



University of Dhaka

Course Curriculum and Syllabus

Bachelor of Social Sciences (BSS) in Development Studies Program

**(Revised in 2016)
Effective from Academic Year 2016-17**

**Department of Development Studies
University of Dhaka**

**Level 6, Social Sciences Building
University of Dhaka
Dhaka-1000; Bangladesh
Phone: +880-2-9661920, Ext-6791
Fax: +880-2-9667222
Email: developmentstudies.du@yahoo.com
Website: www.devstud-udhaka.ac.bd**

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Introduction

To cater the growing need of high quality development professionals in the domain of development both at home and abroad and getting dissatisfied with education and training they gain at the undergraduate level education in Bangladesh, the Department of Development Studies at the University of Dhaka has decided to introduce undergraduate program in Development Studies from academic session 2008-2009. It aims to provide high quality education and training to the students from a multi-disciplinary point of view and helps them to develop a holistic understanding and insights about development. Bangladesh is termed as a laboratory of development practices by many and it is a development puzzle and paradox for many. Bangladesh is also called the NGO capital of the world. Many development organizations work along with the government organizations in Bangladesh. Majority of the development organizations in Bangladesh not only operates development programs and projects in Bangladesh but they also do research. They do research without applying any relevant analytical lens, which reflects the poverty of their independent thinking. They do development in practice more than they do research about development. Likewise, academic institutions in many cases carry out research without taking into account the hard realities of life. Undergraduate program in development Studies aspires to fill up that gap between theory and practice in development. It believes that the capability of independent thinking and analysis and epistemological development among the students can be instilled at the undergraduate level of their education. Graduates in Development Studies will be in an advantageous position due to their training and will contribute to the development of the organizations where they will be employed be it government, private or NGOs and the society as a whole.

Development, in its various forms, is one of the most serious issues in the contemporary world. Development Studies is the study of social transformation or change. Students of development studies examine the problems, processes, and prospects for the development of human and material resources in places which are generally thought to be the less developed areas of the world. The problems of development are urgent, massive, and enormously complex, and they transcend the boundaries of conventional academic disciplines. To study comparative development effectively, one must draw upon many disciplines and construct a balanced understanding of historical and contemporary processes. Thus, studying development as a social transformation requires a blending of knowledge and perspectives from political science, economics, administrative science, sociology, psychology, anthropology, geography, history, resource and environmental science.

The undergraduate program in development studies at the University of Dhaka is an interdisciplinary one that is designed to provide a comparative perspective on the long-term social, political, and economic changes that have accompanied industrialization and the growth of the modern states in Africa, Asia, Latin America, Middle East, and in the historical experience of European countries.

BSS (Honors) Degree Program in Development Studies¹

Admission

Students shall be admitted in the BSS (Honors) Degree Program in different departments including 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 week will be for class teaching, 1 week break for preparation, and 3 week for holding the semester final examination.
- The program shall include teaching of 32 course units for a total of 3200 marks, which will be translated into 128 credit hours. The total credit hours shall be evaluated on the basis of 3200 total marks, of which 3000 marks shall be for 30 taught course units, 2 taught courses for 200 marks (4 credit hours assigned to each courses), 100 marks for field research/ project work/ internship, (4 credit hours) and 100 marks for written and oral comprehensive examination with 4 credit hours assigned against it, in the 8th (eighth) semester. However, any particular department may opt for an additional full unit taught course in lieu of the field research/ project work/ internship.
- 100 marks for field research/project work/internship, and 100 marks for written and oral comprehensive examination. Each full unit course shall be of 100 marks and half unit course shall be of 50 marks.
- Since the credit hours are counted on the basis of lecture class /contact hours per weeks, number of lecture classes/contact hours shall be determined according to the credits assigned to each course unit. For a 4-credit course unit, there shall be two lecture classes of 90 minutes each, and one 60 minutes discussion class/ tutorial class/ lab work / group presentation/ class test 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 every week.

¹ This part is drawn heavily from 'Course Curriculum and Rules' published by the Faculty of Social Sciences, University of Dhaka, April, 2007.

Course Structure of the BSS (Honors) Degree Program

Semester Credits	No. of Courses	Total Marks	Earned
One	4	400	16
Two	4	400	16
Three	4	400	16
Four	4	400	16
Five	4	400	16
Six	4	400	16
Seven	4	400	16
Eight	2 Field Research/ internship/ Project Work* Comprehensive (Written & Oral)	200 100 100 (50+50)	8 4 4
Total	32 Courses	3200	128

* There could be an option for any department to offer a taught course in lieu of field research/ internship/ Project work.

Evaluation and Grading

Evaluation and grading shall be determined on the basis of semester examination

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

The Distribution of Marks for Evaluation

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

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

The Distribution of Marks for Class Attendance

Attendance range (in percent)	Marks
90% and above	5.0
85% to less than 90%	4.5
80% to less than 85%	4.0
75% to less than 80%	3.5
70% to less than 75%	3.0
65% to less than 70%	2.5
60% to less than 65%	2.0
55% to less than 60%	1.5
50% to less than 55%	1.0
45% to less than 50%	0.5
Less than 45%	0.0

Grading Structure for BSS (Honors) Degree Program in a 4-point Grading Scale

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

Interpretation of the Grades

- “A+”, “A” and “A-” grades are indicative of “excellent” performance overall by a student, earning grade points of 4.0, 3.75, and 3.50, respectively.
- “B+”, “B” and “B-” grades are indicative of “very good” performance overall by a student, earning grade points of 3.25, 3.00, and 2.75, respectively.
- “C+”, “C” and “C-” grades are indicative of “good” performance overall by a student, earning grade points of 2.50, 2.25, respectively.
- “D” grade is indicative of minimally acceptable “passing” performance overall by a student, earning a grade point of 2.00.
- “F” grade is indicative of an unacceptable “failing” performance overall by a student, i.e., fail to earn any credit point.
- “I” grade is indicative of a situation where a student, for non-academic reasons beyond his control, is unable to complete the full requirements of the course for not being able to sit for the semester final examination. With the submission of valid and authenticated evidence of such reasons, and the recommendation of the course teacher (to be reported to the Chairperson of the examination committee), that particular student shall be allowed to complete the semester final examination with the new batch. Meanwhile, the student concerned will be promoted to the next semester. If an incomplete grade is not cleared with the new batch, the “I” grade automatically be changed to an “F” grade. A maximum number of “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.

Promotion

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

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 8th semester for the BSS (Hons.) degree, he/she must apply for such improvement examination before the certificate is issued.
- Improvement shall not be allowed once the certificate is issued.
- A student-carrying grade “F” in any course shall not be awarded the degree unless he/she improves it by appearing at the semester final examination with the next batch.
- If the student gets “F” grade in the improvement examination, he/she shall automatically be dropped from the semester and student shall have to take readmission with the next batch, provided the student concerned is eligible for readmission.
- For improvement of grade in a course, the student shall apply to the chairperson of the department at least 4(four) weeks before the start of the semester final examination.
- A student shall be allowed to improve the grade of a particular course only once.
- No improvement shall be allowed for the mid-semester examination, term papers/home assignments, and active participation in the discussion class/tutorial class/group presentation/class test marks and the grades earned in written and oral comprehensive examination.

Readmission

- A student failing to get the requisite grade points for promotion (clause-9) from one semester to the next may seek readmission with the following batch.
- For readmission, a student shall have to apply within one month after the announcement of result of the concerned semester.
- On readmission, grades earned earlier by a student in the class of readmission shall cease to exist and the student has to retake all the course works and examination.
- A student shall not be allowed readmission in more than two semesters during the entire BSS (Honors).

Drop Out

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

Registering Complaints about Marking, Grading and Related Issues

- When students have concern about the teachers teaching evaluation or grading, a provision shall be thereby which the student can make the concern known to the appropriate individuals in the following orders: The course teacher, The chair of the department in which the course is taught, The Dean of the faculty in which the course is taught
- Grievances should be recorded by a student within a week after the publication of the result.

Medium of Instruction: Medium of instruction of the Undergraduate 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 department shall charge for its developmental activities. Students will be charged additional fees for computer laboratory, departmental seminar library, semester fund as well as co-curricular activities.

Course Structure: At a Glimpse

First Year: First Semester

DS 101: Introduction to Development Studies: Theories and Approaches

DS 102: Microeconomics

DS 103: Introduction to Politics and Political Thoughts

DS 104: Introduction to Anthropology and Sociology

First Year: Second Semester

DS 105: Anthropology of Development

DS 106: Mathematical Economics

DS 107: Macroeconomics

DS 108: Introduction to Public Administration

Second Year: Third Semester

DS 201: Development Economics

DS 202: Organizational Behavior

DS 203: History of Economic Thoughts

DS 204: Statistics

Second Year: Fourth Semester

DS 205: Agriculture and Rural Development

DS 206: International Trade

DS 207: Banking Finance and Insurance

DS 208: Environment and Sustainable Development

Third Year: Fifth Semester

DS 301: Basic Econometrics

DS 302: Gender and Development

DS 303: Human Development

DS 304: Labor and Migration Studies

Third Year: Sixth Semester

DS 305: NGOs and Development Management

DS 306: Quantitative Research Methodology

DS 307: Qualitative Research Methodology

DS 308: Area Studies: Comparative Development Experiences

Fourth Year: Seventh Semester

DS 401: Political Economy and History of Bangladesh

DS 402: Poverty: Concept, Measurement and Policy

DS 403: Public Finance

DS 404: Governance and Development

Fourth Year: Eighth Semester

DS 405: Project Management

DS 406: Understanding Public Policy Process

DS 407: Research Paper

DS 408: Comprehensive Examination

Note: Each course is of same weight (4 credits). Students are supposed to take two courses in English Language and Communication Skills during the first two semesters. These are non-credit courses. However, students must pass in these course in order to graduate from the university.

Non-credit Courses

DS 109: English Composition-1

DS 110: English Composition-2

DS 101: Introduction to Development Studies: Theories and Approaches

Course Description

The course introduces students to the discipline of 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 (classical economic development theories, neo-classical growth theories, dependencia, neoliberalism, feminism, institutionalism, alternative development, post development and so on) from the colonial to the post-colonial up to contemporary period.

Course Contents

- **Understanding Development:** Introduction to Development; Definitions and Interpretations of Development; Various Dimensions, Key Actors and Institution of Development, Development as Freedom, Knowledge as a Critical Dimension of Development, Milestones in Developmental Thinking;
- Colonialism and Its Impact on Developing countries;
- Common Characteristics of Developing Countries
- **Measuring Development:** The Challenge, Development Indicators and their Compatibility; The Human Development Index; Some Structural Characteristics of LDCs and DCs.
- **Introduction to Development Studies:** Origin, Evolution, Nature, Focus, Utility, and Trends, the Future of Development Studies (Global Development Studies); Towards Ethical Development Studies.
- **Growth and Challenges for 'Development Studies' as a Discipline:** Theoretical Impasse; Fifty Years of Development Thinking; Critique of Contemporary Development Models

Major Theories of Development:

- **Introduction to Growth Theories (1945-1973):** Rostow's Stages of Growth Theory, The Trickle-down Theory and Western Capitalism, Radical Interpretation of Underdevelopment (Marxist Theory, Dependency and World System Theory), Disenchantment with Trickle-down Theory, Participatory Approach to Development, , The Basic Needs Approach
- **The Latest State of the Art: Economic Development Theorizing since 1980:** Alternative Development, Feminist Theories of Development, Institutional Theory, Neoliberalism, and Post Development.

Suggested Readings

- Akude, J.M (2014), *Knowledge For Development: A Literature Review and a revolving Research Agenda*. Bonn: German Development Institute.
- Arn, J. (2002), 'The Hydra of Development Studies', *Journal of Contemporary Asia*, 32(2): 171-190.
- Ashcroft B., Griffiths G. and Tiffin H. (2004), *Key Concepts in Post-Colonial Studies*. London and New York: Routledge.
- Bardhan, P. and Udry, C (1999), *Development Microeconomics*. Oxford: Oxford University Press.
- Colman, D and Nixon, F (1994), *Economics of Change in Less Developed Countries*. London: Harvester.
- Cypher, J.M. and Dietz, D.L. (2009), *The Process of Economic Development*. London and New York: Routledge.
- Desai, V and Potter, R.B. (2014), *The Companion to Development Studies*. London and New York: Routledge.
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- Ghatak, S. (2003), *An Introduction to Development Economics*. 4th Edition. London and New York: Routledge.
- Gillis, M et al (1996), *Economics of Development*. New York: Norton.
- Haque, M.S. (1999), *Restructuring Development Theories and Policies: A Critical Study*. Albany: State University of New York Press.
- Huque, A.S. (1997), 'The impact of colonialism: thoughts on politics and governance in Bangladesh', *Asian Affairs*, 28:1, 15-27.
- Haslam, P.A., Schafer, J. and Beaudet, P. (eds.) (2012) *Introduction to International Development: Approaches, Actors and Issues*. Oxford University Press.
- Haynes, J (2005), *Palgrave Advances in Development Studies*. London: Palgrave Macmillan.
- Hirschman, A.O. (1981), 'The Rise and Decline of Development Economics', in A.O. Hirschman (ed.), *Essays in Trespassing Economics to Politics and Beyond*. Cambridge: Cambridge University Press.
- Kingsbury D., Rementi J., McKay J., and Hunt J. (2004), *Key Issues in Development*. Macmillan, Hampshire: Palgrave.
- Lal, Deepak (2000), *The Poverty of 'Development Economics'*. New Delhi: Oxford University Press.
- Landes, David (2002), *The Wealth and Poverty of Nations*. London: Abacus.
- Lange, M.K. (2004), 'British Colonial Legacies and Political Development', *World Development*, 32 (6): 905-922,
- Leftwich, Adrian (2005), 'Politics in Command: Development Studies and the Rediscovery of Social Science', *New Political Economy*, 10(4): 573-607.
- Lehman, David (1979), *Development Theory- Four Critical Studies*. London: Frank Cass and Company Limited.
- Mehmet, Ozay (1995), *Westernizing the Third World*. London and New York: Routledge.
- Meir, G (ed.) (1995), *Leading Issues in Economic Development*. 6th Edition. Oxford: Oxford University Press,

- Meir, G. and Rauch, J.E (2000), *Leading Issues in Economic Development*. 7th Edition. Oxford: Oxford University Press.
- Meir, G. and Stiglitz, J. (2000), *Frontiers in Development Economics: The Future in Perspective*. Washington, D.C. The World Bank.
- Nafziger, E.W. (2012), *Economic Development*. Cambridge: Cambridge University Press.
- Peet, Richard and Hartwick, Elaine (2009), *Theories of Development*. New York/London: The Guilford Press.
- Pieterse, J.N. (2010), *Development Theory*. London: Sage.
- Potter, Robert, B. (2004), 'The Provenance of Progress in Development Studies', *Progress in Development Studies*, 4(2): 95-98.
- Potter, R.B. (2008), *The Geographies of Development*. London: Pearson Education Limited.
- Randal, Vicky (2004), 'Using and Abusing the Concept of Third World: Geopolitics and the Comparative Study of Development', *Third World Quarterly*, 25(1): 41-53.
- Rapley J. (2007), *Understanding Development: Theory and Practice in the Third World*. Boulder and London: Lynne Rienner Publishers.
- Ray, Debraj (2000), *Development Economics*. Princeton, N.J.: Princeton University Press.
- Rahnema, Majid and Bawtree, Victoria. (1997), *The Post Development Reader*. Dhaka: University Press Limited.
- Robinson, Joan (1979), *Aspects of Development and Underdevelopment*. London: Cambridge University Press.
- Roy, D. (1998), *Development Economics*. Oxford: Oxford University Press.
- Schech S. and Haggis J. (2001) *Culture and Development: A Critical Introduction*. Oxford: Blackwell Publishers.
- Schuurman, F. J. (2000), 'Paradigm Lost, Paradigm Regained? Development Studies in the Twenty-first century', *Third World Quarterly*, 21(1): 7-20.
- Sen Amartya (1999), *Development As Freedom*. New Delhi: Oxford University Press.
- Sen, Amartya (1990), *On Ethics and Economics*. New Delhi: Oxford University Press.
- Stiglitz, Joseph. (1999), *State Versus Market- Have Asian Currency Crises Affected the Reforms*. Dhaka: University Press Limited.
- Streeten, Paul Patrick (1995), *Thinking About Development*. Cambridge: Cambridge University Press.
- Thirwall, A.P. (1999), *Growth and Development*. New York: Macmillan.
- Todaro, M.P. and Smith, S.C. (2012), *Economic Development*. Boston: Addison-Wesley.
- Toye, John (1993), *Dilemmas- Development*. Oxford: Blackwell.
- Simon, David (2006), *Fifty Key Thinkers on Development*. London and New York: Routledge.
- Valenzuela, Samuel J., and Arturo Valenzuela (1978), 'Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment', *Comparative Politics* 10 (4): 535-552.
- Wiard, J. Howard. (1998), *Non-western Theories of Development: Regional Norms versus Global Trends*. New York: Wadsworth Publishing.
- Willis K. (2006), *Theories and Practices of Development*. London and New York. Routledge.

DS 102: Microeconomics

Course Objective

Microeconomics is concerned with the behavior of individual decision-makers in the economy—households, business firms, and governments—and how they interact. The objective of this course is two-fold. The first is to introduce the students with the tools and techniques of Microeconomics and help them understand how economies work, how they interact globally, and how all of this affects individually. The second objective is to give students an overview of 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 everyday life.

Course Contents

- ❑ **Introductory Concepts:** Definition of Economics, Microeconomics and Macroeconomics, Positive and Normative Economics, Ten Principles of Economics, Thinking like an Economist, Central Problems of Economic Organization, Market, Command and Mixed Economies, Opportunity Cost, Production Possibility Frontier and its application.
- ❑ **Basic Elements of Supply and Demand:** Definitions of Demand and Supply, Demand Schedule and Demand Curve, Characteristics of Demand Curve, Income and Substitution Effects, Factors affecting the Demand Curve, Movement along and Shift in Demand Curves, from Individual to Market Demand, Supply Schedule and the Supply Curve, Factors affecting the Supply, Movement along and Shift in Supply Curves, the Equilibrium of Demand and Supply, Effect of a Shift in Demand and Supply, Shift on the Equilibrium.
- ❑ **Elasticity of Demand and Supply:** Price Elasticity of Demand, Calculating Elasticity, Elastic and Inelastic Demand, Price Elasticity in Diagrams, Determinants of Elasticity, Elasticity and Revenue, Income Elasticity of Demand, Cross Price Elasticity of Demand, Price Elasticity of Supply.
- ❑ **Theory of Consumer Behavior:** Choice and Utility Theory, Total and Marginal Utility, Law of Diminishing Marginal Utility, Equi-marginal Principle, Consumer Surplus, the Indifference Curve and its Properties, the Indifference Map, Budget Line/Budget Constraint, Consumer Equilibrium.
- ❑ **Theory of Production and Analysis of Costs:** The Production Function, Total, Average and Marginal Product, the Law of Diminishing Returns, Returns to Scale: Constant, Increasing and Decreasing Returns to Scale, Total Cost and Marginal Cost, Fixed Cost and Variable Cost, Average Cost: Average Fixed Costs and Variable Cost, U-Shaped Cost Curves, Marginal Products and Least Cost Rules.
- ❑ **Market:** Factor and Product Market, Perfect Competition, Monopoly, Monopolistic and Oligopoly Markets; Equilibrium under Perfect Competition and Monopoly Market.

- ❑ **Factor Markets:** Land, Labor, Capital And Income Distribution: Nature of Factor Demands, Demand for Factors of Production, Supply of Factors of Production, Determination of Factor Prices.
- ❑ **Markets and Economic Efficiency:** General Equilibrium of Markets, The Efficiency of Competitive Markets, Market Failures, Risk and Uncertainty, Moral Hazard and Adverse Selection, Markets and Economic Policy.

Suggested Readings

- Chiang, Alpha. C and Wainwright (2005), *Fundamental Methods of Mathematical Economics*. 4th Edition. New York: McGraw-Hill.
- Dowling, Edward T. (2001), *Introduction to Mathematical Economics*. Schaum's Outline Series, New York: McGraw-Hill, 3rd Edition.
- Koutsoyiannis, A (2003), *Modern Microeconomics*. Palgrave Macmillan: London and Basingstoke .
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- Parkin, Michael (2005). *Microeconomics*. 7th Edition. Reading, MA: Pearson Addison-Wesley.
- Richard G. Lipsey (1966), *An Introduction to Positive Economics*. 2nd Edition. London: Weidenfeld & Nicolson.
- Samuelson, Paul A., and Nordhaus, William (2001), *Economics*, 17th Edition. New York: McGraw-Hill.
- Salvatore, Dominick (2004), *Microeconomic Theory*. Schaum's Outline Series. 3rd Edition. New York: McGraw-Hill,
- Stiglitz, Joseph E., and Walsh, Carl E. (2002). *Principles of Microeconomics*. 3rd Edition. New York, NY: W. W. Norton.

DS 103: Introduction to Politics and Political Thoughts

Course Objective

This course aims to introduce basic concepts of political science and 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 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. The course sets the following learning goals-

- 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

Course Description

Part 1- Politics, Political Science and Political Philosophies

- ☐ Introduction to politics- what is politics; definition, scope and overview of the evolution of the field of political science.
- ☐ Politics as political science- how can we study politics scientifically?
- ☐ Political thoughts- the Greek political philosophies; Romans and humanists; from Reformation to Renaissance; Enlightenment and the development of modern state; Social Contract theories; The rise of liberalism and reactions to liberalism; Marxist political theories; Modern political theories (e.g. Rawls, Foucault, Habermas)
- ☐ Eastern political philosophies- the east vs. west

Part 2- Basic Political Concepts

- ☐ Key Issues- Power, Legitimacy, Authority; Liberalism, Conservatism, Fascism, Fundamentalism; Nation, Nation State, Nationalism; State/state building; Separation of Power; Constitutionalism; Political Culture; Forms of Government
- ☐ Institutions and political institutions
- ☐ Key Actors- State institutions; Political Parties, Interest Group, NGOs, CSOs

- ❑ Political System- Regime, regime types
- ❑ Democracy and democratic development- the difference between the different regime types (e.g. democracy vs. autocracy); Democracy and its indicators

Part 3- Applying the Ideologies & Concepts

- ❑ Political Development in Bangladesh: History, Constitution, Political Parties, Parliament, and other Political Institutions

Suggested Readings

- 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.
- Gardner, J. (1995). *Sophie's world: a novel about the history of philosophy*. Phoenix House: London.
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- 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.
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- 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 Objective:

This course will introduce students to the foundational knowledge of sociology and anthropology in understanding and analyzing the society and its various issues. The 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 peoples' lives are shaped and transformed by different social relations, cultures, political economy, history and environment. Additionally, initiatives will also be taken to familiarize students to the anthropological theories and their applications in ethnographic field researches. In that context, firsthand knowledge of anthropological research methods is necessary and this discipline aims to do that. By this introductory course, students will know how to develop a critical understanding of their niche and surroundings, which is particularly important as a student of the discipline of development studies.

Course Contents:

Part 1:

- **The Sociological Perspective:** The Subjective Matter of Sociology, The Rise and Development of Sociology, Sociological Imagination by C. Wright Mills.
- **Sociological Theories:** Social Interactionism, Functionalist Theory, Conflict Theory, Role Theory, Social Constructionism, Integration Theory, postmodernism.
- **Fundamental Organizations of the Society:** Culture, Socialization, Social Stratification and Inequality
- **Deviance and Social Control:** Nature and Types of Deviance, Sociological Explanations of Deviance, Forms and Functions of Social Control, Social Control of Deviance
- **Social Inequality:** Race and Ethnicity, Gender, Stratification
- **Major Social Institutions:** Family, Education, Economy, Religion, Power and Politics
- **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

Part 2:

- **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 countries.
- **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.
 - **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, post-modernism, post-structuralism, post-colonial theories.
 - **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.

Suggested Readings

Part 1:

- Berger, Peter L. and Kellner, Hansfried (1981). "Sociology as a way of seeing", In *Sociology Reinterpreted: An Essay on Method and Vocation*. New York: Anchor Press.
- 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.
- Macionis, John J. (2006), *Society: The Basics*. 8th ed., N.J.: Prentice Hall.
- Morrison, Ken (1995), *Marx, Durkheim, Weber: Formations of Modern Social Thought*. London: Sage Publications.
- Ritzer, George (2000), *Sociological Theory*. 5th ed., New York: McGraw-Hill.

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 Globalization*.
- Eriksen, Thomas, H. (2001), *Small Places, large Issues: An Introduction to Social and Cultural Anthropology*. London: Pluto Press.
- Escobar, Arturo. (1991), 'Anthropology and the Development Encounter: The Making and Marketing of Development Anthropology'. *American Ethnologist*, Vol. 18 (4): 658-682.
- Escobar, Arturo. 1997. "Anthropology and Development." UNESCO: 501-515.
- Ferguson, James. (1990), *The Anti-Politics Machine: "Development", Depoliticization, and Bureaucratic Power in Lesotho*. New York: Cambridge University Press.
- Gardner, K & Lewis, D. (1996), *Anthropology, Development and the Postmodern Challenge*. London: Pluto Press.
- 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: Anthropology of Development

Course Objectives

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 for, if development turns into disaster? Does the development planning reflect beneficiaries’ interest 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.

Course Contents

- ❑ Introduction to anthropology: Emergence of anthropology as a separate discipline; Sub-disciplines of anthropology, Culture and globalization; Anthropology, colonialism and development.
- ❑ Evolution of economic systems and its impact on social organization: Foraging, Pastoralism, Horticulture, Agriculture, Industrialization and capitalism.
- ❑ Explaining development and underdevelopment: Some theoretical paradigms and their limitations: Marxist theory, Modernization theory, Neo-Marxist theories (Dependency and World System); Poststructural development discourse.
- ❑ 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.
- ❑ 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.

- ❑ Applied anthropology and development discourse: Applied anthropology in the UK; Applied anthropology in the US; Development anthropology vs. anthropology of development.
- ❑ The costs of development: The socio-cultural consequences of development interventions: Economic growth at the expense of inequality, cultural extinction due to development invasion; Tourism, development and the spread of diseases: who are the victims? Development and environmental degradation; Field observation: Development Failure- Chittagong Hill Tracts (CHT), The Kariba Dam Project and other ethnographic examples.
- ❑ Resisting development: Grassroots movement and the “weapons of the weak: Everyday Resistance to Oppression”; Peasant protest; Rebellion and resistance; Some ethnographic examples of resistance.
- ❑ Deconstructing development: The post-development discourse: why deconstructing development? The nature of development deconstruction; New directions of development discourse; Poverty focused aid and income generation; Emergence of the NGOs and civil society, Community participation and strengthening bottom-up development; WID/GAD and empowerment; Practice and change; Social capital, movements and alternative development discourse.

Suggested Readings

- Bates, D.G. (1996), *Cultural Anthropology*. Boston: Allyn and Bacon.
- Bodley, H.J. (1999), *Victims of Progress*. London: Mayfield Publishing Company.
- Bodley, H.J. (1988), *Tribal Peoples and Development Issues: A Global Overview*. California: Mayfield Publishing Company.
- 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): 658-682.
- 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 Press.
- Gardner, K & Lewis, D. (1996), *Anthropology, Development and the Postmodern Challenge*. London: Pluto Press.
- Grillo, R.D. (1997). “Discourses of Development: The View from Anthropology” in R.D. Grillo & R.L. Stirrat (eds.) *Discourses of Development: Anthropological Perspectives*. Oxford: Berg. pp. 1-34.

- Hoben, A. (1982). Anthropologists and Development. *Annual Review of Anthropology*, 11: 349-375.
- Islam, S. (2015) *Pursing Alternative Development: Indigenous People, Ethnic Organization and Agency*. London: Palgrave MacMillan.
- Islam, S. (2013). From Science through Art to Literary and Discursive Interpretation: Anthropology from Its Classical to Contemporary Trajectory. *Asian Social Science*, Vol. 9(11): 148-154.
- King, V.T. (1999). *Anthropology and Development in South-East Asia: Theory and Practice*. Oxford: Oxford University Press.
- Kothari, U. and Minogue, M. (eds.) (2002). *Development Theory and Practice*. London: Palgrave Macmillan.
- Kothari, R. (1988). *Rethinking Development: In Search of Humane Alternatives*. Delhi: Ajanta.
- Larrain, J. (1989). *Theories of Development: Capitalism, Colonialism and Dependency*. London: Polity Press.
- Lewellen, T.C. (1995). *Dependency and Development: An Introduction to the Third World*. London: Bergin & Garvey.
- Lavenda, R.H. & Schultz, E.A. (2000). *Core Concepts in Cultural Anthropology*. California: Mayfield Publications.
- McCaskill, D. (1997) "From Tribal People's to Ethnic Minorities: The Transformation of Indigenous Peoples: A Theoretical Discussion." In Don McCaskill and Ken Kampe (eds.), *Development or Domestication: Indigenous Peoples of Southeast Asia*. Bangkok: Silkworm Books.
- Mohan, G. (1997). Developing Differences: Post-structuralism & Political Economy in Contemporary Development Studies. *Review of African Political Economy*, Vol. 73: 311-328.
- Rahnema, M. (1997). "Towards Post-Development: Searching for Signposts, a New Language and New Paradigms" in Rahnema, M. and Bawtree, V. (eds.) *The Post-Development Reader*. London: ZED Books. pp. 377-403.
- Robbins, R.H. (2002). *Global Problems and the Culture of Capitalism*. Boston: Allyn and Bacon.
- Rose, K. (1996). "SEWA: Women in Movement." in Nalini Visvanathan, Lynn Duggan, Laurie Nisonoff, and Nan Wiegersma (eds.) *The Women, Gender, and Development Reader*. Atlantic Highlands, NJ : Zed Books. pp. 382-395.
- 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, J.C. (1985). *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven: Yale University Press.
- Scott, J.C. (1990) *Domination and the Art of Resistance: Hidden Transcripts*. New Haven: Yale University Press.
- Shapan, A. (2004). *Migration, Land Alienation and Ethnic Conflict: Causes of Poverty in the Chittagong Hill Tracts of Bangladesh*. Dhaka: Research & Advisory Services.
- White, S.C. (1999). NGOs, Civil Society and the State in Bangladesh: The Politics of Representing the Poor. *Development and Change*, Vol. 30: 307-326.

DS 106: Mathematical Economics

Course Objective:

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.

Course Contents:

- **Introduction:** Ingredients of a Mathematical Model, The Real Number System, The Concept of Sets, Relations and Functions, Types of Function, Functions of Two or More Independent Variables
- **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
- **Linear Algebra:** System of linear equations and its solutions
- **Matrix Algebra:** Matrices and Vectors, Matrix Operations, Notes on Vector Operations, Cumulative, Associative and Distributive Laws, Identity Matrices and Null Matrices, Transposes, Nonsingularity of Matrix, Properties of Determinants, Inverse Matrix, Cramer's Rule, Application to Market and National Income Models
- **Comparative Static Analysis:** Nature of Comparative Statics, Rate of Change and Derivative, Derivative and slope of a curve, Concept of Limit and Continuity, Rules of Differentiation of a function of one variable, Rules of Differentiation involving two or more functions of the same variable, Rules of Differentiation involving functions of different variables, Partial Differentiation, Applications to Comparative Static Analysis, Jacobian Determinants
- **Optimization Problem:** Optimum Values and Extreme Values, Relative Maximum and Minimum(First Derivative Test), Second and Higher order Derivatives, Second Derivative Test, Optimization of More than One Choice Variable, Optimization with Equality Constraints
- **Dynamic Analysis and Integral Calculus:** Dynamics and Integration, Definite and Indefinite Calculus, Some Applications of Integrals, Domar Growth Model

Suggested Readings:

- 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 107: Macroeconomics

Course Objective

The objective of this course is to orient the students to the basic knowledge about the tools and techniques of Macroeconomics. This course will help students understand the basic macroeconomics principles and their applications. It informs how economy performs and expands its scope in macro level according to the demand of society. 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 and monetary policy, aggregate supply and aggregate demand; exchange rates and balance of payments; and stabilization policy for unemployment and inflation.

Course Contents

- ❑ **Macroeconomics:** Introduction to Macroeconomics and Focus of Macroeconomic Analysis
- ❑ **National Income:** GDP, GNP, NNP, Nominal and Real GDP, Growth and Development, GNP Deflator; Consumer Price Index, Personal and Personal Disposable Income; Measurement of National Income; Advantage and Disadvantage of Measuring National Income; National Budget; Discussion on Bangladesh National Budgets
- ❑ **Consumption and Saving:** Aggregate Demand and aggregate Supply, Consumption Function, MPC and MPS, Determinants of Consumption Function, The Life-Cycle Theory of Consumption, Permanent Income Theory of Consumption,
- ❑ **Investment:** Definition of Investment, Fixed Investment, Residential Investment, Inventory Investment, Determinants of Investment, The Multiplier
- ❑ **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.
- ❑ **Monetary Policy and Fiscal Policy:** The Goods Market and the IS Curve, the asset 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, Monetary Policy, Fiscal Policy, Effect of Fiscal Policy and Monetary Policy on IS-LM Model, Crowding out Effect, Classical and Keynesian LM Curve, The Effect of Alternative Policies on Each Cases and Monetary Policy in Bangladesh
- ❑ **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 Flexible Exchange Rates, Perfect Capital Mobility under Fixed Exchange Rates.
- ❑ **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.

- ❑ **Business Cycles:** Business Organizations, Concept of Business Cycle, Phases of a Business Cycle.
- ❑ **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, Unemployment Theories, Implicit Contract Theory and Shapiro-Stiglitz Model.
- ❑ **Macroeconomics of Bangladesh:** An Overview of the Economy of Bangladesh with Some Hands on Exercise

Suggested Readings

- Blanchard, Olivier (2003). *Macroeconomics*. 3rd ed. Upper Saddle River, N.J.: Prentice Hall.
- Branson, William H. (1989), '*Macroeconomic Theory and Policy*'. New York: Harper & Row, Publishers.
- Chiang, Alpha. C and Wainwright (2005), *Fundamental Methods of Mathematical Economics*. 4th Edition. New York: McGraw-Hill.
- Diulio, Eugene (2005), *Macroeconomics*. Schaum's Outline Series. 3rd Edition. New York: McGraw-Hill.
- Dowling, Edward T. (2001), *Introduction to Mathematical Economics*. Schaum's Outline Series. 3rd Edition. New York: McGraw-Hill.
- Mankiw, N.G. (2016), *Macroeconomics*. 9th Edition. New York: Worth Publishers.
- Dornbusch, R. Fischer, S and Startz, R. (2000), *Macroeconomics*. 7th Edition. New York: McGraw-Hill.
- Richard G. Lipsey (2007), *An Introduction to Positive Economics*. 11th Edition. London: Weidenfeld & Nicolson.
- Samuelson P.A. and Nordhaus, W.D. (1989), *Economics*. 19th Edition. New York: McGraw-Hill.
- Shapiro, Edward. J (1978), *Macroeconomic Analysis*. 4th Edition. New York: Harcourt Brace.

DS 108: Introduction to Public Administration

Course Objective

This course has been designed to help the student in developing a comprehensive understanding about theories, concepts and models of Public Administration. This course will examine the foundations, organization, and management of the basic administrative responsibilities performed by the bureaucrats.

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 Description

Part 1: History and Evolution of Public Administration

- Paradigms of public administration
- Public Administration during the progressive era
- Public Administration’s movement towards behavioralism
- Key debates in public administration (e.g. Friedrich vs. Finer; Simon vs. Waldo)
- Public Administration in the 70s- the New Public Administration
- Public Administration in the 90s- New Public Management
- Public Value Management

Part 2: Public Administration as Public Organization

- The difference between public and private organizations
- Theories of public organizations
 - Early theories of Public Administration (Weberian Bureaucracy, Scientific Management, Administrative Management, POSDCORB etc.)
 - Public Administration comes of the age (Chester Bernard, Mary Parker Follett, Human Relations School)
 - The intellectual crisis of Public Administration (Simon’s Challenge)
 - Systems and Contingency Theory
 - Theories of New Public Administration
 - The theoretical Foundation of New Public Management (Principal-Agent, Transaction Cost)
 - Institutional and Cultural Theory

Part 3: Politics-Administration Relationship

- Politics-Administration Dichotomy as the founding theory
- The death of dichotomy
- Complementarity of Politics and Administration
- Role of the bureaucratic machinery in different forms of government
- Public Administration in the developing democracies

Part 4: Public Administration and Public Accountability

- The concept of Bureaucratic Discretion
- Accountability in the public sector
- Bureaucratic control and bureaucratic responsibility
- Representative bureaucracy
- Administrative Ethics

Part 5: Public Administration in the 21st Century

- The New Public Management Revolution
- From Hierarchy to Heterarchy (the introduction of network)
- The future of Public Administration

Part 6: Civil Service and Public Administration in Bangladesh

- Genesis and Key Characteristic Development of Civil Service in Bangladesh,
- Elitism and Public Administration in Bangladesh,
- Constitutional Basis of Public Administration,
- An Overview of the Central and Field Administration in Bangladesh

Main Text:

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

Shafritz, J., & Hyde, A. (2015). *Classics of Public Administration*. Nelson Education.

Suggested Readings

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.

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 201: Development Economics

Course Objective

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. Each competitive paradigm of development is set against a particular and unique geo-political and institutional set up, and the experiences and the lessons of the underlying development strategies and policies provide crucial insight for planners and policy makers in contemporary developing societies. The first part of the course contains the analysis of economics of growth, economics of development and different theories of growth. The second part is designed to introduce the economics of critical policy issues in the context of broad sectoral performance.

Course Contents

Part One: Analysis of Economics of Growth, Economics of Development and Theories of Growth

- Some Conceptual Underpinning: Difference between Economic Growth and Economic Development, Concept and Definitions of Development
- Evolution of Development Indicators
- Historic Growth and Contemporary Development
- The Growth Game: The Economics of Growth: Capital, Labour, Technology; The Historical Record: Kuznets's Six Characteristics of Modern Economic Growth
- Classic Theories of Growth and Development:
 - Rostow's Stages of Growth,
 - Harrod-Domar Growth Model,
 - Structural Change and Patterns of Development
 - The Lewis Theory of Development
 - The Solow Neoclassical Growth Model
 - The New Growth Theory
 - Starting Economic Development: The Big Push
 - Balanced and Unbalanced Growth,
 - New Institutional Economics

Part Two: Economics of Policy Issues: Sectoral Perspective

- **Distribution and Poverty**
 - Concept and Measurement, Dualistic Development and Shifting Lorenz Curve, Growth and Poverty, Functional Distribution, Policy options
- **Agricultural Transformation and Rural development**
 - The Economics of Agriculture, Towards a Strategy of Agriculture and Rural Development, Complementarities between Agriculture and Industry
- **Industrialization**
 - Traditional Trade Strategies for Development: Import Substitution versus Export Promotion, Issues to be considered in industrial development
- **Economics of Population**

- Hidden momentum of Population Growth, The Demographic Transition, The Malthusian Population Trap, The Microeconomic Household theory of Fertility
- **Health and Education**
 - Economics of Health and Education, their Central roles in Development, Tracking Health and Education Expenditures □ □ **Choice of Techniques**
 - The Capital Intensity of Techniques in Developing Countries, The Conflict between Employment and Output and Employment and Saving in the Choice of techniques
- **The Development Policy making and the Role of the State**
 - The planning Mystique, The Nature of Development Planning, The Rationale for Development Planning
- **Foreign Finance, Investment, and Aid**
 - Why Donors give Aid, Why LDCs Recipients Accept Aid, The Two Gap Model

Suggested Readings

- Bardhan, P. and Udry, C (1999), *Development Microeconomics*. Oxford: Oxford University Press.
- Colman, D and Nixon, F (1994), *Economics of Change in Less Developed Countries*. London: Harvester.
- CPD (2002), *Bangladesh Economy and Forthcoming Development Forum 2002*. Dialogue Report, May 2002. Dhaka: CPD.
- Eatwell, J. (ed.) (1989), *Economic Development*. New York: Macmillan.
- Ghatak, S. (2003), *An Introduction to Development Economics*. 4th Edition. London and New York: Routledge.
- Gillis, M et al (1996), *Economics of Development*. New York: Norton.
- Meir, G (ed.) (1995), *Leading Issues in Economic Development*. 6th Edition. Oxford: Oxford University Press,
- Meir, G. and Rauch, J.E (2000), *Leading Issues in Economic Development*. 7th Edition. Oxford: Oxford University Press.
- Roy, D. (1998), *Development Economics*. Oxford: Oxford University Press.
- Thirwall, A.P. (1999), *Growth and Development*. New York: Macmillan.
- Todaro, M.P. and Stephen, C.S. (2003), *Economic Development*. Singapore: Pearson Education Eighth edition.

DS 202: Organizational Behavior

Course Objective

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.

Course Contents

Organization Behavior: Meaning, Meaning Elements, Goals, Importance, Forces, Concept of organization and its Nature, Models of Organizational Behavior, Approaches to understanding Behavior in Organization.

Individual Behavior and Group Behavior: Meaning, Nature, Elements, Factors Influencing the Aspects of Individual and Group Behavior, Perception, Attitude, Personality, Team Formation and Managing Team, Group Dimensions and Dynamics, Inter and Intra Group Behavior.

Organizational Processes: Organizational Processes Affecting Organizational Behavior; Decision Making process, Communication Process, Theories and Models of Organizational Processes, Leadership in Organization (various models and approaches), Motivation and Public Service Motivation, Explaining Autonomy in Public Agency.

Organizational Culture: Definition, Dimensions, and Components

Organizational Dynamics: The Interplay of Groups and Structure, Organizational Politics

Organizational Change and Change Management: Organizational Change, Organizational Innovation and Organizational Learning, Organizational Diversity and Diversity Management, Managing People and Organization for Performance

Suggested Readings

- 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: History of Economic Thoughts

Course Objective

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.

Introduction: Why Study History of Economic Thought;

Part –I: Pre-classical Understanding of Economics

- (a) Greek Tradition – Aristotle, Plato
- (b) European Traditions - Mercantilism; Physiocracy and French Pre-Classical Political Economy.
- (c) Oriental Traditions: Arabs and Indians such as Ibn Khaldun, Kautilya

Part –II: Classical Political Economy

(a) 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.

(b) 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.

(c) 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.

Part – III. Austrian Economics:

- (a) Early Contributors - (i) Menger, (ii) Von Wieser, and (iii) Von Bohm-Bawerk
- (b) Late Austrians: (i) Friedrich Hayek and (ii) Joseph Schumpeter

Part – IV. 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

Part – IV: 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; Efficacy of Keynesian Policies; Ideological Foundations of Keynes's Ideas; Keynes and the Cambridge School.

Part – V: Institutional Economics

(a) Old Institutionalism - Thorstein Veble, Wesley Clair Mitchell, R C Commons, and John Kenneth Galbraith

(b) New Institutionalism – Douglas North, Oliver Williamson, Richard Posner and Harold Demsetz,

(c) Information Economics - Joseph Stiglitz, George Akerlof, Robert Schiller

(d) Herbert Gintis, Samuel Bowles

Part – VI: New Keynesian Economics

(a) Abba P. Lerner, Paul A. Samuelson

(b) Roy F. Harrod and Evsey Domar

(c) Arthur Cecil Pigou and John Hicks

(d) James Tobin, Franco Modigliani, Albert O. Hirschman

(e) Paul Krugman, Janet Yelen

Part – VII: Post Keynesian Economics

(a) Piero Sraffa

(b) Nicholas Kaldor

(c) Michal Kalecki

- (d) Joan Robinson
- (e) Hyman Minsky

Suggested Readings

- 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 204: Statistics

Course Objective

This course builds up the basic ideas of statistics systematically and provides an introduction to selected important topics in statistical concepts and reasoning. It represents an introduction to the field and includes specific topics such as frequency, central tendency, dispersion, probability, sampling, estimation, hypothesis, chi-square, regression and correlation, hypothesis testing, time series, index numbers and so on. While there are formulae and computational elements to the course, the emphasis is equally on interpretation and concepts.

Course Contents

- ❑ **Introduction:** What is statistics? Origin and Development of Statistics, Nature of Statistics, Role of Statistics, Statistics and Development Studies.
- ❑ **Frequency Distributions:** Construction of a Frequency Distribution, Class Limits-Other Considerations in Constructing Frequency Distributions, Graphic Presentation of Frequency Distributions, Cumulative Frequency Distributions, Descriptive Measures for Frequency Distributions.
- ❑ **Measures of Central Tendency:** The Arithmetic Mean-The Median-Characteristics and Uses of the Arithmetic Mean and Median-Mode.
- ❑ **Measures of Dispersion:** Distance Measures, Dispersion: Average Deviation Methods, Relative Dispersion: Coefficient of Variation- Errors in Prediction, Problems of Interpretation.
- ❑ **Introduction to Probability:** The Meaning of Probability-Elementary probability Rules-Bayes' Theorem-Counting Principles and Techniques.
- ❑ **Discrete Random Variables and Probability Distributions:** Random Variables, Probability Distributions of Discrete Random Variables, The Uniform Distribution, The Binomial Distribution, The Multinomial Distribution, The Hypergeometric Distribution, The Poisson Distribution, Summary Measures for Probability Distributions, Expected Value of a Random Variable, Variance of a Random Variable, Expected Value and Variance of Sums of Random Variables, Joint Probability Distributions.
- ❑ **Sampling and Sampling Distributions:** Introduction, Why Sample? Errors-Accuracy versus Precision, Design of the Investigation, Construction of Methodology, Some Fundamental Concepts, Sampling Distribution for the Mean, The Central Limit Theorem, Sampling Distribution of a Proportion, Continuous Distributions, The Normal Distribution.
- ❑ **Estimation:** Point and Interval Estimation, Criteria of Goodness of Estimation, Confidence Interval Estimation (Large Sample), Confidence Interval Estimation (Small Sample), Determination of Sample Size.
- ❑ **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.

- ❑ **Chi-Square Tests and Analysis of Variance:** Tests of Goodness of Fit, Tests of Independence, Analysis of Variance: Tests for Equality of Several Means.
- ❑ **Regression and Correlation Analysis:** Scatter Diagram, Purpose of Regression and Correlation Analysis, Estimation Using Regression Line, Confidence and Prediction Intervals in Regression Analysis, Correlation Analysis, Measures of Association, Inference about Population Parameters in Regression and Correlation, Caveats and Limitations, Multiple Regression and Correlation Analysis.
- ❑ **Time Series:** Introduction, The Classical Time Series Model, Description of Trend, Fitting Trend Lines by the Method of Least Squares, Measurement of Seasonal Variations, Methods of Forecasting.
- ❑ **Index Numbers:** The Need for and Use of Index Numbers, Aggregative Price Indices, Average of Relative Indices, General Problems of Index Number Construction, Quantity Indices, Deflation of Value Series by Price Indices, Some Considerations in the Use of Index Numbers.

Suggested Readings

- Hamburg, Morris (1979), *Statistical Analysis for Decision Making*, Second edition. New York: Harcourt Brace Jovanovich, Inc.
- Moroney, M.J. (1990), *Facts from Figures*. London: Penguin Books.
- Mills, Richard L. *Statistics for Applied Economics and Business*. New Delhi: McGraw-Hill Book Company.
- Bowers, David. *Statistics for Economists*. London: ELBS/Macmillan.
- Bowen, Earl K. and Starr, Martin K.: *Basic Statistics for Business and Economics*. New Delhi: McGraw-Hill International Editions.
- Frank, Harry & Steven C. Althoen (1995), *Statistics: Concepts and Applications*. Cambridge: Cambridge University Press.

DS 205: Agriculture and Rural Development

Course Objective

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.

Course Contents

- ❑ **Defining Agriculture:** Evolution of Agriculture from Slash and Burn Agriculture to Modern Commercial Agriculture, Energy Efficiency of Food Systems, Energy Efficiency versus Price Efficiency of the Food Systems.
- ❑ **Peasants, Economics, Political Economy and Peasant Culture:** Peasant Societies, The Peasant Farm Household, Debate on Differentiation of Peasantry (Leninist vs Chayanovian): Application of the Debate in the Context of Bangladesh, The Economic Definition of Peasants, Family, Household and Women.
- ❑ **The Neoclassical Theory of Farm Production:** Farm Decision-making-The Production Function, Substitution between Inputs, Enterprise Choice- Constrained Production: the Linear Programming Approach.
- ❑ **Elements of Peasant Political Economy:** Peasants and Political Economy- Concepts in Marxian Political Economy- Peasants and Surplus- Peasants and State.
- ❑ **The Theory of Optimizing Peasant:** The Profit Maximizing Peasant- Allocative, Technical, and Economic Efficiency- In Pursuit of Efficient Peasant-Policy Aspects- Wider Perspective.
- ❑ **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.
- ❑ **The Drudgery-averse Peasant:** Peasants as Consumers and Producers-Revision of Indifference Curve Analysis-The Chayanovian Farm Household Model-Policy Aspects, Wider Perspectives.
- ❑ **The Farm Household Peasant:** Household Decision with a Labor Market- New Home Economics- The Barnum-Square Farm Household Model- The Low Farm Household Model-Policy Perspective, Wider Perspectives.
- ❑ **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.

- ❑ **Women in Peasant Household:** The Invisible Peasant, Concepts for the Analysis of Women, Time Allocation and the Economic Role of Peasant Farm Women, Scope of the New Home Economics, Alternative Approaches to Intra-Household Economics, Time Constraint as an Example, Policy Aspects, Wider Perspective.
- ❑ **Farm Size and Productivity Debate:** Technical Change in Agriculture: Private versus Social Efficiency- Peasants and the Environment- Sustainable Agriculture and Farm Household Decision- Open Access Resources and the Peasantry- Common Property Resources and the Peasantry- Land Reform and Agricultural Development- Development of Marketing Institutions- Agricultural Price Policy and Economic Development.
- ❑ **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, Whose Development is Rural Development? Rural Leadership and Rural Power Structure, Rural Development and Agrarian Change, Local Government and Rural Development, Financing Rural Development, Women in Rural Development, Micro-credit and Rural Development, NGOs in Rural Development, State and Rural Development.

Suggested Readings

- 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 206: International Trade

Course Objective

The objective of this course is to provide an introduction to the basis, consequences, theories and policies of international trade and to the multilateral trading system and institutions such as the World Trade Organization.

Course Contents

- ❑ **Introduction:** Intra and International Trade, Economic Base of International Trade, Importance of International Trade, Mercantilist Theories on Trade, Theory of Absolute Advantage, Theory of Comparative Advantage, Theory of Opportunity Cost, International Equilibrium, Offer Curves, Terms of Trade.
- ❑ **Theories:** The Basic Assumptions of Heckscher-Ohlin Model, Factor Intensity, Factor Abundance, propositions of Heckscher-Ohlin model - Rybczynski Theorem, Heckscher-Ohlin Theorem, Stolper-Smauelson Theorem, Factor–Price Equalization Theorem.
- ❑ **Theories:** Empirical Testing of the Ricardian Theory, the Leontief Paradox, the Specific Factors Model, Empirical Challenge to Traditional Theories, Linder's Thesis, Technological Gap and Production Cycle Theories.
- ❑ **Tariff:** Types of Tariffs, Partial Equilibrium Analysis of Tariff, General Equilibrium Analysis of Tariff – Small and Large Country Case, Tariff and World Welfare, Effective Protection, Arguments for and against Protection.
- ❑ **Preferential Trading Arrangements:** Various Types of Integration-Theory of Customs Union, Static and Dynamic Effects-Trade Creation and Trade Diversion-Rationale for Regional Trade Agreements among Developing Countries.
- ❑ **Growth and Trade:** Trade as an Engine of Growth, Sources of Economic Growth, Effects of Growth on Small and Large Countries, Trade Liberalization, Linkages between Trade Liberalization, Growth and Poverty
- ❑ **Trade Policy of Bangladesh:** Trade, Development and Poverty Reduction in the Context of Bangladesh, Trade and Industrial Policy Environment in Bangladesh, Export Diversification, Role of Various Sectors in Economy such as RMG, Leather, Economic Zone, BEPZA, Green Industry, Green Financing, EDF and FDI. **Multilateral and Regional Trade:** WTO, Origin of WTO: From GATT to WTO, GATS, DFQF, NAMA, SPS, TRIPS, SAFTA, South–South Trade
- ❑ **Hands on Exercise:** Trade Statistics and its Sources, HS code, cross country export-import comparison, Bangladesh OTS (Operative Tariff Schedule), Calculation the impact of tariffs

Suggested Readings

- 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.
- 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.
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- Winters, Alan, 2000, *Trade, Trade Policy and Poverty, What are the Links?* Centre for Economic Policy Research, London. February 2000.

DS 207: Banking, Finance and Insurance

Course Objective

This introductory course is designed to familiarize students with the structure of financial system and function of commercial banks, central bank, and other non-bank financial institutions. This course equips students with general knowledge and understanding about the economics of financial market in order to develop their ability to work in the financial or banking sector. The course begins with an overview of the financial markets and institutions, followed by an analysis of interest rates. A major part of the course pays particular attention to the role of banks in the economic system and general principles of bank management. The module then moves on to study the structure and competitive environment of the banking industry and economic analysis of banking regulation. In the context of financial liberalization, a particular section covers topics on insurance industry and other non-bank financial institutions. The course will cover recent developments in the areas of financial inclusion and sustainable finance. By the end of the course, students will be able to gain a greater appreciation of financial markets and institutions in general, and banking industry in particular including impact of financial inclusion on sustainable development. Upon successful completion of the course, the students will demonstrate good understanding about the management of modern financial institutions.

Course Contents

- ❑ **Overview of the Financial System:** Why Study Banking and Financial Institutions, Structure of the Financial System, Banks and Other Financial Institutions, Financial Innovation: Financial Inclusion and Sustainable Finance. Function of Financial Markets, Structure of Financial Markets, Debt and Equity Markets, Primary and Secondary Markets, Exchanges and Over-the-Counter Markets, Money and Capital Markets, Function of Financial Intermediaries, Transaction Costs.
- ❑ **Understanding Interest Rates:** Measuring Interest Rates; Present Value, Credit Market Instruments, Yield To Maturity, The Distinction Between Interest Rates and Returns, The Distinction Between Real and Nominal Interest Rates.
- ❑ **Banking and the Management of Financial Institutions:** The Bank Balance Sheet: Assets and Liabilities; Basic Banking; *General Principles of Bank Management*: Liquidity Management and the Role of Reserves; Asset Management; Liability Management; Capital Adequacy Management; *Managing Credit Risk*: Screening and Monitoring; Long-Term Customer Relationships; Loan Commitments; Collateral and Compensating Balances; Credit Rationing; *Managing Interest-Rate Risk*: Gap and Duration Analysis; *Off-Balance-Sheet Activities*: Loan Sales Generation of Fee Income Trading Activities and Risk Management Techniques.
- ❑ **Banking Industry: Structure and Competition:** Historical Development of the Banking System; Multiple Regulatory Agencies; Financial Innovation and the Evolution of the Banking Industry; Responses to Changes in Demand Conditions:

- Interest Rate Volatility; Responses to Changes in Supply Conditions; Information Technology; Avoidance of Existing Regulations; Financial Innovation and the Decline of Traditional Banking; Structure of the Commercial Banking Industry; Separation of the Banking and Other Financial Service Industries.
- ❑ **Economic Analysis of Banking Regulation**
Asymmetric Information and Banking Regulation; Government Safety Net: Deposit Insurance and the FDIC; Restrictions on Asset Holdings and Bank Capital Requirements; Bank Supervision: Chartering and Examination; Assessment of Risk Management; Disclosure Requirements; Consumer Protection; Restrictions on Competition; International Banking Regulation..
 - ❑ **Developmental Central Banking:** Structure of Central Banks and The Federal Reserve System, Structure and Independence of Foreign Central Banks, Explaining Central Bank Behavior, Goals of Monetary Policy, Contribution to Growth.
 - ❑ **The Stock Market:** Computing the Price of Common Stock: The One-Period Valuation Model, The Generalized Dividend Valuation Model, The Gordon Growth Model, How the Market Sets Security Prices; The Theory of Rational Expectations: Formal Statement of the Theory, Rationale Behind the Theory, Implications of the Theory; The Efficient Markets Hypothesis: Rational Expectations in Financial Markets; Evidence on the Efficient Market Hypothesis.
 - ❑ **Financial Management-** Scope of financial management, Time Value of Money, Cash Flow and Taxation, Risk and Return, Bond and their Valuation, Stock and their Valuation, Capital Budgeting, Financial Statement, Derivatives and Risk Management, MNCs, Bankruptcy.
 - ❑ **Insurance and other non-bank financial institution:** Insurance, Life Insurance, Property and Casualty Insurance, The Competitive Threat from the Banking Industry, *Insurance Management:* Screening, Risk-Based Premium, Restrictive Provisions, Prevention of Fraud, Cancellation of Insurance, Deductibles, Coinsurance, Limits on the Amount of Insurance, Pension Funds, Private Pension Plans, Public Pension Plans, Finance Companies, Mutual Funds

Suggested Readings

- Brigham, E.F. and M.C. Ehrhardt (2014), *Financial Management: Theory and Practice*. Mason OH: South-Western. 14th Edition
- Mishkin, Frederic S. *Economics of Money, Banking and Financial Markets*, The, 11th Edition. Addison-Wesley
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- Mishkin, Frederic S. and Eakins, Stanley G. (2006), *Financial Markets and Institutions* (5th Edition). Addison Wesley

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Subbaro, D. (2016). *Who Moved My Interest Rate: Leading the Reserve Bank Through Five Turbulent Years*. Penguin.

DS 208: Environment and Sustainable Development

Course Objective

The course is primarily aimed at introducing the students to the world of ‘sustainable development’ as a reconciliation of the ‘environment’ and ‘development’ resources for our society. The course explores the key concepts, debates, approaches, issues and strategies relating to the analyses and dynamics of various environmental sectors, developmental practices, and linkages between the two – within the overarching framework of the Sustainable Development Goals.

Course Contents

- ❑ **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.
- ❑ **‘Sustainable Development’ as a Reconciliation of Environment and Development Resources for the Society:** Towards an Understanding of Environment and Development from a Global Perspective: 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.
- ❑ **The Challenges of Sustainable Development: The Challenges:** 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.
- ❑ **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.
- ❑ **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.
- ❑ **A Sectoral Overview of Environment in Bangladesh:** Land and Agriculture, Forestry (Including Biodiversity), Water, Health, Industry, Energy, Fisheries and Other Sectors and Issues.

- ❑ **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.

Suggested Readings

- 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.
- CPD and Pathak Shamabesh (2002), *Bangladesh Development Debates: Perspectives from Policy Dialogues*. Dhaka: Center for Policy Dialogue.
- CPD and UPL(2003), *Developing a Policy Agenda for Bangladesh: Civil Society's Task Force Reports 2001*. Dhaka: Center for Policy Dialogue and University Press Limited.
- Elliott J.A. (1994), *An Introduction to Sustainable Development*. London and New York: Routledge.
- GoB and UN(2005), *Millennium development Goals: Bangladesh Progress Report*. Dhaka: Government of Bangladesh and United Nations Country Team.
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- Rahman A. *Beel Dakatia: The Environmental Consequences of a Development Disaster*, Dhaka: The University Press Limited.

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- Sadeque S.Z. (ed.)(1992), *Environment and Natural Resource Management in Bangladesh*, Bangladesh Sociological Association, Dhaka.
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- 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.
- World Bank (2000), *Bangladesh: A Proposed Rural Development Strategy: A World Bank Study*. Dhaka: University Press Limited.
- World Bank (2002), *Community Driven Development*, [in] *The World Bank. Empowerment and Poverty Reduction: A Source Book*. Washington D.C.: The World Bank, 201-229.

DS 301: Basic Econometrics

Course Objective

The primary aim of the course is to equip the students with the basic tools and techniques of modern econometric analysis. The course is designed to enhance the capability of the students in conducting applied research using Econometric software. The course will help the students in understanding applied economic research and to carry out empirical research projects independently. At the end of the course students should be able to formulate empirical models to test economic theories and the effects of policy interventions.

Course Contents

- ❑ **Introduction to Econometrics:** What is Econometrics? Steps in Empirical Economic Analysis, Interpretation of Regression, Regression versus Causation, Regression versus Correlation, Types of Economic Data, Causality and the notion of Ceteris Paribus in Econometric Analysis.
- ❑ **Two Variable Linear Regression Model (CLRM):** Population Regression Curve and Population Regression Function, the meaning of Linearity, Significance of Stochastic Disturbance Term, Sample Regression Function.
- ❑ **Estimation of Two Variable Regression Model:** The Method of Ordinary Least Square (OLS), Assumptions of the Classical Linear Regression Model, Standard Errors of Least-Squares Estimates, Properties of Least Square Estimators, Co-variance between $\hat{\alpha}$ and $\hat{\beta}$, Goodness of Fit, Confidence Interval for Regression.
- ❑ **Estimation of Multiple Linear Regression Model:** 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.
- ❑ **Inference in Regression:** 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.
- ❑ **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, Interpreting Regression Results with Discrete Dependent Variables.

- ❑ **Heteroscedasticity (H):** Generalized Least Square (GLS), Nature of H, Consequences of Using OLS in the Presence of H, Detection of H, Remedial Measures.
- ❑ **Autocorrelation:** Consequences, Detection and Remedial Measures.
- ❑ **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.
- ❑ **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
- ❑ **Hands on Exercise using Econometric Software:** SPSS, STATA, Microfit, Eviews

Suggested Readings

Cameron, C.A. and Trivedi, P.K.(2009) Microeconometrics Using STATA. STATA Press.

Cameron, C.A. and Trivedi, P.K(2005), Microeconometrics: methods and applications. Cambridge: Cambridge University Press.

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.

Wooldrige J. M. (2002), Econometric Analysis of Cross Section and Panel Data. The MIT Press, 2002.

Wooldrige J. M.(2012), Introductory Econometrics: A Modern Approach. South-Western College Publishing.

DS 302: Gender and Development

Course Objective

The course 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 theories and practices. 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 (fe/male) body, power and reproduction will be central.

Course Contents

- **Gender:** Concepts and connotations: Discourse, Knowledge, Practice, Institutions, Power and Authority, Agency, Subjectivity, Patriarchy, Masculinity, Femininity, Gender trouble, Feminist Essentialism, Social constructivism, Equity, Equality, Sex and Gender, The Body Politics, The Social Construction of Gender and Why Gender Matters in Development.
- **Gender Reforms in Development:** Women in Development (WID), Women and Development (WAD), Gender and Development (GAD), Gender and Global Governance (GGG).
- **Patterns of Feminist Thoughts:** Liberal Feminist Thoughts, Radical Lesbian Feminist Thoughts, Socialist Feminist Thoughts, Marxist Feminist Thoughts, Structuralist and Post Structuralist Feminist Thoughts, Modern and Post Modern Feminist Thoughts, Environmentalist Feminist Thoughts.
- **Selected Gender Analysis Framework:** Harvard Framework, Moser Framework, Longwe Framework, Vulnerability Analysis, Gender Division of Labor.
- **Exploring Selected Dimensions and Issues:** Health and Gender; Education and Gender; Environment and Gender: Sex, gender and gender relations in disasters, A gender perspective on disaster risk reduction, Involving men in gender equality and disaster risk; Human Rights and Gender; Conflict and Gender: Gender Based Violence and Culture, Women in War Situation.
- **Contextualizing Gender in Bangladesh:** Policy and Legal 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, Human trafficking, Politics of Prostitution, 'LGBT'.

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- El-Bushra, Judy. E. (2000), 'Rethinking Gender and Development for the Twenty-first Century', *Gender and Development*, 8(1): 55-62.
- Garcia, Brigida. (2000) *Women, Poverty and Demographic Change*. New York: Oxford University Press.
- Harcourt, Wendy (ed.) (2016), *The Palgrave Handbook of Gender and Development : Critical Engagement in Feminist Theory and Practice*. New York: Palgrave Macmillan.
- Jackson, C. and Pearson, R. (1998) *Feminist Visions of Development: Gender, Analysis and Policy*. London: Routledge.
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Haque, M. R (2015).Voices from the Edge: Justice, Agency and the Plight of Floating Sex Workers in Dhaka, Bangladesh. LIT Verlag, Gmbh Co. KG: Wien (AT), CH 8032 Zurich

Note: Various issues of *Gender and Development* journal can be consulted.

DS 303: Human Development

Course Objective

The course will acquaint the students with critical theoretical and policy relevant issues of human development, human development discourse, index, states of global and national human development, investment on education and health, poverty reduction and human development, and human development perspectives in Bangladesh.

Course Contents

Enhancing Human Abilities:

- ❑ ***Ideas on Human Development:*** What is Human Development; Economic Development Versus Human Development; Human Dimensions of Development; Human Development Index (HDI), Critique of HDI, Gender-Related Development Index (GDI).
- ❑ ***Significance of Human Development:*** Major Mistakes of Traditional Development Discourse; Investment in Health and Education;
- ❑ ***Education and Human Development:*** Importance of education (intrinsic and instrumental) for human development; Education, Economic Growth and Productivity; Education and Gender Development; Bangladesh Perspectives.
- ❑ ***Health and Human Development:*** Health as Freedom; Health and Poverty; Health and Economic Growth; Impact of Health on Human Capital Formation; Health as the Center of Sustainable Development; Bangladesh Perspectives.
- ❑ ***Human Capital:*** Human capital - innate and acquired; Human capital formation - social, economic and political determinants; Rates of return; Distinction between Human Resource Development (HRD) and Human Development (HD)
- ❑ ***The Capability Approach:*** Role and relevance (social and economic); Functionings; Capabilities; Capabilities and freedoms; Criteria for selecting capabilities; Critique of the Capability Approach

Creating Conditions for Human Development:

- ❑ ***Global Concerns of Human Development:*** Inequality and Human Development; Human Rights, Human Security and Development; Aid, Trade and Participation for Development
- ❑ ***MDGs and SDGs:*** Millennium Development Goals and Human Development; Sustainable Development Goals (SDGs); Environment, Human Development and Sustainable Development; Partnership for Development and Human Advancements.
- ❑ ***Public Investment in Human Development in Bangladesh:*** Health, Education and National Budget; Right to Development and Constitutional Obligations; Education Planning and Policy; Health Policy.
- ❑ ***Youths and Development in Bangladesh:*** Demographic Dividend, Youth Activism, Unemployment, Entrepreneurship.

Suggested Readings

- Ahn, T.K., Ostrom, E. (eds.), (2003), *Foundations of Social Capital*, Edward Elgar Publishing Ltd, Cheltenham, U.K.
- Alkire, S. (2002), 'Dimensions of Human Development', *World Development*, 30(2): 181-205.
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DS 304: Labor, Migration and Development

Course Objective

This course aims to introduce students to the basic ideas, concepts and practices on migration and labor studies. 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 on the dynamics of migration and labor studies. It will explore the characteristics, typologies, concept, theories and history of migration. Different practical issues, such as, migrants' nature of embedded realities and the survival strategies, migration and remittances, feminization of migration, environmental hazards etc., and many other issues will also be dealt with. In so doing it will also 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).

Course Contents:

- **Conceptual Issues:** The classical and recent debates on the concept of migration, 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.
- **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).
- **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.
- **Politics and Policy:** 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.
- **Migration and Development:** The two-way relationship between migration and development, to formulate advanced research questions regarding migration and development. To know the role of remittance in the social and national

- development and its different forms, contribution of remittances for the formation of human capital.
- **Migration and Livelihood:** 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.
 - Rights Dimensions on Migration: International laws, covenants, conventions such as UDHR, civil and ESCR, ILO and IOM obligations as well as municipal laws on migration.

Suggested Readings:

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- 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.
- Hall, Stuart. 1990. Cultural Identity and Diaspora. In *Identity: Community, Culture, Difference*, edited by J. Rutherford. London: Lawrence and Wishart.
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- Siddiqui, Tasneem. 2001. *Transcending Boundaries. Labour Migration of Women from Bangladesh*. Bangladesh: The University Press Limited.
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DS 305: Non-Government Organization and Development Management

Introduction:

In the last two decades Non-governmental organizations (NGOs) have emerged as major players in governance, development and social problem solving. In one hand NGOs are increasingly proved to be an alternative channel for social services; on the other, they are also emerging as a key player in influencing public policies. The main objective of the course is to focus on understanding structure, functions and management of NGOs/Civil Society Organizations towards making them more effective in working for the poor and the disadvantaged. The course is also aimed at explaining the dynamic relation between state and NGOs/CSOs.

Course Objectives:

The aim of this course is to examine the nature and processes of NGO/CSO involvement in development and governance in order to familiarize students with the theoretical explanations and debate concerning the structure, role and functions of NGOs/Civil Society in development. This course also critically assesses the contributions that NGOs/civil society organizations (CSOs) can make to sustainable development and constructive social change. It emphasizes experiences from the developing world with a special focus on Bangladesh

The course is mostly targeted towards developing insight among the students who plan to work for non-profit organizations/NGOs and aid agencies. Those who plan to work in the public sector will also find the course useful. The course deals with the concepts of NGOs and civil society, the rise and growth of NGOs, managing NGO roles, relationship and internal management.

Course Contents:

- Civil Society-Meaning, Definition, Components of Civil Society, Characteristics of Civil Society [1][SEP]
- The History of the Development of NGOs
- Theoretical explanations of Explaining the growth of NGOs: Theory of State Failure and Market [SEP]Failure, Social Capital and New Social Movement
- GO-NGO Relations, Market-NGO Relations [1][SEP]
- NGOs: Visions, Values and Roles; Managing the structure, Leadership and Change
- The Role of NGOs in the Development Process (Political, Economic and Societal Development, in Promoting Good Governance) in Bangladesh
- Governance, Accountability and Funding of NGOs in the south
- Globalization, Transnational Issues and NGOs: The Impacts of Globalization on Civil [1][SEP]Society Actors and their Roles in Transnational Governance

- INGOs and their role in the South
- Global Civil Society and Social Movements
- NGOs and Social Enterprises: Cases: Grameen Shakti Arong in Bangladesh
- Future Challenges for NGOs in the South
- Development Management : trajectory of Development Management as a discipline, key dimensions of Development Management, Development Management from the standpoint of Development in Management, Development of Management and Development for Management, Aid: International and National Development Management,, Participatory Development/Management, Development, Displacement and Resettlement, Negotiating Development, Social Capital, Advocacy in Development Management; Development Ethics

Suggested Readings

Alan W. (1998). 'NGOs, Civil society and the State'. *Development in Practice*. 8 (3): 343-48.

Anheier, Helmut K. (2014), *Nonprofit Organizations: Theory, Management, Policy 2nd Edition*. London: Routledge.

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Mercer, Claire (2002), 'NGOs, Civil Society and Democratization: A Critical Review of the Literature', *Progress in Development Studies*, 2(1): 5-22.

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- Salamon, L.M. et.al. (1999). *Global Civil Society: Dimensions of the Non-profit Sector*. Baltimore MD: The Johns Hopkins Center for Civil Society Studies.
- White, Sarah. C (1999), 'NGOs, Civil Society and the State in Bangladesh; The Politics of Representing the Poor', *Development and Change*, 30: 307-326.
- Wildeman, Caroline (2000), 'The Missing Link: The Role of Civil Society in the Development Process', *Development*, 43(2): 36-39.
- World Bank (2007), *Economics and Governance of Non governmental Organizations in Bangladesh By World Bank Country Study*. Dhaka: University Press Limited
- Note:** Various Issues of *International Journal of Third Sector Management and Civil Society and Development Journal* can be consulted.

DS 306: Quantitative Research Methodology

Objective

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. 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.

Course Contents

- **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)

References:

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- Kothari C.R. (2004). Research Methodology: Methods and Techniques. New Delhi: New Age International Publishers Limited.
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- 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 307: Qualitative Research Methodology

Course Objective

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. It is expected that at the end of this course students will be reasonably able to design their own qualitative research and fieldwork plans. Being an undergraduate course, this module will require reasonably extensive reading, interactive and participatory classes. Students are expected to ask questions, clarifications and volunteer answers.

Course Contents

- ❑ **Research Epistemology:** The Philosophy of Social Research, School of Thoughts in Social Science: Positivism, Critical Perspectives (Hermeneutics, Critical Theory, Feminism and Postmodernism).
- ❑ **Social Theory and Social Research:** Relationship between Social Theory and Social Research, Linking Theory and Research, Situating Social Theory and Research.
- ❑ **Ethics in Social Research:** Research Ethics, Ethical Codes, Some Common Ethical Concerns in Social Science Research, Consent of the Respondents, Confidentiality and Anonymity.
- ❑ **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.
- ❑ **Writing a Research Proposal:** Structure of a research proposal, articulating research question, formulating hypothesis, developing theoretical framework, sampling, planning and budgeting.
- ❑ **Designing Qualitative Research:** The Research Problem, Literature Review, Debunking on Theoretical issues, Designing the Project, Operationalization, Conceptualization.
- ❑ **Data Collection:** Getting into the Field, Rapport Buildup, Pains and Pleasures of Fieldwork, Units of Analysis, Sampling Techniques
- ❑ **Methods of Data Collection:** Interviewing, Questionnaires: Open-ended and Semi-structured, Surveys, Participant Observation, Focus Group Discussion, Case Studies, Historical and Oral Traditions/Life Histories/Narrative Analysis, PRA, RRA, Participatory Action Research, Taking Field Notes, Use of Audio-visual Equipments, Maintaining Diary; Critical Discourse Analysis, Story Telling.
- ❑ **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

Suggested Readings

- Atkinson, Paul. (1990), *The Ethnographic Imagination: Textual Constructions of Reality*. New York: Routledge.
- Berg, Bruce L. (2001), *Qualitative Research Methods for the Social Sciences*. Allyn and Bacon: Boston.
- Bernard, H. Russell. (2002), *Research Methods in Anthropology*, 3rd Edition. Alta Mira Press.
- Boje, David Michael & Grace Ann Rosile (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. Fretz, Rachel I, & Shaw, Linda L. (1995), *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.
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- Locke Terry (2004), *Critical Discourse Analysis*. London: Continuum
- May, Tim (1997), *Social Research: Issues, Methods and Process*. 2nd Edition. Buckingham and Philadelphia: Open University Press.
- Ng, Pedro Pak-tao. (2003), *Effective Writing: A Guide for Social Science Students*. Hong Kong: Chinese University Press.
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- Ragin, Charles C. (1987), *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Berkeley and Los Angeles: University of California Press.
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- Rice, L. Pranee & Ezzy, Douglas. (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, Roger (ed.) (1990), *Fieldnotes: The Makings of Anthropology*. Ithaca: Cornell University Press.
- Weiss, Gilbert and Wodak, Ruth (2003). *Critical Discourse Analysis Theory and Interdisciplinarity*. London: Routledge.

DS 308: Area Studies: Comparative Development Experiences

Course Objective

The objective of this course is to familiarize the students with the development process in selected Asian countries. 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. The economies that have been selected are Newly Industrializing Economies of East Asia; China, Malaysia and India. 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.

Course Contents

- ❑ **Introducing Area Studies:**
What is 'Area Studies'? It's Subject Area, Significance of Studying Comparative Development Experiences etc.
- ❑ **Malaysia: The Asian Development Model**
 - The Colonial Legacy: Early Political and Economic Development; Post Independence Politico-Economic Development,
 - The New Economic Policy, Poverty Reduction, Restructuring and the Growth of State Capitalism, Policy Implementation; Political Economy of Privatization,
 - Liberalization after 1990? Politics, Policies And Patronages- Rents, Redistribution And Restructuring- Election, Accommodation and Investments
 - Post Mahathir Period- Is Malaysia Leading towards a Political Crisis from Economic Crisis?
 -
- ❑ **East Asia: The Newly Industrializing Economies**
 - The Rise of the East Asian Newly Industrializing Economies- History and Geo-Politics
 - Explaining the Success: The State versus the Market, Agrarian Transformation- Growth and Trade Liberalization, Industrial Policy, Foreign Investment and Technology Transfer, Financial Deepening, Labor and Human Resource Development, Putting Shackles on Labor Activism, Macroeconomic Management, Taming External Shock, Poverty, Inequality and Economic Development; and the Challenges Ahead.
- ❑ **China: The Emerging Superpower**

- History, Politics and Culture of China,
 - Governance, Rural Development, Unprecedented Economic Growth, Technology and Development, Inequality and Growth
 - From Brain Drain to Brain Gain and the Role of Chinese Migrants in China's Development
 - China and its Relationship with Hong Kong and Taiwan, China's Role in Regional and Global Economy and Politics, China's Relations With India, Pakistan And Bangladesh
- **India Rising!**
- The Aryan Civilization, Aryan Debate and Controversies, Classical Age of Indian Civilization, Religious Evolution and Emergence of a Mixed Cultural Nation.
 - Polity and Society in British India, The Economy under The Raj, Overall Economic Trends, The Effects of Legacy of The Raj, Independent Economy Under Planning, Gandhi and 'Hind Swaraj', Nehru's Third Way.
 - Periodical Evolution of Indian Political Economy: From 1947-2016; Macroeconomic Development and Vulnerabilities, Structural Reforms, Unleashing Agricultural Growth Potential. External Prospects and Financing Requirements.
 - Poverty, Distribution and Growth, Social Sector Performance, Social Discrimination, Different shades of Inequality, Aspects of Class Relations, Environmental Crisis, Governance in India: Is it a Falling State?
 - Intra-National Conflicts and Crisis Management, Security Perception and its Impact on Economic Development.

Other Relevant Issues:

- Political Economy of Conflicts in South Asia
- Human Development Success in Sri Lanka and Maldives: A Comparison
- Japan's Development Strategy: Lessons from the Dissimilarities
- African Case of Underdevelopment
- Conflict of Culture: Lessons from Bosnia
- Latin America: Human Development Model or Illusion?
- Israel-Palestine Conflict
- Political Economy of European Integration
- Regional Cooperation and Globalization: Imperative for Bangladesh

Suggested Readings

- Bryant Edwin and Patton Laurie (2005), *The Indo Aryan Controversy: Evidence and Inference in Indian History*, London: Routledge Press
- Bagchi Amiya and Banerjee Nirmala (1981), *Change and Choice in Indian Industry*. Calcutta: Centre for Studies in Social Sciences.
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- Gallagher, Mary.E (2002), 'Reform and Openness: Why China's Economic Growth Has Delayed Democracy' *World Politics*, 54: 338-372.
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- 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.
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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.

World Bank (1996), *India: Five Years of Stabilization and Reform and the Challenges Ahead*. Washington, DC: The World Bank.

Note: Various Issues of Journals such as *Asian Survey*, *Third World Quarterly*, *Contemporary South Asia*, *Asian Affairs*, *Pacific Affairs* and *World Development* will be great use to the students.

DS 401: Political Economy and History of Bangladesh

Course 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'. On completing this course, students shall develop an enriched historical background as well as analytical skills which enable them to consider and analyze moral, ideological and instrumental orientations to the political and economic structures of Bangladesh and of the global order.

Course Contents

Part A: Conceptualizing Political Economy

- ❑ **Introduction to Political Economy:**
 - Understanding the nexus of 'Economics', 'Politics' 'Government'; Definition of Political Economy, Central Characteristics, Historical and Philosophical Development, Current Approaches.
- ❑ **Theories of Political Economy:**
 - Classical Liberal, Radical, Conservative and Modern Perspectives and Historical, Behavioral, Idealist, Realist and Neo-realist Approaches.
 - Ideas of Adam Smith, David Ricardo, John Stuart Mill, Karl Marx, Antonio Gramsci, Max Weber, Thomas Malthus and Alfred Marshall.
 - Hegemonic Stability Theory, World System Theory, Dependency Theory, Foreign Policy Analysis Theory, Elite Theory, Chaos Theory, Public Choice Theory, Sen's Liberal paradox, Arrow's Impossibility Theorem.
 - Political Business Cycle, Majoritarian Electoral Democracy, Economic Elite Domination, Majoritarian Pluralism, Biased Pluralism, New-Institutional Economy, New Political Economy.

Part B: Issues in Contemporary Political Economy of Bangladesh

The Colonial Heritage of Bangladesh:

British Colonial Period, Politics and Economics in Colonial India, Two Nation Theory, Communal Riot of 1946, Partition of 1947, Creation of India and Pakistan.

Pakistan Period (1947-1971):

Life in a Pseudo-Colony, Political Economy of Two Economy, Economic and Social Disparity between East and West Pakistan, Cultural Nationalism verses Religion, Political Movements in East Bengal and Quest for Autonomy of East Pakistan.

Liberation War of Bangladesh 1971:

Operation Searchlight, Mujibnagar Government, Role of different Political Parties, Role of India, China, USA, USSR and others, The Genocide.

Emergence of Independent Bangladesh

Emergence of Bangladesh through Armed Liberation Struggle, Making of the Constitution of a Nation, Reconstruction of the War Ravaged Economy, An Economic Basket Case and a Test Case of Economic Development, The Dynamics of the Planning in the Initial Years of Bangladesh, Economic Philosophy of a New-Born State.

Different Political Regimes in Bangladesh and the Key Issues:

Patterns of Growth, Policies and Politics during Mujib, Zia And Ershad Regimes and onward, Political Economy of Famine in 1974, Political Economy of Agrarian Change, Rural Development Strategies and Efforts, Land Reform and Population Dynamics, Process of Economic Reform, Growth of Private Sector, Structural Adjustment Reforms, Trade Liberalization, Privatization and Employment, Political Economy of Liberal Democracy.

Under the Global Shadow:

Political Economy of Foreign Aid and the Crisis of External Dependence, Political Economy of Trade Liberalization: Role of WTO, World Bank and the IMF, Political Economy of SARC and other regional cooperation, Foreign Policy of Bangladesh, Indo-Bangladesh Relation.

Poverty Alleviation and Development:

Political Economy of Fighting Poverty, Political Economy of NGO Participation in Economic Development, Social Welfare and Social Safety Net Programs in Bangladesh – Analyzing the Effect.

Broad Characteristics of the Bangladesh Economy:

Size of the Economy, Population Dynamics, Sectoral Contribution, Employment Patterns, Balance of Trade, Balance of Payments, Foreign Sectors, Urbanization, Infrastructural Development, Land Utilization, State-Market Configuration, Plan and Market Configuration and Saving and Investment Patterns etc.

Selected Current Development Trends and Issues in Bangladesh:

‘The Test Case for Development’-Hypothesis Revisited.

Economic Reforms, Growth and Governance; Crisis of Governance.

Political Economy of Climate Resilient Development.

Political Economy of Fundamentalism.

Democracy and Development: Nexux Matters.

Agenda for Sustainable Development: Challenges for Bangladesh.

Suggested Readings

- 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.
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- 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.
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- BRAC University (2011), *Education in Bangladesh: Overcoming Hurdles to Equity with Quality*, Dhaka: University Press Limited.
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- 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.
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- Harrison, F (2013), *Political Islam and the Elections in Bangladesh*, London: New Millennium Press.
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- 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.
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- Kabir, A. J. (2014), *Partitions Post Amnesias 1947, 1971 and Modern South Asia*, Dhaka: University Press Limited.
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- McMurthy, J (1998), *Unequal Freedoms: The Global Market as an ethical System*. West Hartford: Kumarian Press.
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- Rahman, A (1985), *Political Economy of SARC*, Dhaka: University Press Limited
- 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.
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- Rahman, M. Akhlaqur (1984), *Foreign Aid and Self-reliant Growth – the Case of Bangladesh*. Dhaka: CSS, Dhaka University.
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- Sobhan, R. (1982), *The Crsis of External Dependence: The Political Economy of Foreign Aid to Bangladesh*, Dhaka: University Press Limited.
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- World Bank (2007), *Economics and Governance of Non-Governmental Organizations in Bangladesh*, Dhaka: University Press Limited.

Note: Various publications of BBS, Bangladesh Bank, Ministry of Finance – GOB, Publications of the World Bank, ADP, and UNDP will be consulted. Course instructor is solely independent to consult any relevant journal articles or conference papers also.

DS 402: Poverty: Concept, Measurement and Policy

Objective

The course is intended to provide students with a comprehensive training in the conceptualization, identification and measurement of poverty and to develop their capability to use this training in the analysis of processes generating poverty; in the design and impact assessment of strategic and specific policy interventions aimed at alleviating poverty. Moreover, students will have clear idea on the policies, strategies and interventions adopted by the public and private sectors to reduce poverty in Bangladesh. On completion of the course, students will also be able to identify meaningful sources to undertake data analysis related to poverty using Household Income and Expenditure Survey data with the help of STATA.

Contents

- Introduction to Poverty Analysis: understanding the concept of poverty, income VS multidimensional concept of poverty, vicious circle of poverty, causes of poverty, socio-economic theories of Poverty, culture of poverty thinking, structural causes of poverty, absolute and relative poverty, gender and poverty, poverty and economic growth, subjective and objective approach to poverty.
- Measurement of poverty: Head Count Index, Poverty Gap Index, Foster-Greek-Thorbecke (FGT), poverty and inequality - Gini-Coefficient, Lorenz Curve
- Development indices - concepts and derivations: Human Development Index (HDI), Multi-dimensional Poverty Index (MPI)
- Major poverty studies in Bangladesh, different approaches to estimating poverty: the methodological debates, with special reference to Bangladesh.
- Poverty trends and patterns, determinants of Poverty and poverty mapping
- Poverty dynamics: chronic and transient poverty
- Quantitative versus qualitative assessment of poverty: Poverty based on Household Income and Expenditure Surveys (HIES), Hands on exercise (using STATA)
- Policies and programs, issues of targeting: Seventh Five Year Plan, Microfinance against poverty, social safety nets programs – National Social Protection Strategy (NSPS), National Budget Analysis with focusing on expenditures on poverty reduction
- Poverty focused Action Plan Development
- Fieldwork based assignment: poverty dynamics using Life History Approach
- Microcredit and Poverty Alleviation
- Book Review: ‘The end of poverty’ by Jeffrey Sachs

Suggested Readings:

Ahmed, F. (2004) Practices of Poverty Measurement and Poverty Profile of Bangladesh. *ERD Working Paper Series* No. 54. Manila: Asian Development Bank.

Ahmed, S.S. (2007) *Social Safety Nets in Bangladesh*. [online] Available at: <http://siteresources.worldbank.org/BANGLADESHEXTN/Resources/295759->

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- World Bank Institute (2005), *An Introduction to Poverty Analysis, Manual on Poverty Analysis*.
- World Bank (2006) *Social Safety Nets in Bangladesh: An Assessment. Bangladesh Development Series –Paper, No. 9*, Washington DC: The World Bank
- World Bank (2007) *Dhaka: Improving Living Conditions for the Urban Poor, Bangladesh Development Series Paper, No. 17*, Dhaka: The World Bank Office
- World Bank (2013) *Bangladesh Poverty Assessment : Assessing a Decade of Progress in Reducing Poverty, 2000 – 2010. Bangladesh Development Series, Paper No. 31*
- World Bank (2016) *World Development Indicators*, Washington DC: The World Bank

DS 403: Public Finance

Course Objective

The course is about the economic analyses 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.

Course Contents

- ❑ **Introduction:** Definition of Public Finance, Emergence of Public Finance as a Separate Branch, Scope and Limitations of Public Finance.
- ❑ **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
- ❑ **Economic Rationale of the Government's Intervention:** Market Failure and Rationale for Government Intervention, Other Rationales – Income Distribution and Merit Goods.
- ❑ **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.
- ❑ **Theory of Externalities:** Definition and Classification of Externalities, Market Failure and Government Intervention - The Coase Theorem, Tragedy of the Commons.
- ❑ **Social Insurance and Redistribution:** Overview, Social Security, Unemployment Insurance, Disability Insurance and Workers' Compensation, Health Insurance, Redistribution and Welfare Policy.
- ❑ **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, Tax Incidence, Economic Effects of Various Taxes, Tax Administration, Tax Structure of Developed and Developing Countries with Special Focus on Bangladesh Tax Structure.
- ❑ **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.

- ❑ **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.
- ❑ **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.

Suggested Readings

- Atkinson, A.B. and J.E. Stiglitz (1980), *Lectures in Public Economics*. New York: McGraw-Hill.
- Baumol, W.A (1986), *Supper Fairness; Applications & Theory*. Cambridge, Mass.; London : MIT press.
- Barr, N. (2012), *The Economics of the Welfare State*, 5th ed., OUP
- 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, J. (2009), *Public Finance and Public Policy*. New York NY: Worth Publishers.
- Hyman, D. N. (2010), *Public Finance: A Contemporary Application of Theory to Policy*. Tennessee: South Western Press.
- 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.
- Musgrave R.A and Musgrave, P.B (1989), *Public Finance in Theory and Practice*. 5th Edition. New York: McGraw-Hill.
- Rosen, H. S. and Gayer, T. (2007), *Public Finance*. 8th Edition Boston: Irwin McGraw-Hill.
- Stiglitz, J.E(2015), *Economics of Public Sector*. 4th Edition. New York: Norton.
- Thomson, W. (2001), *A Guide for the Young Economist*. Cambridge: MIT Press.
- Tresch, R. (2008), *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 404: Governance and Development

Course Objective

In the last few decades, the concept of "Governance" has become popular and seems like we simply just cannot get enough of it. The performance of a country's institutions is often measured through the state of governance of that country. Furthermore, mal-governance or lack of governance is considered as the main reason behind a country's failure to achieve economic growth or to provide services to its citizens in an effective and efficient way. The concept of governance is thus used and analyzed from different perspectives and angles which has made it an extremely complicated one. This course aims at helping the students in developing a broad idea of the concept from three different perspectives- political, administrative and economic. It provides the students with a theoretically informed understanding of debates and controversy on governance, allows them to explore how different disciplines attempt to utilize this concept and encourages them to find out the relationship between governance and development.

Course Contents

- **Introduction to the Concept of Governance:** definition, historical evolution of the concept, relationship with development.
- **Theoretical Aspects of Governance:** Measuring Governance, Theories, Models/ Approaches/ Five Propositions, Network Management Governance, Theories of Delegation, Social Interpretative Theory, Culture and Institutional Theory
- **Governance and Good Governance:** can governance be really 'good'? Why do we need good governance? Why has the concept emerged? How do different development organizations define and measure governance and governance? From Good Governance to Good Enough Governance
- **Principles of Good Governance:** Rule of Law, Transparency and Accountability, Combating Corruption, Responsiveness, Institutional Capacity and Effectiveness, Equity and Inclusiveness
- **Theories of Political Governance:** introducing the concept of democratic governance, the role of institutions in democracy and democratic governance, the relationship between democracy and development, accountability for governance and the significance of institutions of accountability, linking political governance with economic development.
- **Governance through the economic lens:** Governance, Economic Growth and Development

- **Multilevel Governance:** from government to governance- from hierarchy to heterarchy, the concept of network, network governance, democratic network governance, interactive governance and meta-governance.

Suggested Readings

- Capano, G., Howlett, M. & Ramesh, M. (2015). *Varieties of Governance: Dynamics, Strategies, Capacities*. New York: Palgrave MacMillan.
- Chhotray, V. & Stoket, G. (2009). *Governance: Theory and Practice*. New York: Palgrave MacMillan.
- Grindle, M. S. (2004). Good Enough Governance: Poverty Reduction and Reform in Developing Countries. *Governance*, 17(4), 525-548.
- Grindle, M. S. (2007). Good Enough Governance Revisited. *Development Policy Review*, 25(5), 553-574.
- March, J. G., & Olsen, J. P. (1995). *Democratic governance*. Free Press.
- Rhodes, R. A. W. (1996). The new governance: governing without government. *Political studies*, 44(4), 652-667.
- Rhodes, R. A. (2007). Understanding governance: Ten years on. *Organization studies*, 28(8), 1243-1264.
- Fukuyama, F. (2013). What is governance?. *Governance*, 26(3), 347-368.
- Levy, B., & Fukuyama, F. (2010). Development strategies: integrating governance and growth. *World Bank Policy Research Working Paper Series*, Vol.
- Kooiman, J. (1999). Social-political governance: overview, reflections and design. *Public Management an international journal of research and theory*, 1(1), 67-92.
- Osborne, S.P. (2010) (Ed.). *The New Public Governance*. London and New York: Routledge.
- Peters, B. G., & Pierre, J. (1998). Governance without government? Rethinking public administration. *Journal of public administration research and theory*, 8(2), 223-243.
- Peters, G., & Savoie, D. J. (2000). *Governance in the twenty-first century: Revitalizing the public service*. McGill-Queen's Press-MQUP.
- Peters, B. G. (2011). Governance as political theory. *Critical policy studies*, 5(1), 63-72.
- Piattoni, S. (2010). *The Theory of Multi-level Governance: Conceptual, Empirical and Normative Challenges*. New York: Oxford University Press.
- Stoket, G. (1998). Governance as Theory: Five Propositions. *International Social Science Journal*, 50(55): 17-28
- Torring, J. (2012). *Interactive governance: Advancing the paradigm*. Oxford University Press on Demand.
- Osborne, S. P. (Ed.). (2010). *The new public governance: Emerging perspectives on the theory and practice of public governance*. Routledge.
- Sørensen, E., & Torring, J. (Eds.). (2016). *Theories of democratic network governance*. Springer.
- Khan, M. (2007). Governance, economic growth and development since the 1960s.
- Rivera-Batiz, F. L. (2002). Democracy, governance, and economic growth: theory and evidence. *Review of Development Economics*, 6(2), 225-247.

- Clague, C. (1997). *Institutions and economic development: growth and governance in less-developed and post-socialist countries* (No. 338.9 I59i).
- Provan, K. G., & Kenis, P. (2008). Modes of network governance: Structure, management, and effectiveness. *Journal of public administration research and theory*, 18(2), 229-252.
- Moynihan, D. P. (2009). The network governance of crisis response: Case studies of incident command systems. *Journal of Public Administration Research and Theory*.
- Provan, K. G., & Milward, H. B. (2001). Do networks really work? A framework for evaluating public-sector organizational networks. *Public administration review*, 61(4), 414-423.
- Milward, H. B., & Provan, K. G. (2000). Governing the hollow state. *Journal of Public Administration Research and Theory*, 10(2), 359-380.
- Milward, H. B., & Provan, K. G. (2006). *A manager's guide to choosing and using collaborative networks* (Vol. 8). Washington, DC: IBM Center for the Business of Government.
- Milward, H. B., Provan, K. G., Fish, A., Isett, K. R., & Huang, K. (2009). Governance and collaboration: An evolutionary study of two mental health networks. *Journal of Public Administration Research and Theory*, mup038.
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- Werlin, H.H. (2003). Poor Nations, Rich Nations: A Theory of Governance. *Public Administration Review*, 63(3), 329-342

DS 405: Project Management

Course Objective

The course is primarily aimed at introducing the students to the world of ‘projects’ and ‘project analysis’ by acquainting them with the key concepts, debates, approaches, tools and strategies relating to the analyses and dynamics of project management. At the end of the course, the students are expected to develop a broad-based understating of the key contexts, tools, and issues surrounding project design and analysis both globally and nationally. Being an undergraduate course, this module will require reasonably extensive reading, interactive and participatory classes. Students are expected to ask questions and clarifications and volunteer answers.

Course Contents

- ❑ **Introducing Projects as ‘Cutting Edge’ of Development:** Concept, Rationale, Categories, Features and Characteristics, Project Life Cycles, Basic Ideas of Project Analysis.
- ❑ **Understanding the Project Management Perspectives:** The Place of Economic and Financial Analysis in Project Evaluation, Points of Views in Project Analysis: Economic, Social, and Financial.
- ❑ **Project Planning and Design:** Project Planning and Designing Process, Why Plan? Typical Steps in Planning and Designing.
- ❑ **Analyzing Feasibility of a Project:**
 - **Costs and Benefits in Project Analysis:** Identifying the Costs and Benefits of Project with a Special Reference to a Developmental Project: Benefit – Cost Ratio.
 - **Discounted Cash Flow Measures and Application:** Selected Popular Measures of Discounted Cash Flows, Net Present Worth, Internal Rate of Return,
- ❑ **Selected Popular Tools of Project Analysis, Design, and Management:** Social Impact, Assessment, Stakeholder Analysis, Logical Framework, SWOT Analysis, PRA, and others.
- ❑ **Understanding the Need and Challenge of Popular Participation in Project Management:** ‘Participation’ defined; The rationale for engaging people in project management, Approaches to, and obstacles of Participatory Project Management.

- ❑ **Project Monitoring and Evaluation:** Project Monitoring, Project Evaluation, Practical Cases/Examples: GoB, UN, EU Format and Practices, Challenges of effective Monitoring and Evaluation.
- ❑ **MS Project Exercise**

Suggested Readings

- 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.
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- Chada S. (1989), *Managing Projects in Bangladesh*. Dhaka: University Press Limited.
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- 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.
- D'Monte D.R. 2005. 'Water Management in Rajasthan, India', Velasquez J. et al. (eds.) *Innovative Communities: People-centred Approaches to Environmental Management in the Asia Pacific Region*, United Nations University, Tokyo, 2005:292-308.
- EC (2002), *Project Cycle Management Handbook*, European Commission, EuropeAid Cooperation Office.
- Gasper Ges (2000), 'Evaluating the Logical Framework Approach: Towards Learning Oriented Development Evaluation', *Public Administration and Development*, 20: 17-28.
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- Gosling L. and Edwards M. (1995), *Toolkits: A Practical Guide to Assessment, Monitoring, Review and Evaluation*. London: Save the Children.
- Hobley M. 'From Active to Passive Participatory Forestry: Nepal' [in] Oakley P. (ed.) *Projects with People: The Practice of Participation in Rural Development*, ILO, Geneva, 1991:107-118
- ILO n.d. *Project Preparation Implementation Monitoring, Evaluation: User's Hand Book*. Dhaka: International Labour Organization.
- Khan N.A. (1997), 'Logical Framework as a Tool for Participatory Development Planning: Revisiting the Debate', *Chittagong University Studies*, Vol.xvii& xviii, No.1, pp.117-127.

- Khan N.A. 'A Far Cry? Revisiting the Prospects of Community Cooperation in Rural South Asia', *Indian Journal of Social Work*, Vol.60, Issue 2, 1999:233-249.
- Khan N.A. 'Community Cooperation in a Voluntary Environment Project: Some Lessons from Swansea, Wales', *Community Development Journal*, Vol.34, No. 3, 1999:205-218.
- Khan N.A. 'Rural Development in Transition: An Institutional Perspective', [in] Chowdhury A.M. and Alam F. (eds.) *Bangladesh on the Threshold of the Twenty-First Century*, Asiatic Society of Bangladesh, Dhaka, 2002:382-410.
- Majid M.A. (1995), *Prakalpa Byabasthapon* (in Bengali). Dhaka: Bangla Academy.
- NORAD (1999), *The Logical Framework Approach*. Oslo:Norwegian Agency for Development Cooperation.
- Oakley P. ed. *Projects with People: The Practice of Participation in Rural Development*, ILO, Geneva, 1991.
- SIDA (1996), *Manual on Self-Evaluation Parts 1 and 2*. Switzerland: Swiss Agency for Development and Cooperation.
- Squire L. and Tak H.G. (1975), *Economic Analysis of Projects*. Baltimore and London: The Johns Hopkins University Press for the World Bank.
- Team Technologies Inc. n.d. *Teams and Project Design: TeamUP Workbook*, Team Technologies Inc.
- UNDP (1997), *Results-oriented Monitoring and Evaluation*, New York: UNDP.
- Velasquez J. et al. (eds.) *Innovative Communities: People-centred Approaches to Environmental Management in the Asia Pacific Region*, United Nations University, Tokyo, 2005:1-45 (Chapter 1 and 2).
- Young T. (2003), *The Project Management Manual*, New Delhi: Penguin Books.

DS 406: Understanding Public Policy Process

Course Objective

The course intends to look at some basic concepts including various policy models to describe, explain, and evaluate both the policy-making process, including the institutions that make, implement and evaluate them, and the impact of policies as they unfold. This course will help understanding current policies, understanding why governments act as they do, and for predicting what particular governments might do. This course is not confined to general and theoretical understanding of public policy, some major specific public policies in the field of health, environment and education in Bangladesh will be analyzed too in the light of the theoretical knowledge learnt.

Course Contents

- ❑ Introduction: Definition, Scope, Importance, Type of Public Policy
- ❑ Policy Cycle, Policy Flow Analysis
- ❑ Models of Policy-making Process: System Model, Incremental Model, Rational Choice Model, Public Choice Model, Elite Model, Group Model
- ❑ Actors and Institutions in Public Policy-making: Cabinet, Parliament, Bureaucracy, Judiciary, Business, Civil Society, Donors, MNCs (Timmerman 2001)
- ❑ Policy Networks
- ❑ Comparative Public Policy: USA, UK, Germany, Latin America
- ❑ Policy-making in Bangladesh: Health Policy, Education Policy, Environment Policy

Suggested Readings

- Aminuzzaman, S.M (2002), Public Policy in *Banglapedia*. Dhaka: Asiatic Society of Bangladesh.
- Anderson, J(1975), Public Policy-making. New York: Praeger.
- Barkley, S and Birkland, T (1998), Law, Policy-making and the Policy Process: Closing the Gap', *Policy Studies Journal*, 26(2): 227-243.
- Bishop,P and Davis, G (2002), 'Public Participation in Policy Choices', *Australian Journal of Public Administration*, 61(1): 14-29.
- Dror, Y(1969), *Public Policy-making Reexamined*. San Francisco: Chandler.
- Dunn, W.N (1983), *Public Policy Analysis: An Introduction*. Englewood Cliffs, N.J: Practice Hall.
- Dye, T.R (1992), *Understanding Public Policy*. Englewood Cliffs, N.J: Practice Hall.
- Fisher, F (1984), Methodological Foundation for Public Policy Analysis', *Policy Studies Journal*, 399-409.
- Friedman, L.S.(2002), *The Microeconomics of Public Policy Analysis*. Princeton NJ: Princeton University Press.
- John, Peter (2006), *Analyzing Public Policy*. London: Continuum: London.

- Klijn, Erik-Hans (1996), 'Analyzing and Managing Policy Processes in Complex Network and its Problems', *Administration and Society*, 28(1): 90-119
- Koven, S.G (1996), 'Public Policy: Assessing the State of the Contemporary Literature', *Policy Studies Journal*, 22(3): 540-544.
- Robey, J.S(1981), Major Contributors to Public Policy Analysis.
- Simmons, R.H. and Davis, B.W(1974), Policy Flow Analysis: A Conceptual Model for Comparative Policy Analysis Research', *The Western Political Quarterly*, 27(3): 457-468.
- Skok, J.E (1995), 'Policy Issue Network and the Public Policy Networks: A Structural-Functional Framework for Public Administration', *Public Administration Review*, 55(4):325-332.
- Timmerman, Arco (2001), Arenas as Institutional Sites for Policy Making: Patterns and Effects in Comparative Perspectives', *Journal of Comparative Policy Analysis: Research and Practice*, 3: 311-337.
- Ukeles,J.B. (1977), 'Policy Analysis: Myth or Reality', *Public Administration Review*, 27(3): 223-228.
- Walker, W.E, Rahman, S.A and Cave, J (2001), 'Adaptive Policies, Policy Analysis and Policy-making', *European Journal of Operational Research*, 128: 282-289.
- Walter, L.C., Aydelotte, J and Miller, J(2000), 'Putting More Public in Policy Analysis', *Public Administration Review*, 60(4): 349-359.

DS 407: Research Paper

Course Objective

The aim of the course is to give the students training in doing a substantial individual research project.

Course Guidelines

- ❑ The aim of the course is to train the student in basic research work, scientific writing, the application of suitable research methods, critical evaluation of sources and in a seminar to defend her/his study.
- ❑ The student must prepare a project proposal of at least 4 pages within the first two weeks of 8th and final semester of the undergraduate 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 given and the work is closely followed by the supervisor. Detailed guidelines for writing the research paper and research areas will be provided by the department at the beginning of the 8th semester.

DS 408: Comprehensive Examination

Comprehensive examination, which carries 4 credit weights, must be passed by students willing to complete their undergraduate degree in development studies. The examination consists of two parts-written and oral. Comprehensive examination attempts to test knowledge of the student's subject area covering all the courses studied by the student in the previous semesters.

DS 109: ENGLISH COMPOSITION - 1

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.

Course Goals

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.

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 outlining.
- 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

Outline of Course Content

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

1. The Writing Process.
2. Writing Effective Paragraphs: Structure of a Paragraph Qualities of a Paragraph
3. Types of Paragraph: Descriptive Paragraph, Narrative Paragraph, Process Paragraph.
4. Sentence Variety: Simple & Compound Sentences; Complex sentences

5. 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
- Unclear or Missing Referent
- Lack of Pronoun Agreement
- Gender-biased Language

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

7. Reading Strategies and Application

8. Reading Comprehension

Methods of Evaluation & Assessment

- | | | | |
|----------------|------------|-------------|-------------|
| a. Assignments | b. Quizzes | c. Journals | d. Sit-down |
| | Tests | | |

- Paragraphs will be graded for unity and organization, explanation and supporting details, and sentence skills.
- Midterm exams and final exam will include paragraph writing, sentence skills, editing

Objective Tests: In addition to paragraphs, selected chapters from the Reader dealing with grammar and mechanics will be assigned, and objective tests on these chapters will be given. Failure to attend tests will lead to receiving “F”.

Sit-down Tests: There will be a midterm and a final exam. Before the final exam students must complete midterm exam, and all of the graded assignments up to that point,

Students’ Participation

- Attendance is extremely important because class participation strongly affects grade. Students will be evaluated on their participation, which involves taking an active part in class discussions and interacting with other class members during group work.
- Students are responsible for all information and assignments missed due to late admission, tardiness or absence. They are responsible for completing all assigned work. If, however, it is necessary to be absent, it is the responsibility of the student to provide an excuse to make up any work missed.
- Make up work MAY be provided at the discretion and convenience of the instructor. If more than the allowed paragraphs or quizzes are missed, the student will receive a zero for that work which will be averaged as a grade for that assignment.

References

- 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: OUP.
- English Dictionary* (required) and *English Thesaurus* (optional)

DS 110: ENGLISH COMPOSITION - 2**Course Description**

The course intends to improve academic writing skills of the students. At the same time, it will develop students' reading comprehension ability. Therefore, it emphasizes on rigorous practice both in writing and reading. In this regard, students are encouraged to write different types of essays and read various types of articles. As academic writing requires to be flawless, this course also enables students to be aware of grammatical mistakes in their writing.

Course Goals

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

- learn proper structure and writing of essays;
- write summaries correctly;
- apply grammar in their writings;
- develop an attitude of appreciation and enjoyment for the process of essay writing.

Outcome

By the end of this course, the students will have gained the following:

- an overview of good writing and reading techniques;
- accumulate, organize and develop ideas;
- follow the basic structure of an essay;
- edit their paper for common grammatical errors;
- analyze and summarize texts.

Outline of Course Content

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

1. Introduction: Review of paragraph writing (topic sentence and organization)
2. Essay Writing: Introductory Paragraph and Thesis Statement
3. Developing an Essay: Supporting Paragraphs, Writing Concluding Paragraphs
4. Essays: Descriptive Essay
Narrative Essay
Comparative Essay
Contrast Essay
Process Essay,
Cause Analysis Essay,
Effect Analysis Essay
5. Reading Skills: Skimming, Scanning, Making Inferences and Vocabulary Reading Comprehension Practice
6. Grammar Sentence fragments Run-on sentences, comma splices
7. Summary Writing
8. Transitions

9. Grammar: Dangling & misplaced modifiers & Passivisation

10. Subject verb agreement and Parallelism

Methods of Evaluation & Assessment

- a. Assignments b. Quizzes c. Journals d. Sit-down Tests
- Paragraphs will be graded for unity and organization, explanation and supporting details, and sentence skills.
 - Midterm exams and final exam will include essay writing, summary writing, comprehension, transitions, editing

Objective Tests: In addition to paragraphs, selected chapters from the Reader dealing with grammar and mechanics will be assigned, and objective tests on these chapters will be given. Failure to attend tests will lead to receiving “F”.

Sit-down Tests: There will be a midterm and a final exam. Before the final exam students must complete midterm exam, and all of the graded assignments up to that point,

Students’ Participation

- Attendance is extremely important because class participation strongly affects grade. Students will be evaluated on their participation, which involves taking an active part in class discussions and interacting with other class members during group work.
- Students are responsible for all information and assignments missed due to late admission, tardiness or absence. They are responsible for completing all assigned work. If, however, it is necessary to be absent, it is the responsibility of the student to provide an excuse to make up any work missed.
- Make up work MAY be provided at the discretion and convenience of the instructor. If more than the allowed paragraphs or quizzes are missed, the student will receive a zero for that work which will be averaged as a grade for that assignment.

References

- 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