

Curriculum
of
Master of Social Science (MSS)

Department of Sociology

Varendra University

Rajshahi, Bangladesh

CURRICULUM**MASTER OF SOCIAL SCIENCE PROGRAM IN SOCIOLOGY**

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Title of the Academic Program

Master of Social Science in Sociology

Name of the University

Varendra University

Vision of the University

The vision of the university is to emerge as one of the leading and premier centers of higher studies in arts, social science, science, engineering and technology. We aim at providing an education of high excellence to our young learners in a congenial and friendly atmosphere, and attracting brilliant students, distinguished scholars, researchers, scientists from home and abroad.

Mission of the University

The mission of the university is to contribute to national development by producing innovative, skilled, and technologically trained manpower. Ours is a knowledge-based society, and we hope to equip our students with knowledge and skill to face global challenges and become leaders of innovation in different fronts of practical life. The mission of VU also includes the promotion of humanism and peace through liberal education.

Name of the Program Offering Entity (Department/Faculty/Institute)

Department of Sociology

Vision of the Program Offering Entity

Vision of the program is to propagate theoretical and practical knowledge in the field of Sociology to promote scientific understanding of social life through sociological imagination and to meet the changing needs of human society.

Mission of the Program Offering Entity

The Department of Sociology encompasses its mission:

- To develop their ability to think critically about the social phenomena sociologically, and to understand meaningfully, define, and analyze rationally in national and international contexts;
- To prepare and encourage students for life as individuals to do research with theoretical, analytical and methodological tools;
- To make students take individual initiative and decision-making active persons by equipping them with certain qualifications like leadership, and teamwork skills, along with a strong commitment to the best possible achievements, maintaining a high quality of moral principles;
- To pursue careers in areas such as community and social services, education, government, and the justice system ,business and industry as well;
- To empower students, with the knowledge, skills, and commitment necessary to participate in building equitable, humane, and sustainable social institutions;
- To demonstrate its ongoing commitment to create diverse human resources that reflects our community and student body.

Objectives of the Program Offering Entity

The main objective of this program is to offer outcome based education with up-to-date knowledge in Sociology. The specific objectives of the program are:

- To provide students sociological knowledge about society, social phenomenon and social reality through sociological imagination and sociological perspective;
- To make students understand and apply the concepts, theories, and theoretical perspectives of major courses of the discipline;
- To enable students to discuss the contributions of social thinkers as well as social theorists;
- To introduce students to the social structure of urban and rural societies, i.e. major institutions and associations, groups of those societies and social changes and development occurring within;
- To provide them the processes and procedures of social research as well as how a project is planned and implemented;
- To make them able to link with different issues like family, education, economy, politics, health, religion, population, environment, gender, childhood, old age, crime, poverty, food, disaster, science and technology from sociological perspectives;
- To teach students social norms, values, ethics, manners to be a good human being; and
- To enhance their basic communication skills and presentation quality.

Name of the Degree

Master of Social Science in Sociology

Description of the Program

The MSS Program in Sociology at Varendra University has been designed for the regular graduates. The regular graduates are meant for those students who have earned a bachelor degree in Sociology from any public and private university approved by the University Grants Commission (UGC) as well as by the government. This program aims to reopen a comprehensive faculty among the students of Sociology to understand society well and grasp the problems of society intuitively. The major objective of the program is to produce young Sociology graduates to serve in various government and non-government sectors to meet the increasing demand of the sociologists in society.

MSS program (Regular) will consist of one year having two semesters covering a total of 40 (forty) credits. Other than the theoretical courses; provisions will be there in for both the programs of seminars and viva-voce on completion of every semester. A student with high academic attainment in his/her BSS (Hons.) is eligible for admission.

Program Education Objectives (PEOs)

PEO1	Deep discipline knowledge and intellectual breadth: Graduates have comprehensive knowledge and understanding of their subject area, the ability to engage with different traditions of thought, and the ability to apply their knowledge in practice including in multi-disciplinary or multi-professional contexts.
PEO2	Leadership, Teamwork and Team Spirit: Graduates will learn about self-development, positive communication, and leadership skills and gain the ability to work closely together as a team to solve a problem.
PEO3	Digital and Media Literacy: Graduates will learn how to create, collaborate and communicate effectively and to understand how and when digital technologies can best be used in their educational period.
PEO4	Creative and critical thinking, and problem solving: Graduates are effective problems-solvers, able to apply critical, creative and evidence-based thinking to conceive innovative responses to future challenges.
PEO5	Professional Competence: Graduates will acquire morality and be able to arouse conscience in others; they will be skilled at working in teams and holding required expectations; they will be lifelong learners to upgrade themselves. They will learn to solve problems by making rational choices.

Program Learning Outcomes (PLOs)

PLO1	Sociological understanding: Students will have sufficient sociological knowledge about society, social phenomenon and social reality and will capable to analysis any social situation through sociological imagination and sociological perspective. Graduates will learn to analyze the concepts of population, education, health, gender, development, poverty, politics, crime, social structure and so on from a sociological perspective.
PLO2	Application of sociological tools and techniques: Students will understand and apply the concepts, theories, model, paradigm and theoretical perspectives of major courses of the discipline. Graduates will be able to identify social problems and issues in regional and global contexts.
PLO3	Research Skills: Graduates will have empirical knowledge about social research.Graduates will be able to synthesize information from different sources by applying research insights.
PLO4	Attain leadership capabilities: Graduates can shift the paradigm from individual to team, build up a creative atmosphere, work together, celebrate together and keep employees stress-free.
PLO5	Achieving team spirit: Graduates can develop their ability to work in a team, help others and recognize the value of their work, ideas, and recommendations. They will learn to respect the common rules and work ethics of the team.
PLO6	Communicating: Graduates can use digital technologies and communication tools to conduct researches and to express, share and present their opinions on these topics, taking into account different audiences.
PLO7	Formation of public administration: Assessing and developing social policy in order to resolve existing social crises.
PLO8	Morality and responsive: Generating responsive and resourceful global citizens whose personal values, integrity and activities are commensurate with their positions and the changing world.Graduates will internalize social norms and values by maintaining a high quality in moral principles.
PLO9	Assimilation: Integrating sociological facts, models and theory, and research to evaluate diverse interpretations of social systems as a global citizen.
PLO10	Generation: Developing the ability to comprehend, identify, evaluate, generate, and utilize sociologically relevant phenomena in order to test hypotheses and provide remedies for the smooth functioning of societies.

Mapping PLOs to PEOs

PEO/ PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
PEO1	√	√	√							
PEO2				√	√	√	√	√		
PEO3						√	√		√	√
PEO4		√	√	√			√		√	√
PEO5			√					√		√

Structure of the Curriculum

a) Duration of the Program:

Years: 1 Years

Semester: 2 Semesters

There will be two semesters/academic sessions in each academic year. They are as follows:

Name of the Semester	Duration
Spring	January to June
Summer	July to December

b) Admission Requirement

Students who intend to get themselves admitted into Masters Programs should have at least 5.00 points as shown below without any 3rd division/class or 6.00 points with a 3rd division/class. The points to be computed as below:

Degree	Points		
	1 st Division/Class/ Equivalent (3.5 and above)	2 nd Division/Class/ Equivalent (2.50 to 3.49)	3 rd Division/Class/ Equivalent (2.00 to 2.49)
SSC/Equivalent	3	2	1
HSC/Equivalent	3	2	1
Degree Pass	3	2	1
Honors or 4 Years Degree	4	3	2

Note: Minimum CGPA 2.00 is required at each level of examination.

c) Total minimum credit requirement to complete the program: 40

d) Total class weeks in a semester: 14 class weeks

e) Minimum CGPA requirements for Graduation

All required credits of the programs should be earned within the maximum length of period.

- a. Minimum CGPA should be 2.
- b. Students having 'F' grade(s) in any course(s) will not be eligible for the degree.

f) Maximum academic years of completion

A student must not get more than two additional years to complete their degree.

Semester wise Distribution of Courses

MSS 1 st Semester								
Course Code	Course Title	Marks					Credit	MT & SFE Hour
		SF	MT	CA	CA	T		
SOC 1501	Advanced Sociological Theories	40	30	20	10	100	3	3.5
SOC 1502	Political Sociology	40	30	20	10	100	3	3.5
SOC 1503	Social Demography	40	30	20	10	100	3	3.5
SOC 1504	Climate Change and Disaster Management	40	30	20	10	100	3	3.5
SOC 1505	Sociology of Mass Communication	40	30	20	10	100	3	3.5
SOC 1506	Project Planning and Management	40	30	20	10	100	3	3.5
SOC 1507	Sociology of Development and Underdevelopment	40	30	20	10	100	3	3.5
Total						700	21	
MSS 2 nd Semester								
Course Code	Course Title	Marks					Credit	MT & SFE Hour
		SF	MT	CA	CA	T		
SOC 1508	Sociology of Globalization	40	30	20	10	100	3	3.5
SOC 1509	Sociology of Capitalism	40	30	20	10	100	3	3.5
SOC 1510	Sociology of Human Rights and Social Justice	40	30	20	10	100	3	3.5
SOC 1511	Applied Sociology	40	30	20	10	100	3	3.5
SOC 1512	South Asian Studies	40	30	20	10	100	3	3.5
SOC 1513	Social Policy	40	30	20	10	100	3	3.5
SOC 1514	Seminar and Viva-voce	Seminar	Viva	CA		100	1	3.5
		80	10	10				
Total						700	19	

Description of All Courses of the Program

MSS 1st Semester

SOC 1501 ADVANCED SOCIOLOGICAL THEORY Credit: 3

Course Description

The present course will highlight the development of sociological theory in the 20th century. It will introduce advanced trends in those theories to postgraduate students. It will assist students to critically analyze social realities through the lens of those contemporary theories.

Intended Learning Objectives (ILOs)

Major objectives of this course are:

- To understand the progressive growth of sociological theory in the twentieth century.
- To introduce advanced trends in the theories of different sociologists;
- To analyze and explain social reality objects from a sociological standpoint;
- To explain aspects of the social world and to forecast future events.

Course Learning Outcomes (CLOs)

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

- Enrich knowledge which is composed of complex theoretical frameworks and methodology;
- Evaluate the strengths and weakness of each theory;
- Analyze the social realities of the theories; and
- Explore additional theoretical developments independently.

Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	Phenomenological Perspective	Edmund Husserl; Alfred Schutz.	1 2 3
2	Ethnomethodological perspective	Harold Garfinkel.	1 2 3
3	Recent Development	Anthony Giddens; George Ritzer; Ulrich Beck.	1 2 3
4	Postmodern Sociological Theory	Jean Baudrillard; Michel Foucault; Jacques Derrida; Zygmunt Bauman; Jean Francois Lyotard; Pierre Bourdieu.	1 2 3
5	Feminism and Post Colonialism	Edward Said; Gayatri Chakravorty Spivak; Salman Rushdie; Wole Soyinka.	1 2 3

Teaching-Learning Strategies

- Class topic informed before lecture;
- Class lecture;
- Presentation by Power Point Text(PPT),whiteboard;

- Interactive discussion on selected readings and materials;
- In-class activities;
- Group assignments; and
- Individual or group presentation; and Students' presentation reviewed by other students.

Recommended Books

- Bottomore, T. B., and Nisbet, R. (eds.). 1978. *A History of Sociological Analysis*. New York: Basic Books.
- Calhoun, C., Gerteis, J., Moody, J., Pfaff, S., and Virk, I. (eds.). 2007. *Classical Sociological Theory*. Oxford:Blackwell
- Coleman, J. S. 1990. *Foundations of Social Theory*. London: The Belknap Press of Harvard University Press.
- Dillon, Michelle. 2014. *Introduction to Sociological Theory: Theorists, Concepts and their Applicability to the Twenty-First Century*. 2nd ed. Chichester: John Wiley & Sons, ltd.
- Eisenstadt, S. N., and Helle, H. J. 1985. *Macro-Sociological Theory: Perspectives on Sociological Theory*. Vol. 1 and 2. London: SAGE.
- Giddens, A. 1987. *Social Theory and Modern Sociology*. California: Stanford University Press
- Ritzer, G. (2004). *Encyclopedia of Social Theory*. Vol. 1 and 2. London: Sage.
- Ritzer, G. (2010). *Sociological Theory*. New York: McGraw-Hill Companies.
- Turner, J. H. (eds.). (2001). *Handbook of Sociological Theory*. New York: Springer.
- Lorde, A. (1984). *Sister outsider: Essays and speeches*. Crossing Press.
- Said, E. W. (1978). *Orientalism*. New York: Pantheon Books.
- Spivak, G. C. (1999). *A critique of postcolonial reason: Toward a history of the vanishing present*. Cambridge, Mass: Harvard University Press.

SOC 1502
POLITICAL SOCIOLOGY

Credit: 3

Course Description

The purpose of this course is to connect graduate students with the historical development of political sociology, along with its diverse theoretical perspectives. It will primarily focus on theories of state genesis and development, political socialization, social movements, globalized economic interest, political propaganda, and fundamentalism. It will explore how social structures and political views influence political institutions and political culture. Furthermore, it will assist students in comprehending key political elements from a sociological perspective in the context of Bangladesh.

Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To introduce the formation, growth, and historical transformation of states within the social structure;
2. To able students to demonstrate sociological insight to the relationship between political institutions with other organizations;
3. To aware students of the factors and/or driving forces of political development and ideology; and
4. To elucidate how political changes, political parties, groups, ideologies, and diversity are formed and transformed within the contemporary world and Bangladesh.

Course Learning Outcomes (CLOs)

On successful completion of this course students are enabled to:

1. Interpret political sociology's concepts, approaches, and progress;
2. Explain the theoretical aspects of state formation and political development; and
3. Critically and conceptually assess power and politics from a sociological perspective; - examine political development trends in Bangladesh.

Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1.	Introduction	Origin and development of political sociology and its relationship with sociology, political science, and other social sciences; Methods and techniques of political sociology.	1,2
2.	Approaches of Political Sociology	Marxist, functionalist, system theory, and other approaches.	1,2
3.	State	Theories of origin of state – Ibn Khaldun, Hegel, Marx, Openheimer, Gumplowicz; Power, authority, legitimacy and bureaucracy in modern state, Problems of democracy; Welfare state; Political parties and pressure groups; Electoral behavior; Military interventions in state power; Nature of elite and its circulation; Dependency school	1,3
4.	Political Development	Modernization; Politicization; Political participation; Political mobilization, Political culture; Political socialization; Political communication. 6. Social Bases of Politics: Class; Kinship;	1,2

		Religion; Ethnicity; Gender; Generation	
5.	Ideologies	Definition and objectives of ideology; Conservatism; Liberalism; Fascism; Fundamentalism.	1,2,3
6.	Rise of Nationalism and Nation States	Genesis of nationalism; Factors of nationalism; Future of nationalism — multinational corporations and globalization.	1,2
7.	Capitalism and Democracy	The emergence of the proletariat, Dictatorship of the proletariat and the universal class, The transition from socialism to communism, Class composition of socialist society, Crisis of capitalism and socialism	1,2
8.	Sociology of International Power and Politics	The Cold War and bi-polarism; Cross-border capitalism.	1,2
9.	Political Sociology of Bangladesh	Post-partition era; Reconstruction of the sixties; Political development in the post-liberation period.	3

Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text(PPT),whiteboard;
4. Interactive discussion on selected readings and materials;
5. In-class activities;
6. Group assignments; and
7. Individual or group presentation; and Students' presentation reviewed by other students.

Recommended Books

- Bottomore, T. 1979. Political Sociology. New Delhi: B.I. Publications PVT LTD.
- Dobratz, B. 2015. Power, politics, and society: an introduction to political sociology. New York: Routledge
- Merton, R. K. 1952. Reader in bureaucracy. Glencoe: Free Press.
- Outhwaite, W., & Turner, S. (Eds.). 2017. The SAGE Handbook of Political Sociology, 2v. London: Sage Publications Ltd.
- Pareto, V. 1935. Mind and Society. New York: Harcourt, Brace and Company, Inc.
- Sen, R. 1986. Political Elites in Bangladesh. Dhaka: The University Press Ltd.

SOC 1503
SOCIAL DEMOGRAPHY
 Credit: 3

Course Description

The issue of population has historically been studied from beginning of the world. The major focus of Social Demography is to explore the linkage between change in the size, composition and distribution of the population and changes in social, environmental, economic and political factors. Thus the course begins by focusing on understanding the core social demographic variables, e. g; fertility, mortality and migration and at the same time these core variables have effects on population composition, growth, size and structure. The policy implications of population change have been examined in the context of developing and developed countries.

Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To introduce basic concept of demographic and population studies to the students.
2. To improve students ability to understand deeply changes in population structure across the world.
3. To develop students ideas about how economic, cultural, social, political and technological changes affect population size, composition, structure and trends; and
4. To enable the students to develop their own sociological imagination and insights about population growth.

Course Learning Outcomes (CLOs)

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

1. Explain and measure basic concepts of demography and population studies;
2. Examine nature, trends and theories of population growth; and
3. Compare changes in population of their own and other societies through demographic and sociological insights.

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	Introduction	Definition, nature, scope and importance of social demography.	1
2	Population Theories	Pre-modern population doctrines: Malthus, Marx; Demographic Transition Theory of demographic transition and its adjunct theories.	2
3	Nature of Demographic Data	Types and source of demographic data evaluation of accuracy and errors in demographic data adjustment and correction of errors in demographic data quality of demographic data in Bangladesh.	2 3
4	Population Structure and Composition	Age and sex structure pattern and variations; Determinant and consequences of age and sex structure; Techniques of analysis: age and age pyramid, sex ratio, dependent of ratio and labor force participation rate.	3
5	Marriage and Family Formation	Age at marriage: Universality of early marriage, Haznal's analysis of the European marriage pattern.	2 3
6	Fertility	Definition and components of fertility; Trends and variations in fertility; Differentials and determinants of fertility; Measurement of fertility.	2 3

7	Migration	Some basic concepts: Differentials and selectivity in migration theories and typologies ; Causes and consequences of migration Measurements of migration.	2 3
8	Mortality	Components of mortality; Causes of death trends and variations in mortality, Factors responsible for the decline in mortality rates, Measuring mortality: Death rates standardization, Life expectancy and life table.	2 3
9	Population Projection	Techniques of population projection trends in Bangladesh.	2 3
10	Population policy of Bangladesh	population a prospect or problem; Population policy in Bangladesh.	2 3

Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text(PPT),whiteboard;
4. Interactive discussion on selected readings and materials;
5. In-class activities;
6. Group assignments; and
7. Individual or group presentation; and Students' presentation reviewed by other students.

Recommended Books

Ahmad, A. 1991. *Women and Fertility in Bangladesh*, London: Sage Publication.

Bulatao, R., and Lee, R. (eds.). 1983. *Determinants of Fertility in Developing Countries*. London: Academic Press.

Davis, K and Black, J. 1947. *Social Structure &Fertility: An Analytic Framework, Economic Development &Cultural Change*. Princeton: Princeton University Press.

Haas. H. D. 2009. *Migration and Development: A Theoretical Perspective*. Oxford: University of Oxford.

Malthus, T. R. 1826. *An Essay on the Principles of Population*. Cambridge: Cambridge University Press.

Peterson, W. 1971. *Population*. New York: MacMillan Co.

SOC 1504
CLIMATE CHANGE AND DISASTER MANAGEMENT
 Credit: 3

Course Description

From a sociological point of view, this course explores the relationships between disasters and society. It provides a sociological approach to assess people's socioeconomic vulnerabilities to natural disasters. It seeks to understand the interconnections between social structure and hazards, risks, vulnerabilities, and disasters. The course concentrates on a sociological knowledge of human behaviors and management efforts with aid and humanitarian response at the community, national, and/or worldwide levels before to, during, and after disasters.

Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To expose students to the fundamental concepts, perspectives, methods of disaster and the relation between disasters and society;
2. To build Students' capacity to measure direct and indirect socioeconomic vulnerabilities that increase the likelihood of gradual and fast onset disaster occurrences;
3. To enhance the efficacy of students' scholarships by measuring the partial or complete disruption caused by disaster events, as well as the requisite disaster management; and
4. To encourage students to participate in disaster management activities such as aid and humanitarian response at the community, national, and/or worldwide levels prior to, during, and after a disaster.

Course Learning Outcomes (CLOs)

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

1. Exhibit a fundamental concept of hazards and disasters, theories, and strategies in dealing with extreme natural and social sufferings that typically destroy people's livelihoods;
2. Explain human behaviors and organizational initiatives before, during, and after a disaster; and
3. Assist with humanitarian response and apply gained knowledge and community engagement skills to community-based and national disaster management in Bangladesh, in collaboration with a variety of stakeholders.

Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1.	Introduction	Development of sociology of disaster as a sub- discipline; Key topics in the sociology of disasters; Relationship with other branches of sociology; The field of disaster research.	1
2.	Conceptual Exploration	Causes and types of disaster; Dimensions of disaster; Disaster cycle; Disaster management; Types and phases of hazards; Risk, Vulnerability and factors of vulnerability; Rehabilitation, Complex disaster.	1
3.	Theories of Disaster	Introduction to social science; Theories of disaster- From social systems to social vulnerability and social construction.	1

4.	Hazard Perception and Risk Communication	Public risk communication; Risk communication and warning systems; Preparedness for disasters among individuals, households and organizations; Individual, household and organizational response to disasters; Behavioral response to disasters; Social processes in response to disasters; Social organizations of search and rescue.	2
5.	Disaster Preparedness	Components of disaster preparedness; Preparedness for slow onset and sudden onset disasters; Vulnerability and risk assessment; Disaster responses; Assessment for different disasters.	3
6.	Disasters Impacts and Recovery	Crises associated with technology; Natural and technological disasters- Similarities and differences; Disaster impacts and population displacement; Post-disaster recovery processes- coping with disasters in Bangladesh, Adaptation and survival strategies of disaster victims in Bangladesh, Indigenous techniques adopted in post-hazard agricultural adjustment in Bangladesh; Children and women in natural disasters.	4
7.	Disaster Management	Need of disaster management; Disaster management cycle- Alert, preparedness response, Mitigation, Prevention, Reconstruction; Policies planning and programs for disaster management in Bangladesh.	2
8.	Environmental Refugees	Environmental refugees, Causes of environmental migration, Environmental stress and population displacement.	2 3

Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation: Power Point Text (PPT), audio-visual, white board;
4. Individual Homework;
5. Group Assignments;
6. In-class activities;
7. Question-Answer (Q-A); and
8. Community Engagement.

Recommended Books

- Black, R. 2001. "Environmental Refugees: Myth or Reality?" Working Paper No. 34, New Issues in Refugee Research. Brighton: University of Sussex.
- Dynes, R.R. and Drabek. T. E. 1992. *The Structure of Disaster Research: Its Policy and Disciplinary Implications*. International Journal of Mass Emergencies and Disasters 12:5-23.
- Fritz, C. E. 1961. *Disasters* in *Contemporary Social Problems*, edited by Robert K. Merton and Robert A. Nisbet. New York: Harcourt, Brace & World. IASC. 2006.
- Mileti, D. S. 1999. *Disasters by Design: A Reassessment of Natural Hazards in the United States*. Washington: Joseph Henry Press. <http://books.nap.edu/html/disastersbydesign/>
- O'Leary, Margaret R. 2004. *Measuring Disaster Preparedness: A Practical Guide to Indicator Development and Application*. Lincoln, NE: iUniverse, Inc.
- Perry, R. W. and Quarantelli, E. L. eds. 2005. *What is A Disaster? New Answers to Old Questions*. Bloomington: Xlibris Publishing.
- Pinkowski, J. 2008. *Disaster Management Handbook*. Boca Raton, London and New York: CRC Press.

SOC 1505

SOCIOLOGY OF MASS COMMUNICATION

Credit: 3

Course Description

This course introduces students to the study of mass and presents a multidisciplinary examination of the complex interplay between mass communication and social life. We will explore the diverse ways in which flows of information shape and are shaped by various levels of social organization. This course is designed to introduce the students with the knowledge regarding the multi- dimensional relationship among communication, information, media and society. This course is intended to provide students with analyzing contemporary issues of media representation, institutional power, media conglomeration, technological development and cultural diversity.

Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. Primary focus on the concepts, theoretical and historical context of mass communication print, broadcast and film media. Issues of ownership, regulation and the socialization of media workers will also be discussed;
2. Provide knowledge on the basic ideas of mass communication research and theories;
3. Offer an analysis of the theories and research applied in Sociology of Mass Communication; and
4. Disseminate insights on cultural issues and social change from the perspective of mass communication.

Course Learning Outcomes (CLOs)

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

1. Make ability of analyzing contemporary issues of media representation, institutional power, media conglomeration, technological development and cultural diversity;
2. Compare and analyze both functions and dysfunctions of communication processes and media in the contemporary social system;
3. Demonstrate the impact of technological development on mass media; and
4. Evaluate the influence of political power and multinational companies in media.

Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	Fundamentals of Mass Communication	Definition and Types of Mass Communication; History of Mass Communication; Mass Communication Process; Definition, Nature, Scope and Functions of Sociology of Mass Communication.	1 3
2	Mass Communication Research and Theoretical Approaches	Techniques of Research: Case Study; Survey Research; Content Analysis; Sociological Analysis and Conversational Analysis; Theoretical Approaches: Marxist Perspectives; Critical Political Economic Theory, Functionalist Approach and Social constructionist.	1
3	Technological Development and Mass Communication	The Nature of Media Technology; Social Networking and New Media (Facebook, Viber, What's up, Twitter, Blog); Media and Marketing Communication.	3
4	Process of Mass Communication	Technological development and mass media; Mass communication and national development.	2
5	Mass Communication and Culture:	Communication and Mass Culture; Communication Technology and Culture; Mass Media and Folk Culture; Mass Media and Popular Culture; Mass Media and Postmodern Culture.	3
6	Mass Media and Society:	Social Responsibility of Media; Media and Democracy; Media and Public Interest; Agenda Setting; Mass Media and Globalization.	2
7	Effects of Mass Media	Effects of Mass Media	2
8	Mass Media and Social Change:	Influence of Media on Social Change; Impact of Media on Structural Change; Media and Creation of New Values; Media and Social Planning for Marketization; Role of Media in Social Movements; Media and Empowerment	2
9	Mass Communication in Third World	Nature, Impact and Role of Mass Communication in Third World Countries; Ownership of Media and Content (Political Power and Multinational Companies); Dominant Ideology Versus Cultural	2

	Countries:	Contradictions in Media; Communication Policies and Practices in Bangladesh	
10	Communication for Development:	Role of Mass Media in Rural Community Development; Mass Media and Development in Education; Political Development and Mass Media; Role of Information, Communication and Technology (ICT) in Development; Right to Information Act (RTI).	2

Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), white board;
4. In-class activities;
5. Book review; and
6. Book Quiz.

Recommended Books

- Comstock, G., Chaffee, S., Katzman, N., McCombs, M., Roberts, D. 1978. *Television and Human Behavior*. NY: Columbia Univ. Press.
- Davison, W. P., Yu, F. T. C., eds. 1974. *Mass Communication Research: Major Issues and Future Directions*. NY: Praeger.
- DeFleur, M., Ball-Rokeach, S. 1975. *Theories of Mass Communication*. NY: McKay.
- Hirsch, P. M., Miller, P. V., Kline, F. G., eds. 1977. *Strategies for Communication Research*. Beverly Hills, Calif: Sage.
- Kraus, S., Davis, D. 1976. *The Effects of Mass Communication on Political Behavior*. University Park, Pa: Pennsylvania State Univ. Press.
- McQuail, D. 1994. *Mass communication theory: An introduction*. London: Sage Publication.
- McQuail, D. 1969. *Towards A Sociology of Mass Communications: Themes and issues in modern sociology*. London: Collier-Macmillan
- Robinson, J. P. 1977. *How Americans Use Time: A Social-Psychological Analysis of Everyday Behavior*. NY: Praeger
- Rogers, E. M., (ed). 1976. *Communication and Development: Critical Perspectives*. Beverly Hills, Calif: Sage.
- Wright, C. R. 1975. *Mass Communication: A Sociological Perspective*. NY: Random House.

SOC 1506
PROJECT PLANNING AND MANAGEMENT
 Credit: 3

Course Descriptions

Projects are all around us. Virtually every organization runs projects, either formally or informally. We are engaged in projects at home and at work. Across settings, planning principles and execution methodologies can offer ways in which projects can be run more effectively and efficiently. Project management provides organizations (and individuals) with the language and the frameworks for scoping projects, sequencing activities, utilizing resources, and minimizing risks. This is an introductory course which builds knowledge and skills in the planning and management of development projects and programs and introduces the key concepts of planning and executing projects. We will identify factors that lead to project success, and learn how to plan, analyze, and manage projects. Learners will be exposed to state-of-the-art methodologies and to considering the challenges of various types of projects. It is designed to deepen critical understanding of the strategies, processes, techniques and issues involved in taking ideas for development and turning them into practical realities with identifiable outcomes and benefits.

Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To execute projects and use the earned value approach for monitoring and controlling progress;
2. To develop a project plan, including scoping, sequencing tasks, and determining a critical path;
3. To assess, prioritize and manage project risk; and
4. To initiate, define and organize a project.

Course Learning Outcomes (CLOs)

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

1. Define the discipline of project planning and management, within an overall appreciation of the nature and purpose of projects;
2. Explain the principles and practice of project planning, design, preparation, and appraisal techniques for projects in a development context; and
3. Learn the theory and practice of management skills for project and programme management, focusing particularly on 'hard' and 'soft' skills for successful project implementation.

Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Introduction	Definition and characteristics of project; Definition, nature, types and characteristics and significance of planning	1
2	Terms and Characteristics	Planning and program terminology; Essential steps of planning	1
3	Types and identification	Classification of Project; Project Cycle; Factors important for a successful project	1

4	Project Appraisal	Apprising issues; Impediments to effective project formulation	2
5	Project Formulation	Project Concept Note; Planning before project proposal; SWOT analysis and writing tips for preparation of project proposal and proposal format	3
6	Financial Planning	Budgeting and budget types; Preparation and procedure of a project budget	3
7	Project Implementation	Ten factors Model of project implementation; Role and responsibility of project manager; Basic characteristics of development projects in Bangladesh	2 3

Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), white board;
4. In-class activities;
5. Book review; and
6. Book Quiz.

Recommended Books

Chandra, P. 2008. *Projects*. New Delhi: Tata McGraw-Hill Publishing Com. Ltd.

Goodman, L. J, 1996. *Project Planning and Management. An Integrated System for Improving Productivity*. New Delhi: CBS Publishers and Distributors.

Sirajuddin, M. 1980. *Project Management: a compilation of lecture materials*. Dhaka: Barnamala Press and Publications.

Vargas, R. V. 2008. *Practical Guide to Project Planning*. New York: Auerbach Publishers.

Wysocki, R. K., et al., 2000. *Effective Project Management*. New York: Wiley Computer Publishing.

SOC 1507

SOCIOLOGY OF DEVELOPMENT AND UNDERDEVELOPMENT

Credit: 3

Course Description

Development is a buzz word of the world now a days. It is a social process affecting as well as wanted by both the rich and the poor nations. The issues of this course will enable the students to critically understand the trends of social and economic development and underdevelopment of global and Bangladesh perspectives in time and space. Here an attempt is made to provide a conceptual analysis of the concept of development. It also focuses on the concept of social development, human development and sustainable development which have become the dominant paradigms in the development discourse in the present day.

Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. Conceptualize development, its characteristics, its dimensions, perspectives and models;
2. Understand development an idea of the concept of human development ,indicators of human development and barriers to human development;
3. Comprehend the meaning and features of social development and the UN's commitment for social development. Added to that you can note the process of social development along with the factors facilitating and hindering social development; and
4. Trace out the meaning, origin, requirements of sustainable development, its pre-requisites. The unit will also impress upon you the world conventions on sustainable development, its dimensions, issues arising and challenges faced by the process.

Course Learning Outcomes (CLOs)

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

1. Describe the ways of conceptualizing development;
2. Explain three sociological explanations for underdevelopment;
3. Apply sociological concepts to analyze different forms of global inequality; and
4. Demonstrate the connections between local, national, and international dimensions of inequality.

Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Introduction	Definitions of Development; Growth; Progress; Change; Social development; Economic development and Human development.	1,3
2	History of Development	Colonial, post-colonial; industrial and contemporary periods in global and Bangladesh perspectives; Emergence and characteristics of Global North and Global South.	3
3	Indicators and Measurement of	Gross Domestic Product (GDP); Gross National Product (GNP); GDP/GNP Per Capita; Purchasing Power Parity (PPP); Human	3

	Development	Development Index (HDI); Human Poverty Index (HPI); Gender-related Development Index (GDI); Gender Inequality Index (GII); Gross National Happiness (GNH).	
4	Theoretical Approaches of Development	Modernization; Structuralism; Dependency; Basic needs; Structural adjustment; rights-based approach; Post-modern and sustainable development.	4
5	Urbanization and Development	Urbanization and modernization; Urban features of developed and developing countries; Constraints of urban growth in developing countries; Problems of urbanization in Bangladesh.	2
6	Industrialization and Development	Historical development of industries; Features of industrialization in developed economies, Bill Warren's thesis on industrialization of the developing world; Problems and prospects of industrialization in Bangladesh	2
7	Gender and Development	Women in Development (WID); Women and Development (WAD); Gender and Development (GAD); Capability approach—Amartya Sen, Martha Nussbaum.	3
8	Culture and Development	Religion, ethnicity, laws, customs, beliefs, norms and values; Cultural approaches to development-Oscar Lewis's culture of poverty, Max Weber's rational capitalism.	4
9	Politics, Policies and Strategies of Development	: Development strategies (SAPs, MDGs and SDGs) of Bretton Woods Institutions-World Bank and International Monetary Fund; -, , Development policies and strategies of private and public organizations in Bangladesh	4
10	Future Challenges of Bangladesh towards Development	Climate changes and natural disasters; Declining contribution of agriculture; Unproductive jobs; Lack of quality education; Poor infrastructure; Insufficient power supply; Political instability; Corruption; Militancy and terrorism.	3

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), white board;
4. In-class activities;
5. Book review; and
6. Book Quiz.

Recommended Books

- Alavi, H., and Teodor S. (eds.). 1982. *An Introduction to the Sociology of "Developing Societies."* London: The MacMillan Press Limited.
- Hoogvelt, A. M. M. 1978. *The Sociology of Developing Societies.* London: The MacMillan Press Limited.
- Hooks, G. (ed.). 2016. *The Sociology of Development Handbook.* Oakland: University of California Press.
- Lehman, D. 1979. *Development Theory- Four Critical Studies.* London: Frank Cass and Company Limited.
- Lewis, O. 1966. *The Culture of Poverty.* New York: Random House.
- Meir, G., and Rauch, J. E. 2000. *Leading Issues in Economic Development.* 7th ed. Oxford: Oxford University Press.
- Pieterse, J. N. 2010. *Development Theory: Deconstructions or Reconstructions.* London: SAGE Publications.
- Rapley, J. 2002. *Understanding Development: Theory and Practice in the Third World.* Boulder and London: Lynne Rienner Publishers.
- Robinson, J. 1979. *Aspects of Development and Underdevelopment.* London: Cambridge University Press.

MSS 2nd Semester

SOC 1508

SOCIOLOGY OF GLOBALIZATION

Credit: 3

Course Description

This course critically examines the subject of globalization from a sociological perspective. Globalization is a vast topic. This course aims to give the student grounding in the most fundamental aspects of globalization. We examine the concept itself, the central themes of changing communications, social networks, and experiences of space and time, and the major economic, political and ideological dimensions of globalization. The view taken in this course is that, while there have been distinctive social changes associated with globalization in recent decades, to understand this process we need to regularly relocate it in a long-term historical and sociological perspective. Globalization has been happening for centuries, and to understand current processes of globalization, we need to relate them to a deeper history of globalization. This course is designed to explore the nature and extent of global societies and approaches to world politics. It also focuses on the social, political, economic, institutional and normative features of selected countries.

Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. Offer a glimpse of different societies in the world;
2. Provide explanation on the causes of social change in those societies through the process of globalization;
3. It aims to conceptualize and theorize globalization from the sociological standpoint; and
4. It enthusiastically tries to provide the postgraduate students with a better understanding of how does globalization make time-space compression for the communities on different parts of the globe.

Course Learning Outcomes (CLOs)

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

1. Examine the different parts of the world which have met the challenges of modernization; and Discover the social, economic life and social institutions that are changing through the process of globalization;
2. Demonstrate a clear grasp of the concept of globalization and contending definitions of it; and
3. Appreciate of the importance of historical perspective for a sociological understanding globalization.

Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	Origins, History and Conceptualization	Origin and history of globalization; Timeline of globalization; Conceptualizing globalization; Characteristics of globalization; Dimensions of globalization; Five key globalization debates; Myths of globalization.	1 3
2	Global Economy	Bretton Woods-era organizations; Multinational Corporations (MNCs); who wins and who loses in globalization.	2

3	High-tech Global Flows and Structures	Technology; Media; Internet.	2
4	Global political structures and processes	Nation-State; Transnationalism; World systems; Network society and Informationalism; World risk society and cosmopolitanism; McWorld and jihad.	4
5	Global Culture and Cultural Flows	Three paradigms of cultural globalization – differentialism, convergence, and hybridization; Cultural imperialism; Creolization; Hybridity and glocalization; World culture; McDonalidization; Globalization of nothing.	4
6	Migration in a Globalized World	Interactive nature of migration and globalization; Globalization and migration management; Cross-cutting issues; Potentials and problems of migration; Impact of globalization on migration.	2
7	Migration in a Globalized World	Interactive nature of migration and globalization; Globalization and migration management; Cross-cutting issues; Potentials and problems of migration; Impact of globalization on migration.	3
8	Negative Global Flows and Processes	Dangerous imports; Borderless diseases; Crime; Terrorism; War; Impact of negative global flows on individuals.	4
9	Inequality	Global inequality; Race and ethnicity; Gender; Rural–urban inequality.	3
10	Future of Globalization	Dealing with globalization; resisting globalization; clashing civilizations - international cultures, Wither the state? Globalizing politics; New World chaos - globalizing cultures; Future of globalization; Real World.	4

Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), audio-visual, white board;
4. Individual homework;
5. Question-Answer (Q-A);
6. Individual or group presentation;
7. Students' presentation reviewed by other students; and
8. Community engagement.

Recommended Books

El-Ojeili, C., and Hayden, P. 2006. *Critical Theories of Globalization*. New York: Palgrave Macmillan.

- Featherstone, M. (ed.). 1990. *Global Culture: Nationalism, Globalization and Modernity*. London, Thousand Oaks, and New Delhi: Sage.
- Giddens, A. 1991. *The Consequences of Modernity*. Cambridge: Polity Press.
- Held, D., and McGrew, A. (eds.). 2003. *The Global Transformations Reader: An Introduction to the Globalization Debate*, 2nd ed. Cambridge: Polity Press.
- Martell, L. 2010. *The Sociology of Globalization*. Cambridge: Polity Press.
- Mooney, A., and Evans, B. 2007. *Globalization: The Key Concepts*. Oxon and New York: Routledge.
- Pieterse, J. N. 2009. *Globalization and Culture: Global Mélange*, 2nd ed. New York: Rowman and Littlefield Publishers.
- Ray, L. 2007. *Globalization and Everyday Life*. London and New York: Routledge.
- Ritzer, G. 2011. *Globalization: The Essentials*. West Sussex: John Wiley & Sons Ltd.
- Ritzer, G. and Atalay, Z. (eds.). 2010. *Readings in Globalization: Key Concepts and Major Debates*. West Sussex: Wiley-Blackwell.

SOC 1509

SOCIOLOGY OF CAPITALISM

Credit: 3

Course Description

Capitalism is a historical process that encourages economic growth and thus has enormous effects on all aspects of social life, from political processes to our sense of self, and from social inequality to how we see the future. The course is arranged chronologically, beginning in the mid-nineteenth century and ending in the twenty-first century. The concepts, perspectives, and methodological reflections on the comparative study of the system, as well as the nature and structure of pre and post capitalism societies, are the primary focus of this course. Economic liberalism has emerged as a new ideology to sustain capitalism in the public to the private spheres. Indeed, it has been observed that 'imagining the end of the world is simpler than visualizing the end of capitalism.' This course aims to explain what capitalism is and how we may think beyond it in order to envision post-capitalist worlds from national to world feature.

Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To introduce the formation, growth, and boom of capitalism within the social structure;
2. To able students to gain deep sociological insight on sociological views and real foreseeable outcomes of Capitalism;
3. To aware students of the factors and/or forces of production, relations of production and formation of class and class conflict; and
4. To elucidate how political changes, cultural diffusion, acculturation, and diversity are influenced by capitalism in the contemporary world and Bangladesh.

Course Learning Outcomes (CLOs)

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

1. Gain an understanding of different sociological perspectives, methods, and theories of the origin and development and impediment of capitalism around the world;

2. Apply the concepts, nature, trends, and features of one-directional to cyclical changes to the current debates within the dictatorship of the proletariat and the universal class; and
3. Distinguish pre and post-capitalist cultures, reasoning, and interpretation of concepts such as exploitation, equality, and class structure with sociological analysis

Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1.	Introduction	Approaches to the evolution of capitalism and socialism historically	3
2.	Marx and Weber's Methodological views on Capitalism and Socialism	The materialist conception of history, Existence and consciousness, Society, social relations and the economic structure, Weber's methodology in the analysis of capitalism and his interpretation of bourgeois-capitalist world in terms of rationalization and human self-alienation, Weber's concept of 'Ideal type'	1 2
3.	Nature and Structure of Pre-capitalist Societies	Forms of property and modes of production, Economic structure, social stratification and political systems, Archaic and ancient societies: Stability of Asiatic mode of production, characteristics of slavery, Development of Capitalism in Europe and Asia: Disintegration of occidental and oriental capitalism	1 3
4.	Origin and Development of Capitalism	Social system and ideology of capitalism, Social classes and class conflict: Marxist analysis, Capitalism and human alienation, Capitalism state and relations of production, Dialectics of capitalist society, Capitalist state, class struggle and revolution	1 2
5.	Historical Relation across Various Successive Stages of Capitalism	Monopoly capitalism and imperialism, Development of capitalism in different countries, The working class movement in the 19th century, Colonial capitalism, Crisis in modern capitalism, Neo-liberal political economy	1 2 3
6.	Classes in Post-capitalist Society	Classes in industrial society: Classes and class struggles: transition from capitalism to socialism, Marxian concept of the transition to socialism, The new rationality	1 3
7.	Capitalism and Democracy	The emergence of the proletariat, Dictatorship of the proletariat and the universal class, The transition from socialism to communism, Class composition of socialist society, Crisis of capitalism and socialism	1 3

Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), audio-visual, white board;

4. Individual homework;
5. Question-Answer (Q-A);
6. Individual or group presentation;
7. Students' presentation reviewed by other students; and
8. Community engagement.

Recommended Books

Bottomore, T. B. 1984. *Sociology and Socialism*. Brighton: Wheatsheaf Books.

Dobb, M. 1950. *Studies in the Development of Capitalism*. London: Routledge and Kegan Paul.

Giddens, A. 1974. *The Class Structure of the Advanced Societies*. New York: Barnes and Nobles.

Habsbawm, E. J. (Ed.) 1964. *The Pre-capitalist Economic Formation*. The University of Michigan: Lawrence and Wishart

Marx, K. 1848. *The Communist Manifesto*. Hampshire: Harriman House Ltd.

Marx, K., and Engels F. 1949. *The German Ideology*. New York: International Publications.

Weber, M. 2012. *The Protestant Ethic and the Spirit of Capitalism*. New York: Create Space Independent Publishing Platform.

SOC 1510
SOCIOLOGY OF HUMAN RIGHTS AND SOCIAL JUSTICE

Credit: 3

Course Description

The Sociology of Human Rights and social justice have emerged as a formal sub-field within the discipline. Contributions of sociology to the study of human rights and social justice, including analyses of power, institutions, cultural practices, social movements and the social context of action, the social construction of rights, and the impact of neo-liberalism on well-being. It analyzes meanings and practices of human rights violation and promotion by exploring the social consequences of issues such as war, crime, sexism, migrant rights, and social displacement and by reflecting on prevailing and alternative institutions for social justice.

Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To integrate learners' interests in human rights and sociology;
2. To introduce to key concepts in sociology and human rights to understand and engage with issues in social justice;
3. To develop the ideas on human rights, policies and practices at international and national levels; and
4. To achieve knowledge on justice system including policing, punishment and reformation.

Course Learning Outcomes (CLOs)

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

1. Have clear ideas about the concepts and theories of human rights and social justice;
2. Interrelate human rights and social factors such as gender, race and global inequality;
3. Apply and critique sociological understanding of human behavior and society relate to the protection and promotion of human rights; and
4. Pursue the injustices prevailing in society and to gain insights regarding the future of human rights.

Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	Introduction	Definition; Characteristics; Subject matter and scope of human rights; Importance of studying human rights in sociology.	2 3
2	Theoretical Background	Classical Marxist, Neo-Marxist and Liberal.	1 3
3	Forms of Human rights	Civil rights, democratic rights and human rights; Human rights from third world perspectives.	3 4
4	UDHR (Universal Declaration of Human Rights)	Constitution and rights with special reference to class, caste, tribe, minorities; Gender and environment human rights.	3 2
5	Movements and new trends	Concerns with human rights; Movements; Civil society organizations; Globalization.	2

6	Social justice	Definition and types of social justice; Theoretical background of social justice.	3

Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text(PPT),whiteboard;
4. Interactive discussion on selected readings and materials;
5. In-class activities;
6. Group assignments; and
7. Individual or group presentation; and Students’ presentation reviewed by other students.

Recommended Books

Adams, M. et al. (eds.). 2000. *Readings for Diversity and Social Justice*. New York and London: Routledge.

Brysk, A. 2002. *Globalization and Human Rights*. California and London: University of California Press.

Donnelly, J. 1989. *Universal Human Rights in Theory and Practice*. Ithaca and London: Cornell University Press.

Glover, J. 2001. *Humanity: A Moral History of the Twentieth Century*. New Haven: Yale University Press.

Gorman, R. F., and Mihalkanin, E. S. 2007.*The A to Z of Human Rights and Humanitarian Organizations*. Maryland: Scarecrow Press, Inc.

SOC 1511
APPLIED SOCIOLOGY

Credit: 3

Course Descriptions

Applied sociology is sociology in use. It is policy-oriented, action-directed, and intends to assist people and groups to think reflectively about what it is they do, or how it is they can create more viable social forms capable of adapting to changing external and internal conditions. The course Applied sociology teaches us about the application of sociological ideas, concepts, theories and models to address everyday problems or situations. These may arise in the workplace, in homes, in communities or in organizations.

Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To explain how sociological knowledge is utilized in dealing with the everyday social activities;

- To introduce applied, clinical, and public sociology to the students so that they become capable of applying the problem-solving approaches in social life; and
- To sharpen the pre-professional merit of students in using professional codes of ethics and values of sociological practice in their everyday life.

Course Learning Outcomes (CLOs)

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

- Think like sociologists and function as a working member of a work-site team and to acquire skills necessary to influence decision-makers and stakeholders of society;
- Develop a sociological mindset, which will enable them to view their own lives within a larger social and historical context; and
- Understand and appreciate the rich diversity that is possible in social life by exposing them to data from a wide variety of cross-cultural and historical sources and develop an awareness of positive social interaction as a resource for everyday living.

Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Introduction	Applied sociology: Definition, scope and importance; Applied clinical and public sociology; Applied sociological perspective; History and applications of sociological practice	1 2 3
2	Use of theories in sociological practice	How sociological practitioners use theories: models of knowledge creation- knowledge for what? What should be done?	2
3	Doing Sociology	Doing sociology worldwide: current global conditions and trends; Doing sociology at institutional levels; Doing sociology in Asia	2
4	Problem Solving Approaches	Sociology & social problems; Process of intervention; Problem solving approaches	2 3
5	Applied Social Research	Applied social research approaches; Clinical sociology and social engineering; Applied social research design; Process evaluation, program monitoring, and impact evaluation	2 3
6	Professional Ethics	Professional ethics: professional ethics and values for sociological practitioner; Applying principles of ethics at different levels of intervention	2 3
7	Participatory Development and Capacity Building Strategies	Participatory development: meaning and need, participatory development techniques, community development organization, participative management, group formation, capacity building strategies	2 3
8	Sociology & its Application	Applications of sociology: social policy, challenges for social policy, social security policies and safety nets program, social policy in Bangladesh	2 3
9	Field Survey &	Field survey methods; Report writing techniques; Practical based on	2

	Report	field study and report submission	3
10	Careers in Sociological Practice	Career opportunities for sociology majors in academic and non-academic worlds career counseling and career promotion; Need for counseling; Methods used; Use of sociological knowledge in everyday life	2 3

Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), white board;
4. In-class activities;
5. Book review; and
6. Book Quiz.

Recommended Books

- Bruhn, J. G., and Howard, M. R. 2007. *Sociological Practice: Intervention and Social Change*. (2nd Ed.). New York: Springer Science Business Media, LLC.
- Fritz, J. M. (Ed.). 2008. *International Clinical Sociology*. New York: Springer.
- Karp, D. A., Yoels, W. C., and Vann, B. H. 2004. *Sociology in Everyday Life*. Illinois: Waveland Press, Inc.
- Miller, D. C. (1995). *Careers in Sociology*. (4th Ed.) Washington DC: American Sociological Association.
- Price, J., and Steele, S. 2004. *Applied Sociology: Topics, Terms, Tools and Tasks*. (1st Ed.). USA: Wards worth.
- Price, J., Straus, R. A., and Breese, J. R. (Eds.). 2009. *Doing Sociology: Case Studies in Sociological Practice*. Plymouth: Lexington Books: A Division of Rowman & Littlefield Publishers, Inc.
- Steele, S. and Iutcovich, J. (Eds.). 1997. *Directions in Applied Sociology*. Arnold, MD: Society for Applied Sociology.
- Steele, S. F., Hauser, S. H. 1999. *Solution-Centered Sociology: Addressing Problems through Applied Sociology*. USA: Sage.
- Straus, R. A. (Ed.). 2002. *Using Sociology: An Introduction from the Clinical and Applied Perspectives*. Maryland: Rowman and Littlefield.

SOC 1512
SOUTH ASIAN STUDIES
 Credit: 3

Course Descriptions

This course provides the historical depth in which to understand modern and contemporary South Asia in broad Indian Ocean and global contexts. It explores the history, culture, and political economy of the subcontinent which provides a fascinating laboratory to study such themes as colonialism, nationalism, partition, the modern state, democracy development, religious identities, and relations between Asia and the West. Finally, the particular focuses of this course cover wide range of areas such as: agrarian social structure, land ownership in rural and urban areas, poverty, urbanization, industrialization, foreign aids, FDI, globalization and social change.

Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To familiarize with the social structure of South Asia as a region;
2. To introduce social, political, cultural, economic and religious aspects of South Asia;
3. To analyze regional conflict of South Asia;
4. To understand the urbanization and industrialization and its impact on natural environment of the world; and
5. To explain the development issues of South Asia.

Course Learning Outcomes (CLOs)

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

1. Analyze the social structure of South Asia critically;
2. Explain the development issues of South Asia; and
3. Explain the urbanization and industrialization of South Asia.

Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	South Asia as a Region	Geography and Territory. Social Structure of South Asia, Pre- capitalist Social Formation in South Asia, Land Tenure System and Mode of Production, Class Formation and Power	1, 2
2	Development Discourse in South Asia	Colonialism, Neo-colonialism, Imperialism, World System, Neo-Marxist Theory, and Globalization	1, 2
3	Population, Resources and Environment in South Asia	Population, Resources and Environment in South Asia	1, 2
4	Urbanization and Industrialization in South Asia	Process and Pattern of Urbanization and Industrialization, Growth of Mega City, Urban Primacy, Industrial Growth, Obstacles to Industrialization, Decentralization	1, 2, 3

5	Poverty and Development in Practice	Poverty and Inequality, PRSP, MDG, Role of State and NGOs	1, 2
6	Politics and Governance in South Asia	State and Civil Society, Bureaucratic Authoritarianism and Democracy, Governance and Military Involvement, Political Culture, Political Instability	1, 2
7	Sub-Regional Cooperation in South Asia	SAARC, SAFTA, SAWNET, Trade and Investment, Maritime Boundary, Security, Militancy, Foreign Aid, Crime, Corruption	1, 2, 3
8	Culture and Development	Technology and Changing Culture, Interfaces of Tradition and Modernities, Religious Revivalism, Cultural Dependency	1, 2, 3

Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Lecture;
3. Presentation by Power Point Text (PPT), white board;
4. In-class activities;
5. Book review; and
6. Book Quiz.

Recommended Books

- Asif, M. A. 2016. *A Book of Conquest*. Harvard University Press.
- Halikowski Smith, S. (2017). *Crossing the Bay of Bengal: The Furies of Nature and the Fortunes of Migrants*.
- Bassett, R. 2016. *The Technological Indian*. Harvard University Press.
- Yong, T., & Rahman, M. (Eds.). 2013. *Diaspora engagement and development in South Asia*. Springer.
- Jamil, I., Askvik, S., & Dhakal, T. N. 2013. *In search of better governance in South Asia and beyond*. New York: Springer.
- Basu, R., & Rahman, M. S. (Eds.). 2016. *Governance in South Asia*. Taylor & Francis.
- Parnini, S. 2014. *Poverty and governance in South Asia*. Routledge.
- Vartola, J., Lumijärvi, I., & Āsādujjāmāna, M. 2010. *Towards Good Governance in South-Asia*. University of Tampere, Department of Management Studies.

SOC 1513
SOCIAL POLICY

Credit: 3

Course Description

This course focuses on the public policies, which create the conditions for economic growth, social reforms and regulating employment; distribute and redistribute national incomes and structure; state-citizen relations and transform social relations. The present course also pave a way of gaining knowledge on the process of policy formulation as well as the real field scenario of policy execution for the graduate students. One of the major objectives of this course is to provide them with a comprehensive introduction of different perspectives of social policy. A substantial portion of this course is devoted to focus on a set of conceptual frameworks for analyzing social policy, and discussing ways of reducing poverty and inequality. This course also give a special attention to the development linked policy proposition and basic social policy features of Bangladesh including population policy, education policy, and Five Year Plans, PRSP, MDGs and SDGs A notion of ‘welfare regimes’ will be applied to describe how public services in health, education, social security etc. are organized, and how these are influenced by and in turn influence concepts of poverty and deprivation.

Intended Learning Objectives (ILOs)

The objectives of this course are:

1. provide an explanation of social, political and economic contexts in which social policies are designed and implemented, as well as the global context of social policy;
2. provide critical understanding of key debates and approaches to social policy; and
3. Offer ideas on the designing and implementation of social policy, taking account of multi-dimensional measures of social development.

Course Learning Outcomes (CLOs)

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

1. Discuss the contexts in which social policies are designed and implemented;
2. Combine theoretical insights with applied methods to contextualize and operationalize policy making process; and
3. Analyze the national and international hindrances to social provisioning.

Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Introduction to Social Policy	Notion of social policy and Public policy; Agenda setting- Taking the demand to government; the Policy cycle- How social policy emerges and evolves.	1
2	Perspectives in Social Policy	Dominant post-war ideological perspectives; post-Fordism and postmodernism; Marxist; Left and right wing; Representational theory; Explanatory	2

		theory; Normative theories; Holistic social policy; Social welfare; Pluralist; Elite; Corporatist.	
3	Socioeconomic, Political and Environmental Traits	Social structure; Social economics, Political economy; Environmental justice.	1, 2
4	Types and Forms of Social Policy	Local, national, regional and global dimensions of social policy; Comprehensive Planning, Public private partnership; Issues and controversies in public policy.	1, 2, 3
5	Policy Formulation	Process of making social policy; Policy formulation template; Formulation stakeholders; Role of the state.	1, 2, 3
6	Policy Actors	Unofficial Actors—Individual citizen, Interest group, Political parties, Mass media, Civil society; Official Actors—Legislatures, bureaucracy, executive branches; Institution, instrument and different subsystem.	2
7	Policy Implementation and Analysis	Model of policy implementation and evaluation; Different theoretical and practical model of policy analysis.	1, 2, 3
8	Politics of Social Policy	Welfare Politics- the Players; Models of Welfare Politics; Models of Social Policy and Change.	1, 2, 3
9	Future of Social Policy	Globalization and Social Policy; Impact of globalization on welfare states; the Growing Demand and dressure for Welfare; Arguments for New forms of welfare.	1, 2, 3
10	Policy in Bangladesh	Policy making body in Bangladesh; Five Years Plan; Poverty Reduction Strategic Paper (PRSP); Follow up of MDGs and challenges of SDGs.	1, 2, 3

Recommended Books

- Gabel, Shirley Gatenio. 2016. *A Rights-Based Approach to Social Policy Analysis*. New York: Springer.
- Hall, Anthony and James O. Midgley. 2004. *Social Policy for Development*. London: SAGE Publications Ltd.
- Hudson, John and Stuart Lowe. 2007. *Understanding the Policy Process: Analysing Welfare Policy and Practice*. New Delhi: Rawat Publications.
- Kennett, Patricia, ed. 2013. *A Handbook of Comparative Social Policy*. Cheltenham: Edward Elgar Pub.
- Lister, Ruth. 2010. *Understanding Theories and Concepts in Social Policy*. Bristol: Policy Press.
- MacPherson, Stewart. 1985. *Social Policy in the Third World: The Social Dimension of Underdevelopment*. Sussex: Wheatsheaf Books.

SOC 1514
Seminar and Viva Voce

Credit: 1

Course Description

This course will introduce students with the basic skills required for contemporary job market of Bangladesh as well as the world. Basically, they learn the leadership capability and responsibility, time management, basic computer skills. Besides, student will also learn the etiquettes of formal presentation and viva-voce. Moreover, through this course seminar and viva-voce, students will acquire various techniques of speaking speech and presentation in their daily life.

Grading/Evaluation

Evaluation of students' performance will be based on **ContinuousInternalEvaluation (CIE)** and **SemesterEndExamination (SEE)**. SEE includes midterm examination and final examination whereas CIE contains class-test, quiz, attendance, presentation and assignments/case study/term paper/project/viva/group work. CIE will cover 50% of the total marks and the remaining 50% are reserved for SEE. For Lab courses evaluation will be based on attendance, Lab assessment, Lab report, Quiz, Viva and Project. The distribution of marks is as follows:

Theory course:

SEE	Mid Term	20%
	Final	30%
CIE	Class-test, quiz, attendance, presentation and assignments/case study/term paper/project/viva/group work	50%
Total		100%

Lab course:

SEE	Viva / Presentation on Project	20%
	Quiz	20%
CIE	Attendance	10%
	Lab Assessment/Project	30%
	Report	20%
Total		100%

* Students must obtain pass marks in SEE and CIE separately

1) Grading Scale and Grades

Numerical Grade	Letter Grade	Grade Point
80% and above	A+	4.00
75% to less than 80%	A	3.75
70% to less than 75%	A-	3.50
65% to less than 70%	B+	3.25
60% to less than 65%	B	3.00
55% to less than 60%	B-	2.75
50% to less than 55%	C+	2.50
45% to less than 50%	C	2.25
40% to less than 45%	D	2.00
Less than 40%	F	0.00

2) Cumulative Grade Point Average

Student's performance will be evaluated on the basis of Grade Point Average (GPA) semester wise and Cumulative Grade Point Average (CGPA) of total completed courses.

The CGPA will be computed in the following manner:

$$\text{CGPA} = \frac{\text{Sum of (Earned Credit} \times \text{Corresponding Grade Points)}}{\text{Total Credits}}$$

3) Retake

- a. If a student obtains F grade(s) in any courses for any reasons, s/he must retake the course(s).
- b. For retake and improvement a student can take a maximum of 12 credits or 4 courses altogether in any semester.
- c. If s/he passes after appearing at the retake examination, the (passed) result will be used for calculation of GPA and CGPA, but past grade must be recorded in the students' database; or grade report will be shown as 'R' (Retake). But in final official transcript (after completion of the degree) 'R' will not be shown.
- d. If a student obtains F grade(s) after the end of the program, s/he will get a chance to complete the course (s) within additional 2 years after the end of his/her specific time of completing the degree. But in case of fail in Pre-Requisite course(s), the student must retake the course in the succeeding semester.
- e. Except for Pre-Requisite course(s), a student can retake the course(s) at his/her convenient semester(s).
- f. A retake student will complete all course curriculums (i.e. class attendance, class test, assignment etc.) including midterm and final examinations of the specific course(s). In special cases, if the student cannot attend classes or continuous assessment (i.e., assignment, class test etc.), previous marks can be accepted to calculate GPA.
- g. If course(s) cannot be offered due to any reason (i.e., course drop or unavailability of students etc.), department can take necessary steps to arrange only midterm and final examination for the retake student(s). In such cases, other marks except midterm and final examination will be carried forward from the previous semester where s/he attended the course(s).
- h. The department may arrange separate examinations with separate questions (for midterm and final examinations only) for retake students if it cannot be accommodated in the regular examination schedule. But the examination must be completed in not more than 7 working days after the completion of midterm or final examinations.
- i. Students who want to retake a course must get his/her registration completed at the beginning of each semester.
- j. A student will have to pay requisite fee of the per credit fees for the retake course(s).
- k. Retake rules are applicable for both Undergraduate and Graduate/Masters programs.
- l. If a student retakes his/her failed course(s) after finishing normal duration of the program, s/he will pay only registration fee, exam fee and requisite fee for retake of course(s). If s/he fails to improve again, no refund of fees will be made.

4) Improvement

- a. A student obtaining B, B-, C+, C and D grades may improve the grade(s) by appearing in the midterm and final examinations or final examination.
A student may improve above mentioned grade(s) in any semester along with regular courses. In case of improvement after passing all courses of the respective program, a student will be allowed once in the succeeding semester, but s/he has to take approval from the head/coordinator of the department
- b. For improvement and retake a student can take a maximum of 12 credits or 4 courses altogether in any semester.
- c. To prepare the improvement results, the course teachers can only modify midterm and final examination marks of the students in the result automation process. Other marks (i.e., class test, assignment etc.) will be automatically generated by the software from the previous database.
- d. A student will have to pay requisite fee of the per credit fees for the improvement of grades.
- e. If an examinee fails to improve his/her result, the previous result in the software will stand.

- f. If a student improves his/her course(s) after finishing normal duration of the program, s/he will pay only registration fee, exam fee and requisite fee for improve of course(s). If s/he fails again, no refund of fees will be made.

5) Semester Drop

- a. After getting enrolled for a semester, if any student fails to continue academic activities (i.e. class, exam, practical, assignment, presentation etc.) up to midterm examination, s/he will be considered as a semester drop student. In this case s/he will not be allowed to sit for the final exam.
- b. After getting enrolled for a semester, if any student completes all academic activities, but fails to appear at the midterm examination, the student may be allowed to sit for the final exam.
- c. Semester drop student may get readmission in the subsequent semester on payment of semester drop fee and his/her paid amount (full/partial) will be adjusted at the time of readmission. However, if any student discontinues the study forever, s/he will not get back the money paid at the time of admission.
- d. In case of semester drop or withdrawal, a student will be considered as a fresh student for the semester. S/he will get all chances for improvement, retake and re-admission like a fresh student. However, a student must complete his/her program within the time mentioned in section 7 from the time of his /her first semester admission.