class on using excel to calculate a set of descriptive statistics.

Week – 5: Probability

Introduction to Probability; Classical and Empirical probability; Calculation of empirical probability.

Week – 6: Discrete random variables and Probability distributions

Expected value and variance of Discrete Random Variables, Probability Distributions of Discrete Random Variables – Binomial Distribution and Poisson Distribution.

Week – 7 and 8: Continuous random variables and Probability distributions

Continuous Random Variables and their expected value and variance; Probability Distributions of Continuous Random Variables – Uniform Distribution, Normal Distribution; Calculating probability from the normal distribution table.

Week – 9: Midterm Examination

Week – 10: Sampling and Sampling Distributions

Why Sample? Errors – Accuracy versus Precision; Design of the Investigation; Sampling Distribution for the Mean; The Central Limit Theorem; Sampling Distribution of a Proportion; Confidence Interval Estimation.

Week – 11 and 12: Hypothesis Testing

The Rationale of Hypothesis Testing, One-Sample Test (Large Samples), Two-Sample Tests (Large Samples), The t-distribution: Small Samples with Unknown Population Standard Deviation(s), The t-Test for Paired Distributions.

Week – 13: F-test, Analysis of Variance, and Chi-Square Tests

F-distribution and F-Test; Chi-Square distribution and Chi-square Test; Analysis of Variance (ANOVA) Test for Equality of Several Means.

Week – 14 and 15: Correlation and Simple Regression Analysis

Scatter Diagram, Measures of Association, Correlation Analysis, Estimation of Simple Regression Line parameters, Interpretation of Simple regression parameters.

Week – 16: Index Numbers

Use of Index Numbers, Methods of Index Number Construction, Quantity Indices, Deflation of Value Series by Price Indices, Some Considerations in the Use of Index Numbers.

Suggested Reading

Abu-Bader, S. H. (2021). Using statistical methods in social science research: With a complete SPSS guide. Oxford University Press, USA.

David, M. (2017). Statistics for managers, using Microsoft excel. Pearson Education India.

Healey, J. F. (2014). Statistics: A tool for social research. Cengage Learning.

Keller, G. (2022). Statistics for management and economics. Cengage Learning.

Lind, D. A., Marchal, W. G., & Wathen, S. A. (2017). Statistical techniques in business & economics. McGraw-Hill Education.

Newbold, P. (2013). Statistics for business and economics. Pearson.

Schmuller, J. (2013). Statistical analysis with Excel for dummies. John Wiley & sons.

DS 207: International Trade

Course No.: DS 207

Course Title: International Trade

Course Type: Compulsory

Level/Term: Fourth Semester

Credit Value: 4

Total Marks: 100

Course Description

This course deals with the theory and practice of international trade and of trade-related policies. It focuses on analysing the gains from trade, the changing patterns of trade, the income distributional consequences of liberalising foreign trade, the relationship between trade, investment, and economic growth, and the reasons for and consequences of trade policies. The course relies predominantly on a standard collection international trade models to understand the motivations behind modern trade policies.

Learning Objective

The objective of the course is to help the students to :
Gain understanding of the basic concepts, principles and consequences of International trade,
Understand the theories and policies of international trade, the role of the government through its policy, balance of payment accounts and BOP crisis.
Outline the historical perspective of globalization and Role of WTO, its functions and its implications on the world trade.

Learning Outcome

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

Compare at the level of formal analysis, the major models of international trade and be able to distinguish between them in terms of their assumptions and economic implications.

Employ the principle of comparative advantage and its formal expression and interpretation within different theoretical models.

Apply partial equilibrium and (where required) general equilibrium models in analysing the economic effects of (a) trade policy instruments such as tariffs, quotas, export subsidies, (b) retaliatory measures such as anti-dumping duties and countervailing duties and (c) the creation of regional trading arrangements such as free trade areas, customs unions and common market.

Distinguish and critically analyse the main arguments for protection and conversely be able to critically evaluate the relevance and realism of arguments for free trade, taking into account the costs and benefits of trade policy measures on different sections of the community and the implications for the formulation of trade policy.

Identify major recent developments in the world trading system, and be able to critically analyse key issues raised both by the current round of WTO negotiations and by the spread of regional trading arrangements.

Develop communications skills through the presentation of your work, interactions during tutorial sessions, and appropriate use of the discussion board.

Course Content

Week 1

Introduction:

1.1 Intra and International Trade

1.2 Economic Base of International Trade

1.3 Importance of International Trade

Theories

1.4 Mercantilist Theories on Trade

1.5 Theory of Absolute Advantage

Salvatore, Dominick (1998). International Economics. Sixth Edition. Prentice Hall. Chapter-1

Krugman, Paul. R and Maurice Obstfeld, Meltiz, M.J (2012), International Economics: Theory and Policy. 9th Edition. New York: Addison-Wesley-Longman, chapter-2

Sodersten, B. and Reed, G. (1994), International Economics, Macmillan

Chacholiades, M., (1990), International Economics , McGraw-HillBook Co, Singapore. Chapter-1

Week 2

2.1 Theory of Comparative Advantage

2.2 Theory of Opportunity Cost

2.3 Gains from Trade

2.4 International Equilibrium

Salvatore, Dominick (1998). International Economics. Sixth Edition. Prentice Hall. Chapter-2.

Krugman, Paul. R and Maurice Obstfeld, Meltiz, M.J (2012), International Economics: Theory and Policy. 9th Edition. New York: Addison-Wesley-Longman, Chapter-3

Sodersten, B. and Reed, G. (1994), International Economics, Macmillan

Chacholiades, M., (1990), International Economics , McGraw-HillBook Co, Singapore. Chapter-2,3

Week 3

3.1 Offer Curves

3.2 Terms of trade

Theories:

3.3 The Basic Assumptions of Heckscher-Ohlin Model, Factor Intensity,

Factor Abundance.

Salvatore, Dominick (1998). International Economics: Trade and Finance, 11th Edition. Prentice Hall. Chapter-4

Sodersten, B. and Reed, G. (1994), International Economics, Macmillan

Chacholiades, M., (1990), International Economics , McGraw-HillBook Co, Singapore. Chapter-3

Week 4

4.1 Propositions of Heckscher-Ohlin model - Rybczynski

Theorem, Heckscher-Ohlin Theorem, Stolper-Smauelson Theorem, Factor-Price Equalization Theorem.

Theories:

4.2 Empirical Testing of the Ricardian Theory, the Leontief Paradox.

Salvatore, Dominick (1998). International Economics: Trade and Finance, 11th Edition. Prentice Hall. Chapter-5

Krugman, Paul. R and Maurice Obstfeld, Meltiz, M.J (2012), International

Economics: Theory and Policy. 9th Edition. New York: Addison-Wesley-Longman Chapter-5

Sodersten, B. and Reed, G. (1994), International Economics, Macmillan

Chacholiades, M., (1990), International Economics , McGraw-HillBook Co, Singapore. Chapter-4,5

Week 5

5.1 The Specific Factors Model

5.2 Empirical Challenge to Traditional Theories, Linder's

Thesis

Salvatore, Dominick (1998). International Economics: Trade and Finance, 11th Edition. Prentice Hall. Chapter-4, 5

Krugman, Paul. R and Maurice Obstfeld, Meltiz, M.J (2012), International Economics: Theory and Policy. 9th Edition. New York: Addison-Wesley-Longman

Sodersten, B. and Reed, G. (1994), International Economics, Macmillan

Chacholiades, M., (1990), International Economics , McGraw-HillBook Co, Singapore. Chapter-5

Week 6

6.1 Imperfect competition and International Trade

6.2 Technological Gap and Production Cycle Theories.

Salvatore, Dominick (1998). International Economics: Trade and Finance, 11th Edition. Prentice Hall. Chapter-6

Krugman, Paul. R and Maurice Obstfeld, Meltiz, M.J (2012), International Economics: Theory and Policy. 9th Edition. New York: Addison-Wesley-Longman. Chapter-8

Sodersten, B. and Reed, G. (1994), International Economics, Macmillan

Week 7

Growth and Trade:

7.1 Trade as an Engine of Growth,

7.2 Sources of Economic Growth,

7.3 Effects of Growth on Small and Large Countries,

7.4 Trade Liberalization,

7.5 Linkages between Trade Liberalization,

7.6 Growth and Poverty

Salvatore, Dominick (1998). International Economics: Trade and Finance, 11th Edition. Prentice Hall. Chapter-7

Krugman, Paul. R and Maurice Obstfeld, Meltiz, M.J (2012), International Economics: Theory and Policy. 9th Edition. New York: Addison-Wesley-Longman

Sodersten, B. and Reed, G. (1994), International Economics, Macmillan

Chacholiades, M., (1990), International Economics , McGraw-HillBook Co, Singapore. Chapter-6

Week 8

Tariff:

8.1 Types of Tariffs

8.2 Partial Equilibrium Analysis of Tariff

8.3 General Equilibrium Analysis of Tariff – Small and Large Country Case.

8.1 Tariff and World Welfare

8.2 Effective Protection

8.3 Arguments for and against Protection

Salvatore, Dominick (1998). International Economics: Trade and Finance, 11th Edition. Prentice Hall. Chapter-8

Krugman, Paul. R and Maurice Obstfeld, Meltiz, M.J (2012), International Economics: Theory and Policy. 9th Edition. New York: Addison-Wesley-Longman. Chapter-9

Sodersten, B. and Reed, G. (1994), International Economics, Macmillan

Chacholiades, M., (1990), International Economics , McGraw-HillBook Co, Singapore. Chapter-7

Week 9

Midterm Examination

Syllabus: Lectures: Week 1-8

Duration: 75 Minutes

Type of Question: Analytical, Narrative (You have to answer 2 out of 4 Questions)

Week 10

Non-Tariff Barriers

10.1 Import Quota and Export Subsidy

10.2 Group Presentation 1-4

Salvatore, Dominick (1998). International Economics: Trade and Finance, 11th Edition. Prentice Hall. Chapter-9

Krugman, Paul. R and Maurice Obstfeld, Meltiz, M.J (2012), International Economics: Theory and Policy. 9th Edition. New York: Addison-Wesley-Longman

Sodersten, B. and Reed, G. (1994), International Economics, Macmillan

Chacholiades, M., (1990), International Economics , McGraw-HillBook Co, Singapore. Chapter-9

Week 11

Preferential Trading Arrangements:

11.1 Various Types of Integration-Theory of Customs Union

11.2 Static and Dynamic Effects-Trade Creation and Trade Diversion-

11.3 Rationale for Regional Trade Agreements among Developing Countries.

Salvatore, Dominick (1998). International Economics: Trade and Finance, 11th Edition. Prentice Hall. Chapter-10

Krugman, Paul. R and Maurice Obstfeld, Meltiz, M.J (2012), International Economics: Theory and Policy. 9th Edition. New York: Addison-Wesley-Longman. Chapter 13,14.

Sodersten, B. and Reed, G. (1994), International Economics, Macmillan

Chacholiades, M., (1990), International Economics , McGraw-HillBook Co, Singapore. Chapter-10

Week 12

Group Presentation 5-10

Week 13

The Balance of Payment, Foreign Exchange Markets, and Exchange Rates

Salvatore, Dominick (1998). International Economics: Trade and Finance, 11th Edition. Prentice Hall. Chapter-13,14

Krugman, Paul. R and Maurice Obstfeld, Meltiz, M.J (2012), International Economics: Theory and Policy. 9th Edition. New York: Addison-Wesley-Longman

Sodersten, B. and Reed, G. (1994), International Economics, Macmillan

Chacholiades, M., (1990), International Economics , McGraw-HillBook Co, Singapore. Chapter-11,12.

Week 14

Trade Policy of Bangladesh:

14.1 Trade, Development and Poverty Reduction in the Context of Bangladesh

14.2 Trade and Industrial Policy Environment in Bangladesh

14.3 Export Diversification

14.4 Role of Various Sectors in Economy such as RMG, Leather, Economic Zone, BEPZA, Green Industry, Green Financing, EDF and FDI.

Week 15

Multilateral and Regional Trade:

15.1 WTO, Origin of WTO: From GATT to WTO, GATS, DFQF, NAMA, SPS, TRIPS, SAFTA, South-South Trade

Hands on Exercise:

15.2 Trade Statistics and its Sources, HS code, cross country

export-import comparison, Bangladesh OTS (Operative Tariff Schedule),

Calculation the impact of tariffs

Week 16

Review of the total syllabus +Class test

Suggested Reading

Ahmed, N (2001), Trade Liberalization in Bangladesh. Dhaka: The University Press Limited.

Ahmed Sadiq and Mahmud, Wahiduddin (2006), Growth and Poverty. Dhaka: The University Press Limited.

Ahmed Sadiq and Sattar, Zaidi (2004), Trade Liberalization, Growth and Poverty Reduction: The Case of Bangladesh. Washington, D.C.: The World Bank.

Rahman, Atiur Eusuf, Abu and Faruque (2006), Trade Made Easy. Dhaka: Unnayan Shamannay-CUTS.

Rahman, M. and D. Bhattacharya (2000), "Bangladesh Experience with Trade and Investment Liberalisation. A Perspective on Poverty Alleviating Implications."

In Liberalisation and Poverty: Is There a Virtuous Circle. Jaipur: Consumer Unity and Trust Society (CUTS).

Chacholiades, Miltiades (1990), International Economics. New York: McGraw-Hill Publishing company

CPD (2005), Bangladesh in the Global Trade Regime. Dhaka: Pathak Shamabesh.

CPD (2005), WTO and Bangladesh. Dhaka: Center for Policy Dialogue.

CPD (2006), Regional Cooperation in South Asia: A Review of Bangladesh's

Development 2004. Dhaka: CPD and UPL.

Chacholiades, M., (1990), International Economics, McGraw-Hill Book Co, Singapore.

CPD (2006), The Hong Kong Ministerial Declaration: An assessment from the LDC perspective, Report 83.

CPD (2006), WTO Hong Kong Ministerial Meeting and Bangladesh Trade Policy

CPD (2006), Cancun WTO Ministerial: An ex-post assessment, Report 76.

Crawford, J., and Laird, S. (2000), "Regional Trade Agreements and the WTO", CREDIT Research Paper, 00/3, University of Nottingham.

DDS (2004), WTO and Cancun Meeting: Future of Bangladesh's Development. Dhaka: DDS.

Eusuf M.A and Rahman, Atiur (2006), Cost of Non cooperation in South Asia. Jaipur: CUTS International.

Eusuf and Toufique (2006), Trade, Development and Poverty Linkage: A Case Study of Cellular Phone in Bangladesh, Unnayan Shamannay & CUTS

Eusuf et al. (2006), Trade Liberalization and Poverty: The Bangladesh Experience. SDPI, Pakistan

Feder, G. (1983), "On Exports and Economic Growth", Journal of Development Economics, 12: 59-73.

Frankel, J.A. and Romer, D. (1999), "Does Trade Cause Growth", American Economic Review, 89(3): 379-99.

Feenstra, Robert (2003), Advanced International Trade: Theory and Evidence. Princeton, NJ: Princeton University Press.

Hertel and Winters (2006), Poverty and the WTO, MacMillan and World Bank.

Krueger, A. (1999), "Are Preferential Trading Arrangements Trade Liberalizing or Protectionists?", Journal of Economic Perspectives, 13(4): 105-24.

Krugman, Paul. R and Maurice Obstfeld (2001), International Economics: Theory and Practice. Fifth Edition. New York: Addison-Wesley-Longman

Mujeri (2002), 'Globalization and Poverty Links In Bangladesh: Some Broad Observations', in Rehman Sobhan (ed.), Bangladesh Facing The Challenges of Globalization: A Review of Bangladesh's Development 2001. Dhaka: Centre for Policy Dialogue and the University Press Limited, 143-176.

Mujeri and Khondker (2002), Poverty Implications of Trade Liberalization in Bangladesh: A General Equilibrium Approach. Dhaka: Bangladesh Institute of Development Studies.

Razzaque, M.A. (2004), Trade reforms and export response: Post MFA policy

implications for Bangladesh, Ministry of Commerce.
Razzaque, M.A. (2005), Bangladesh Export Propensity in Global Context: a Comparative Analysis. Social Science Review, 22(1).

Razzaque (2005), Sustaining RMG Export Growth after MFA Phase-out: An Analysis of Relevant Issues, UNDP and Ministry of Commerce.

Razzaque, M.A and Eusuf, M.A (2006), Trade, Development and Poverty Linkage: A Case Study of Ready Made Garment Industry in Bangladesh, Unnayan Shamannay & CUTS

Razzaque, M.A and Raihan, S (2006), Multilateral and regional trade negotiations: Implications for the Bangladesh Economy, Unnayan Shamannay and UNDP Colombo.

Razzaque, M.A. et al. (2003), "Trade Liberalization and Economic Growth: Empirical Evidence on Bangladesh", Paper Presented at the BIDS-World Bank Workshop on Trade Policies in South Asia, 6-7 October.

Razzaque, M.A. et al. (2003), "Export-Growth Nexus and Trade Liberalisation" Chapter 3 in Trade Liberalisation and Economic Growth: Empirical Evidence on Bangladesh, BIDS, mimeo

Razzaque, Raihan and Eusuf (2006), Trade and industrial policy environment in Bangladesh, Unnayan Shamannay and UNDP Colombo.

Rodriguez, F., and Rodrik, D. "Trade Policy and Economic Growth: A Skeptic's Guide to Cross National Evidence", NBER Macroeconomics Annual 2000.

Roy (1991), "Determinants of Export Performance Of Bangladesh", The Bangladesh Development Studies, Vol. 19 NO. 04.

Sager, M. (1997), "Regional Trade Agreements: Their Role and the Economic Impact on Trade Flows", The World Economy, vol. 20., pp. 239-252.

Salim (2003), 'Economic Liberalization and Productivity Growth: Further Evidence from Bangladesh' in Oxford Development Studies, Vol. 31(1): 85-98

Salvatore, Dominick (1998). International Economics. Sixth Edition. Prentice Hall.

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DS 208: Poverty: Concept, Measurement and Policy

Course No.: DS 208

Course Title: Poverty: Concept, Measurement and Policy

Course Type: Compulsory

Level/Term: Fourth Semester

Credit Value: 4

Total Marks: 100

Course Description

This course fundamentally discusses various concepts, and measurement techniques of poverty and inequality. It also shades on the policy instruments to combat poverty and inequality.

Learning Objective

Provide students with a comprehensive training in the conceptualization, identification and measurement of poverty and inequality.

Develop skill and capability to use the tools and techniques of the poverty measurement of poverty and inequality in designing and assessing the impact of various strategic and specific policy interventions on alleviation of poverty and reduction of inequality.

Students will have clear idea on the policies, strategies and interventions adopted by the public and private sectors to reduce poverty in Bangladesh.

Learning Outcome

On successfully completing the module students will be able to:

Understand the recent state of poverty and inequality particularly in the context of Bangladesh

Relate the causes of various types of poverty

Design poverty alleviation programs and assessment strategies of those strategies

Identify the sources of inequality and learn how to address inequality

Course Content

Week – 1 - 3: Understanding Poverty

These module discusses the Meaning of Poverty, Vicious Circle of Poverty, Causes of Poverty, Income Vs Multidimensional Concept of Poverty, Absolute and Relative Poverty, Subjective and Objective Approach of Poverty, Structural Poverty, Culture and Poverty, Gender and Poverty, Chronic Poverty, and Social Exclusion.

Week –4-5: Measuring Poverty

These modules operationalize the Definition of the Poor, Construction of Poverty Lines, Measurement of Absolute Poverty: Head Count Index, Income Gap Index, Sen Index, Foster-Greek-Thorbecke (FGT), and Measurement of Relative Poverty

Week – 6-7: Composite Indicators

These modules describes various composite indicators, for example, Human Development Index (HDI), Multidimensional Poverty Index (MPI)

Week – 8-9: Poverty dynamics, Poverty dynamics using Life History Approach

Week – 10-12: Poverty Alleviation Strategies

Policies and programs, issues of targeting: Social safety nets programs, National Budget Analysis with focusing on expenditures on poverty reduction, Micro Credit against poverty, Action Plan Development of poverty alleviation related project, Addressing Urban Poverty

Week – 13: Measuring Inequality

Income Inequality, Gini-Coefficient, Lorenz Curve

Week – 14-16: Hands on Exercise and Poverty Data Sources (Bangladesh):

Poverty estimation based on Household Income-Expenditure Surveys by BBS, Various surveys by other organizations.

Suggested Reading

BIDS (1990), Special Issue on Poverty in Bangladesh volume XVIII, No. 3, Bangladesh Development Studies. Bockerhoff, M. And E. Brennam (1998), 'The Poverty of Cities in Developing Regions', *Population And Development Review*, 24(1): 75-114. Carvalho, S. And H. White (1997), *Combining The Quantitative and Qualitative Approaches to Poverty Measurement and Analysis*. World Bank Technical Paper No. 366. Washington D.C.: The World Bank. Goetz, A.M. & R.S. Gupta (1996), 'Who Takes the Credit? Gender, Power, and Control over Loan Use in Rural Credit Programs in Bangladesh', *World Development* 24(1) Pp. 45-63

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Ravallion, M. and Sen, B. (1996), 'When Method Matters: Monitoring Poverty in Bangladesh', *Economic Development and Cultural Change*, 44: 761-92.

Ray, Debraj (1998), *Development Economics*. Princeton, NJ: Princeton University Press.

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Written, Ellen (1995), 'Conceptualizing Urban Poverty', *Environment and Urbanization* 7(1): 11-36.

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Bangladesh Bank (2022) Weekly Economic Indicators, Various issues published in 2022

Foster, J.E., Greer, J. and Thorbecke, E. (1984) A Class of Decomposable Poverty Indices. *Econometrica*, 52, pp. 761 – 6.

Foster, J. E. (2009) A Class of Chronic Poverty Measures. In: Addison, T. et al. (eds.). *Poverty Dynamics: Interdisciplinary Perspectives*. Oxford: Oxford University Press, pp. 59 – 76.

Haughton, J. and Khandker, S.R. (2009) *Handbook on Poverty + Inequality*. Washington DC: The World Bank.

Hossain, M. and Bayes, A. (2009) *Rural Economy and Livelihoods: Insights from Bangladesh*. Dhaka: AH Development Publishing House.

Hossain, M. and Nargis, N. (2010) Dynamics of Poverty in Rural Bangladesh, 1988-2007: An Analysis of Household Level Panel Data. In: Banerjee, L. et al. *Development, Equity and Poverty: Essays in Honour of Azizur Rahman Khan*. Delhi: Macmillan Publishers India Ltd. pp. 213 – 32.

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Hulme, D., Moore, K. and Shepherd, A. (2001) Chronic Poverty: Meanings and Analytical Frameworks. *CPRC Working Paper*, No. 2. Manchester: University of Manchester

Hulme, D., and McKay, A. (2005) Identifying and Measuring Chronic Poverty: Beyond Monetary Measures. In the Conference of International Poverty Centre of the United Nations Development Programme (UNDP), Brazil, in August 29th – 30th 2005.

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- Pryer, J. A. (2003) *Poverty and Vulnerability in Dhaka Slums: The Urban Livelihood Study*. UK: Ashgate Publishing Limited
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- World Bank (2000), *World Development Report 2000/2001 – Attacking Poverty*. Washington DC: The World Bank
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World Bank (2013) Bangladesh Poverty Assessment : Assessing a Decade of Progress in Reducing Poverty, 2000 – 2010. Bangladesh Development Series, Paper No. 31

World Bank (2018), Bangladesh: Reducing Poverty and Sharing Prosperity

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World Bank (2019) Bangladesh Poverty Assessment, The World Bank

World Bank (2022) *World Development Indicators*, Washington DC: The World Bank

DS 209: Environment and Sustainable Development

Course No.: DS 209

Course Title: Environment and Sustainable Development

Course Type: Compulsory

Level/Term: Fourth Semester

Credit Value: 4

Total Marks: 100

Course Description

theories and practices of ‘sustainable development’ as a reconciliation of the ‘environment’ and ‘development’ resources for our society. Although significance of sustainable development has been well-established and it has been considered as one of the top development priorities today, the concept remains elusive as well as poses formidable challenges to achieve. Keeping this in mind, this course is designed to introduce students to the key concepts, issues, debates, theoretical and methodological tools and strategies of achieving sustainable development. Although the nexus between development and its sustainability is highly relevant, both conceptually and practically, in this course we do not take these concepts for granted; rather, we problematize them to uncover the contestations, contradictions and challenges associated with the discourse of sustainable development. We begin with the basic concept of development and then move on to We will study sustainable development through various interventions in terms of issues, approaches, programs and policies that will reveal many socio-cultural, political and conflicting nature of it.

Learning Objective

One significant aspect of studying sustainable development is to appreciate the link between theoretical issues and practical examples and experiences. Thus, sharing our experiences of development and its practices would make the lectures more interactive, engaged and rewarding.

Learning Outcome

Students who successfully complete this course will be able to:

Explain the basic concepts of sustainable development with its complexity and ambiguity

Describe how the concept of sustainable development has evolved historically in the global and Bangladeshi context

Explain the actors involved in promoting sustainable development and the challenges of achieving this.

Illustrate how sustainable development is measured and the significance of monitoring and evaluation system.

Evaluate the multifaceted nature of sustainable development and its impact on overall development process.

Critically analyze the nexus between sustainability and development and the linkages between local, national, regional and global policies, institutions and movements.

Apply the knowledge of sustainable development in the analysis of various development issues such as environment, health, gender, and livelihoods.

Course Content

Lecture 1: A Conceptual Review of 'Environment' and 'Development', Key Interpretations of the Concept of Development, Key Interpretations of the Concept of Environment, The Study of Environment: Key Schools of Thoughts; Significance and History.

Lecture 2: 'Sustainable Development' as a Reconciliation of Environment and Development Resources for the Society, Towards an Understanding of Environment and Development from a Global Perspective.

Lecture 3: Changing Perceptions of the Concept of Development, Changing Perceptions of the Concept of Environment, Sustainable Development: A Reconciliation of Environment and Development Resources for the Society.

Week 4: Class Test

Lecture 5: The Challenges of Sustainable Development, Learning From (and Avoiding Mistakes of) Past Development, Inequalities in Access to Resources, The Geographical Retreat of Poverty, The Human Cost of Contemporary Development, Over Stretched Environmental Capacity (The Environment Cannot Cope); Global Challenges for The Future: Questions of Responsibility and Response, The Power and Capacity to Respond, Question of Sovereignty.

Lecture 6: An Overview of the Sustainable Development Goals (SDGs): A focus on the current status and challenges from a global as well as country (Bangladesh) perspectives.

Lecture 7: An Emphasis on the 'People' Dimension of Environmental Management. Understanding the Environmental Issues, Gender and Environment, Co-existing with Nature in a Developing World, Community Participation in Environmental Management.

Lecture 8: A Sectoral Overview of Environment in Bangladesh, Land and Agriculture, Forestry (Including Biodiversity), Water, Health, Industry, Energy, Fisheries and Other Sectors and Issues.

Week 9: Midterm Examination

Lecture 9: The Bangladesh Environment and Sustainable Development, A Summary of the Policy and Management Regimes: Selected Key Environment Policies and Management Regimes in Bangladesh', Critique and Conclusion.

Week 10: Fieldwork (Subject to the availability of funding)

Lecture 11: Sustainable development: Actors and actions, International organizations, The state, NGOs, Civil society, grassroots organizations, the peoples participation.

Lecture 12: Measuring Sustainability How to measure sustainability, Indicators of sustainable development, Economic indicators, Environmental indicators, Social indicators.

Week 13: Group work/Presentation on relating fieldwork experience with the course

Lecture 14: Rural-urban livelihoods and sustainability. Understanding rural and urban livelihoods, Local-global dichotomies, Challenges of rural sustainability, Opportunities to be utilized.

Lecture 15: Participation in sustainable development, Understanding participation, Why is participation required? Nature and use of participation, Issues and requirements to ensure effective participation, Methodologies for participation in sustainable development strategies.

Lecture 16: Review of the course, sustainable development concepts, theories, practices, challenges, and way forward

Suggested Reading

Agrawal A. and Gibson C.C (1990), 'Enchantment and Disenchantment: The Role of Community in Natural Resource Conservation', *World Development*, 27(4):629-649.

Byron N. and Arnold M (1999), 'What Futures for the People of Tropical Forests?' *World Development*, 27(5):789-805.

Chowdhury A.M. and Alam F. (eds.) (2002), *Bangladesh on the Threshold of the Twenty-First Century*. Dhaka: Asiatic Society of Bangladesh.

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SEHD. (eds.)(2002), *Bangladesh Environment: Facing the 21st Century*. Dhaka: Society for Environment and Human Development.

Songorwa A.N. (1999), 'Community Based Wildlife Management in Tanzania: Are the Communities Interested?' *World Development*, 27(12):2061-2079.

Strange, T and Bayley, A. (2008). *Sustainable Development: Linking Economy, Society and Environment*. OECD.

Suobbotina, T.P. (2004). *Beyond Economic Growth: An Introduction to Sustainable Development*. New York: World Bank

Taylor B.K. (1973), 'Popular Participation in Development', *Community Development Journal*, 8(2):77-92.

Ullah M (1999), *Environmental Politics in Bangladesh*. Dhaka: CFSD.

United Nations (2000), *The Common Country Assessment: Bangladesh*. Dhaka: University Press Limited.

Velasquez J., Yashiro M., Yoshimura S., and Ono I. (eds.) (2005), *Innovative Communities: People-centred Approaches to Environmental Management in the Asia Pacific Region*. Tokyo and New York: UN University Press.

World Bank (1996), *Bangladesh: Pursuing Common Goals: Strengthening Relations between Government and Development NGOs*. Dhaka: University Press Limited.

World Bank and BCAS (1998), *Bangladesh 2020: A Long term Perspective Study*. Dhaka: The World Bank and Bangladesh Centre for Advanced Study.

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DS 301: Basic Econometrics

Course No.: DS 301

Course Title: Basic Econometrics

Course Type: Compulsory

Level/Term: Fifth Semester

Credit Value: 4

Total Marks: 100

Course Description

This course is designed to provide an introduction to the workings of quantitative research tools as many students enter this course with limited experience in the field of social sciences. The main goal of this course is to apply the concepts and methods of quantitative social science researches on development policy issues. This course is, thereby intended to provide a foundation from which the student may use the knowledge and practices gained in this course throughout the rest of their academic and professional field.

Learning Objective

The objectives of this course are

An understanding of the principles and methods of statistical tools and techniques of *research design* appropriate to a variety of contemporary development issues

A good understanding of the role of *research questions* and *hypotheses* and the ability to test them by applying *statistical techniques* to data

The skills to create, acquire, and manage research data sets using a statistical software system (SPSS/STATA) and to do the most common methods of *univariate and multivariate* statistical analysis of research data

The ability to read and understand scholarly journal articles that utilize quantitative research methods and to accurately assess their contributions, strengths, and weaknesses

The ability to communicate quantitative research findings in a written form that meets the standards of academic research writing

Learning Outcome

After completion of this course, students would be able to

perform hypothesis tests using normal and t-distributions, f-distribution

explore the relationships between variables using correlation and cross-sectional regression

interpret quantitative data using both Simple and multiple regression analysis

conduct research on topics within their field of study

Course Content

Week 1: Review of statistical concepts and measures of central tendency, measures of dispersion, correlation analysis

Reference: *chapter 1 and 2 (Anderson, D. R., Sweeney, D. J., & Williams, T. A. (1987). Statistics for business and economics. St. Paul, MN: West Pub. Co. 11TH edition, 2013*

Week 2: Introduction to Probability: Random variables, discrete probability distribution, Expected value and variance, Binomial Probability distribution, Continuous probability distribution

Reference: Chapter 4, 5 and 6 (Anderson, D. R., Sweeney, D. J., & Williams, T. A. (1987). *Statistics for business and economics. St. Paul, MN: West Pub. Co. 11TH edition, 2013*)

Week 3: Two Variable Linear Regression Model (CLRM): Population Regression Function, Significance of Stochastic Error Term, Sample Regression Function, the Role of Statistical Packages for Econometric Study.

Reference : Chapter 2, https://www.cbpbu.ac.in/userfiles/file/2020/STUDY_MAT/ECO/1.pdf

Week 4: Estimation of Two Variable Regression Model: The Method of Ordinary Least Square (OLS), Properties of Least Square estimation, Goodness of Fit, Confidence Interval for Regression, Prediction

Reference : Chapter 3 and 4, https://www.cbpbu.ac.in/userfiles/file/2020/STUDY_MAT/ECO/1.pdf

Week 5: Sampling Distributions of the OLS Estimators, Testing Hypotheses about a Single Population Parameter: The t Test, Testing against One-Sided Alternatives, Two-Sided Alternatives, Computing p-Values for t Tests, Confidence Intervals, Testing Hypotheses about a Single Linear Combination of the Parameters, Testing Multiple Linear Restrictions: the F test, Testing Exclusion Restrictions, Relationship between F and t Statistics, Computing p-Values for F Tests, Testing General Linear Restrictions, Reporting Regression Results.

Reference : Chapter 5 and 6, https://www.cbpbu.ac.in/userfiles/file/2020/STUDY_MAT/ECO/1.pdf

Week 5-6. The Model with k Independent Variables, Obtaining the OLS Estimates, Interpreting the OLS Regression Equation, OLS Fitted Values and Residuals, Comparison of Simple and Multiple Regression Estimates, Goodness-of-Fit, Regression through the Origin, Including Irrelevant Variables in a Regression Model, Omitted Variable Bias, Components of the OLS Variances: Multicollinearity, Standard Errors of the OLS Estimators.

Week 7-10

The Matrix Approach to Linear Regression Model.

Reference : Chapter 7 and 8,
https://www.cbpbu.ac.in/userfiles/file/2020/STUDY_MAT/ECO/1.pdf

Week 11

Regression Analysis with Qualitative Information: Describing Qualitative Information, A Single Dummy Independent Variable, Interpreting Coefficients on Dummy, Explanatory Variables When the Dependent Variable Is log, Using Dummy Variables for Multiple Categories, Incorporating Ordinal Information by Using Dummy Variables, Interactions Involving Dummy Variables, Interactions among Dummy Variables, Allowing for Different Slopes, Testing for Differences in Regression Functions across Groups, A Binary Dependent Variable: The Linear Probability Model, More on Policy Analysis and Program Evaluation, Gujarati, D. N., (2003), Basic Econometrics. New York: McGraw Hill.

Week 12

Heteroscedasticity (H): Generalized Least Square (GLS), Nature of H, Consequences of Using OLS in the Presence of H, Detection of H, Remedial Measures. Gujarati, D. N., (2003), Basic Econometrics. New York: McGraw Hill.

Week 13

Autocorrelation: Consequences, Detection and Remedial Measures.

Gujarati, D. N., (2003), Basic Econometrics. New York: McGraw Hill.

Week 14

Limited Dependent Variable Models: Logit and Probit Models for Binary Response, Specifying Logit and Probit Models, Maximum Likelihood Estimation of Logit and Probit Models, Testing Multiple Hypotheses, Interpreting the Logit and Probit Estimates.

Gujarati, D. N., (2003), Basic Econometrics. New York: McGraw Hill.

Week 15

Instrumental Variables Estimation and Two Stage Least Squares:

Motivation: Omitted Variables in a Simple Regression Model, Statistical Inference with the IV Estimator, Properties of IV with a Poor Instrumental Variable, Computing R-Squared after IV Estimation, IV Estimation of the Multiple Regression Model, Two Stage Least Squares, A Single Endogenous Explanatory Variable, Multicollinearity and 2SLS, Multiple Endogenous Explanatory Variables, Testing Multiple Hypotheses after 2SLS Estimation, IV Solutions to Errors-in-Variables Problems, Testing for Endogeneity and Testing Overidentifying Restrictions, Testing for Endogeneity, Testing Overidentification Restrictions
 Week 16. Hands on Exercise using Software, STATA

Gujarati, D. N., (2003), Basic Econometrics. New York: McGraw Hill.

Suggested Reading

Cameron, C.A. and Trivedi, P.K. (2009) Microeconometrics Using STATA. STATA Press.

Cameron, C.A. and Trivedi, P.K. (2005), Microeconometrics: methods and applications. Cambridge: Cambridge University Press.

Greene, W.H.(2008), Econometric Analysis. 6th Ed. Prentice-Hall.

Gujarati, D. N., (2003), Basic Econometrics. New York: McGraw Hill.

Johnston J. and DiNardo, J. (1997), Econometric Methods. 4th Ed. New York: McGraw-Hill .

Kamenta.J (1971), *Elements of Econometrics*. New York: Macmillan Publishing Co. Inc.

Wooldridge J. M. (2002), Econometric Analysis of Cross Section and Panel Data. The MIT Press, 2002.

Wooldridge J. M.(2012), Introductory Econometrics: A Modern Approach. South-Western College Publishing.

DS 302: Gender and Development

Course No.: DS 302

Course Title: Gender and Development

Course Type: Compulsory

Level/Term: Fifth Semester

Credit Value: 4

Total Marks: 100

Course Description

This is a postgraduate level course that traces gender discourses in development through particular localities and theories (such as colonial and post-colonial histories) and at the same time places them in the context of contemporary cultural, social and political theory and practice. Equal attention is devoted to discourses on masculinity and femininity, and their relevance for development thinking and practice. A selection of mainstream and feminist gender discourses relevant for development is analyzed through their intersections with sexuality, class, race, ethnicity and religion. Discourses on the (male/ female) body and reproduction will also be taken into consideration.

Learning Objective

After completion of this course students are expected to be able to

Acquire the knowledge of the world of 'Gender-Development'. In this context, students will be acquainted with the key concepts, debates, approaches, issues and strategies relating to the analyses and dynamics of gender and development and linkages between the two.

Focus on bridging theoretical discourses with practical examples and learning.

Develop a broad-based understating of the key contexts, issues and challenges surrounding gender and development both globally and nationally.

Learning Outcome

Having completed the course, it is expected that the students will be

Ability to *identify* and *explain* the key relevant *concepts* and *connotations*

Ability to *identify* various issues and challenges concerning the subject, and *identify and explore* at least one *corresponding practical solution/remedial measure* associated with a given context of resource use or development practice

Ability to *explain and manifest* a broad-based understating of the key contexts and elements surrounding gender and development.

Course Content

Week 1-2: Key concepts: Discourse, Knowledge, Practice, Institutions, Power and Authority, Agency, Subjectivity, Patriarchy, Masculinity, Femininity, Gender trouble, Feminist Essentialism, Social constructivism, Equity, Equality, Sex and Gender, The Social Construction of Gender and Why Gender Matters in Development?

Reading Materials

Cleaver, F. (ed) (2002), *Masculinities Matter: Men, Gender and Development*, London: Zed Books.

Cornwell, A. (1997) 'Men, Masculinities and 'Gender' in development, *Gender and Development*, 5(2): 8-13.

Gupta et al (2002). Why is son preference persistent in east and south east Asia, Policy research working paper 2942

Harding, S. (1986). 'From the Women Question in Science to the Science Question in Feminism' in *The Science Question in Feminism*, Open University Press, Milton Keynes, pp.15-29.

Henrietta L. Moore. (1988). *Feminism and Anthropology*. University of Minnesota Press.

Sylvia Walby. (1990). Theorizing Patriarchy. *Sociology*, Volume:23. No.2. pp-213-234. Sage.

Week 3: Human Development, GDI and Ethics

Reading Materials

Goulet, D. (2006). *Development Ethics at Work*. Routledge

Nussbaum, M.C. (1999). *Sex and Social Justice*. New York: Oxford University Press.

Nussbaum, M.C. (2011). *Creating Capabilities: The Human Development Approach*. Harvard University Press.

Sen, A. (1999). *Development as Freedom*, New York: Oxford University Press

Week 4: Gender Development, Empowerment and Public Policy

Policy Framework on Gender and Development in Bangladesh

Constitution of Bangladesh and gender sensitivity
 International Commitment
 Government's Commitment to Women's Development
 in Its Long-Term Plans
 Institutional Framework for the Advancement of
 Women
 Women in the Legislature
 Women in the Legislature
 Local Government Structure and Female Participation
 Bureaucratic Structure & Gender Politics in
 Bureaucracy
 Control of Executive Branch & Participation in Public
 Policy Making and Women Civil Servants
 Human Rights
 Religious Fundamentalism (Fotwa)
 Land Rights System for Women in Bangladesh
 Media Objectification of Body and Gender
 Gender bias Government Budget
 Gender Reforms in Development
 Women in Development (WID)
 Women and Development (WAD)
 Gender and Development (GAD)
 Gender and Global Governance (GGG)

Reading Materials

Ahmed, K. U. (2005). Women and Politics in Bangladesh. *Journal of the Asiatic Society of Bangladesh (Hum.)*, 50, pp. 519-540.
 Haque. M. R and Sultana, F. (2012). Situational Analysis of Gender and Governance in Bangladesh, *Society and Change*, Vol VI, No 1, 2012, pp. 50-75[Co-author]
 NANCY FRASER Social Justice in the Age of Identity Politics: Redistribution, Recognition, and Participation, THE TANNER LECTURES ON HUMAN VALUES, Delivered at Stanford University, April 30–May 2, 1996.
 Sylvia Chant and Matthew C. Gutmann (2005). "Men-streaming" Gender? Questions for Gender and Development Policy in the Twenty-first Century in Marc Edelman and Angelique Haugerud (edited) *The Anthropology of Development and Globalization*. Blackwell Publishing.

Week 5: Politics on Reproductive Health

Reading Materials

National Health Policy
 Governance in health sector: TIB
 Koushik and Haque. (2013). Towards Digital Bangladesh: Health Sector as Bridging the Wired and Unwired, *European Journal of Business and Social Sciences*, Vol. 2, No. 1, pp. 148-157.

Week 6: Engendering Education

Reading Materials

National Education Policy
 Literacy Assessment Survey

Week 7: Feminization of Poverty, Vulnerability, Bargaining Power, Fall Back Position, Financial Crisis and social protection, Feminization of Poverty and Microcredit, feminization of migration and trafficking.

Reading Materials

Hoque and Haque. (2013). River Erosion: Vulnerability & Its Social Consequences on the Life of Women-A Study at Chondonbaisha & Kutubpur in Sariakandi, Bogra, Vol. 5, No. 4, 99-119, *Review of European Studies*.
 Jahan, Rashid and Wahab. (2015). The role of fatalism in resilience to food price volatility in Bangladesh, 46(6), *IDS Bulletin*.
 Moser, C. (1998). The assets vulnerability framework: reassessing urban poverty reduction strategies. 26(1), pp 1-19, *the world development*.
 N. Kabeer. (2012). Women's economic empowerment and inclusive economic growth: labour market and enterprise development SIG working paper 2012/1.

Week 8: Mid Term Examination

Week 9: Challenges of Feminists and Women's Movement, Purdha, Islam and NGOs

Reading Materials

Khan, Ahmed and Quddus (2009). *Recreating the commons: NGOs in Bangladesh*, UPL

Siddiquee, N A. and Faruqi, G. Holding the giants to account: constraints on NGO accountability in Bangladesh. *The journal of political science*, 17(3), 2009, 243-264

Lewis, D (2001). *The management of Non Government Development Organization*. Routledge

Selehin, M. M. (2016). *Islamic NGOs in Bangladesh*. Routledge.

Week 10: Gender Relation: Gender Based Violence and Culture

Reading Material

Nussbaum, C.M. (2005). *Women's bodies: Violence, Security and Capabilities*. Routledge, 6(2)2005, pp 167-183.

WB (2014) *Violence against women and girls: lessons from South Asia*.

Week 9: Gender, Environment and Development: The Nexus

Understanding the linkages and nexus between Gender and Environment

A focus on the implications of Climate Change
Sex, gender and gender relations in disaster

Reading Materials

Bina Agarwal. (2010), *Gender and Green Governance*. Oxford.

Elliott J.A. (1994). *An Introduction to Sustainable Development*, Routledge, London and New York.

Elaine Enarson P. G. Dhar Chakrabarti (edited). (2009). *Women, Gender and Disaster. Global Issues and Initiatives*. Sage Publications.

Week 11: Globalization, Capitalism and Nature of Care Services

Reading Materials

Kurian, R. (2006) *The Globalization of Domestic Care Services*. ZED Press. *Engendering Human Security: Feminist Perspectives*. New Delhi, Women Unlimited/Kali for Women and London, Zed Press, pp.147-168.

Week 12: Social Capital, Microfinance and the politics of development

Reading Material

Kabeer Naila(2000) *Conflicts Over Credit: Re-Evaluating the Empowerment Potential of Loans to Women in Rural Bangladesh*.

Katherine Rankin (2002) *Social Capital, Microfinance and the politics of development*. Routledge.

Week13: Further Explorations: Selected Dimensions of Gender Studies

Reading Material

The Asian Crisis, Gender and the International Financial Architecture

Gender, Power and Contestation

Gender, Health, Reproductive health

Women's capabilities and the right to education in Bangladesh

Women in Politics

Pattern of Feminist Thought

Feminist Research Methodologies

Reading Materials

Beneria, L (2003). *Global/local connections: employment patterns, gender and informalization*. Routledge.

Bina Agarwal. (2000). *Bargaining and Gender relations: Within and Beyond the Household*.

Budlender, Elson (2002). *Integrating gender into government budgets within a context of economic reform*.

Budlender, Elson (2004). *Engendering government budgets in the context of globalization*.

David Mosse (1994) *Authority, Gender and Knowledge: Theoretical Reflections on the Practice of Participatory Rural Appraisal*. Blackwell Publishers.

Md. Lutfay Tariq Rahman and Nayeem Sultana . (2020). *Women Readymade Garment Workers and Their Sustainable Empowerment: Reality or Illusion? An Empirical Study in Dhaka, Bangladesh*, *Journal of Indian Anthropological Society*, vol.55, no.3, pp.161-188.

Week 14-15: Individual/ Group Presentation

Week 16: Overall discussion on the course

Suggested Reading

Ahmed, K. U. (2005). Women and Politics in Bangladesh. *Journal of the Asiatic Society of Bangladesh (Hum.)*, 50, pp. 519-540.

Kabeer, N. (1991). The Quest for National Identity: Women, Islam and the State in Bangladesh. In D. Kandiyoti (Ed.), *Women, Islam and the State* (pp. 115-143). Philadelphia, PA: Temple University Press.

_____. (1988). Subordination and Struggle: Women in Bangladesh. [Electronic Version]. *New Left Review*, 168, 95-121.
<http://newleftreview.net/?getpdf=NLR16405>. (Last viewed on 21 May 2007).

Ramazanoglu, C., & Holland, J. (2002). *Feminist Methodology: Challenges and Choices*. London: SAGE.

Reinharz, S (1992). *Feminist Methods in Social Research*. Oxford University Press.

Rosemarie Tong. (2013). *Feminist Thought: A Comprehensive Introduction*. West view Press.

DS 303: Public Finance

Course No.: DS 303

Course Title: Public Finance

Course Type: Compulsory

Level/Term: Fifth Semester

Credit Value: 4

Total Marks: 100

Course Description

The course is about the economic analysis of public policy issues. The focus of the course is on the development of analytical tools and their application to key policy issues relating to the spending, taxing and financing activities of government. This course will acquaint students with critical topics such as fiscal instruments and its effects on output, employment and inflation, tax structure and tax incidence, budget process, its preparation, legislation and execution and public debt and its limitations.

Learning Objective

The objective of this course is to:

Provide students the basic information so that they can understand the role of government in the economic and social aspects of the society.

Recognize and apply the special features of externalities & public goods and their implications on the efficiencies of markets and government activities.

Demonstrate the effects of public expenditure on household and business sectors.

Learning Outcome

Having completed the course, it is expected that the students will be able to-

Analyze the functioning of modern public finance

Identify the types of public needs and the mechanisms of their financing

Argue the theoretical basis of public expenditures and to analyze their types and economic effects

Classify public revenues and integrate them into the fiscal and tax system

Classify public revenues and expenditures through the budget and to analyze the instruments and objectives of budgetary policy

Course Content

Week 1: **Introduction:** Definition of Public Finance, Emergence of Public Finance as a Separate Branch, Scope and Limitations of Public Finance.

Rosen, H. S. (2004), *Public Finance*. 7th Edition
Boston: Irwin McGraw-Hill.

Stiglitz, J.E(2002), *Economics of Public Sector*. 3rd
Edition. New York: Norton

Week 2: **The Government:** Economic Functions of the Government-Allocative Functions, Distributive Functions, Public Choice and Macroeconomic Stability, Tools of the Government to achieve its Objectives (Taxation, Subsidies, Expenditure, Regulations, Borrowing) - Conflicts between Various Functions of Government.

Rosen, H. S. (2004), *Public Finance*. 7th Edition
Boston: Irwin McGraw-Hill.

Stiglitz, J.E(2002), *Economics of Public Sector*. 3rd
Edition. New York: Norton.

Week 3: **Economic Rationale of the Government's Intervention:** Market Failure and Rationale for Government Intervention, Other Rationales – Income Distribution and Merit Goods.

Rosen, H. S. (2004), *Public Finance*. 7th Edition
Boston: Irwin McGraw-Hill.

Stiglitz, J.E(2002), *Economics of Public Sector*. 3rd
Edition. New York: Norton.

Week 4-5: **Theory of Public Goods:** Definition, Characteristics and Classification of Public Goods, Public Goods and Merit goods, the Nature of Market Failure in the Presence of Public Goods, Public Goods and Government Intervention, Demand for Public Goods, the Free Rider Phenomenon, Pareto Efficient Conditions in the Presence of Public Goods, Efficiency Conditions for Private and Public Goods, Private Provision of Public Goods.

Rosen, H. S. (2004), *Public Finance*. 7th Edition
Boston: Irwin McGraw-Hill.

Stiglitz, J.E(2002), *Economics of Public Sector*. 3rd
Edition. New York: Norton.

Week 6-7: **Welfare Economics:** What is Welfare Economics, Elaboration of Pareto Efficiency, The First Fundamental Theorem of Welfare Economics, Fairness and the Second Fundamental Theorem of welfare Economics.

Rosen, H. S. (2004), *Public Finance*. 7th Edition
Boston: Irwin McGraw-Hill.

Stiglitz, J.E(2002), *Economics of Public Sector*. 3rd
Edition. New York: Norton.

Week 8: **Theory of Externalities:** Definition and Classification of Externalities, Market Failure and Government Intervention - The Coase Theorem, Tragedy of the Commons.

Rosen, H. S. (2004), *Public Finance*. 7th Edition
Boston: Irwin McGraw-Hill.

Stiglitz, J.E(2002), *Economics of Public Sector*. 3rd
Edition. New York: Norton.

Week 9: **Basics of Taxation:** Different Sources of Revenue, Classification of Taxes: Direct and Indirect Taxes, Personal Income Tax and Corporate Income Tax, Sales and Value added Tax; Requirement of a Good tax system, Canons of Taxes, Horizontal and Vertical Utility, Taxation and Deadweight Loss, Tax Evasion and Tax Avoidance, Principles of Taxation.

Rosen, H. S. (2004), *Public Finance*. 7th Edition
Boston: Irwin McGraw-Hill.

Stiglitz, J.E(2002), *Economics of Public Sector*. 3rd
Edition. New York: Norton.

Week10: **Tax Incidence:** What is Tax incidence, discussion of tax incidence under different types of Elasticity, Economic Effects of Various Taxes, Tax Administration, Tax Structure of Developed and Developing Countries with Special Focus on Bangladesh Tax Structure.

Rosen, H. S. (2004), *Public Finance*. 7th Edition
Boston: Irwin McGraw-Hill.

Stiglitz, J.E(2002), *Economics of Public Sector*. 3rd
Edition. New York: Norton.

Week 11: **Public Expenditure:** Meaning and Nature of Public Finance, Wagner's Law of Increasing State Activities, Demand-Supply of Government Services, Comparison between Private and Public Expenditure, Theory of Public Expenditure, Kinds of Public Expenditure, Canons of Expenditure.

Rosen, H. S. (2004), *Public Finance*. 7th Edition
Boston: Irwin McGraw-Hill.

Stiglitz, J.E(2002), *Economics of Public Sector*. 3rd Edition. New York: Norton.

Week 12: Effects of Public Expenditure: Public Expenditure and Economic Stabilization, Public Expenditure and Production, Public Expenditure and Economic Growth, Public Expenditure and Distribution.

Rosen, H. S. (2004), *Public Finance*. 7th Edition Boston: Irwin McGraw-Hill.

Stiglitz, J.E(2002), *Economics of Public Sector*. 3rd Edition. New York: Norton.

Week 13: Budget: Different Concepts Related to Budget, Budget Process, Preparation, Legislation and Execution, Role of Parliament in Budget Oversight, Arguments for and against Balanced Budget, Budget Forecasting, Bangladesh Budget Analysis.

Rosen, H. S. (2004), *Public Finance*. 7th Edition Boston: Irwin McGraw-Hill.

Stiglitz, J.E(2002), *Economics of Public Sector*. 3rd Edition. New York: Norton.

Week 14: Fiscal System in Bangladesh: Structure of Tax Revenue and Non-tax Revenue, Pattern of Current Expenditure, Pattern of Development Expenditure, Expenditure on Human Resource Development and Poverty Alleviation Sector, Fiscal Constraint and Vulnerability of Development Expenditure, Fiscal Instruments and Effects on Output, Employment and Inflation, Sustainability of Fiscal Deficit, Fiscal Policies in Developing Countries with Special Focus on Bangladesh.

Rosen, H. S. (2004), *Public Finance*. 7th Edition Boston: Irwin McGraw-Hill.

Stiglitz, J.E(2002), *Economics of Public Sector*. 3rd Edition. New York: Norton.

Week 15: Public Debt: Public and Private Debt, Limits to Raising Public Debt, Public Debt and Economic Growth, Public Debt and Inflation, Public Debt and Taxation, Debt Redemption and Debt Management.

Rosen, H. S. (2004), *Public Finance*. 7th Edition Boston: Irwin McGraw-Hill.

Stiglitz, J.E(2002), *Economics of Public Sector*. 3rd Edition. New York: Norton.

Suggested Reading

Musgrave R.A and Musgrave, P.B (1989), *Public Finance in Theory and Practice*. 5th Edition. New York: McGraw-Hill.

Atkinson, A.B. and J.E. Stiglitz (1980), *Lectures in Public Economics*. New York: McGraw-Hill.

Baumol, W.A (1986), *Super Fairness; Applications & Theory*. Cambridge, Mass.; London : MIT press.

Browning E.K. and J.M. Browning (1994), *Public Finance and the Price System*. 4th Edition. Upper Saddle River, New Jersey: Prentice Hall.

Collis J. and P. Jones(1992), *Public Finance and Public Choice: Analytical Perspective*. New York: McGraw Hill Book Co Ltd.

Dean, Peter N. (1989), *Government Budgeting in Developing Countries*. London: Routledge.

Due, Jhon F.(1970), *Indirect Taxation in Developing Countries*. Baltimore and London: Johns Hopkins University Press.

E.Ahmed & N. Stern, (1991), *The Theory and Practice of Tax Return in Developing Countries*. C.U.P.

Goode, R. (1984), *Government Finance in Developing Countries*. Washington: Brookings Institute.

Gruber, Jonathan. (2005), *Public Finance and Public Policy*. New York NY: Worth Publishers.

Herber, Bernard P (1983), *Modern Public Finance*. 5th Edition. Illinois: Irwin.

Hossain, M.I (1988), *Sarkari Arthabaybostha* (Bangla).

Lewis, S.R (1984), *Taxation for Development*. Oxford: Oxford University Press.

Thomson, W. (2001), *A Guide for the Young Economist*. Cambridge: MIT Press.

Tresch, R. (2002), *Public Finance: A Normative Theory, Second Edition*. San Diego, CA: Academic Press.

Veseth, M (1984), *Public Finance*. Reston Va: Reston Publishing Company.

Wolf, Jr. (1988), *Markets or Government: Choosing Between Imperfect Alternatives*. Cambridge, Mass.; London: MIT Press.

Additional Resources:

World Bank: Bangladesh Public Expenditure Review (various Issues). Dhaka: World Bank.

Budgets of Bangladesh Government (various years)

Bangladesh Economic Review (various years)

DS 304: Labor and Migration

Course No.: DS 304

Course Title: Labor and Migration

Course Type: Compulsory

Level/Term: Fifth Semester

Credit Value: 4

Total Marks: 100

Course Description

This course will introduce students to the basic ideas, concepts, theories and practices on migration and labor studies and its complex relationship to development. As a matter of fact, for most part of history, migration has been a common element of life. It is diversified, has different dimensions and has progressed in an unparallel manner following the development of human civilization. Likewise, in today's world, it has become a common livelihood strategy by affecting peoples' life and livelihood choices at the local, regional, national and international levels. Given this context, this course aims to develop a holistic understanding of migration and labor market dynamics and its significance in relation to local, national, transnational and 'glocal'/global development.

Learning Objective

After completion of this course students are expected to be able to

Acquire the knowledge of the world of 'Migration-Development'. In this context, students will be acquainted with the key concepts, debates, approaches, issues and strategies relating to the analyses and dynamics of migration and development and the linkages with the labor market dynamics.

Explore the characteristics, typologies, concept, theories and history of migration.

Examine the rights dimensions of migration with a special focus on the international treaties (international laws, covenants, conventions such as UDHR, civil and ESCR, ILO and IOM obligations as well as municipal laws).

Learning Outcome

Having completed the course, it is expected that the students will be

Able to identify various issues and challenges concerning the subject, and identify and explore at least one corresponding practical solution/remedial measure associated with a given context of resource use or development practice [testing student recollection and critical thinking]

Able to develop a broad-based understating of the key contexts, issues and challenges surrounding migration and labor market and its relation to development both globally and nationally.

Able to deal with different practical issues and find solutions, such as, individual migrants' as well as origin and sending countries' nature of embedded realities, migration as a livelihood choice, emigration and immigration act and policies, migration and remittances, feminization of migration, environmental hazards and climate migration as an adaptation strategy, refugees and diasporas and many other relevant issues regarding migration, labor and development.

Course Content

Week 1/lecture 1: Conceptual Issues: The classical and recent debates on the concept of migration and labour, principles, methodologies, typologies (internal, international, circular, return migration, environmental migration, forced migration, displacement, refugee, asylum seekers etc.), feminization of migration, migration and transnational networking, long-distance nationalism and the situation of the diasporas, assimilation, integration and the formation of global diasporas, globalization and migration, globalization of domestic care services, migration and trafficking etc.

Reading Material

Akesson, Lisa. 2004. Making a Life. Meanings of Migration in Cape Verde. *Ph.D. dissertation*. Goteborg: Department of Social Anthropology, Goteborg University.

Carling, J. 2005 Gender Dimensions of International Migration. Geneva: Global Commission on International Migration.

Siddiqui, Tasneem. 2006. International Labour Migration from Bangladesh: A decent work perspective. *Working Paper no 66*. ILO.

Dannecker, Petra. 2003. The Meaning and the Rationalities underlying Labor Migration from Bangladesh to Malaysia. *Working Paper*. IKMAS, Malaysia.

Dannecker, Petra. 2005. Bangladeshi Migrant Workers in Malaysia: The Construction of "Others" in a Multi-ethnic Context. *Asian Journal of Social Science*, Volume 33, No. 2, 246-267.

Dannecker, Petra. 2005. Transnational Migration and the Transformation of Gender Relations: The Case of Bangladeshi Labour Migrants. *Current Sociology*, Volume 53, No. 4, 655- 674.

Gamburd, Michele Ruth. 2000. *The Kitchen Spoon's Handle: Transnationalism and Sri Lanka's Migrant Housemaids*. Ithaca: Cornell University Press.

Gardner, Katy. 1995. *Global Migrants, Local Lives*. Clarendon Press: Oxford.

Gardner, Katy and Zahir Ahmed. 2006. Place, Social Protection and Migration in Bangladesh: A Londoni Village in Biswanath. *Sussex Working Paper*. T 18.

Portes, Alejandro. 1995. Economic Sociology and the Sociology of Immigration: A Conceptual Overview. In *The Economic Sociology of Immigration*.

Faist, T. 2004 The Volume and Dynamics of International Migration and Transnational Social Spaces. Oxford: Oxford University Press.

Siddiqui, Tasneem. 2001. *Transcending Boundaries. Labour Migration of Women from Bangladesh*. Bangladesh: The University Press Limited.

Siddiqui, Tasneem. 2005. International Migration as a Livelihood Strategy of the Poor. In *Migration and Development. Pro-Poor Policy Choices*, edited by Tasneem Siddiqui. The University Press Limited.

Week 2/lecture 2: Theories on Migration: Neo-classical economic approach (M.Todaro,1976), segmented labour market theory (Michael J. Piore, 1979), network approach (D. S. Massey, 1987), World Systems Approach (Saskia Sassen, 1988), New economics of labor migration theory (O.Stark,1991).

Reading Material

Boyd, Monica. 1989. Family and personal networks in international migration: Recent developments and New agendas. *International Migration Review*, Volume 23, No. 3, 638-670.

Paper presented at the seminar: *Transnational Communities Programme Seminar*, School of Geography, Oxford University, 12th June 1998.

Haas, H. (2010). Migration and Development: A Theoretical Perspective. *International Migration Review*, 44(1), 227–264. doi: 10.1111/j.1747-7379.2009.00804.x

Massey, D. S. 1993 “Theories of International Migration: A Review and Appraisal.” *Population and Development Review* 19(3): 431–466.

Massey, D. S. 1998 *Worlds in Motion: Understanding International Migration at the End of the Millennium*. Oxford: Clarendon Press.

Piore, Michael J. 1979. *Birds of Passage: Migrant Labor and Industrial Society*. New York: Cambridge University Press.

Stark, O. 1991 *The Migration of labor*. Cambridge & Oxford: Blackwell.

Stark, O., and Bloom, D. E. 1985 “The New Economics of Labor Migration.” *American Economic Review* 75: 173–178.

Sassen, Saskia. 1995. Immigration and Local Labour Markets. In *The Economic Sociology of Immigration. Essays on Networks, Ethnicity and Entrepreneurship*, edited by Alejandro Portes. New York: Russell Sage Foundation.

Sassen, Saskia. 1988. *The Mobility of Labor and Capital: A Study in International Investment and Labor Flow*. Cambridge: Cambridge University Press.

Stark, Oded. 1991. *The Migration of Labour*. Cambridge: Blackwell.

Taylor, J. E. (1999). The new economics of labour migration and the role of remittances in the migration process. *International Migration*, 37(1), 63–88

Todaro, M. P. (1969). A model of labor migration and urban unemployment in less developed countries. *The American Economic Review*, 59(1), 138-148

Week 3/lecture 3: Migration History and Significance: Pattern of migration over human history including modern times, how and why is migration important today and for whom, in what way people migrate today and how it is different from the previous ways of migration.

Reading Material

Castles, Stephen and Mark J. Miller. 1993. *The Age of Migration. International Population Movements in the Modern World*. Houndmills, Basingstoke, Hampshire and London: The Macmillan Press Ltd.

Castles, Stephen. 1998. New Migrations, Ethnicity and Nationalism in Southeast and East Asia.

Gardner, Katy. 1995. *Global Migrants, Local Lives*. Clarendon Press: Oxford.

Jonathon Wayne Moses. 2006. *International Migration. Globalization's Last Frontier*. Zed Books.

Week 4/lecture 4: Politics and Policy: Immigration and Emigration policy, International conventions on the rights of migrant workers, Issues and the politics of migration and development: causes, interrelationships, and possible policy interventions, nature of embeddedness (relational, structural, institutional etc), the role of the nation state. What role can and does the nation-state play in encouraging or discouraging immigration, out-migration, and internal movement? What are some of the unintended consequences of migration policy? What policies could influence migrant assimilation, adaptation, and acculturation?

Reading Material

A Geddes, P Scholten . 2016 . The politics of migration and immigration in Europe. books.google.com.

[B Anderson. 2017. Towards a new politics of migration? Ethnic and Racial Studies. Taylor & Francis.](#)

C Boswell, A Geddes. 2011. The role of narratives in migration policy-making: A research framework. British Journal of Politics Journals. Sagepub.com

M Geiger, A Pécoud. 2014. International organisations and the politics of migration. Journal of Ethnic and Migration Studies, 2014 - Taylor & Francis.

[SS Russell. 1989. Politics and Ideology in Migration Policy Formulation: The Case of Kuwait. International Migration Review, 1989 : journals.sagepub.com](#)

Week 5/lecture 5: Rights Dimensions on Migration: Dominant framework and its impact on migration policy, migrants' human and labour rights, nature of employment opportunities and social protection, decent work perspectives and migration governance, international laws, conventions such as UDHR, civil and ESCR, ILO and IOM obligations as well as municipal laws on migrant workers' rights.

Reading Material

B Farbenblum - Asian Journal of International Law, 2017 - cambridge.org, Governance of migrant worker recruitment: a rights-based framework for Countries of origin.

D Androff. 2015. Practicing rights: Human rights-based approaches to social work practice. taylorfrancis.com.

Global governance of labour migration: From 'management' of migration to an integrated rights-based approach.

J Elias - Review of International Political Economy, 2010 - Taylor & Francis.

J Elias. 2010. Redefining a rights-based approach in the context of temporary labour migration in Asia. International Migration. Wiley Online Library.

Katja Hujo. 2019. A global social contract: New steps towards a rights-based approach to migration governance?

<https://doi.org/10.1177/1468018119849232>

Making migrant domestic work visible: The rights based approach to migration and the 'challenges of social reproduction'

Migrant precarity in Asia: 'Networks of labour activism' for rights-based Governance of migration.

N Piper, S Rosewarne, M Withers - Development and Change, 2017 - Wiley Online Library

N Piper - Regulatory Theory: foundations and applications, 2017 - library.oapen.org

PA Taran. 2013. Globalization Studies: Theories, Research. books.google.com.

Transnational migration, gender, and rights: Advocacy and activism in the Malaysian context

Week 6: Class test 1-lecture 1,2,3,4 and continuation of lecture 5

Week 7/lecture 6: Migration and Livelihood: Connection between migration and livelihood, the institutional and policy context that helps or hinders in fulfilling peoples' initiatives like migration for livelihood changes, role of migration for the upward mobility of the households, positive and negative outcomes, migration and poverty, social networks and pattern of entrepreneurship, diversification of household coping strategies.

Reading Material

A Mitra. 2010. Migration, livelihood and well-being: Evidence from Indian city slums. Urban Studies. Sage.

Bebbington, A. 1999 "Capitals and Capabilities: A Framework for Analyzing Peasant Viability, Rural Livelihoods and Poverty." World Development 27(12): 2021–2044.

De Haan, A. 2000 Migration and Livelihoods: Case Studies in Bangladesh, Ethiopia and Mali. IDS Research Report 46. Brighton. Sussex: Institute of Development Studies.

Ellis, F. 1998 "Household Strategies and Rural Livelihood Diversification." Journal of Development Studies 35(1): 1–38.

T Siddiqui. 2010. Migration as a livelihood strategy of the poor: the Bangladesh casespace.stellamariscollege.edu.in.

Week 8/lecture 7: Migration and Development: Migration, development and governance, theoretical perspectives on migration and development-developmental optimism in the 1950s and 1960s, neo-Marxist pessimism over the 1970s and 1980s, more optimistic views in the 1990s and 2000s. brain-drain versus brain-gain, pattern of remittance inflow-economic, social-cultural, ideological and social capital, migration, remittance and development, role of remittance in social and national development,

Reading Material

Agunias, D. R. 2006 Remittances and Development: Trends, Impacts, and Policy Options. Washington, DC: Migration Policy Institute.

Appleyard, R. 1989 "Migration and Development: Myths and Reality." *International Migration Review* 23(3): 486–499.

Baldwin, G. B. 1970 "Brain Drain or Overflow." *Foreign Affairs* 48(2): 358–372.

Bauer, T. , and Zimmermann, K. 1998 "Causes of International Migration: A Survey." In *Crossing Borders: Regional and Urban Perspectives on International Migration*. Ed. Gorter, P. , Nijkamp, P. , and Poot, J. Aldershot: Ashgate, Pp. 95–127.

Binford, L. 2003 "Migrant Remittances and (under) Development in Mexico." *Critique of Anthropology* 23(3): 305–336.

De Haas, H. 2005 "International Migration, Remittances and Development: Myths and facts." *Third World Quarterly* 26(8): 1269–1284.

De Haas, H. 2007a Remittances and Social Development: A Conceptual Review of the Literature. Geneva: UNRISD.

De Haas, H. ed. 2009 Mobility and Human Development. Human Development Research Paper 2009/01. New York: UNDP.

Keely, C. , and Tran, B. N. 1989 "Remittances from Labor Migration: Evaluations, Performance, and Implications." *International Migration Review* 23(3): 500–525.

Levitt, Peggy. 1996. Social Remittances: A Conceptual Tool for Understanding Migration and Development. *Working paper series No. 96.04*. Harvard University.

Lowell, L. B., and Findlay, A. 2002 Migration of Highly Skilled Persons from Developing Countries: Impact and Policy Responses. Geneva and London: International Labour Organization and United Kingdom Department for International Development (ILO/DfID).

McDowell, C. , and De Haan, A. 1997 Migration and Sustainable Livelihoods: A Critical Review of the Literature. Sussex: Institute of Development Studies.

Ratha, D. 2003 "Workers' Remittances: An Important and Stable Source of External Development Finance." In *Global Development Finance 2003*. Washington D.C.: World Bank. Pp. 157–175.

Rapoport, H., and Docquier, F. 2005 The Economics of Migrants' Remittances. Discussion Paper No. 1531. Bonn: Institute for the Study of Labor (IZA).

Skeldon, R. 1997 Migration and Development: A Global Perspective. Essex: Longman.

Week 9: Midterm Examination-lecture 1, 2,3,4,5,6 and 7

Week 10/lecture 8: Climate migration: climate change, displacement, adaptation, IDPs, climate migration, post-disaster remittance responses, seasonal migration, livelihood security and resilience, disaster-induced migration and adaptation discourse in Bangladesh.

Reading Material

Felicitas Hillmann, Marie Pahl, Birte Rafflenbeul and Harald Sterly (edited). 2015. Environmental Change, Adaptation and Migration Bringing in the Region. PALGRAVE MACMILLAN.

[K Warner, T Affi, K Henry, T Rawe. 2012. Where the rain falls: Climate change, food and livelihood security, and migration. Global Policy Report . ciesin.columbia.edu.](#)

Y Gautam . 2017.

Seasonal migration and livelihood resilience in the face of climate change in Nepal. Mountain Research and Development, 2017 – BioOne.

Week 11/lecture 9: Forced migration: refugees, political asylum seekers, involuntary migration, human trafficking, partition migration, displacement, integration and identity,

Reading Materials

A Oliver-Smith, A Hansen. 2019. Involuntary migration and resettlement. [taylorfrancis.com](#)
[D Chatty, P Marfleet – 2013. Conceptual problems in forced migration. Refugee Survey Quarterly, 2013 - academic.oup.com.](#)

[HE Reed, B Ludwig, L Braslow. 2016. *International handbook of migration*. Springer.](#)

[HP David. 1969. *Involuntary international migration: Adaptation of refugees*.](#)

International Migration, 1969 - academia.edu.

Lindley, A. 2007 “The Early Morning Phonecall: Remittances from a Refugee Diaspora Perspective.” Working Paper No. 47. Oxford: Centre on Migration, Policy and Society, University of Oxford.

Modern Asian Studies **37**, 3 (2003), pp. 551–584.

2003 Cambridge University Press

DOI:10.1017/S0026749X03003020 Printed in the United Kingdom

[MD. MAHBUBAR RAHMAN and WILLEM VAN SCHENDEL. 1993. ‘I Am Not a Refugee’: Rethinking Partition Migration. *Environmental refugees: Applying international environmental law to involuntary migration*. GS McCue - Geo. Int'l Envtl. L. Rev., 1993 – HeinOnline.](#)

M Verkuyten, HG Altabatabaei... - Social Psychological ..., 2018 - Supporting the accommodation of voluntary and involuntary migrants: Humanitarian and host society considerations. journals.sagepub.com

Week 12/lecture 10: Diasporas and Trans-migrants: Transnational migration, ethnicity, deterritorialised ethnicity, primordial bonds of homeland, racism, intersectionality, transethnic alliances, identity construction and crisis, non-nation based solidarity, hybridity, place of eventual return, mixture, fluidity

Reading Materials

Appadurai, Arjun. 1990. Disjuncture and Difference in the Global Culture Economy. In *Global Culture. Nationalism, Globalization and Modernity. A Theory, Culture & Society Special Issue*, edited by Mike Featherstone. London. New Delhi: Sage Publications.

Appadurai, Arjun. 1996. *Modernity at Large. Cultural Dimensions of Globalization*. London: University of Minnesota Press.

Clifford, James. 1994. Diasporas. *Cultural Anthropology*, Volume 9, 302-38.

Cohen, Robin. 1997. *Global Diasporas: An Introduction*. London: UCL Press.

[Cultural identity and diaspora](#)

Faist, T. 2004 *The Volume and Dynamics of International Migration and Transnational Social Spaces*. Oxford: Oxford University Press.

Glick Schiller, N. , Basch, L. , and Blanc-Szanton, C. 1991 *Towards a Transnational Perspective on Migration*. New York: New York Academy of Sciences.

Guarnizo, L., Portes, A. , and Haller, W. 2003 “Assimilation and Transnationalism: Determinants of Transnational Political Action Among Contemporary Migrants.” *American Journal of Sociology* 108(6): 1211–1248.

Hall, Stuart. 2020. *Undoing place? The Practice of Diaspora*. taylorfrancis.com.

Hall, Stuart. 1990. *Cultural Identity and Diaspora*. In *Identity: Community, Culture, Difference*, edited by J. Rutherford. London: Lawrence and Wishart.

Hannerz, Ulf. 1996. *Transnational Connections*. London. New York: Routledge.

Hannerz, Ulf. 2000. *Flows, Boundaries, Hybrids. Keywords in Transnational Anthropology. Oxford Working Paper, WPTC-2K-02.*

www.transcomm.ox.ac.uk/working_papers.htm.

Jackson, Peter, Philip Crang and Claire (Eds). 2004. *Transnational Spaces*. London: Routledge.

Jones, Sidney. 2000. *Making Money off Migrants. The Indonesian Exodus to Malaysia*. Centre for Asia Pacific Social Transformation Studies. University of Wollongong.

Jordon, Bill and Franck Duvell. 2002. *Irregular Migration. The Dilemmas of Transnational Mobility*. Cheltenham, UK: Edward Elgar Publishing limited

Week 13/lecture 11: Migration, return migration and left-behind family members: economic welfare, health, wellbeing, coping with absence, loss, the nexus, transnational family, left-behind women, left-behind men

Reading Materials

Entzinger, H. 1985 “Return Migration in Western Europe: Current Policy Trends and Their Implications, In Particular for the Second Generation.” *International Migration*, XXIII(2): 263–290.

Heering, L., Van Der Erf, R. , and Van Wissen, L. 2004 “The Role of Family Networks and Migration Culture in the Continuation of Moroccan Emigration: A Gender Perspective.” *Journal of Ethnic and Migration Studies* 30(2): 323–337.

J Adhikari, M Hobley . 2015. Everyone is leaving. Who will sow our fields? The livelihood effects on women of male migration from Khotang and Udaypur districts, Nepal, to the gulf countries . HIMALAYA, the Journal of the Association for Nepal .

McKenzie, D.J. 2006 “Beyond Remittances: The Effects of Migration on Mexican Households.” In International Migration, Remittances, and the Brain Drain. Ed. Özden, C. , and Schiff, M. Washington D.C.: World Bank. Pp. 123–148.

Rhoades, R. E. 1979 “From Caves to Main Street: Return Migration and the Transformations of a Spanish Village.” *Papers in Anthropology* 20(1): 57–74.

Week 14/lecture 12: Selected case studies: Global diasporas, gendered migration, feminization of migration, labor diasporas.

Reading Materials

Gammage, S. 2006 “Exporting People and Recruiting Remittances – A Development Strategy for El Salvador?” *Latin American Perspectives* 33(6): 75–100.

Glick Schiller, Nina and Georges Eugene Fouran. 2001. *Long-Distance Nationalism and the Search for Home. Georges Woke up Laughing*. Durham. London: Duke University Press.

Week 15- Presentation

Week 16- Overall discussion and Summary

Suggested Reading

Dannecker, Petra. 2003. The Meaning and the Rationalities underlying Labor Migration from Bangladesh to Malaysia. Working Paper. IKMAS, Malaysia.

Dannecker, Petra. 2005. Bangladeshi Migrant Workers in Malaysia: The Construction of “Others” in a Multi-ethnic Context. *Asian Journal of Social Science*, Volume 33, No. 2, 246-267.

Dannecker, Petra. 2005. Transnational Migration and the Transformation of Gender Relations: The Case of Bangladeshi Labour Migrants. *Current Sociology*, Volume 53, No. 4, 655-674

Gardner, Katy. 1995. *Global Migrants, Local Lives*. Clarendon Press: Oxford.

Gardner, Katy and Zahir Ahmed. 2006. Place, Social Protection and Migration in Bangladesh: A Londoni Village in Biswanath. Sussex Working Paper. T 18.

Glick Schiller, Nina, Linda Basch, and Cristina Blanc-Szanton (Eds). 1992. *Towards a Transnational Perspective on Migration. Race, Class, Ethnicity and Nationalism Reconsidered*. The New York Academy of Sciences

Grillo, R., B. Riccio& R. Salih. 2000. Here or there? Contrasting Experiences of transnationalism. Moroccan and Senegalese in Italy. *Falmer-Brighton: CDE Working papers*. University of Sussex.

Grillo, R.D. 2001. Transnational Migration and Multiculturalism in Europe. *Economic and Social Research Council. Working Paper Series WPTC-01-08*. <http://www.transcomm.ox.ac.uk/> , retrieved on April 22, 2007

Guarnizo, Luis Eduardo and Michael Peter Smith. 1998. The Locations of Transnationalism. In *Transnationalism From Below. Comparative Urban and Community Research*, edited by Luis Eduardo Guarnizo and Michael Peter Smith. U.S.A. U.K.: Transaction Publishers.

Gurowitz, Amy. 2000. Migrants Rights and Activism in Malaysia: Opportunities and Constraints. *The Journal of Asian Studies* , Volume 59, No.4, 863-888.

Kloosterman, Robert, Joanne van der Leun and Jan Rath. 1999. Mixed Embeddedness: (In) formal Economic Activities and Immigrant Businesses in the Netherlands. *International Journal of Urban and Regional Research* , Volume 23, No. 2, 253-267.

Kloosterman, Robert and Jan Rath. 2001. Immigrant entrepreneurs in advanced economies: mixed embeddedness further explored. *Journal of Ethnic and Migration Studies*, Volume 27, No.2, 189-201.

Massey, Douglas S., Rafael Alarcon, Jorge Durand and Humberto Gonzalez. 1987. *Return to Aztlan. The Social Process of International Migration from Western Mexico*. Berkeley. Los Angeles. London: University of California Press.

Pieterse, Jan Nederveen. 1994. Globalization as Hybridisation. *International Sociology* , Volume 9, No. 2, 16-184.

Ramachandran, S. 1994. *Indian Plantation Labour in Malaysia*. Kuala Lumpur: S. Abdul Majid & Co.

Sultana, Nayeem. 2008. *The Bangladeshi Diaspora in Malaysia. Organizational Structure, Survival Strategies and Networks*, ZEF Development Studies. LIT: Berlin.

Revisiting the Strength of Weak Ties: Bangladeshi Migration to Malaysia

N Sultana - *Diaspora Studies*, 2010 - Taylor & Francis

Ullah, AKM Ahsan, Mallik Akram Hossain and Kazi Maruful Islam, 2015, *Migration and Worker Fatalities abroad*. Basingstoke: Palgrave MacMillan

DS 305: NGOs and Development Management

Course No.: DS 305

Course Title: NGOs and Development Management

Course Type: Compulsory

Level/Term: Sixth Semester

Credit Value: 4

Total Marks: 100

Course Description

Many NGOs are looking for ways to enhance their sustainability, diversify their income streams and become less dependent on external funding. Many opt for a transition from an international development-dependent organization to operating as a social enterprise. Being a social enterprise means offering valuable products and services, in-line with the organization's mission, while at the same time contributing to meaningful social impact. Social Entrepreneurship combines a market orientation with a social purpose, generating both financial and social revenues.

To prepare for this transformation, NGOs need to understand the model of social enterprise: that is business models, value proposition, financing streams and outputs. They need to define a step-by-step approach to transforming an NGO into a social enterprise and how to complement an enterprise approach with a domestic support raising (DSR) approach; complementing financial sustainability with a 'social license to operate'.

Learning Objective

This course aims at inculcating the knowledge of planning and management of development organizations into students through introducing them with a number of tools, methods and frameworks that analyze the planning and management of development organization as regards both theoretical and practical points of view. In addition, the course refers students to a number of relevant texts that help them understand the facets of NGO planning and management in relation to the factors that a manager or a planner requires to consider while operating an NGO. However, a critical overview of the major issues that are prevalent in the management and planning of NGOs working in Bangladesh with a view to achieving development through poverty-reduction are also provided to the students throughout the course. In order to sustainability of NGOs participants will also get critical and innovative ideas about social enterprise too.

Learning Outcome

In this course, student will learn how to: a) design an organization's mission, theory of change, and strategy in order to deliver social results; b) develop performance management systems useful for internal learning, while managing complex demands for accountability from diverse stakeholders; c) understand how to scale impact through multiple strategies including growth, collaboration, and policy influence; and, d) examine capital markets and the challenges of obtaining resources. Taken together, students will acquire the understanding, skills and knowledge necessary to lead and sustain high performance in enterprises dedicated to addressing some of the most challenging problems facing the world today.

Course Content

Week 1: NGOs: An Insight Perspective

Reading Materials

Haider, SKU., (2011).Genesis and growth of the NGOs: Issues in Bangladesh perspective. International NGO Journal Vol. 6(11), 240-247.

Lewis, D. Kanji, N. and Themudo, N.S. (2020).Non-Governmental Organizations and Development, Rutledge. Chapter 1, 2 and 3

Week 2: Basic Concept of Development, Ethics, Development management, Organization, Governance and the role of NGOs in Development

Reading Materials

Flower, A. and Malunga.C., (2010).NGO

Management: The Earthscan Companion, Routledge

Lewis, D. Kanji, N. and Themudo, N.S. (2020).Non-Governmental Organizations and Development, Rutledge, Chapter 5 and 10

Week 3: The Legal and Regulatory Framework for the NGOs in Bangladesh

Reading Materials

Begum. A (). Government and NGO interface in Development Management, AH Development Publication Houese

Irish, L., (2006).The Legal and Regulatory Environment for NGOs in Bangladesh. 4th International Civil Society and Law. 40

Rahman, M.W., and Luo, J., (2012). Regulation of Microfinance Service Provider in China and Bangladesh: An Approach to Strengthening the Regulatory Environment. African Journal of Business Management, Vol. 6, No. 3, 1019-1033.

Week 4: NGOs: Aid Dependence and Governance

Reading Materials

Willetts, P., (2010). Non-Governmental Organizations in World Politics: The Construction of Global Governance. Routledge

Lewis, D. Kanji, N. and Themudo, N.S. (2020).Non-Governmental Organizations and Development, Rutledge. Chapter 8

Week 5: Holding the Giants to Account?

Reading Materials:

Haque. T., Haque. M.R., &Rana. E.A. (2013). Holding NGOs Accountable: Reinvigorating Development management in Bangladesh. Social Science Review, The Dhaka University Studies, Part –D, 30 (2), 49-74.

[Kaba, M., \(2021\). NGO Accountability: A Conceptual Review across the Engaged Disciplines. International Studies Review, Volume 23, Issue 3, September 2021, Pages 958–996, https://doi.org/10.1093/isr/viaa094](https://doi.org/10.1093/isr/viaa094)

Week 6: NGOs and Civil Society

Reading Materials

White, C. H. (1999). NGOs, Civil Society, and the State in Bangladesh: The Politics of Representing the Poor. Development and Change Vol. 30, 307-326

Schurman, A. T. and Mahmud, S. (2009) Civil Society, Health, and Social Exclusion in Bangladesh. HEALTH POPUL NUTR 2009 Aug;27(4):536-544

Lewis, D. Kanji, N. and Themudo, N.S. (2020).Non-Governmental Organizations and Development, Rutledge. Chapter 6

Week 7: GO-NGO Collaboration in Bangladesh: A Love-Hate Relationship

Reading Materials

[Begum. A \(2008\). Government and NGO interface in Development Management, AH Development Publication House.](#)

[Batley, R., and Rose, P., \(2011\). ANALYSING COLLABORATION BETWEEN NON-GOVERNMENTAL SERVICE PROVIDERS AND GOVERNMENTS, Public Administration and Development, Volume 31, Issue 4. 230-239](#)

Week 8: Mid Term Examination

Week 9: How to write Effective ToR

Reading Materials

Bugg- Levine, A., Kogut, B., Kulatilaka, N., (2012).A New Approach to funding Social Enterprise. Harvard Business Review.1-7

Week 10: Overview of a NGO

Field visit to get practical knowledge on NGO/ Social Enterprise

Week 11-12: Social Enterprise

Social Innovation and Entrepreneurship and the challenges of scale

Theory of change, plan for sustainability

Being an idea to scale

Reading Materials

Shahriar, F. M., Habib. M. M., (2021). A Study on Social Enterprise Policy Landscape in Bangladesh. Business and Management Studies Vol. 7, No. 4. 26-34

[Shuvra. \(2019\). BRAC: Creating opportunities for people to realize potential. \[online\] Brac.net. Retrieved 7 January 2022, from: http://www.brac.net/.](http://www.brac.net/)

Save the Children (2016). SOCIAL ENTREPRENEURSHIP: A Manual on Founding and Building Enterprises that Change the World, Yerevan.

Week 13: New ideas of social enterprise

Participants will present and discuss their new ideas of social enterprise

Reading Materials:

Masseti, B., (2012). The Duality of Social Enterprise: A Framework for Social Action. Review of Business; New York Vol. 33, Iss. 1, 50-64.

Opatrny-Yazell, C. M., Jensen, D. H., and McCord, M. H. (2021). The Dilemma of Social Entrepreneurship and Social Enterprise: An Exercise. Entrepreneurship, Education, and Pedagogy, vol. 4, 4: 830-850

Week 14-15: Presentation (Individual/ Group)

Week 16: Overall discussion

Suggested Reading

Islam. M. R., (2016). NGOs, Social Capital and Community Empowerment in Bangladesh. ↑Palgrave Macmillan

Lewis, D. (2001). The management of non-governmental and development organization. Roudledge

Mahmud, A. (2018). Rise of the Corporate NGO in Bangladesh. Economic & Political Weekly EPW SEPTEMBER 29, 2018 vol 39, 45-52

Klugman, B. (2000). The Role of NGOs as Agents for Change. Development Dialogue 2000:1-2. 95-120

DS 306: Banking, Finance and Insurance

Course No.: DS 306

Course Title: Banking, Finance and Insurance

Course Type: Compulsory

Level/Term: Sixth Semester

Credit Value: 4

Total Marks: 100

Course Description

This course is designed to familiarize students with the structure of financial markets and to gather key concepts on various components of the financial markets including the debt market, equity market, loan/money market, and the insurance market. This course begins with an overview on variety of bonds, pricing, risks and the market participants in bond market, followed by an analysis of interest rates. Then it provides an introduction on the stock market and covers the answer of two key questions – how stocks are valued by investors and what moves stock prices. The course also pays particular attention to the role of banks in the economic system and general principles of bank management. Brief analysis on the current state of banking system in Bangladesh would also be addressed. Finally, the course examines the insurance and pension products offered by insurance companies and their pricing. The course will discuss the recent developments in the areas of financial inclusion and sustainable finance.

Learning Objective

Upon completion of this course, the students are expected to

Develop an analytical understanding on the economic principles of money, risk and interest rate, and how prices are formed for various financial products.

Demonstrate good understanding about the role of financial institutions in the financial markets and how operations in the financial markets affect business and investment decisions

Make investment decisions by applying the well-grounded analysis learned about the mechanics and functioning of rational actors in the financial markets.

Gain the ability to calculate prices of various financial products in Excel.

Learning Outcome

Understand the relationship between risk and return characteristics of bond market and calculate the interest rate of bond from its maturity and prices.

Determine the price of stocks using one-period valuation model, dividend discount model and price to earnings ratio valuation method, and calculate the stock market index from the list of stock prices and the total number of each of those stocks.

Explain how bonds and stocks are issued in the primary market and then traded in the secondary market, and why investors need to diversify their investments.

Explain the balance sheet of commercial banks, and understand the liquidity, asset, liability and capital adequacy management challenges of a commercial bank

Calculate the premium for non-life and life insurance, and various pension products

Course Content

Week – 1: Overview of the Financial Market

Structure of the financial market; Function of financial institutions/intermediaries in this market, Instruments in financial market; Regulation of the financial system; Relationship between financial markets and economic development.

Week – 2 and 3: Introduction to Debt Market

Basic concepts of yield/interest rate, yield to maturity, and current yield; Relationship between yield and bond price; The distinction between interest rates and returns; Primary and secondary bond markets; Calculation of rate of return for bonds; The distinction between nominal and real interest rates.

Week – 4 and 5: Effect of Default Risk and Maturity on Yield/Interest rate

Risk structure of interest rates; Term structure of interest rates

Week – 6 and 7: Introduction to Stock Market

Primary and secondary markets of stocks; Types of stock valuation: one period valuation model, dividend discount model, and comparable companies analysis (price to earnings ratio valuation method); Calculation methodology of stock index.

Week – 8: Mutual Funds, Index Funds and Hedge Funds

Open- and close-ended mutual funds; Index funds; Hedge Funds: Long and Short positions.

Week – 9: Mid-Term Examination

Week – 10 and 11: Basics of Bank Management

The bank balance sheet; Basic banking; General principles of bank management: Liquidity management, Asset management, Liability management, Capital adequacy management; Off-Balance-Sheet activities: Fee income generated from loan sales and Risk management.

Week – 12: Term Paper Submission and Presentation by Students

Week – 13: Central Banking and Financial System
Deposit insurance scheme; The money supply process; Determinants of money supply.

Week – 14 and 15: Insurance and Pension Funds

Property and Casualty Insurance; Life Insurance; Insurance Management: Screening, Risk-Based Premium, Limiting Insurance Amount; Private Pension Plan at Insurance Company; Public Pension Plans.

Week – 16: Asymmetric Information Problems in Financial Market

The concepts of Asymmetric Information, Adverse Selection and Moral Hazard with examples; Their influence on Financial Market Structure

Suggested Reading

Barsky, R. B., & De Long, J. B. (1993). Why does the stock market fluctuate?. *The Quarterly Journal of Economics*, 108 (2), 291-311.

Dar, H. A., & Presley, J. R. (2000). Lack of profit loss sharing in Islamic banking: management and control imbalances. *International journal of Islamic financial services*, 2 (2), 3-18.

El-Gamal, M. A. (2000). *A basic guide to contemporary Islamic banking and finance* (Vol. 1). Houston, TX: Rice university.

Fabozzi, F. J. (2007). *Fixed income analysis* (Vol. 6). John Wiley & Sons.

Fama, E. F. (1965). The behavior of stock-market prices. *The journal of Business*, 38 (1), 34-105.

Fama, E. F., & French, K. R. (1993). Common risk factors in the returns on stocks and bonds. *Journal of financial economics*, 33 (1), 3-56.

Gerber, H. U. (2013). *Life insurance mathematics*. Springer Science & Business Media.

Koch, T. W., & MacDonald, S. S. (2014). *Bank management*. Cengage Learning.

Mishkin, F. S., & Eakins, S. G. (2006). *Financial markets and institutions*. Pearson Education India.

Rose, P. S., & Hudgins, S. C. (2008). *Bank management and financial services*. McGraw-Hill companies.

Sundt, B. (1999). *An introduction to non-life insurance mathematics* (Vol. 28). VVW GmbH.

DS 307: Governance and Development

Course No.: DS 307

Course Title: Governance and Development

Course Type: Compulsory

Level/Term: Sixth Semester

Credit Value: 4

Total Marks: 100

Course Description

In recent years, "governance" has taken center stage in the development discourse. It is increasingly acknowledged that the process of governance is an essential determinant of economic growth and development. The governance process largely shapes the development trajectory of a region. This course examines the connections and interdependencies among governance, public policy and economic development. The course is divided into two core sections. The first section explores the theoretical foundation of governance and development. The second section discusses various case studies and problems that are used for classroom discussion, problem-solving and presentation.

Learning Objective

The aim of this course is to enable students to:

To talk about the main ideas, the background, and the theories of governance

To evaluate the importance of governance in the development process

To familiarize the students with the most significant issues and debates surrounding governance and development

Develop problem solving ability of the students

Learning Outcome

On successfully completing the module students will be able to:

To talk about the main ideas, the background, and the theories of governance

To evaluate the importance of governance in the development process

To familiarize the students with the most significant issues and debates surrounding governance and development

Approach governance related cases and problems analytically

Course Content

Week 1

Introduction to the Concept of Governance - I

Definition

Historical Evolution of the Concept

Relationship with Development

Required Reading:

Governance: What Do We Know, and How Do We Know It? (Francis Fukuyama, 2022)

Governance and Development: The perspective of growth-enhancing governance [pp. 107-125] (Mushtaq Khan, 2008)

Week 2

Introduction to the Concept of Governance - II

Definition

Historical Evolution of the Concept

Relationship with Development

Required Reading:

Governance: What Do We Know, and How Do We Know It? (Francis Fukuyama, 2022)

Governance and Development: The perspective of growth-enhancing governance [pp. 107-125] (Mushtaq Khan, 2008)

Week 3

Foundational Theory of Governance - I

Coase Theorem

Transaction Cost

Market Failures

Required Readings:

"The Coase Theorem and Environmental Law" by Richard A. Posner, published in the Journal of Legal Studies in 1975.

"The Nature of the Firm" by Ronald Coase, which was published in the journal Economica in 1937.

"Market Failures and Government Intervention: An Introduction to the Economics of Public Policy" by James M. Poterba, published by the MIT Press. This book provides an overview of the economics of public policy, with a particular focus on the role of government intervention in addressing market failures.

Week 4

Foundational Theory of Governance - II

Coase Theorem
Transaction Cost
Market Failures

Required Readings:

"The Coase Theorem and Environmental Law" by Richard A. Posner, published in the Journal of Legal Studies in 1975.

"The Nature of the Firm" by Ronald Coase, which was published in the journal Economica in 1937.

"Market Failures and Government Intervention: An Introduction to the Economics of Public Policy" by James M. Poterba, published by the MIT Press.

Week 5

Foundational Theory of Governance - III

Collective Action Theory
Game Theory

Required Readings:

"Collective Action: Theory and Applications" by Scott T. Lecker and Kevin R. Morris, published in the Journal of Economic Literature in 2018.

"Collective Action and Exchange: The Emergence of Social Order" by Elinor Ostrom and Vincent Ostrom, published in the Journal of Economic Issues in 1977.

"Game Theory and Governance" by David A. Lake and David M. Levy, published in the Journal of Economic Behavior and Organization in 2002.

"Game Theory and Political Theory" by James M. Buchanan, published in the Journal of Economic Literature in 1975.

Week 6

Good Enough Governance

Required Reading:

Grindle, M.S. Good Enough Governance Revisited, Development Policy Review, 2007, 25 (5): 553-574.

Good Enough Governance Revisited. A Report for DFID with reference to the Governance Target Strategy Paper, 2001

Week 7

Governance Related Indicators and Measures*Required Readings:*

Hand notes will be given by the lecturer based on various sources

Week 8

Theories of Governance and Development

Modernization Theory and Governance
The Dependency Theory and Governance
The Neoliberal Theory and Governance
The State-Centered Theory and Governance
The Human Development Theory and Governance

Required Reading:

Hand notes will be given by the lecturer based on various sources

Week 9

Governance as Theory: Five Propositions

Required Reading:

Governance as Theory: Five Propositions by Gerry Stoker

Week 10

Midterm Examination

Week 11

Network theory of Governance

Required Readings:

"Networks, Governance, and the Shape of Policy Change" by Christopher Ansell and David Knoke, published in the Journal of Public Policy in 2004.

"Governance Networks in Public Policy Processes" by Christopher Ansell and David Knoke, published in the Journal of Public Administration Research and Theory in 2004.

Week 12

Growth Enhancing Governance

Required Readings:

"Growth-Enhancing Governance" by Dani Rodrik, published in the Journal of Economic Growth in 2001.

"Growth-Enhancing Governance and Development" by Dani Rodrik, published in the Journal of Economic Literature in 2002.

"Growth-Enhancing Governance and the Political Economy of Reform: A Review" by Mushtaq Khan, published in the Journal of Development Studies in 2014

Week 13
Case Study – I

A case study will be given for classroom discussion and analysis

Week 14
Case Study – II

A case study will be given for classroom discussion and analysis

Suggested Reading

Aminuzzaman, S. (ed.), (2006), *Governance and Development: Bangladesh and Regional Experiences*. Dhaka: Department of Development Studies.

Azmat F and Coghill, K (2005), 'Good Governance and Market-based Reform: A Study of Bangladesh', *International Review of Administrative Sciences*, 71(4)-625-638.

Backus, M. (2001), *E-governance and Developing Countries: Introduction and Examples*. Research Report No-3, The Hague: International Institute for Communication and Development.

Barenstein J. (1994), *Overcoming Fussy Governance in Bangladesh*. Dhaka: University Press Limited.

CPD and Pathak Shamabesh(2002), *Bangladesh Development Debates: Perspectives from Policy Dialogues*. Dhaka: Centre for Policy Dialogue.

CPD and UPL(2003), *Developing a Policy Agenda for Bangladesh: Civil Society's Task Force Reports 2001*. Dhaka: Centre for Policy Dialogue and University Press Limited, Dhaka.

David, B (2005), 'Electronic Government and Public Administration', *International Review of Administrative Sciences*, 71(2):241-254.

Grindle, Merilee. S (2007), 'Good Enough Governance Revisited', *Development Policy Review*, 25(5): 553-574.

Hasan, S (2003), 'Introducing E-government in Bangladesh: Problems and Prospects', *International Social Science Review*, 78(3&4): 111-125.

Hossain, M(2003), 'Development through Democratization and Decentralization: The Case of Bangladesh', *South Asia: Journal of South Asia Studies*, 26(3): 297-308.

Hye H.A. (ed.) 2000. *Governance: South Asian Perspectives*. Dhaka: The University Press Limited.

Huque, A.S. and Rahman, T.(2003), 'From Domination to Alliance: Shifting Strategies and Accumulation of Power by the Bureaucracy in Bangladesh', *Public Organization Review*, (USA), 3(4): 403-418.

Khan, M.M (2003), 'The State of Governance in Bangladesh', *The Round Table*, 370:391-405.

Kooiman, J (2003), *Governing as Governance*. London; Sage.

Panandikar, V.A.P(ed.), (2000), *Problems of Governance in South Asia*. Delhi: Konark Publishers Pvt. Ltd.

Pierre, J (2000), *Debating Governance: Authority, Steering and Democracy*. Oxford:Oxford University Press.

Rahman A., Ali A.M.M.S., Rahman M.H., and Siddiqui K. 1993. *Towards Better Government in Bangladesh*. Dhaka: Government of Bangladesh.

Rahman H.Z. 2005. Engaging on 'Good Governance': A Search for Entry Points. Dhaka: Power and Participation Research Centre.

Rahman, T (2006), *Parliamentary 'Problems of Democratic Consolidation in Bangladesh: A Cultural Explanation'* in R. Ahmed (ed.) *The Role of Public Administration in Building Harmonious Society*. Manila: Asian Development Bank, 569-588.

Rahman, T (2007), *Parliamentary Control and Government Accountability in South Asia: A Comparative Analysis of Bangladesh, India and Sri Lanka*. London: Routledge.

Rhodes, R.A.W. (1996), 'The New Governance: Governing without Government', *Political Studies*, 44: 652-666.

Rhodes, R.A.W. (1997), *Understanding Governance*. Buckingham: Open University Press.

Siddiqui, K. (ed.), (1992): *Local Government in South Asia- A Comparative Study*. Dhaka: University Press Limited.

Siddiqui, K. (ed.), (2006): *Local Government in Bangladesh*. Dhaka: University Press Limited.

Sobhan, Rehman (1998), *Towards a Theory of Governance and Development: Learning from East Asia*. Dhaka: University Press Limited.

Stoker, G (1998), 'Governance as Theory: Five Propositions', *International Social Science Journal*, 155:17-28.

Stowe, K (1992), 'Good Piano Won't Play Bad Music: Administrative Reform and Good Governance', *Public Administration*, 70: 387-394.

Turner, M. & Hulme, D. (1997): *Governance, Administration and Development. Making the State Work*. London: Macmillan Press Ltd.

UNDP (1997), *Governance for Sustainable Human development*: New York: UNDP

Varun, Gauri (2005), 'NGOs in Bangladesh: Activities, Resources and Governance', *World Development*, 33(12):2045-2065.

World Bank (2002), *Taming Leviathan: Reforming Governance in Bangladesh*. Washington D.C.: The World Bank.

World Bank (2006), *Economics and Governance of Nongovernmental Organizations in Bangladesh*. Bangladesh Development Series, paper no-11. Dhaka: The World Bank.

World Bank (1996). *Bangladesh: Pursuing Common Goals: Strengthening Relations between Government and Development NGOs*. Dhaka: The University Press Limited.

World Bank (1996). *Government that Works: Reforming the Public Sector*. Dhaka: The University Press Limited.

Werlin, Herbert H. (2003), 'Poor Nations, Rich Nations: A Theory of Governance', *Public Administration Review*, 63(3):329-342.

Zafarullah, H (2003), 'Globalization, State and Politics in Bangladesh: Implications for Democratic Governance', *South Asia: Journal of South Asia Studies*, 26(3): 283-296.

DS 308: Area Studies: Comparative Development Experiences

Course No.: DS 308

Course Title: Area Studies: Comparative Development Experiences

Course Type: Compulsory

Level/Term: Sixth Semester

Credit Value: 4

Total Marks: 100

Course Description

This course provides a comparative understanding of the economic development history and process of different developing (and developed) countries of the world. It begins with the discussion-why a developing country like Bangladesh needs to know the development experience of the countries from closely similar backgrounds. The economies that have been selected for preliminary discussions are Newly Industrializing Economies of East Asia; China, Malaysia and India. It provides a critical review about their development process from a heterogenous perspectives, involving analysis of social, political and economic processes. The fundamental assumption is that the social structure, political process and initial conditions in terms of availability of surplus and entrepreneurial capabilities in these countries have similarities with Bangladesh. Therefore, Bangladesh can gain from the development experiences of these countries.

Learning Objective

The objective of this course is to familiarize the students with a critical understanding of the development process in selected Asian countries situating at the political-economic evolution of those countries.

The teaching and learning approach will attempt to explain the social, economic and political experiences of the selected developing countries from classical development approaches to post-development alternative paradigms.

Besides, other relevant contemporary global issues will not be bypassed holding the general aim to understand other nations development episodes as well as their problems and prospects.

Learning Outcome

Successful completion of the course will enable the students to critically assess academic literature and professional resources on comparative development experience of the countries from a heterogenous lens. The participants are expected to engage them on the debate and discussion around social, political and economic process of the development in selected countries. More importantly, they will be able to identify the matters and issues where Bangladesh can be involved to analyze the development problems and prospects and apply the learning in closely similar context.

Course Content

Week 1-4

- Introduction to Area Studies, Subject Matters, Significance,
- Discussion on Course Outline, Course Objective, Teaching-learning method, Assessment Criteria, Marks Distribution and Lecture Plan.

Malaysia: The Asian Development Model

- Historical Insights on Malaysia
- Ethnic Composition in Malaysia
- Political Economy of a Multi-ethnic Heterogenous Society
- Colonial legacy in Pre-Independence Period
- Early Political Development
- Early Economic Development
- Post-Independence Economic Development
- Post-Independence Economic Development
- New Economic Policy
- Development of Political Patronage
- Restructuring and the Growth of State Capitalism
- Impact of Asian Economic Crisis
- Privatization and Liberalization
- Discussion on Post-Mahathir Period
- Analyzing Malaysian Success
- Determining the parameters of Malaysian Political Economy
- Malaysia as a Development Model for Bangladesh: An

Reading(s)

Gomez, E. T., and Jomo, K. S. (1997), *Malaysia's Political Economy: Politics, Patronage and Profits*. Cambridge: Cambridge University Press. 288 pp

Snodgrass, D. R. (1995), Successful Economic Development in a Multi-ethnic Society. Development Discussion Paper, Harvard Institute for International Development, Cambridge, Mass.: Inst., ZDB-ID 741451-1. - Vol. 503

Lee, H.A. (2005). Development in Malaysia: Economics and Politics of an Idea. Akademika. Vol.64 (January).pp 65-81

Jamil, H. (2011). Historical Overview of Malaysia's Experience in Enhancing Equity and Quality of Education: Focusing on Management and Mediation of Multiethnic Issues. Semantic Scholar.

Rozita, I., Nazri, M., and Ahmed, H.B. (2011). Multiculturalism and Higher Education in Malaysia. Procedia Social and Behavioral Sciences 15 (2011) pp. 1003–1009

Lee, C. and Lee, C-G (2017). The Evolution of Development Planning in Malaysia.

Journal of Southeast Asian Economies Vol. 34, No. 3 (2017), pp. 436–61

Embong, A.R. (2021), Fifty Years of the New Economic Policy. Development Discussion Paper. Institute for Democracy and Economic Affairs, Kualalampore.

Bertelsmann Stiftung Transformation Index (BTI) (2022)

Week 5-8

The Newly Industrializing Economies (NIEs) of East Asia

-What is NIE?

-Operational Definitions of NIEs

-Position of East Asia as NIEs: Justification

-Exogenous Factors Behind the Rise of NIE's (Confucianism, Colonial Legacy, Geo-political Realities and Aid Politics)

-Endogenous Factors Behind the Rise of NIE's (Neoclassical Perspectives)

-Governance Success vs. Governmental Crisis?

-Appraisal of Bangladesh as NIE: Facts and Factors

Readings

Chowdhury, Anis and Islam, Iynaatul (1993), *The Newly Industrializing Economies of East Asia*. London: Routledge. (Chapter 1-3)

Douglas, M. (1993). The Developmental State and the Newly Industrialized Economies of Asia.

Environment and Planning. Vol.26. pp.543-566

Park, J. H. (2002). The East Asian Model of Economic Development and Developing Countries. Journal of Developing Societies. Vol. 18(4), Page: 330-353.

Shrestha, Prakash. (2014). Economic Development in South and East Asia: Empirical Examination of East Asian Development Model. Asia-Pacific Development Journal. Vol 20. No. 2. pp 1-28.

Lajčiak, M. (2017). East Asian Economies and their philosophy behind success: Manifestation of social constructs in economic policies. Journal of International Studies, 10(1), 180-192. doi:10.14254/2071-8330.2017/10-1/13

Week 9-12

China: The Emerging Super Power

-History, Politics and Culture of China

-Impact of Confucian Values on Chinese Society and Economy

-China's Economic Emergence and Trends

-Factors Explaining Rapid Economic Growth in China

-Chinese Politics and Governance

-Political Economy of China's Transition

-Revisiting Trapped Transition Thesis

-Economically Benevolent Autocracy?

-Transferability of China's Development Success: An Appraisal from Bangladesh's Point of View

Readings:

Morrison, W.M. (2019). China's Economic Rise: History, Trends, Challenges, Implications for the United States. CRS Report. Congressional Research Service, Washington D.C.

Pi-Chi Han (2013). Confucian Leadership and the Rising Chinese Economy, Chinese Economy, Vol. 46:2, PP. 107-127, Routledge. DOI: 10.2753/CES1097-1475460205

Ma, T.C. and Ouyang, L. (2020). Confucianism, Growth and Democracy. Journal of Economics and Development, Vol 22(1), PP 149-163, Emerald Publishing Limited.

Hu, S. (2007). Confucianism and Chinese Politics. Politics & Policy, Volume 35, No. 1. pp 136-153. Blackwell Publishing Inc

Rawski, T.G. (2008). Is China's Development Success Transferable? Conference Paper. CCER, Peking University.

Fewsmith, J. (2010). The Political Economy of China's Transition. The Center for socio-legal Studies, University of Oxford.

Fewsmith, J. and Gao, X. (2014). Local Governance in China: Incentives & Tensions. Daedalus. Vol. 143. Pp. 170-183. 10.1162/DAED_a_00281.

Gilson, R.J. and Milhaupt, C.J. (2011). Economically Benevolent Dictators: Lessons for Developing Democracies. The American Journal of Comparative Law. Vol. 59. No.1. pp.227-288. Oxford University Press.

Pei, M. (2021). Totalitarianism's Long Shadow. Journal of Democracy. Vol.32. No.2. pp. 5-21. Johns Hopkins University Press.

Week 13-16

Political Economy of India

The Aryan Debate

Classical Age of Indian Civilization

Period of Evolution

Emergence of a Heterogenous Cultural Nation

Polity and Society in British India

The Colonial Economy and Effects of Colonial Legacy

Independent India: The Economy under planning

Gandhivian Approach versus Nehru's Third Way

Periodical Evolution of Indian Political Economy

1947-1974

1975-1990

1990-onwards

Contemporary Controversies: Poverty, Inequality, Social Discrimination, Environmental Crisis, Conflict Management, Regional Disparities, Corruption

- Governance Crisis against Economic Growth: India as a "Flailing State"

Readings:

Bryant, E. (2001). The Quest for the Origins of Vedic Culture: The Indo Aryan Migration Debate.

Page 3- 310. Oxford University Press

Bryant E., and Patton L. (2005). The Indo Aryan Controversy: Evidence and Inference in Indian History. Chapter 2, 4, 6, 10, 12, 14. London: Routledge Press

Mukherjee, R., (2009). The Political Economy of Development in India. Conference Paper. Trade and Industry in Asia Pacific. Australian National University.

Corbridge, S. (2009). The Political Economy of India Since Independence in Paul Brass (ed.) Handbook of South Asian Politics. London: Routledge.

Deshpande, A. (2012). Exclusion and Inclusive Growth. Development Report. UNDP India.

Sen, K., Kar, S. and Sahu, J. (2014) The political economy of economic growth in India, 1993

2013. ESID Working Paper No. 44. Manchester, UK: University of Manchester. Available at www.effective-states.org

Pritchett, L. (2009). Is India a Flailing State?: Detours on the Four Lane Highway to Modernization. HKS Faculty Research Working Paper Series RWP09-013, John F. Kennedy School of Government, Harvard University.

Suggested Reading

Bryant Edwin and Patton Laurie (2005), The Indo Aryan Controversy: Evidence and Inference in Indian History, London: Routledge Press

Bryant, E. (2001). The Quest for the Origins of Vedic Culture: The Indo Aryan Migration Debate.

Oxford University Press

Bardhan, Pranab (1984), *The Political Economy of Development in India*. Oxford: Basil Blackwell.

Chowdhury, Anis and Islam, Iynaatul (1993), *The Newly Industrializing Economies of East Asia*.

London: Routledge.

Dreze, Jean and Sen Amartya (2005), *India: Development and Participation*. New Delhi: Oxford University Press.

Gallagher, Mary.E (2002), Reform and Openness: Why China's Economic Growth Has Delayed Democracy' *World Politics*, 54: 338-372.

Gomez, Edmund Terence, and K. S. Jomo (1997), *Malaysia's Political Economy: Politics, Patronage and Profits*. Cambridge: Cambridge University Press.

Haque, M. Shamsul (2003), 'The Role of the State in Managing Ethnic Tensions in Malaysia: A Critical Discourse', *The American Behavioral Scientist*, 47(3): 240-267.

Jain, B.M.(2004), 'India-China Relations: Issues and Emerging Trends', *The Round Table*, 93(374): 253-269.

Johnson, Graham. E and Woon, Yuen-fong (1997), 'Rural Development Patterns in Post-Reform China: The Pearl River Delta Region in the 1990s', *Development and Change*, 28: 731-751.

Lal, Deepak (1989), *The Hindu Equilibrium- Cultural Stability and Economic Stagnation- India c. 1500 BC-AD 1980*. Volume-1. Oxford: Clarendon Press.

Landell-Mills, Pierre (2003), 'Coming to Grip with Governance: The Lessons of Experience', *Journal of Contemporary China*, 12(35), 357-371.

Mauzy, Diane.K and Milne, R.S. (1983-84), The Mahathir Administration in Malaysia: Discipline through Islam', *Pacific Affairs*, 56(4): 617-648.

Sachs, Jeffrey and Woo, Wing Thye (2000), 'Understanding China's Economic Performance', *Policy Reform*, 4: 1-50.

SAU, Ranjit (1981), *India's Economic Development. Aspects of Class Relations*. New Delhi:. Orient Longman.

Srinivasan, T.K. (2004), China and India: Economic Performance, Competition and Cooperation: An Upadate', *Journal of Asian Economics*, 15:613-636.

Thapar, Romila (2002) History of Early India: From Origins to AD 1300, London: Penguin Books.

DS 401: Political Economy and History of Bangladesh

Course No.: DS 401

Course Title: Political Economy and History of Bangladesh

Course Type: Compulsory

Level/Term: Seventh Semester

Credit Value: 4

Total Marks: 100

Course Description

This course provides a comparative understanding of the history and process of political economic emergence and evolution of Bangladesh. It begins with a brief review of the political economic theories (which has been priorly discussed in detail in previous semesters) to reorient the students with the theoretical perspectives and enable them to engage theoretical lens to understand historical episodes and empirical evidences.

Later, the course has focused on the issues in contemporary political economy and history of Bangladesh. Starting from the economic history of British colonial period and early political development in the subcontinent, discussing political economy of Partition in 1947 in the midway; it enters into the Pakistan Period (1947-1971).

Having a detail discussion about the strategic mechanism of political, economic and social disparity between two section of Pakistan state, the course provides justification of Quest for autonomy of East Bengal. How Bengali Nationalist movement has been spread, how a nation gets built through political and cultural movements, how demand for autonomy has been transformed into a liberation war, and what was the role of different global and local political entity during the war; these discussion provides depth to the study of liberation war history of Bangladesh. Moreover, this course offers a separate module to consult the political economy of genocide in 1971 committed by Pakistan Army.

Critical study on the constitution of the newly independent nation, reconstruction of the war-ravaged economy, preliminary phases of development planning, key political-economic issues under different regimes, political ecology of the country, foreign relation strategy, impact of religious fundamentalism, nexus between democracy and development, and analytical discussion on current development trends; complete the study of the history of Bangladesh from Political Economic Perspective.

Learning Objective

This objective of this course is to orient students with key concepts and theories of economic systems and their relation to political system and institutions of government, to mark upon the historical decadency of a nation or state, and to analyze various problems faced by contemporary societies and their governments through the application of theoretical concepts and historical knowledge. This course will help students to understand basic debate around the academia of political economy, to know different approaches to understanding political economic facts, to know the historical context of any events related to a country's politics and economy and to distinguish the causal relationship lies between 'politics of economics' and 'economics of politics'.

Learning Outcome

Successful completion of the course will enable the students to critically assess academic literatures and professional resources on development experience and history of the country from a heterogenous lens. The participants are expected to engage them on the debate and discussion around social, political and economic history and process of development. On completing this course, students shall be able to develop an enriched historical background as well as analytical skills which shall enable them to involve moral, ideological and instrumental orientations to understand and analyze the political-economic structures, challenges and prospects of Bangladesh.

Course Content

Week 1-4

Defining Political Economy, understanding the nexus between politics and economics, significance and relevance of the course, discussing course outline, learning method, assessment criteria and lecture plan.

Theoretical Foundations of Political Economy: Economic Theories for Political Economy

(Ancient European Economic thoughts, Classical and Neo-Classical Economic Ideas, Marxist Philosophy: A Brief, Finding relevance of economic ideas to understand and explain significant political events over the time)

Readings:

Downs, A. (1957). An Economic Theory of Political Action in a Democracy. *The Journal of Political Economy*. Vol. 65 (2). Page 135-150

Foley, D. (1999). Notes on the Theoretical Foundations of political Economy. Personal Notes published by Professor Duncan K. Foley. New school of Social Research and Santa Fe Institute, New York.

Oriental Philosophy on Politics and Economics

(Kautilya's Philosophy, Ibn Khaldun's Economic principles, Economic Philosophy in different religion, Understanding the influence of religion on politics and economics)

Readings:

Mitchel, C.V. (2011). Contemporary Research in Religion, Politics and Economics. *Journal of Markets and Morality*. Vol. 14(1), Page 159-170

Barro R. and MacCleary, R. (2002). Religion and Political economy in an International Panel. Working Paper 8931. National Bureau of Economic Research. Cambridge.

Political Approaches to understand Political Economy

(Historical and Behavioral Approach, Idealism, Realism, Neo-Realism, modern world system, dependency perspective, Engaging Political Approaches to understand and analyze national and global political events and their economic implications)

Readings:

Wallerstein, I. (1976). *The Modern World-System: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century*. New York: Academic Press, pp. 229-233.

Altshuler, R. (2009). Political Realism and Political Idealism: Difference that Evil Makes. *Public Reason*. Vol 1(2). Page 73-87

Bieler A. (2006). Neo-realism and State Power. Personal Lecture Series of Professor Andreas Bieler.

New Institutionalism

(Historical, Sociological and Rational Choice Model of Institutionalism, old and new politics of the welfare state, Understanding the Reasons: Why Institutions Fail?)

Readings:

Lowenberg AD. (1990). Neoclassical Economics as a theory of Politics and Institutions. *Cato Journal*. Vol. 9(3).

Hall, P. and Taylor, R. (1996). Political Science and the Three New Institutionalism. *Political Studies*. Vol 44(5). Page 936-957

Week 5-8

British Colonial Heritage: Politics and Economy up to 1947

(Political and Economic Process in Colonial Period, Elections in British India, Lahore Resolution 1940, Communal Riots in 1946, Partition in 1947, Political Economic Impact of Partition)

Readings:

Brown, R. (2010). *The British Empire in India*. Ashbrook Statesmanship Thesis. Ohio, USA

1.
2. [Chiriyankandath, J. \(1992\) 'Democracy' under the Raj: Elections and separate representation in British India, *The Journal of Commonwealth & Comparative Politics*, 30:1, 39-63, DOI: 10.1080/14662049208447624](#)

Marino, E. and Rogobete, D. (2018). *The Partition of India: Beyond Improbable Lines*. Cambridge Scholars Publishing. Page 1-22.

Pandey, G. (2001). *Remembering Partition: Violence, Nationalism, and History in India*. Port Chester, NY, USA: Cambridge University Press. Chapter 2, Page 21-44

Sen, U. (2014). The Myths Refugees Live By: Memory and history in the making of Bengali refugee identity. *Modern Asian Studies*, 48, pp 37-76
doi:10.1017/S0026749X12000613

[Sengupta, D. \(2011\) *From Dandakaranya to Marichjhapi: rehabilitation, representation and the partition of Bengal \(1947\)*, *Social Semiotics*, 21:1, 101-123, DOI: 10.1080/10350330.2011.535673](#)

Nationalism and Bengali Nationalism

(What is Nation, what is Nationalism, Types of nationalism, Nationalism in Asia, Nationalism in Subcontinent)

Readings

Calhoun, C. (1999). Nationalism, Political Community and the Representation of Society. *European Journal of Social Theory*. Vol.2. Page 217-231.

Calhoun, C. (1993). Nationalism and Ethnicity. *Annual Review of Sociology*. Vol.19. Page 211-239

Kamenka, E. (1973). Nationalism: Evolution of an Idea. Australian National University Publishing, Canberra. Chapter.1, 2 and 5. Page.

Bangladesh: Rise of an Independent Nation

(Class and Colony in Pakistan, State Mechanism of Economic Exploitation, Political and Social Disparities, Cultural Differences, Six Point Movement, National Election of 1970, From Two Economies to Two Nations)

Readings:

Alavy, H. (1971), 'Bangladesh and the Crisis of Pakistan' *Socialist Register*

Nations, R. (1973), *The Economic Structure of Pakistan: Class and Colony*. *Socialist Register: Pakistan Series*.

Faaland, J and Parkinson, J.R(1976), *Bangladesh: The Test Case for Development*. Dhaka: University Press Limited. Chapter 1.

Islam, N (2003), *Making of a Nation – Bangladesh: An Economist's Tale*. Dhaka: University Press Limited. Chapter 2 and Chapter 4.

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

Kokab R and Hussain M. (2016). Ideological, Cultural, Organizational and Economic origins of Bengali separationist movement. *Bulletin on Education and Research*, Vol. 38, Page 163-182. University of Punjab, Lahore.

Liberation War 1971 and Global Political Order

(Political, Economic and Cultural Reasons behind War, Leadership of Bangabandhu Sheikh Mujibur Rahman, Significance of Mujibnagar Government in exile, Role of different political wings, role of international actors, role of national and international civil society etc.)

Study Tour:

Field Visit to Liberation War Museum, Dhaka.

Readings:

বাংলাদেশের স্বাধীনতা যুদ্ধের দলিলপত্র (১-১৫ খন্ড, গ্রন্থনির্দেশনা পবলিশিংস্ অফ ইন্ডিয়া)

Haider, Z. (2009). A Revisit to the Indian Role in the Bangladesh Liberation War. *Journal of Asian and African Studies - J ASIAN AFR STUD*. 44. 537-551. 10.1177/0021909609340062.

Drong, A. (2016). India's Role in the Emergence of Bangladesh as an independent state. *VESTNIK RUDN INTERNATIONAL RELATIONS*. Vol. 16. 736-744. 10.22363/2313-0660-2016-16-4-736-744.

Chowdhury I.A. (2013). Dhaka-Moscow Relation: Old Ties Renewed. *ISAS Working Paper no. 167*. National University of Singapore.

Zahed, I. (2013). An analysis of US policy in the liberation war of Bangladesh, 1971. *Journal of Humanities and Social Science*. Vol. 12. Page 123-128.

Huque, M. (2014). *From Autonomy to Independence: The United States, Pakistan and the Emergence of Bangladesh*. New Delhi: Vikas Publishing House Pvt. Limited.

Week 9-12

Political Economy of Genocide

(Defining Genocide, difference between genocide and civil war, causes of genocide, political and ideological context of 1971 genocide, politics of genocide denial/recognition)

Readings:

Stewart, F., 2011. *Economic and Political Causes of Genocidal Violence: A comparison with findings on the causes of civil war. MICROCON Research Working Paper*, Institute of Development Studies, University of Sussex.

BEACHLER, D., 2007. 'The politics of genocide scholarship: the case of Bangladesh', *Patterns of Prejudice*, Vol. 41, No. 5, Ithaca College, New York.

Constitution of Bangladesh: Expression of a Nation

(Studying Constitution of Bangladesh, with a special focus on first three chapter to understand political-economic philosophy of Bangladesh since inception)

Reading: The Constitution of People's Republic of Bangladesh

Political Economy of Bangladesh 1972-1975: Early Thoughts and Plans

(National Budget in Initial Days, First Five-Year Plan, Production and Investment in New Economy, Challenges of Reconstruction of War -Ravaged Economy, 1974 Famine)

Readings:

Islam, N (2003), *Making of a Nation – Bangladesh: An Economist's Tale*. Dhaka: University Press Limited. Chapter 8, 9, 10

Ahmed, K. U (1980). *Development Planning in Bangladesh: A Study in Political Economy*. The Bangladesh Development Studies. Vol. 8(3), page 61-78

State and Economy under the regime of Sheikh Mujib

(Different State Approach, Intermediate Class and State, Political and Economic Crisis of the Regime, Crisis of Governance, BAKSAL)

Readings

Islam, N (2003), *Making of a Nation – Bangladesh: An Economist's Tale*. Dhaka: University Press Limited. Chapter 9, 10

Islam, S.S (1988), *State and Economic Strategy*, Dhaka: University Press Limited. Chapter 3 and 4, page 51-118.

Week 13-16**State and Economy under the regime of Zia and Ershad**

(Restoration of Administrative State, Dominance of Civil-Military-Bureaucrats, Quest for Political Legitimacy, Economic and Political Crisis of the Regime, Political use of Religion)

Readings

Islam, S.S (1988), *State and Economic Strategy*, Dhaka: University Press Limited. Chapter 5, 6 and 8, page 119-172.

Political Economy of Foreign Aid and Foreign Relations

(Aid relations of a new country, policy dialogue with donors, diversification of aid relations, sharing Pakistan's External Debt Liability, Indo-Bangladesh Economic Cooperation and Diplomatic Relation, Unequal Partners in Development, Relation between foreign aid and foreign relations, non-linear impact of foreign aid on fundamentalism)

Readings:

Islam, N (2003), *Making of a Nation – Bangladesh: An Economist's Tale*. Dhaka:

University Press Limited. Chapter 11, 12, 13, 17 and 18

Sobhan, R. (1982), *The Crisis of External Dependence: The Political Economy of Foreign Aid to Bangladesh*, Dhaka: University Press Limited.

Political Economy of Fundamentalism

(Economics behind Fundamentalism, influence of geopolitics and foreign policy, transformation from Secularism, Politicization of Religion, Militant Extremism and Violence, impact on religious and ethnic minorities, long-term effect of fundamentalism.)

Readings:

Hasan, M. (2012). The Geo-politics of Islam in Bangladesh. Harvard Asia Quarterly. Vol. 14, Issue 2.

Lintner, B. (2002) Religious Extremism and Nationalism in Bangladesh.

Fink, N. C. (2010) in Political violence in South and Southeast Asia: Critical perspectives, Abraham, Newman and Weiss (eds), United Nations University Press. (Chapter 5: On the Borderlines- Politics, Religion and Violence in Bangladesh)

Barkat A. (2013), Political Economy of Fundamentalism in Bangladesh (Bangladeshe Moulabader Rajnoitik Arthoniti), Jahanara Imam Memorial Lecture 2012, Dhaka.

Political Economy of Bangladesh: Contemporary Issues

(Test Case Hypothesis Revisit, Microeconomic Trends, Prospective Development Plans, Sustainable Development Agenda, Challenges, Critical Rethinking about Inequality, Social Justice and Peace)

Readings:

Sen, B. and Ali, Z. (2015). Ending Extreme Poverty in Bangladesh during the Seventh Five Year Plan: Trends, Drivers and Policies.

Background Paper for Seventh Five Year Plan. General economic Division, Planning Commission, Bangladesh.

Novelli, M. (et al.) (2017). The 4rs Framework: Analyzing Education's Contribution to Sustainable Peacebuilding with Social Justice in Conflict Affected Contexts. Journal on Education in Emergencies. Vol. 3(1), Page 14-43.

Suggested Reading

Alavy, H, (1971), ' Bangladesh and the Crisis of Pakistan' *Socialist Register*,

Ahmed, Muzaffar(1987), *State and Development: Essays on Public Enterprise* . Dhaka: University Press Limited.

Ahmed, S (2005), *Transforming Bangladesh into a Middle Income Country* . New Delhi: Macmillan.

Alamgir, Mohiuddin(1977), *Bangladesh: A Case of Below Poverty Level Equilibrium Trap*. Dhaka: Bangladesh Institute of Development Studies.

Besley, T (2004), *The New Political Economy*. Keynes Lecture, British Academy, London School of Economics.

Bjorn, H (ed.) (1995), *International Political Economy: Understanding Global Disorder* . Dhaka: University Press Limited.

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

Brammer, H. (2002), *Land Use and Land Use Planning in Bangladesh*, Dhaka: University Press Limited.

Beachler, D (2007), 'Politics of Genocide Scholarship: The Case of Bangladesh', *Patterns of Prejudice*, Vol.41, No. 5, 467-492.

BRAC University (2011), *Education in Bangladesh: Overcoming Hurdles to Equity with Quality*, Dhaka: University Press Limited.

Caporaso, J and Levine, D (1992), *Theories of Political Economy* . Cambridge: Cambridge University Press.

Chomsky,N(1999), *Profit over People: Neoliberalism and the Global Order* . New York: Seven Stories Press.

Clarke, B (1998), *Political Economy: A Comparative Perspective* (2nd Edition). Westport: Praeger.

Chowdhury, S.I (2002), *Middle Class and the Social Revolutions in Bengal: Incomplete Agenda*, Dhaka: University Press Limited.

Faaland, J and Parkinson, J.R(1976), *Bangladesh: the Test Case for Development* . Dhaka: University Press Limited.

Gilpin, R (2001), *Global Political Economy: Understanding the International Order* . Princeton: Princeton University Press.

Harrison, F (2013), *Political Islam and the Elections in Bangladesh*, London: New Millennium Press.

Haque, M.S (1999), *Aid, Development and Diplomacy: Need for an Aid Policy*, Dhaka: University Press Limited.

- Hossain, A. and Rashid, S (1996), *In Quest of Development: The Political Economy of South Asia*. Dhaka: University Press Limited.
- Islam, N (2003), *Making of a Nation – Bangladesh: An Economist's Tale*. Dhaka: University Press Limited.
- Islam, N (2003), *Development Planning in Bangladesh: A Study in Political Economy*. Dhaka: University Press Limited.
- Islam, S.S (1988), *State and Economic Strategy*, Dhaka: University Press Limited.
- Islam, N (2004), *Looking Outward: Bangladesh in the World Economy*, Dhaka: University Press Limited.
- Jacob, Lt. Gen. JFR (1997), *Surrender at Dhaka: Birth of a Nation*, Dhaka: University Press Limited.
- Jansen, E.G (1987), *Rural Bangladesh: Competition for Scarce Resources*, Dhaka: University Press Limited.
- Kabir, A. J. (2014), *Partitions Post Amnesias 1947, 1971 and Modern South Asia*, Dhaka: University Press Limited.
- Khan A.R., and M. Hossain (1989), *The Strategy of Development in Bangladesh*. London. The Macmillan press Ltd..
- Kochanek, S.A (1993), *Patron-Client Politics and Business in Bangladesh*. Dhaka: University Press Limited.
- Mill, J.S and Laurence, L (1885), *Principles of Political Economy*. New York: D Appleton and Co.
- Myles, J and Quadagno J (2002), 'Political theories of the Welfare State', *Social Science Review*, University of Chicago: 34-57
- McMurthy, J (1998), *Unequal Freedoms: The Global Market as an ethical System*. West Hartford: Kumarian Press.
- Mamun, M. (2008), *Bengal Partition 1905 and East Bengal*, Dhaka: University Press Limited.
- Maddison, A (1970), 'Social Development in Pakistan: 1947-1970', *Dubrovnik Conference Paper*, Development Advisory Service, University of Harvard
- Rahman H. Z., and Hulme, D (2014), *Social Protection in Bangladesh: Building Effective Social Safety Nets and Ladders Out of Poverty*, Dhaka: University Press Limited.
- Rahman, Anisur (1993), *The Lost Moment – Papers on Political Economy of Bangladesh*. Dhaka: University Press Limited.
- Rahman, H.Z, Hossain, M and Sen, B (eds.) (1996), *1987 – 1994: Dynamics of Rural Poverty in Bangladesh* (mimeo). Dhaka: Bangladesh Institute of Development Studies.
- Rahman, M. Akhlaqur (1984), *Foreign Aid and Self-reliant Growth – the Case of Bangladesh*. Dhaka: CSS, Dhaka University.
- Rashid, Salim (ed.) (1995), *Bangladesh Economy – Evaluation and Research Agenda*. Dhaka: University Press Limited.
- Stewart, F (2011), *Economic and Political Causes of Genocidal Violence: A comparison with findings on the cause of civil war*. MICROCON Research Working Paper 46, Brighton: MICROCON.
- Sobhan, R. (1982), *The Crisis of External Dependence: The Political Economy of Foreign Aid to Bangladesh*, Dhaka: University Press Limited.
- Ullah, Mahbub (1996), *Land, Livelihood and Change in Rural Bangladesh*. Dhaka: University Press Limited.
- World Bank (2007), *Economics and Governance of Non-Governmental Organizations in Bangladesh*, Dhaka: University Press Limited.
- Quibria, M.G (1997), *The Bangladesh Economy in Transition*. Dhaka: University Press Limited.
- Rashid, H (1987), *The Foreshadowing of Bangladesh: Bengal Muslim League and Muslim Politics: 1906-1947*, Dhaka: University Press Limited.
- Rashid, H (2003), *Inside Bengal Politics: 1936-1947: Unpublished Correspondance of Partition Leaders*, Dhaka: University Press Limited.
- Rahman, A (1985), *Political Economy of SARC*, Dhaka: University Press Limited

DS 402: Quantitative Research Methodology

Course No.: DS 402

Course Title: Quantitative Research Methodology

Course Type: Compulsory

Level/Term: Seventh Semester

Credit Value: 4

Total Marks: 100

Course Description

The objective of this course is to familiarize students with the quantitative research approach to development studies. The aim of the course is to build sound understanding of the tools and techniques of conducting quantitative research from the beginning to end of a research project. The course is designed to develop an awareness of various methods of designing a research project. Students will learn how to design a research project involving primary data collection through questionnaire survey.

Learning Objective

Throughout the course, the students will learn how to handle the issues and problems that generally arise during the life cycle of quantitative research project. Students will learn how to design a sampling framework, how to develop a survey questionnaire, how to collect and process survey data, how to analyze survey data using statistical software.

Learning Outcome

At the end of the completion of the course, the students will be able to

Use advanced qualitative and quantitative tools in social science researches

Analyze the social and economic problem using mixed method

Course Content

Introduction: Meaning of Research, Objectives of Research, Motivation in Research, Types of Research, Defining the Research Problem, Selecting the Problem, Meaning of Research Design, Need for Research Design, Types of research design.

Survey Methodology: What is survey methodology; the challenge of survey methodology; the purposes of surveys, examples of surveys; the lifecycle of a survey from design perspective: constructs, measurement, response, the target population, the frame population, the sample, the respondents.

Randomization: Understanding of randomization and statistical design of randomization. Randomization in research design.

Sampling Design: Samples and estimates; simple random sampling; Cluster Sampling: the design effect and within-cluster homogeneity, subsampling within selected clusters; Stratification and Stratified Sampling: Proportionate Allocation to Strata, Disproportionate Allocation to Strata, Systematic Selection, Complications in Practice, Two-Stage Cluster Designs with Probabilities, Proportionate to Size (PPS), Multistage and Other Complex Designs; Sample Size Determination for household surveys; Sample design issues for household surveys in developing countries.

Methods of data collection: Alternative Methods of Data Collection, Choosing the Appropriate Method, Effects of Different Data Collection Methods on Survey Errors, Using Multiple Modes of Data Collection, Summary

Nonresponse in Sample Surveys: Three Major Types of Unit Nonresponse, How Does Nonresponse Affect the Quality of Survey Statistics?, Computing Response and Nonresponse Rates, Trends in Response Rates over Time, Item Nonresponse, Design Features to Reduce Unit Nonresponse.

Questions and Answers in Surveys: Alternatives Methods of Survey Measurement, Cognitive Processes in Answering Questions, Problems in Answering Survey Questions, Guidelines for Writing Good Questions, Evaluating Survey Questions

Survey Interviewing: The Role of the Interviewer, Interviewer Bias, Interviewer Variance, Strategies for Reducing Interviewer Bias, Strategies for Reducing Interviewer-Related Variance, The Controversy about Standardized Interviewing, Interviewer Management.

Post collection Processing of Survey Data: Introduction, Coding, Entering Numeric Data into Files, Editing, Weighting, Imputation for Item-missing data, Sampling Variance Estimation for Complex Samples, Survey Data Documentation and Metadata.

Statistical Analysis of Survey Data: Descriptive statistics of Survey Data and Revisiting Linear and Multiple Regression Models, Logistic Model, Probit Model, Ordered Logistic model, Ordered Probit Model, Impact Evaluation Techniques (Treatment regression, DID estimation, Propensity Score Matching), Selection Models, factor and principal component analysis.

Case Studies: Household Income and Expenditure Survey (HIES), Labor Force Survey (LFS), Bangladesh Demographic Health Survey (BDHS)

Suggested Reading

- Groves, R. et al. (2009). Survey Methodology. Hoboken, NJ: John Wiley & Sons.
- Kothari C.R. (2004). Research Methodology: Methods and Techniques. New Delhi: New Age International Publishers Limited.
- Hamilton L. C. (2013). Statistics with Stata: Updated for version 12, Brooks/Cole Cengage Learning
- United Nations (2005). Household Sample Surveys in Developing and Transition Countries Department of Economic and Social Affairs, Statistics Division, Studies in Methods Series F No. 96. New York: United Nations
- United Nations (2005). Designing Household sample surveys practical guidelines Department of Economic and Social Affairs, Statistics Division, Studies in Methods Series F No. 96. New York: United Nations
- Levy P. S. and Lemeshow. S. (2008). Sampling of Populations: Methods and Applications, 4th Edition. Hoboken, NJ: John Wiley & Sons.

DS 403: Qualitative Research

Course No.: DS 403

Course Title: Qualitative Research Methodology

Course Type: Compulsory

Level/Term: Seventh Semester

Credit Value: 4

Total Marks: 100

Course Description

This course is designed to demystify the process of qualitative research which will expose students to a range of techniques and approaches associated with qualitative research - from writing a research proposal, collecting data and analyzing the results, to writing up the research report. Given the increasing consideration to qualitative research, this course is intended to orient students towards understanding and exploring the complexities of meanings and interpretations.

Learning Objective

The aim of this course is to enable students to:
learn about qualitative research methods, especially how to design and conduct qualitative research using grounded theory methods.
conduct qualitative research and analyse materials in addition to focusing in particular on qualitative methods as a set of practises for producing, interpreting and shaping texts.

Learning Outcome

On successfully completing the module students will be able to:
design their own qualitative research and fieldwork plans; and
identify and develop ideas, generate hypotheses, choose cases, and
conduct ethical research with the practical use of qualitative techniques.

Course Content

Week 1

Research Epistemology

Purpose and Scope of the Course

Pedagogy

The Philosophy of Social Research

School of Thoughts in Social Science

Positivism

Social Constructivism

Postmodernism

Feminism

Critical Theory

Must Read:

Chapter 2: Philosophical Assumptions and Interpretative Frameworks in John W. Creswell (2013). Qualitative Inquiry & Research Design. London: SAGE.

Week 2

Social Theory and Social Research

Relationship between Social Theory and Social Research

Linking Theory and Research

Situating Social Theory and Research.

Must Read:

Chapter 3: The Use of Theory in John W. Creswell & J. David Creswell (2018). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. London: SAGE

Week 3

Ethics in Social Research

Research Ethics

Ethical Codes

Some Common Ethical Concerns in Social Science Research

Consent of the Respondents, Confidentiality and Anonymity.

Must Read:

Chapter 4: Writing Strategies and Ethical Considerations in John W. Creswell & J. David Creswell (2018). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. London: SAGE

Chapter 13: Research Ethics in Sophie Laws (2003). Research for Development. New Delhi: VISTAR Publication

Week 4

Qualitative Research Methods

Introduction to Qualitative Research Method

Qualitative vs. Quantitative Research Methods

History and Origin of Qualitative Methods

Advantages and Disadvantages of Qualitative Methods.

Must Read:

Chapter 9: Qualitative Methods in John W. Creswell & J. David Creswell (2018). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. London: SAGE

Week 5

Class Test: (Syllabus: Lecture 1 – 4): 40 minutes

Writing a Research Proposal

Structure of a research proposal

Articulating research question

Formulating hypothesis

Developing theoretical framework

Sampling, planning and budgeting.

Must Read:

Chapter 01: The Art of Writing Proposals in Adam Przeworski and Frank Salomon (1998). New York: SSRC.

Week 6

Designing Qualitative Research

The Research Problem

Literature Review

Debunking on Theoretical issues

Designing the Project

Operationalization, Conceptualization.

Must Read:

Chapter 3: Designing a Qualitative Study in John W. Creswell (2013). Qualitative Inquiry & Research Design. London: SAGE.

Week 7

Data Collection

Getting into the Field

Rapport Buildup

Pains and Pleasures of Fieldwork

Units of Analysis

Must Read:

Chapter 7: Data Collection in John W. Creswell (2013). Qualitative Inquiry & Research Design. London: SAGE.

Week 8

Methods of Data Collection...

Participant Observation

Focus Group Discussion

Must Read:

Chapter 3: Participant Observation, in Benjamine F. Crabtree & William L. Miller (1999), Doing Qualitative Research. London and New York: SAGE.
Chapter 17: Seven Key Research Techniques in Sophie Laws (2003). Research for Development. New Delhi: VISTAR Publication

Week 9

Methods of Data Collection...

Case Studies

Key Informant Interview

Historical and Oral Traditions/Life Histories/Narrative Analysis

Must Read:

Chapter 17: Seven Key Research Techniques in Sophie Laws (2003). Research for Development. New Delhi: VISTAR Publication

Chapter 4: Key Informant Interviews, in Benjamine F. Crabtree & William L. Miller (1999), Doing Qualitative Research. London and New York: SAGE.

Week 10

Midterm Examination

Syllabus: Lecture 5 – 9

Duration: 75 Minutes

Type of Question: Analytical, Narrative

Week 11

Methods of Data Collection...

PRA

RRA

Participatory Action Research

Must Read:

Chapter 3: Participatory Research in Sophie Laws (2003). Research for Development. New Delhi: VISTAR Publication

Chapter 5: Conducting a Rapid Rural Appraisal in Mohammad Ali(1990). RRA Concepts, Methods and Applications. Dhaka: BRAC

Week 12

Methods of Data Collection

Discourse Analysis

Story Telling

Must Read:

Chapter 10: Discourse Analysis in David Silverman (1999). Qualitative Research: Theory, Method and Practice. London: SAGE.

Chapter 5: Five Different Qualitative Studies in John W. Creswell (2013). Qualitative Inquiry & Research Design. London: SAGE.

Week 13

Data Management and Analysis

Data Management

Data Coding

Data analysis

Must Read:

Chapter 8: Data Analysis & Representation in John W. Creswell (2013). Qualitative Inquiry & Research Design. London: SAGE.

Week 14

Doing Fieldwork: Applying Qualitative Tools

Planning for fieldwork

Applying qualitative Tools

Chapter 16: Choosing Methods in Sophie Laws (2003).
Research for Development. New Delhi: VISTAR
Publication

Week 15

Writing Qualitative Research Report

- Data into Text
- Text and Reality
- Kinds of Data
- Dilemma over Subjective and Objective Representation,
- Structure of the Write up
- Bibliography Presentation
- Feedback and Rewriting

Must Read:

Chapter 9: Writing a Qualitative Study in John W.
Creswell (2013). Qualitative Inquiry & Research
Design. London: SAGE.

Week 16

Presentation

Group/Individual presentation

Course Review

Suggested Reading

Atkinson, P. (1990). *The Ethnographic Imagination: Textual Constructions of Reality*. New York: Routledge.

Berg, B. L. (2001). *Qualitative Research Methods for the Social Sciences*. Boston: Allyn and Bacon.

Bernard, H. R. (2002). *Research Methods in Anthropology*. USA: Alta Mira Press.

Boje, D. M. & Grace, R. (2010). "Storytelling" in Mills, Albert J., Durepos, Gabriel & Elden Wiebe (2010), *Encyclopedia of Case Study Research*. Thousand Oaks: SAGE.

Clifford, J. (1986). "Introduction." in **James Clifford and George E. Marcus, eds**, *Writing Culture: The Poetics and Politics of Ethnography*. Berkeley: University of California Press, 1-26.

Ellen, R. F. (1984), *Ethnographic Research: A Guide to General Conduct*. Academic Press: London.

Emerson, Robert M. F., Rachel, I. & Shaw, L. L. (1995), *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.

Geertz, C. (1973). "Thick description: Toward an Interpretive Theory of Culture" in: *The Interpretation of Cultures*. New York: Basic Books, 3-30.

Goffman, E. (1989). "On fieldwork." *Journal of Contemporary Ethnography*, 18:123-132.

Hammersley, M. & Atkinson, P. (1995). "What is Ethnography?" in: *Ethnography: Principles in Practice*. London: Routledge, 1-22.

Hammersley, M. (1995). *The Politics of Social Research*. London: SAGE Publications.

Hollis, M. (1994). *The Philosophy of Social Science*. Cambridge: Cambridge University Press.

Hughes, J. A. & Sharrock, W. W. (1997). *The Philosophy of Social Research*. 3rd Edition. London & New York: Longman.

Lambert, J. (ed.) (2013). *Digital Story Telling: Capturing Lives, Creating Community (Digital Imaging and Computer Vision)*. London: Routledge.

Locke T. (2004). *Critical Discourse Analysis*. London: Continuum

May, T. (1997). *Social Research: Issues, Methods and Process*. Buckingham & Philadelphia: Open University Press.

Ng, P. (2003). *Effective Writing: A Guide for Social Science Students*. Hong Kong: Chinese University Press.

Pennings, P. K.H & Kleinnijenhuis, J. (1999). *Doing Research in Political Science*. London: Sage Publications.

Ragin, C. C. (1987). *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Berkeley and Los Angeles: University of California Press.

Ragin, C. C. (1992). *What is a Case? Exploring the Foundations of Social Enquiry*. Cambridge: Cambridge Press.

Rice, L. P. & Ezzy, D. (1999). *Qualitative Research Methods: A Health Focus*. Victoria: Oxford University Press.

Rosaldo, R. (1986). "From the Door of his Tent: The Fieldworker and the Inquisitor", in James Clifford and George Marcus (eds.) *Writing Culture: The Poetics and Politics of Ethnography*. Berkeley: University of California Press.

Sanjek, R. (ed.) (1990), *Fieldnotes: The Makings of Anthropology*. Ithaca: Cornell University Press.

Weiss, G. & Wodak, R. (2003). *Critical Discourse Analysis Theory and Interdisciplinarity*. London: Routledge.

DS 404: History of Economic Thoughts

Course No.: DS 404

Course Title: History of Economic Thoughts

Course Type: Compulsory

Level/Term: Seventh Semester

Credit Value: 4

Total Marks: 100

Course Description

This course introduces the history of economic thought from a critical perspective. The module familiarizes students with major schools of thought in economics focusing on the contributions of great scholars of the subject, and highlighting major historical debates and controversies in the literature. The course equips students to gain an appreciation of the origin of modern economic analysis. By the end of the module, students will be able to demonstrate a better understanding of the historical context in which some of the fundamental concepts in economics were formed and how these concepts evolved over time. Through understanding the history of economic theories, students will be able to show a greater appreciation of the current state of economic theories and their policy implications.

Learning Objective

The aim of this course is to enable students to:

- get familiarized with major schools of thought in economics focusing on the contributions of great scholars of the subject;
- gain an appreciation of the origin of modern economic analysis;
- get in-depth knowledge on major historical debates and controversies in the literature.

Learning Outcome

On successfully completing the module students will be able to:

- demonstrate a better understanding of the historical context in which some of the fundamental concepts in economics were formed and how these concepts evolved over time;
- show a greater appreciation of the current state of economic theories and their policy implications.

Course Content

Week 1

Introductory Session: Brief discussion on the course

- What is History of Economic Thoughts about
- Why Study History of Economic Thoughts

Website: <https://www.hetwebsite.net/het/>

Week 2

Pre classical Understanding of Economics

Greek Tradition: Aristotle, Plato, Xenophon

Must read:

Chapter 1: Ancient economic thought, Srivastava S. K. (1982), *History of Economic Thought*. New Delhi, India.

Chapter 1: Ancient economic thought, Ghosh and Ghosh (1999), *Concise History of Economic Thought*. Himalaya Publishing House, India.

Chapter 2: Ancient economic thought, Lokanathan V. (2000), *A History of Economic Thought*. New Delhi, India.

Week 3

Pre classical Understanding of Economics

European Tradition: Mercantilism, Physiocracy and French Pre-classical Political Economy

Must read:

Chapter 3: Mercantilism, Srivastava S. K. (1982), *History of Economic Thought*. New Delhi, India.

Chapter 4: Physiocracy, Srivastava S. K. (1982), *History of Economic Thought*. New Delhi, India.

Chapter 2: Mercantilism, Ghosh and Ghosh (1999), *Concise History of Economic Thought*. Himalaya Publishing House, India.

Chapter 3: Physiocracy, Ghosh and Ghosh (1999), *Concise History of Economic Thought*. Himalaya Publishing House, India.

Chapter 5: Mercantilism, Lokanathan V. (2000), *A History of Economic Thought*. New Delhi, India.

Chapter 6: The Physiocrats, Lokanathan V. (2000), *A History of Economic Thought*. New Delhi, India.

Week 4

Classical Political Economy

Adam Smith:

Historical Context of Smith's Ideas; Smith's Theories of History

and Sociology; Smith's Value Theory; Smith's Theory of Economic Welfare; Class Conflict and Social Harmony.

Must read:

Chapter 5: Adam Smith, Srivastava S. K. (1982), *History of Economic Thought*. New Delhi, India.

Chapter 4: Origin of Classicism, Ghosh and Ghosh (1999), *Concise History of Economic Thought*. Himalaya Publishing House, India.

Chapter 7: Adam Smith, Lokanathan V. (2000), *A History of Economic Thought*. New Delhi, India.

Week 5

Class test (30 minutes)

Classical Political Economy

David Ricardo:

The Theory of Rent and First Approach to Profits; Economic

Basis of Conflict Between Capitalists and Landlords; The Labor Theory of Value; Price Determination; Distribution of Income and the Labor Theory of Value; The Theory of Comparative Advantage and International Trade.

Must read:

Chapter 7: David Ricardo, Srivastava S. K. (1982), *History of Economic Thought*. New Delhi, India.

Chapter 4: Origin of Classicism, Ghosh and Ghosh (1999), *Concise History of Economic Thought*. Himalaya Publishing House, India.

Chapter 10: David Ricardo, Lokanathan V. (2000), *A History of Economic Thought*. New Delhi, India.

Week 6

Classical Political Economy

Karl Marx:

Marx's Critique of Classical Economics; Commodities, Value, Use

Value, and Exchange Value; Useful Labor and Abstract Labor; Surplus Value, The Labor Theory of Value and the Transformation Problem; Private Property, Capital, and Capitalism; Primitive Accumulation; Capitalist Accumulation; Economic Concentration; Tendency for the Rate of Profit to Fall, Sectoral Imbalances and Economic Crises.

Must read:

Chapter 22: Marxism, Srivastava S. K. (1982), *History of Economic Thought*. New Delhi, India.

Chapter 17: Karl Marx, Lokanathan V. (2000), *A History of Economic Thought*. New Delhi, India.

Mid-term examination (75 minutes)

Week 7

Austrian Economics

· Early Contributors - (i) Menger, (ii) Von Wieser, and (iii) Von Bohm-Bawerk

· Late Austrians: (i) Friedrich Hayek and (ii) Joseph Schumpeter

Mid-term examination (75 minutes)

Must read:

Chapter 16: Austrian School of Economics, Srivastava S. K. (1982), *History of Economic Thought*. New Delhi, India.

Chapter 8: Austrian (Subjective) School, Ghosh and Ghosh (1999), *Concise History of Economic Thought*. Himalaya Publishing House, India.

Chapter 17: The Austrian School, Bhatia H. L. (2000), *History of Economic Thought*, Vikas Publishing House, India.

Week 8-9

Neo-Classical Economics

Alfred Marshall - Marshall's Contribution to Utility Theory and Demand Theory; Symmetry Between Neoclassical Theories of the Household and the Firm; Marshall's Theory of the Firm; The Firm's Production and Cost Curves in the Short Period; Equilibrium in the Short Period; The Long Period and the Problem of Competition; Marshall's Ideological Defense of Capitalism; Clark and the Marginal Productivity Theory of Distribution Economics as Exchange and the Role of the Entrepreneur.

Leo Walras - Neoclassical Welfare Economics: Theory of General Economic Equilibrium; Walras's Ideological Defense of Capitalism and Kenneth Arrow and Gerard Debreu – General Equilibrium Modelling

Rational Choice - George J. Stigler, Robert Lucas & the New Classical School - Robert Mundell, Arthur Laffer, Thomas Sowell

Neoclassical Monetary Theory - (a) Irving Fisher, (b) Wicksell and the Swedish Fraternity

Monetarism - Milton Friedman

Public Choice Economics - James Buchanan & Gordon Tullock

Must read:

Chapter 27: Neo-classical Economics, Srivastava S. K. (1982), *History of Economic Thought*. New Delhi, India.

Chapter 20: Alfred Marshall, Lokanathan V. (2000), *A History of Economic Thought*. New Delhi, India.

Chapter 22: Neo-classicism, Lokanathan V. (2000), *A History of Economic Thought*. New Delhi, India.

Chapter 21: Alfred Marshall, Bhatia H. L. (2000), *History of Economic Thought*, Vikas Publishing House, India.

Week 10-11

Keynesian Economics

John Maynard Keynes: Theoretical Setting of Keynes's Analysis; Keynes's Defense of the Marginal Productivity Theory of Distribution; Keynes's Analysis of Capitalist Depressions; Keynes and the Cambridge School.

Must read:

Chapter 24: The Keynesian Revolution, Lokanathan V. (2000), *A History of Economic Thought*. New Delhi, India.

Chapter 21: John Maynard Keynes (1883-1946): His ideas, Girjia M, Manimekalai A. and Sasikala L. (2003), *History of Economic Thought*, Vrinda Publications Ltd, India.

Week 12

Neo-Keynesian & Post Keynesian Economics

Must read:

Appendix 8: Neo-Keynesian Economics, Lokanathan V. (2000), *A History of Economic Thought*. New Delhi, India.

Week 13-14

Institutional Economics

Old Institutionalism - Thorstein Veble, Wesley Clair Mitchell, R C Commons, and John Kenneth Galbraith
New Institutionalism – Douglas North, Oliver Williamson, Richard Posner and Harold Demsetz

Must read:

Chapter 28: Institutional Economics, Srivastava S. K. (1982), *History of Economic Thought*. New Delhi, India.

Chapter 15: Institutional Economics, Ghosh and Ghosh (1999), *Concise History of Economic Thought*. Himalaya Publishing House, India.

Chapter 17: Institutional School: Veblen and Mitchell, Girjia M, Manimekalai A. and Sasikala L. (2003), *History of Economic Thought*, Vrinda Publications Ltd, India.

Week 15-16

Welfare economics

Fundamental theorems of Welfare Economics

Must read:

Chapter 29: Welfare Economics, Srivastava S. K. (1982), *History of Economic Thought*. New Delhi, India.

Chapter 16: Welfare Economics, Ghosh and Ghosh (1999), *Concise History of Economic Thought*. Himalaya Publishing House, India.

Chapter 25: Welfare Economics, Lokanathan V. (2000), *A History of Economic Thought*. New Delhi, India.

Suggested Reading

Hunt, E. K., (2002). *History of Economic Thought: A Critical Perspective*, 3rd Edition, Armonk, New York: M. E. Sharpe.

Medema, S. and Samuels, W. (2003), *The History of Economic Thought: A Reader*, Routledge.

Samuels, Warren J., Biddle, Jeff E., and Davis, John, (2003). *A Companion to the History of Economic Thought*. Marquette University Faculty. Book 106.

Samuelson, P. A. (1977). *A Modern Theorist's Vindication of Adam Smith*. The American Economic Review, 67(1), 42–49.

Schumpeter, Joseph A. (1954), *History of Economic Analysis*. New York: Oxford University Press.

Screpanti, Ernesto and Zamagni, Stefano, (1995), *An Outline of the History of Economic Thought*, Oxford University Press.

Sweezy, P. M.. (1943). *Professor Schumpeter's Theory of Innovation*. The Review of Economics and Statistics, 25(1), 93–96

DS 405: Project Management

Course No.: DS 405

Course Title: Project Management

Course Type: Compulsory

Level/Term: Eighth Semester

Credit Value: 4

Total Marks: 100

Course Description

This course is designed to introduce and engage the students with the step-by-step processes and techniques that are necessary for the management of a project. The course holistically discusses about different aspects including planning, designing, implementing, monitoring, and evaluating a project. Along with the theoretical perspectives in project management, the course also brings practical perspectives to make student better understand project management in a developing country context.

Learning Objective

At the end of the course, the students are expected to:

Learn a broad-based understanding of the key contexts, tools, and issues surrounding project design and analysis both globally and nationally.

Comprehend the project phases, both as separate and integrated processes, from planning to implementing projects, and finally to monitoring and evaluating a project

Understand the theoretical discourses and to be able to link the theories with practices in a developing country context

Learning Outcome

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

Design and implement projects for government as well as non-government agencies by utilizing relevant tools
Monitor and evaluate projects, especially in a developing country context, by utilizing relevant tools

Teaching-learning strategy

This course will be taught in an interactive way through both one-to-one as well as group discussions, take home assignments, and presentation sessions. Hence, apart from the instructor taking the lead in teaching, the students will also be able to interact and share their ideas on relevant issues. Moreover, project management professionals from government and non-government agencies will be invited for providing lectures to illustrate the practical aspects of project management in a developing country context. As for the reading materials, besides books and journal articles, audio-visual materials will be provided to teach the course.

Course Content

Week 1

Introducing 'project' and 'project management' Concepts; Rationale; Categories; Features and Characteristics; Project Life Cycles; Basic ideas of Project Analysis

Week 2-3

Logical Framework Approach (LFA) for project management

Logical frameworks: Vertical and horizontal logic components; 4x4 matrix; Use of LFA in project design, analysis, and monitoring

Week 4-5

Important analytical tools in Project management

SWOT Analysis; Objective Analysis; Problem Analysis; Stakeholder analysis;

Week 6

Developing Terms of Reference (TOR) and Proposals for Projects

Understanding the templates of Terms of Reference (TOR) and Call for Proposals (CFPs); Understanding the types of and approaches in developing technical and financial proposals for projects

Week 7

Practitioners' perspectives on designing and implementing projects

Practitioners' perspectives on relating theoretical perspectives of project design and analysis with the practical aspects of project management in a developing country context

Week 8

Group discussions and presentations on designing projects

Designing and presenting innovative projects in groups
Mid-Semester Examination

Week 9

Social Impact Assessment (SIA) of a project

Steps in SIA; Advantages and disadvantages of SIA; Risk Assessment Framework for SIA; Biases of SIA; Reporting for SIA

Week 10

Environmental Impact Assessment (EIA) of a project

History of EIA; Steps in EIA; Advantages and disadvantages of EIA; Risk Assessment Framework for EIA; Biases of EIA; Applications of EIA; Tools in EIA; Reporting for EIA; Combining EIA and SIA to produce Environmental and Social Impact Assessment (ESIA)

Week 11-12

Cost-benefit analysis (CBA) and Social cost-benefit analysis (SCBA)

Identifying the Costs and benefits of project; Selected popular measures of Discounted Cash Flows: Net Present Worth, Internal Rate of Return, Others; Economic Appraisal: Use of techniques including shadow prices; Analysis of projects with tangible and non-tangible products

Week 13-14

Understanding M & E concepts and tools

Introduction to M&E; Role of M&E in project management; M&E and the project cycle; Distinction between M&E; Evaluation and impact evaluation

Selecting indicators for M&E; Planning for M&E; Planning tools and tasks;

Week 15-16

Making sense of M&E data and communicating the findings

Data collection methods: Advantages and limitations of traditional and participatory methods; Inclusion and diversity; Data quality; Positionality and Ethics; Analyzing M&E data; Making sense of qualitative and participatory M&E data; Differences between monitoring and evaluation findings; Using M&E findings; Communicating M&E findings: Data visualization and Reporting

Suggested Reading

Bakewell, Oliver & Garbutt, Anne (2005), *The Use and Abuse of the Logical framework Approach*.

Belli P., Anderson J.R., Barnum H. N., Dixon J. A., and Tan J. (2001), *Economic Analysis of Investment Operations*, Washington: The World bank.

Booth W., Ebrahim R. and Morin R. (1998), *Participatory Monitoring, Evaluation and Reporting*. South Africa: Pact.

Chambers, Robert (1994), 'Participatory Rural Appraisal (PRA): Analysis of Experience', *World Development*, 22(9): 1253-1268.

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Chanda S. (1989), *Managing projects in Bangladesh*. Dhaka: University Press Limited

Choudhury S. (1993), *Project Management*. New Delhi: Tata McGraw Hill Publishing Co.

Curry S. and Weiss J. (2000), *Project Analysis in Developing Countries*, London: Macmillan Press Ltd.

EC (2002), *Project Cycle Management Handbook*, European Commission, EuropeAid Cooperation Office.

Gosling L. and Edwards M. (1995), *Toolkits: A Practical Guide to Assessment, Monitoring, Review and Evaluation*. London: Save the Children.

IFRC. (2011), *Project/programme monitoring and evaluation (M&E) guide*. Geneva: IFRC.

ILO n.d. Project Preparation, Implementation, Monitoring, Evaluation: User's Hand Book. Dhaka: International Labour Organization.

Morgan, R. K. (2012), Environmental impact assessment: the state of the art. *Impact assessment and project appraisal*, 30(1), 5-14.

NORAD (1999), *The Logical Framework Approach*. Oslo: Norwegian Agency for development Cooperation
Potts, David (2001), *Project Planning and Analysis for Development*. Lynne Rienner Publishers.

Project Management Institute [PMI]. (2017), *A Guide to the Project Management Body of Knowledge* (Sixth Edition).

Renz, Patrick S. (2009), *Project governance: Implementing Corporate Governance and Business Ethics in Nonprofit Organizations*, Physica-Verlag Heidelberg.

Singh, K., Chandurkar, D., & Dutt, V. (2017), *A practitioners' manual on monitoring and evaluation of development projects*, Cambridge Scholars Publishing.

UNDP (1997), *Results-oriented Monitoring and Evaluation*, New York: UNDP

Veneklasen, Lisa & Miller, Valerie (2002), *A New Wave of Power, people & Politics: The Action Guide for Advocacy and Citizen Participation*. Practical Action Publishing.

Wield, David (1999), Tools for project Development within a Public Action Framework, *in Development in Practice*, Volume 9, Issue 1&2, Pages 33-42.

Young T. (2003), *The Project Management Manual*, New Delhi: Penguin Books.

Vanclay, F., Esteves, A. M., Aucamp, I., & Franks, D. M. (2015), *Social Impact Assessment: Guidance for assessing and managing the social impacts of projects*, International Association for Impact Assessment [IAIA].

DS 406: Understanding Public Policy Process

Course No.: DS 406

Course Title: Understanding Public Policy Process

Course Type: Compulsory

Level/Term: Eighth Semester

Credit Value: 4

Total Marks: 100

Course Description

Understanding Public Policy Process is an undergraduate-level course that can be used to introduce students to the methods and tools used to analyze and design public policies. The course is designed as a stand-alone module, or as part of a broader program in public policy, public administration, or political science. The course is designed to provide students with a comprehensive understanding of the policy-making process and the analytical tools used to analyze public policies.

Learning Objective

Understanding the policy-making process: Students will learn about the various stages of the policy-making process, including agenda setting, formulation, adoption, implementation, and evaluation.

Analyzing policy proposals: Students will learn how to use economic analysis techniques, such as cost-benefit analysis, to evaluate the potential impact of policy proposals.

Assessing existing policies: Students will learn how to use research methods, such as program evaluations, to assess the effectiveness of existing policies.

Understanding the role of politics and values in public policy: Students will learn about the ways in which political considerations and values can influence the development and implementation of public policies.

Applying knowledge to real-world problems: Students will have the opportunity to apply the concepts and techniques they learn in the course to analyze and evaluate real-world policy issues.

Developing critical thinking skills: Students will be encouraged to think critically about public policies, weigh the evidence for and against various policy proposals, and to consider the ethical implications of different policy options.

Gaining practical skills for effective policy-making: Through the course, students will gain the necessary skills to analyze the impact of different policies, design policies and its implementation. This will help them to be effective policy analysts and practitioners.

Learning Outcome

After studying this course, the students will be able to

Understand public policy theoretically

Deliver the state of major public policies in Bangladesh

Course Content

Week 1

Introduction to Public Policy Analysis- I

The course will begin with an introduction to public policy analysis, providing an overview of the policy-making process and key concepts and terminology in public policy analysis. This section will cover the various actors and institutions involved in the policy-making process, including executive and legislative branches, bureaucratic agencies, interest groups, and the public. Students will be introduced to the different stages of the policy-making process, including agenda-setting, formulation, adoption, implementation, and evaluation.

Week 2

Introduction to Public Policy Analysis- II

The course will begin with an introduction to public policy analysis, providing an overview of the policy-making process and key concepts and terminology in public policy analysis. This section will cover the various actors and institutions involved in the policy-making process, including executive and legislative branches, bureaucratic agencies, interest groups, and the public. Students will be introduced to the different stages of the policy-making process, including agenda-setting, formulation, adoption, implementation, and evaluation.

Week 3

Theories of Public Policy -I

The second section of the course will cover theories of public policy. This section will provide an overview of the different theories of public policy and how they inform policy analysis. Students will be exposed to a range of theories, including incrementalism, rational choice, political economy, and advocacy coalition framework. They will be encouraged to think critically about the assumptions underlying each theory and to evaluate their relative strengths and weaknesses. This section will also examine key policy areas and the theories that apply to them, such as health policy, education policy, and environmental policy.

Week 4

Theories of Public Policy - II

The second section of the course will cover theories of public policy. This section will provide an overview of the different theories of public policy and how they inform policy analysis. Students will be exposed to a range of theories, including incrementalism, rational choice, political economy, and advocacy coalition framework. They will be encouraged to think critically about the assumptions underlying each theory and to evaluate their relative strengths and weaknesses. This section will also examine key policy areas and the theories that apply to them, such as health policy, education policy, and environmental policy.

Week 5

Policy Formulation and Design- I

The third section of the course will focus on policy formulation and design. This section will analyze the factors that influence policy formulation and design, such as political and institutional constraints, interest groups, and public opinion. Students will learn about the various policy design options available and evaluate their trade-offs. Topics will include agenda-setting, problem definition, option generation, and the use of evidence in policy design.

Week 6

Policy Formulation and Design- II

The third section of the course will focus on policy formulation and design. This section will analyze the factors that influence policy formulation and design, such as political and institutional constraints, interest groups, and public opinion. Students will learn about the various policy design options available and evaluate their trade-offs. Topics will include agenda-setting, problem definition, option generation, and the use of evidence in policy design.

Week 7

Program Implementation and Management -I

The fourth section of the course will delve into program implementation and management. Students will examine the challenges of implementing public policies and the tools used to manage and evaluate programs. This section will cover key concepts such as program design, program implementation, and performance measurement. Students will learn about the various methods used to evaluate program effectiveness, including experimental and quasi-experimental designs, cost-benefit analysis, and program logic models.

Week 8

Program Implementation and Management -II

The fourth section of the course will delve into program implementation and management. Students will examine the challenges of implementing public policies and the tools used to manage and evaluate programs. This section will cover key concepts such as program design, program implementation, and performance measurement. Students will learn about the various methods used to evaluate program effectiveness, including experimental and quasi-experimental designs, cost-benefit analysis, and program logic models.

Week 9

Policy Analysis Methods – I

The fifth section of the course will cover policy analysis methods. Students will be introduced to the main methods used in policy analysis, such as cost-benefit analysis, cost-effectiveness analysis, and multi-criteria analysis. Students will practice applying these methods to case studies, learning how to use these methods to inform policy decisions.

Week 10

Policy Analysis Methods – II

The fifth section of the course will cover policy analysis methods. Students will be introduced to the main methods used in policy analysis, such as cost-benefit analysis, cost-effectiveness analysis, and multi-criteria analysis. Students will practice applying these methods to case studies, learning how to use these methods to inform policy

Week 11

Data Analysis and Presentation - I

The sixth section of the course will focus on data analysis and presentation. Students will be introduced to data analysis and visualization tools used in policy analysis and will practice analyzing and presenting data in a clear and convincing way. This section will cover key concepts such as data collection, data cleaning, and data visualization.

Week 12

Data Analysis and Presentation - II

The sixth section of the course will focus on data analysis and presentation. Students will be introduced to data analysis and visualization tools used in policy analysis and will practice analyzing and presenting data in a clear and convincing way. This section will cover key concepts such as data collection, data cleaning, and data visualization.

Week 13

Current Issues in Public Policy Analysis– I

Finally, the seventh section of the course will focus on current issues in public policy analysis. Students will examine current policy issues and how they are being analyzed. Topics will include the hot topic of public policy such as health care reform, education reform, and climate change. This section will also explore the role of policy analysis in addressing pressing public policy problems.

Week 14

Current Issues in Public Policy Analysis– II

Finally, the seventh section of the course will focus on current issues in public policy analysis. Students will examine current policy issues and how they are being analyzed. Topics will include the hot topic of public policy such as health care reform, education reform, and climate change. This section will also explore the role of policy analysis in addressing pressing public policy problems.

Suggested Reading

Throughout the course, students will be required to read from a variety of sources, such as academic articles, policy reports, and news articles. In addition to the traditional classroom setting, students will also have opportunities to apply what they have learned through group projects, policy briefs, or research papers. These assignments will provide students with hands-on experience in policy analysis and will prepare them for careers in public policy, public administration, or political science.

It is worth also noting that the choice of texts will depend on the specific focus and structure of the course and the instructor's preference. It is always a good idea to consult with the instructor in advance to ensure that the text aligns with the course objectives. However, some key suggested readings would be:

"Public Policy Analysis: An Introduction" by William N. Dunn - This is a comprehensive introduction to the field of public policy analysis, covering both the theoretical and practical aspects of the subject.

"The Policy-Making Process" by Michael E. Kraft and Scott R. Furlong - This text provides an overview of the policy-making process in the United States, including the role of interest groups, the media, and the executive and legislative branches of government.

"Governing America: The Politics of a Divided Democracy" by James W. Ceaser, Andrew E. Busch, and John J. Pitney Jr - This text offers a historical perspective on the American political system and its major institutions and their roles in policy making.

"The Oxford Handbook of Public Policy" edited by Michael Moran, Martin Rein, and Robert E. Goodin - This handbook provides a wide-ranging overview of the field of public policy and includes chapters on key policy areas such as health care, education, and the environment.

"Public Policy Analysis: New Developments" edited by E.W. Kelley Jr, J.M. Levy and M.E. Whittington - This book provide more recent perspective of Public Policy Analysis, it covers the theoretical, conceptual, and empirical developments in the field of public policy analysis, with a focus on providing new insights and guiding future research.

DS 407: Research Paper

Course No.: DS 407

Course Title: Research Paper

Course Type: Compulsory

Level/Term: Eighth Semester

Credit Value: 4

Total Marks: 100

Course Description

This course is designed for Masters level students to build on their research competencies from their methods courses. The purpose of this course is designed for the students demonstrating their skills on proposal writing, and become competent in basic research designs that entail making judgments about matching research designs to particular research problems. In addition, students will become more aware of the issues to consider when making decisions about the assessment of their overall research.

Learning Objective

The aim of the course is to give the students training in doing a substantial individual research project.

Learning Outcome

After completion of this assignment, students will be able to:

develop and apply acquired research knowledge for future research investigation

to construct a research question that can be empirically addressed during doctoral training.

to write the dissertation proposal, the course refreshes research students on the basic concepts of research, focusing on conducting literature reviews, understanding theory, defining research problems

Guidelines

The aim of the course is to train the student in basic research work, scientific writing, the application of suitable research methods, formulation of hypothesis and testing, and analysis of data for drawing valid conclusions. The students have to defend their study findings in a research seminar.

The student must prepare a project proposal of at least 4 pages within the first two weeks of first semester of the graduate program. On the basis of the project proposal, a faculty member will be appointed as academic supervisor in accordance with the guidelines approved by the Academic Committee of the Department.

This is a limited independent research task with duration of approximately 12 to 16 weeks. This work ends up with a scientific report of 30 - 40 pages of typed text. The basic task is to solve a well-defined delimited research problem within a wider development focused context by applying well established scientific methods and, when applicable, to make use of theoretical frameworks.

Professional guidance is continuously provided and the work is closely followed by the supervisor. Detailed guidelines for writing the research paper and selection of research areas will be provided by the Department at the beginning of the first semester.

Research Areas

Development economics
Public policy
Social development
Natural resource management

Evaluation Criteria

Relevance of the background of the study	5
Formulation of the objectives, hypotheses, assumptions, and research questions in light of research aims	10
Literature review	10
Research methodology	10
Analysis and findings	20
Discussion, recommendation and conclusion	10
References/ bibliographic skills	5
Linking the findings with research objectives, hypotheses, theoretical framework, and literature	10
Originality of the concepts and thought process	10
Language, Logic and Clarity	10

DS 408: Comprehensive and Viva-Voce

Course No.: DS 408

Course Title: Comprehensive and Viva-Voce

Course Type: Compulsory

Level/Term: Eighth Semester

Credit Value: 4

Total Marks: 100

Course Description

Comprehensive examination, which carries 4 (four) credit weights, must be passed by students willing to complete the BSS (Honors) Degree Program in Development Studies. The examination consists of two parts: written and oral. Comprehensive examination attempts to test knowledge of the student about Development Studies and covers all the courses studied by the student in the previous semesters.

Learning Objective

The objective of comprehensive viva-voce is to assess the overall knowledge of the student in the relevant field of development studies acquired over 4 years of study in the undergraduate program .

Learning Outcome

Viva and written test will be conducted in 8th semester which will be covering the complete syllabus. This will test the student's learning and understanding during the course of their undergraduate programme. In doing so, the main objective of this course is to prepare the students to face interview both in the academic and the industrial sector.

Course Content

The written test and viva shall normally cover the subjects taught in all semesters of Undergraduate Programme.

