

Independent University, Bangladesh
School of Liberal Arts and Social Sciences

BSS in Global Studies and Governance (GSG)

Establishing a Global Studies and Governance (GSG) Department responds to what is unfolding as a century of change. Panoramically the 21st Century already shows tectonic global shifts in a shorter time-span than the entire Cold War inflicted in four decades: 9/11 redefined security policies and paradigms; the 2007-10 Great Recession reshaped banking, investment, and economics on an unprecedented scale for the first time since the 1930s depression; world leadership is being challenged more frequently and unpredictably than since World War II; and, of course, enormous new movements keep emerging, for example, to rebalance a withering environment, grapple with endless refugees and migrants, combat narco-trafficking and other illegal flows, correct human rights violations, promote democracy, and tame border-corroding technological innovations.

Those are simply 21st Century events and developments. There were, in addition, inheritances from the 20th Century: dictators, neo-liberalism, the “clash of civilization” atmosphere, and the “end of history” mind-set, to name just a few. As the end of the Cold War removed the lid of accumulating crises, it also spawned various demands and types of governance: some were managed by governments, others by a spate of non-state actors, and just about all of them constructed prescriptions that continue to defy enforcement to this day.

Enormous changes have also taken place within the classroom. Course contents have had to be modified, sometimes drastically, begetting curricular change: the job market needs more inter-disciplinary training than established disciplines can supply. Complicating the “classroom revolution,” students no longer wish to devote as much time to formal education: as before: how social media have hijacked the human being’s agenda threatens to replace the components of formal education (discipline-based majors; library-based learning) with such informal and untested counterparts as *Amazon*, *Google*, and *Wikipedia*.

Our proposed department hopes to cultivate students interested in the interstices between business, diplomacy, economics, environmental protection, gender studies, journalism, law, politics, or sociology. Beginning with a Bachelor’s level degree, explained below, we eventually have to build a Master’s-level degree.

“Global Studies and Governance” (GSG) is both inter-disciplinary and trans-disciplinary: it retains extant theories and methods, but explores the spaces between those them for its own theories and methods. Both concepts “global studies” and “governance” (a) increasingly influence the dominant developments today, be they local, domestic, regional, or global; (b) boast pedagogical pedigrees of their own; and (c) stridently characterize the job-requirements of a growing number of employers. Since both serve as the analytical subject (or dependent variable), our interest lies in assessing the multiple existing interpretive streams (the independent variables).

Proposed structure/Course components

- 14 foundation courses (40-41 credits, including 3-credit first module of a foreign language):
represents GSG's inheritance from existing disciplines elsewhere in the university
- 11 core courses (11x3= 33 credits): the "global studies" and "governance" infrastructure
- 5 specialized track courses (5x3= 15 credits): geared towards building professional expertise
- 7 elective courses (7x3=21 credits) [3x3=9 from **Elective A**, 3x3=9 from **Elective B**, and
3x1=3 credit advanced foreign language course for **Elective C**]:
meant to deepen knowledge of the desired profession
- Senior Project/Internship (3 credits): the student's capstone performance
- Minor (5x3=15 credits): keeping a "Plan B" area of expertise

The total credit for the program is 127. Each year consists of two semesters- spring Semester (January –June) and Autumn Semester (July-December). Every Semester is of six month's duration.

Total: 127 Credits

Core Courses (11x3= 33 credits)

1. GSG 101: Introduction to Global Studies
2. GSG 102: Introduction to Governance Studies
3. GSG 103: Theories and Methods of Inter-disciplinary Studies
4. GSG 201: Theories of International Relations
5. GSG 202: Global History: 20th Century and beyond
6. GSG 203: Security Studies: military, economic, political, social, human
7. GSG 304: Research Methodology: Qualitative & Quantitative
8. GSG 305: Politics and Government in Developing Countries with Special Reference to Bangladesh
9. GSG 306: Dynamics of International Organizations
10. GSG 402: Theories of Socio-political Economy of Development
11. GSG 403: Global Ecology: Culture, Communications, & Demography

Specialized Tracks

(Students will select one of the following tracks, each containing 5 courses)

- 1) *International Relations and Comparative Politics*
- 2) *International Security and Strategic Studies*
- 3) *Public Policy and Governance*
- 4) *Global Media and International Communications*
- 5) *Socio-political Economy of Development*
- 6) *Ecological Governance*
- 7) *Independent Track*

Assessment Schema

In keeping with the multi-disciplinary tone of the program, examinations in all courses will also project multiplicity: questions of all types, from multiple choices to both types of essays (short and long ones), in both written and verbal forms.

At least *two written examinations* will be held in each course, the second one being comprehensive; and at least *one written assignment* will inquire how the student presents himself/herself both through a documented text (*paper*) and verbally (*oral presentation*).

These are the *sine qua non* of each course. Professors have the leeway to add to these, to justify our ultimate objective: the student ably handling every type of question in every type of format, and responding eloquently and substantively through every available media.

Track 1: International Relations and Comparative Politics

1. GSG 210: Foreign Policy Analysis
2. GSG 211: Regional and International Organizations
3. GSG 310: Introduction to International Law
4. GSG 311: Political Ideologies
5. GSG 410: Political Institutions

Track 2: International Security and Strategic Studies

1. GSG 220: Theories of War and Conflict
2. GSG 221: Surveillance, Intelligence and National Security
3. GSG 320: Ethnic Conflict and Counterinsurgencies
4. GSG 321: International Terrorism and Counterterrorism
5. GSG 420: Strategic Studies & Human Security

Track 3: Public Policy and Governance

1. GSG 230: Comparative Public Policy
2. GSG 231: Cultural Governance and Soft power
3. GSG 330: Human Rights and Law
4. GSG 331: Public Policy Making in Bangladesh
5. GSG 430: Communication Policy and Planning

Track 4: Global Media and International Communications

1. GSG 240: International Journalism
2. GSG 241: Public Diplomacy and Communications
3. GSG 340: Communication and Cultural Politics
4. GSG 341: Media, Culture and Society
5. GSG 440: Global Communication and National Cultures

Track 5: Socio-political Economy of Development

1. GSG 250: Political Economy of Bangladesh
2. GSG 251: Gender, Equality and Development
3. GSG 350: Socio-political Economy of Resource Transfers, Media & Development
4. GSG 351: Regional Economic Integration & Rural Development
5. GSG 450: International Economic Institutions & Global Poverty

Track 6: Ecological Governance

1. GSG 260: Human Geography & Global Demography
2. GSG 261: Resource Governance
3. GSG 360: Environmental Consciousness-building
4. GSG 361: Environmental Platform-searching: Conferences
5. GSG 460: Climate Change Governance: Performance-monitoring

Track 7: Independent Track

Students of this track have the option to choose five courses from any two tracks. However, they must take at least two courses from any single track. The structure of the track will remain the same: two 200 level courses, two 300 level courses, and one 400-level course. A student of this track can also choose 'Directed Study' as a replacement of the 400-level course.

Elective courses (6x3 = 18 credits) [Students will have to choose at least two courses from Elective A and three courses from specialized course list and one advanced language course from Elective C following on the primary module of foreign language done at the foundation level]

Elective A: [Any Two; at least one from 300-level] 2x3=6 credits)

1. GSG 280: South Asian Politics
2. GSG 281: Indian Studies
3. GSG 282: China in International System
4. GSG 283: Asian Popular Culture
5. GSG 296: Special Topic
6. GSG 380: Middle Eastern Studies
7. GSG 381: North American Studies
8. GSG 382: East Asian Studies
9. GSG 383: European Studies
10. GSG 384: Central Asian Studies
11. GSG 385: African Studies
12. GSG 386: Latin American Studies
13. GSG 387: Southeast Asian Studies
14. GSG 388: Ethnicity and Indigenous People in Bangladesh and South Asia
15. GSG 389: Hydro diplomacy
16. GSG 390: Water-food-energy linkage

17. CGS 396: Special Topic

Elective B: Specialized Course List (any three)

- 18. GSG 480: Contemporary Bangladesh Society
- 19. GSG 481: Religion and Politics
- 20. GSG 482: Cinema and Cultural Identity
- 21. GSG 483: Peace And Conflict Studies
- 22. GSG 484: Mass Violence, Genocide and Social Memory
- 23. GSG 485: Ethics and Morality in Politics
- 24. GSG 486: Colonialism and post-Colonialism
- 25. GSG 487: Subaltern Studies
- 26. GSG 488: Identity and Nationhood
- 27. GSG 489: Global Film Industries
- 28. GSG 490: Global Environmental Politics
- 29. GSG 491: Global Public Health
- 30. GSG 492: Citizenship, Statelessness and Refugee Crisis
- 31. GSG 493: Gender and Communication
- 32. GSG 494: Computer-mediated Communication
- 33. GSG 495: Advanced Statistics
- 34. GSG 496: Directed Study

Elective C: Foreign Language: 3 Credits

Students have to do advanced module of the language course of which the first module they have done at the foundation level):

GSG 497: Language Study

Senior Projects/Internship (any one of the following): 3 credits

GSG 498: Internship

GSG 499: Senior Project

Minor (15 credits)

Rationale for GSG Minor

A GSG “minor” aligns almost perfectly with existing IUB “majors,” or “schools.” Two “automatic” alignments illustrate: the School of Business’s “International Business” segment not only fits into, but also profits from a GSG “minor”. Corporation behavior and strategies taught under “International Business” also need knowledge of the cultural, political, social, or environmental nuances within target countries, especially as these arenas address “governance” issues, something a typical GSG curriculum offers. Both the breadth and depth of this Business School alignment speak equally for the departments of Environment Management and Environment Science: a GSG “minor” adds governance-based skills to the technical information learned about environment protection and for climate-change strategies.

A GSG “minor” increasingly carries a “special relationship” with the School of Engineering & Computer Science (SECS).

For example, as the 2016 World Economic Forum acknowledged in Davos during 2016, we are entering the Fourth Industrial Revolution Age, in which artificial intelligence (AI), like drones, robots, electric automobiles, complex software programs, and so forth, will slowly dominate society. This is far different from the First, Second, and Third industrial revolutions, which emphasized physical labor, with manufacturing as the dominant mode of production and the assembly-line as the production vehicle: the First introduced the textiles industry from the 1770s in Great Britain; the Second extended production to iron and steel (with the railway and automobiles as the key products) and locations, such as West Europe, United States, and even Japan and Russia one century later; and, another century later, the computer revolution began in the Third industrialized countries. Yet, today we are rapidly moving into intellectual skills, not physical; and this requires even more sophisticated and intricate forms of governance (against piracy, hacking, and so forth), creating an embryonic GSG “minor” partnership with the SECS outfit within IUB.

The rationale behind the “minor” proposal is fourfold. Foremost are its interdisciplinary and multidisciplinary contexts in an age already known for “multi-tasking” societies and individuals. These already connect the GSG curriculum to a variety of other IUB “majors,” complementing them in many cases: its underlying theme of governance, for instance, helps us understand the remaining three rationales: (a) the “ifs” and “how” of multinational corporations adjusting to the cultural idiosyncrasies of the country they operate in; (b) whether the necessary U.N. Sustainable Development Goals (SDG) agenda, a key topic in any environment-related school, department, or program is being fulfilled, thereby helping us shed light on tackling climate-change threats; and (c) what the various forms of media have been doing against the burgeoning technologies of artificial intelligence, such as robots and drones, to stop being overwhelmed by them. All three above issues connect with existing IUB “majors”: respectively, International Business; Environmental Science & Management and/or Environment Science; Life science; Public Health; and Engineering.

Proposed “Minor” Trajectories:

The 15-credit GSG “minor” must fulfill the following:

(a)	The required course (GSG102)	3x1 = 3 Credit
(b)	2 courses from the 200-level listed below	3x2 =6 Credit
(c)	1 course from the 300-level listed below	3x1 = 3 Credit
(d)	1 course from the 400-level listed below	3x1 = 3 Credit
Total		15 Credit

The 300-level course fits a regional concentration. Choose from one of the regions covered. Courses at other levels will be compatible with this regional expertise being cultivated. Among the courses that fit the above stipulations (descriptions attached to this proposal):

200-level:

GSG 201: Theories of International Relations/International Political Economy

GSG 203: Security Studies
GSG 211: Regional and International Organizations
GSG 220: Theories of War and Conflict
GSG 230: Comparative Public Policy
GSG 231: Cultural Governance and Soft Power
GSG 241: Public Diplomacy and Communications
GSG 251: Gender, Equality, and Development
GSG 260: Human Geography & Global Demography
GSG 283: Asian Popular Culture

300-level:

GSG 320: Ethnic Conflict & Counter-insurgencies
GSG 321: International Terrorism & Counter-terrorism
GSG 330: Human Rights and Law
GSG 340: Communications & Cultural Politics
GSG 341: Media, Culture, & Society
GSG 351: Regional Economic Integration & Rural Development
GSG 380: Middle Eastern Studies
GSG 381: North American Studies
GSG 382: East Asian Studies
GSG 383: European Studies
GSG 384: Central Asian Studies
GSG 385: African Studies
GSG 386: Latin American Studies
GSG 387: Southeast Asian Studies

400-level:

GSG 401: Global Ecology: Culture and Communications, and Demography
GSG 430: Communications Policy & Planning
GSG 440: Global Communications & National Cultures
GSG 450: International Economic Institutions & Global Poverty
GSG 460: Climate-change Governance: Performance-monitoring

As evident, students can strengthen their business major, with a geographical concentration (for example, if Asian Studies, then through GSG280, GSG281, GSG282, GSG283, GSG382, GSG387, & GSG388), for instance; or an environmental major with an ecological concentration (GSG260, GSG460); or even a communications major with a cultural/diplomatic concentration (GSG 241, GSG 341, GSG440). Similar concentrations can be built with any of the GSG tracks should the student so wish.

In discussion with the GSG Head, students should select their course-list with their job-market skills, preferences, and future in mind.

Course Description:

GSG 101: Introduction to Global Studies:

Differentiating ‘international’ (between states) from ‘global’ (includes non-state actors), this course exposes the more profound global-local disjuncture, producing both “globalization” and “glocalisation” (globalisation + localisation) themes. Understanding the first tension will help us explain wholesome dynamics like international political economy, but also distinctions between such terms as public policy and governance; security and conflict management; culture and society; business management; and communications and media. Similarly, the second helps us identify *units* and *levels* of analyses, and explore possible patterns between them. Since students will be asked why these demand attention, and how to formulate *policy responses* to them, *geographical* exercises will train them to position countries, divisions within countries, key non-state actors, and the growing role of the individual, in interactive modes. At the end of the course, the student should be able to pick any particular news in the world at any given time, and place it within an analytical framework for both effective description and policy prescription, both individually and collectively (setting the stage for methodologies). It is in this course that students will begin to building their own GSG vocabulary.

Suggested readings (citations here and elsewhere in alphabetical order)

Patricia J. Campbell, et al, *An Introduction to Global Studies An Introduction to Global Studies* (Wiley Blackwell, 2010); Mark Juergensmeyer, *Thinking Globally: A Global Studies Reader* (Berkeley, CA: University of California Press, 2013); James N. Rosenau, *Along the Domestic-Foreign Frontier: Exploring Governance in a Turbulent World* (Cambridge, UK: Cambridge University Press, 1997); and Manfred B. Steger, *The Global Studies Reader* (New York, NY: Oxford University Press, 2014).

GSG 102: Introduction to Governance Studies

We first distinguish ‘governance’ from ‘government’, then examine how each has been constructed, sustained, and performed. Utilising geographical exercises, each student will narrow the population of actors into one sample/group (state or non-state) for governance-based analysis, discerning particularly what is it that must be governed, how will the resources be mobilized, who will mobilize them, indeed, what the resources must be, and why must all of these demand policy-making importance for that chosen sample. Through case evaluations, students will be encouraged to build (a) their own governance framework for category-specific global events and future references against the background of how the term has been utilized in different contexts; and (b) an interdisciplinary methodology.

Suggested readings

Michael Barnett, and Raymond Duvall, eds., *Power in Global Governance* (Cambridge, UK: Cambridge University Press, 2005); and David Levi-Faur, *The Oxford Handbook of Governance* (Oxford, UK: Oxford University Press, 2014).

GSG 103: Theories and Methods of Inter-disciplinary/Trans-disciplinary Studies

Jumping ships is not an easy task, all the more so when no other ships exist to jump to. In other words, to break from disciplines, Global Studies and Governance must build their own theoretical frameworks and spell out how analysis can be channeled in those directions, essentially propose arguments/hypotheses reflecting both “global studies” and “governance” that students can test, draw conclusions and implications from how those tests culminate, then, from a series of observations, give the empirical data a name (that is, name the theory). Once completed, how this was done can be formalized as a method.

Through this course, students will be taught the key concepts, with which they will then undertake experiments to get a flavour of the inter-disciplinarity and trans-disciplinarity of the programme. Their hands-on efforts supply the crucial component of subsequent courses: they will be better able to navigate other theoretical streams and utilize alternate methodologies; enhance their analyses of historical and other data; and eventually enhance their own capacities to make original contributions to the relevant literatures.

Suggested readings

Julie T. Klein, *Interdisciplinarity: History, Theory & Practice* (Detroit, MI: Wayne State University Press, 1991); Robert O. Keohane and Joseph S. Nye, *Power and Interdependence: World Politics in Transition* (Boston, MA: Little, Brown, 1977), first two chapters; Patricia Levy, *Essentials of Transdisciplinary Research: Using Problem-centered Methodologies (Qualitative Essentials)* (Walnut Creek, CA: Left Coast Press, 2011); Basarah Nicolescu, *Transdisciplinarity: Theory and Practice* (New York, NY: Hampton Press, 2008); and Giovanni Sartor, and Pompeu Casanovas, *Approaches to Legal Ontologies: Theories, Domains, Methodologies* (New York, NY: Springer, 2010);

GSG 201: Theories of International Relations/International Political Economy

Since International Relations evolved from the realism-liberalism/idealism debate between the two world wars, in turn, sparking many off-shoot theories, this course addresses two thought trajectories: understanding traditional arguments and spin-offs as they explain human instincts, then inviting frameworks emphasizing the context.

From a study of realism and liberalism/idealism the course shifts to analyzing neo-realism and neo-liberalism, thence to distinguishing offensive realism from the defensive and hegemonic stability theory, and formal liberal institutionalism to informal regime undertakings. By substituting the realist/neo-realist emphasis on interests for identity, constructivist and critical theorists offer an alternate analytical approach that the course reviews, while we also consider an Islamic interpretation of these dynamics. In short, the course reviews the arguments posited, applies them selectively to the real international life, and leaves the student to determine how much has been explained of any given phenomenon, and what must be done to fill any gap.

Suggested readings

Colin Elman, and Miriam Feldus Elman, eds., *Progress in International Relations Theory* (Cambridge, MA: Belfer Center for Science and International Affairs, Harvard University Press, 2003); Jeffrey A. Frieden, et al, *International Political Economy: Perspectives on Global Power and Wealth* (New York, NY: W. W. Norton & Company, 2009); Robert Gilpin, *Global Political Economy: Understanding the International Economic Order* (Princeton, NJ: Princeton University Press, 2011); Martin Griffiths, ed., *International Relations Theory for the Twenty-first Century: An Introduction* (New York, NY: Routledge, 2007); Abdul Hamid A. Abu Sulayman, *Towards an Islamic Theory of International Relations: New Direction for Methodology and Thought* (Hendon, VA: International Institute of Islamic Thought, 1993); Robert O. Keohane, and Joseph S. Nye, *Power and Interdependence: The World in Transition* (London: Pearson Longman, 2011); John Ravenhill, *Global Political Economy* (Oxford, UK: Oxford University Press, 2014); and Anne-Marie Slaughter, "International relations, principal theories," *Max Planck Encyclopedia of Public International Law* (2011).

GSG 202: Global History: Twentieth Century and Beyond

The main objective of this course is to familiarize students with the history of world modernity from the second part of the 19th Century to understand the complicated events of the 21st Century. From analyzing the pre-modern reform attempts of the late 1800s, the course culminates with the fall of Communism in Europe. The course will emphasize the story of German ascendance, and British/French decline during the first half of the century; the Cold War and the independence of Third World countries in the second half; and the wars of the United States in the Middle East in the post-Cold War era. It will examine the history of change and continuity in world cultures and societies, emphasizing how state reformist, revolutionary and war-rattling behavior transformed our world's societies and cultures, then inquiring what responses made those processes dynamic. This course addresses the state-society debates and struggles.

Suggested readings

Antony Best, et al, *International History of the Twentieth Century and Beyond* (London: Routledge, 2014); and J.A.S. Grenville, *A History of the World: From the 20th to the 21st Century* (London: Routledge, 2005).

GSG 203: Security Studies

The course tackles two loaded terms: *security*, which will be disaggregated into types (military, economic, human, food, and so forth), while *the process of conflict management* will be further elaborated, from dispute formation to resolution. To capture the breadth in both domains, the course will necessarily utilize many of the analytical levels disseminated in the basic courses: regional, international, multilateral, and so forth. Simultaneously, several issues will be selectively analyzed, for instance, military disputes, as between the Arabs and Israel; trade disputes, for example between Bangladesh and India; or jurisdictional, such as the laws of the seas. Questions related to the security of Bangladesh will be addressed by first reviewing the security sector of the country from its very independence, creating patterns of both security

threats and policy responses; then placing them against external examples for comparative observations. The course also fleshes out the role of domestic politics in shaping security considerations: do those considerations reflect platforms of the major political parties, but if not, what else must enter the interpretive equation for the public to better understand what their country's security means.

Suggested readings

Alan Collins, *Contemporary Security Studies* (Oxford, UK: Oxford University Press, 2013); and Paul D. Williams, ed., *Security Studies: An Introduction* (London: Routledge, 2012).

GSG 304: Research Methodology: Qualitative & Quantitative

“Research Methodology” is a hands-on course designed to impart education in the foundational methods and practices of academic research in social sciences and business management context. Student would examine and be practically exposed to the main components of a research framework, i.e., problem definition, research design, data collection, ethical issues in research, report writing, and presentation. Once prepared with this knowledge, participants would be well-placed to carry out disciplined research under supervision in an area of their choosing. In addition to their application in an academic setting, many of the methodologies discussed in this course would be similar to those deployed in professional research environments. The primary objective of this course is to develop a research orientation among the students and to acquaint them with fundamentals of research methods.

This course is intended for students planning to conduct both qualitative and quantitative research in a variety of different settings. It will provide students with a critical understanding of the philosophical commitments and behavioral assumptions in social science research and enable them to consider contending methodologies and types of evidence in hypotheses-testing and to trace policy implications. The course will familiarize students with a variety of research methods, including survey research, interviewing, participant observation, case studies, comparative analysis, and the use of documentary/primary sources. How do we compare and contrast actors on the global stage? A question like this can only be addressed by examining actor-based properties: we begin with a specific country (case study), expose it to other actors (comparative studies), then determine from the entire set of actors identities and distinctions along desired lines (for example, if it is gross domestic product, what are the high-end, low-end, and in-between countries—an exercise typically facilitated by multiple regression). At the end, students should be able to not only identify actors, but also place them in a variety of boxes of similarities and differences.

Suggested readings:

Alan Bryman, *Social Research Methods* (Oxford University Press, 2016); Alexander L. George, et al., *Case Studies and Theory Development in the Social Sciences* (MIT Press, 2005); Anthony M. Graziano, and Michael L. Raulin, *Research Methods: A Process of Inquiry* (London: Pearson, 2012); Jack A. Levin, and James Alan Fox, *Elementary Statistics in Social*

Research: Essentials (London: Pearson, 2010); and W. Lawrence Neuman, *Social Research Methods: Qualitative and Quantitative Approaches* (London: Pearson, 2011).

GSG 305: Politics and Government in Developing Countries with Special Reference to Bangladesh

Since “developing” countries are, by definition, in transition, this course examines that flow: from what, to what, and everything in between pertaining to culture, economics, politics, society, and technology. Against that backdrop, where “politics” and “government” get thrown into a “developing” playground today, the clash between “globalization” and “localization,” broadly speaking, becomes inevitable, throwing colonial legacies into modern swings. This course swims in those dynamics, grappling with all sorts of tensions, but striving to distill their underlying thrusts.

With an emphasis on Bangladesh’s experiences in shifting from authoritarian military rule towards democracy, and the constant tussle between religious and secular forces, the course also probes the larger picture by delving into other Asian and African cases. Comparative insights couple with a search for developmental linearity to shed new light on whether a recommendable modernization model has been found as yet.

Suggested readings

Asef Bayat, *Post-Islamism: The Many Faces of Political Islam* (Oxford, UK: Oxford University Press, 2012); Paul Collier, *The Bottom Billion: Why the Poorest Countries are Failing, and What can be Done About It* (New York, NY: Oxford University Press, 2008); Peter Evans, Dietrich Rueschemeyer, & Theda Skocpol, *Bringing the State Back In* (Cambridge, U.K.: Cambridge University Press, 1985); Jeffrey Haynes, *Politics in the Developing World: A Concise Introduction* (London: Blackwell Publishing, 2002, 2nd ed.); Al Masud Hasanuzzaman & Shamsul Alam, eds., *Political Management in Bangladesh* (Dhaka: A.H. Development Publishers Hose, 2010); Talukdar Maniruzzaman, *Military Withdrawal from Politics: A Comparative Study* (Cambridge, U.K.: Ballinger Publishers, 1987); Atiq Rahman & Saleemul Huq, eds., *Environment and Development in Bangladesh*, 2 vols. (Dhaka: University Press Limited, 1994); Mizanur Rahman Shelly, ed., *The Chittagong Hill Tracts of Bangladesh* (Dhaka: CDRB, 1992); and Frederic Schaffer, *Democracy in Translation: Understanding Politics in an Unfamiliar Culture* (Ithaca, NY: Cornell University Press, 2000).

GSG 306: Dynamics of International Organizations

Building upon GSG211, this course shifts the organizational study lens to multinational organizations, in particular corporations. It inquires into their organizational structure, purposes, evolution, and strategies. Whether political allegiance to a state intervenes or not is asked, and what gives the mobility, access, and transactional power is further analyzed within the context of corporate power adjusting to state power.

Although there are no country-specific anchors, the course travels the discourse relating developed countries to their less developed counterparts economically, historically, and presently to position these

corporations: do they represent *a posteriori* developments of state-formation, or *a priori* represents the type of questions to be explored in the course. In addition will be the more relevant puzzle today where these corporations lie in the tussle between states, on the one hand, and regional economic blocs, on the other.

Suggested readings

Ramon Casadesus Masanell, & Joan Enric Ricard, "From strategy to business models and to tactics," Harvard Business School, Working Paper # 10-036 (Cambridge, MA, 2009); Robert Gilpin, *U.S. Power and the Multinational Corporation: The Political Economy of Foreign Direct Investment* (New York, NY: Basic Books, 1975); Manar Ibrahim Al-Qataweh, "The impact of organizational structure on organizational commitment: A comparison between public and private sector firms in Jordan," *European Journal of Business and Management* 6, no. 12 (2014); Donald Sull, et al., "Four logics of corporate strategy," *MIT Sloan Management Review* (November 13, 2017); and Seymour Tilles, "How to evaluate corporate strategy," *Harvard Business Review* (July 1963);

GSG 402: Socio-political Economy of Development

Development being multidimensional, this course examines the composite picture by turning first to its components: economic, political, and social, which together breed human development, in keeping with the "global studies" and "governance" themes. Just as the large literatures on economic and political development informs of the various stages and strategies to take (or be consistent with), largely at the state or other institutional level, social development looks at the outward growth of the individual, beginning with his/her own health, then moving on to literacy, among other features, before culminating in some institutional relationship (with family, state, non-governmental organizations, and so forth). How these bear upon growth as both inducements and constraints are brought out for governance purposes.

Suggested readings

Edward J. Blakely, and Nancy G. Lugh, *Planning Local Economic Development: Theory and Practice* (Thousand Oaks, CA: SAGE, 2009); Judith Justice, *Policies, Plans, and People: Foreign Aid and Health Development* (Berkeley, CA: University of California Press, 1989); Megan Landon, *Environment, Health and Sustainable Development: Understanding Public Health* (Open University Press, 2006); Gloria Leifer, and Heidi Hartston, *Growth and Development Across the Lifespan: A Health Promotion Focus* (Saunders, 2004); Michael McMichael, *Development and Social Change: A Global Perspective* (Thousand Oaks, CA: SAGE, 2011); Ian Morris, *The Measure of Civilization: How Social Development Decides the Fate of Nations* (Princeton, NJ: Princeton University Press, 2014); Richard Peet, and Elaine Hartwick, *Theories of Development: Contentions, Arguments, Alternatives* (The Guilford Press, 2015); Jeffrey Sachs, *The End of Poverty: Economic Possibilities of our Time* (Penguin, 2006); and J. Edward Taylor, and Travis J. Lybert, *Essentials of Developmental Economics* (Los Angeles, CA: University of California Press, 2015).

GSG 403: Global Ecology: Culture, Communications, & Demography

In an age of unprecedented communications through the internet and the formidable force wielded by the so-called Fourth Branch of Government, the media, this course examines the origin, evolution, forms, and future of communications, both empirically and theoretically, before placing the media institution under the microscope and in its varied form: domestic, external, organized, spontaneous, and so forth. Particularly the role of languages in a globalizing atmosphere raises a number of questions which this course hopes to address. By first examining the broad literature on media, the course directs attention to Bangladeshi media: how do they compare with the general global pattern, and what is different? The course addresses those questions to determine if our media have picked up the “ghostly” presence it has in more advanced democracies: capable of holding the government as a hostage, regardless of its political philosophy? If so, what does that mean for the transformation of our media, which have had a history of serving as the instrument of political forces rather than the other way around? If not, where are the shortfalls to be found: in the media, or the political system? Ultimately, where does the media expect to be in this Internet age that is pushing the publishing industry (especially of newspapers) into bankruptcy? What has the information deluge in an extraordinary age of communications revolutions meant for Bangladesh? Are we still the LDC (less developed country) getting inadequate information to create sufficient scientists, scholars, even students, given the inadequate illiteracy levels? Or, given the explosion of educational institutions, have we catapulted into an age with too much information, leading to inadequate digestion, and thereby stunted intellectual growth and unequal development? Our need to tame these forces before they irrevocably change our own life-course is expressed through this course, together with viable strategies. The course investigates these questions by measuring publications, library-holdings, and the graduation rates at various levels, and in different parts of the country.

At least three dimensions of the global ecology (defined as the planet as it exists at any given time with whatever is on it), receive particular attention in this course: the environment, which is the atmosphere surrounding us; demography, elevating all the people living in it and measuring how they have expanded; and resources, including all plant, non-human life, as well as minerals and other materials found on the planet. We overview what we have, how we are utilizing what we have, and whether this adds to, or subtracts from, our long-term viability. In keeping with the “governance” mandate, the course elicits policy initiatives and recommendations to sustain or constrain, as may be the case, with specific “global” examples (for instance, the production/consumption of fossil fuels).

Suggested readings

Guy Golan et al, eds., *International Media Communication in a Global Age* (London: Routledge, 2009); and Cees Hamelink, *Global Communication* (Thousand Oaks, CA: SAGE, 2014); Geoff Hiscock, *Earth Wars: The Battle for Global Resources* (Hoboken, NJ: Wiley, 2012); Frank P. Incropera, *Climate Change: A Wicked Problem: Complexity and Uncertainty at the Intersection of Science, Economics, Politics* (Cambridge, UK: Cambridge University Press, 2015); Michael Klare, *The Race for What is Left: The Global Scramble for the World's Last Resources* (New York, NY: Picador, 2012); Phillip Longman, *The Demography Trap: Global Trends, Policy Challenges* (New York, NY: World Policy Review, 2012); Nick Middleton, *The Global Casino: An Introduction to Environmental Issues* (London: Routledge,

2013); Ronald B. Mitchell, *International Politics and the Environment* (Thousand Oaks, CA: SAGE, 2009); and William G. Moseley, and Eric Perramond, *An Introduction to Human-Environment Geography: Local Dynamics and Global Processes* (Hoboken, NJ: Wiley-Blackwell, 2013).

SPECIALIZED TRACKS

Track 1: International Relations and Comparative Politics

GSG 210: Foreign Policy Analysis

Central to this course is how different countries formulate their foreign policies. On the one hand, it addresses the legitimation issue (how foreign policy is constructed), on the other, the type of government involved (ranging from authoritarian to democratic; and presidential or parliamentary).

These facilitate a country-based comparative analysis. Each variation is spelled out, if only to distinguish structures from strategies; and with interests disaggregated into general, special, and vital, student will be asked to categorize friends, allies, and adversaries through their own case/comparative investigations.

Suggested readings

Robert Axelrod, "The analysis of cognitive maps," *Structure of Decision: The Cognitive Maps of Political Elites* (Princeton, NJ: Princeton University Press, 1976), ch. 3; Linda P. Brady, *Politics of Negotiations: American's Dealings with Allies, Adversaries, and Friends* (Chapel Hill, NC: University of North Carolina Press, 1991); Roxanne Lynn Doty, "Foreign policy as social construction: A post-positivist analysis of U.S. counterinsurgency policy in the Philippines," *International Studies Quarterly* 37, no. 3 (1993): 297-320; various chapters in Judith Goldstein, and Robert O. Keohane, eds., *Ideas and Foreign Policy: Beliefs, Institutions, and Political Change* (Ithaca, NY: Cornell University Press 1993); Valerie M. Hudson, "Foreign policy analysis: Actor-specific theory and the ground of International Relations," *Foreign Policy Analysis* 1, no. 1 (2005): 1-30; Brigitte L. Nacos, Robert Y. Shapiro, and Pierangelo Isernia, eds., *Decisionmaking in a Glass House: Mass Media, Public Opinion, and American and European Foreign Policy in the 21st Century* (Lanham, MD: Rowman & Littlefield 2000); and Harun ur Rashid, *Bangladesh Foreign Policy: Realities, Priorities, and Challenges* (Waltham, MA: Academic Press and Publishers Library, 2005).

GSG 211: Regional and International Organizations

Organised by countries in the international arena, institutions/organizations are loaded with "principles, norms, rules, and decision-making procedures." These, in turn, create a platform against which performances can be measured. In doing so, the course distinguishes the global level from other levels having a global impact (such as regional, or issue-based regimes), while also recognizing that economic, socio-cultural, or contextual (for example, environmental or

human rights) behavior can operate through, or have consequences for, political institutions. The United Nations exemplifies a political institution at the global level that we will study, but at the same time, at the lower level we find many more of what might be called *regimes*, such as the Organisation of Islamic Cooperation, which also demands increasing attention. The World Bank at the global level and the European Union regionally illustrate two economically-driven institutions but with enormous political initiative and implications. We also include them in our analysis, as too socio-cultural institutions with political ramifications at both levels, like the U.N. Children's Fund (UNICEF) and *madrasas*; and the contextual with the U.N. High Commission for Refugees and Rehabilitation (UNHCR), or *Medicins Sans Frontieres*, exposing the two levels. Emphasizing how these institutions lived up to their own manifesto, the course examines what stumbling blocks were evident, and how these were remedied.

Suggested readings

Paul Diehl, ed., *The Politics of Global Governance: International Organizations in an Interdependent World* (Boulder, CO: Lynne Rienner, 2005); Judith Goldstein, Miles Kahler, Robert O. Keohane, and Anne-Marie Slaughter, eds., "Legalization and world politics: A special issue of international organizations," *International Organization*, vol. 54 (2000); Ernst B. Haas, *Beyond the Nation State: Functionalism and International Organization* (Stanford, CA: Stanford University Press, 1964); Margaret P. Karns, and Karen A. Mingst, *International Organizations: The Politics and Processes of Global Governance* (Boulder, CO: Lynne Rienner, 2010), various chapters; Stephen D. Krasner, ed., *International Regimes* (Ithaca, NY: Cornell University Press, 1983); and Thomas G. Weiss, "Fundamental UN reform: A non-starter or not?" *Global Policy* 2, no. 2 (2011): 196-202.

GSG 310: Introduction to International Law

This course makes the legal substructure of establishing international organisations its central focus. On the basis of a legal process called treaty-making, states create international organisations on the basis of a wide variety of laws (for instance, domestic or municipal versus international), using different traditions (civil versus common law, for example). How they were generated and enforced, and why we should turn to them instead of resorting to force remains the central questions the course addresses. Investigating whether law can coexist with, or over-ride, the resort to the military to settle disputes, opens a hornet's nest, demanding specialists at the interface of politics, law, and economics. This course helps to train them for that slot by assessing the idiosyncratic intricacies and rational decision-making.

Suggested readings

Anne-Marie Slaughter, "Leading through law," *Wilson Quarterly* 27, no. 4 (2003): 37-44; ----, and Steven R. Ratner, eds., *The Methods of International Law* (American Society of International Law Studies in Transnational Legal Policy, 2004); -----, and William Burke-White, "The future of international law is domestic," *New Perspectives on the Divide Between International and National Law*, eds., Andre Nolkaemper, and Janne Nijman (Oxford, UK: Oxford University Press, 2007), ch. 5; and Steven C. Roach, "Courting the rule of law? The

International Criminal Court and global terrorism,” *Global Governance* 14, no. 1 (2008): 13-9.

GSG 311: Political Ideologies

Beginning with nationalism, we draw upon a series of powerful ideological outbursts from the 20th Century to gauge their relevance for the 21st Century. Among these are the mainstream examples of capitalism, communism, socialism, and fascism, but new streams, such as the influence of religious beliefs (example: Islamic fundamentalism), also grab attention and analysis.

Suggested readings

Alan Cassels, *Ideology and International Relations in the Modern World* (London: Routledge, 1996); Nukhet A. Sandal, and Jonathan Fox, *Religion in International Relations Theory: Interactions and Possibilities* (New York, NY: Routledge, 2013); and Jack Snyder, ed., *Religion & International Relations Theory* (New York, NY: Columbia University Press, 2011).

GSG 410: Political Institutions

What are institutions? How do they evolve, or what prompts them to resist change? How, and to what extent, do norms and culture get embedded in political institutions? What distinguishes the state and civil society conception of political institutions? While trying to answer these critical questions, the course also explores current theoretical tensions within the literature. Students of this course will learn about multiple conceptions of institutions and how these institutions help in shaping political behavior.

Suggested readings

Adam Przeworski, et al., *Democracy and Development: Political Institutions and Well-Being in the World, 1950-1990*, Cambridge Studies in the Theory of Democracy (Cambridge, UK: Cambridge University Press, 2000); R. A. W. Rhodes, Sarah A. Binder, and Bert A. Rockman, eds., *The Oxford Handbook of Political Institutions* (Oxford, UK: Oxford University Press, 2006); and Ian Shapiro, Stephen Skowronek, and Daniel Galvin, eds., *Rethinking Political Institutions: The Art of the State* (New York, NY: New York University Press, 2007).

Track 2: International Security and Strategic Studies

GSG 220: Theories of War and Conflict

Both the theoretical and empirical literatures on the causes and conditions of war and conflict will be brought under the microscope here. Students will explore not only the nature of inter-state wars but also the phenomenon of intra-state wars in different regions. Case studies of major wars and conflicts will be examined in the class, so that, at the end of the course, students should be able to analyze contemporary conflicts through various theoretical lenses.

Suggested readings

Richard Betts, *Conflict After the Cold War* (New York, NY: Pearson/Longman, 2008, 3rd edition); Christopher Hedges, *War is a Force That Gives Us Meaning* (New York, NY: Anchor Books, 2003); and Carolyn Nordstrom, *Shadows of War* (Berkeley, California: University of California Press, 2004).

GSG 221: Surveillance, Intelligence and National Security

With both “surveillance” and “intelligence” shifting dramatically beyond inter-state relevance to inter/intra-group and inter-personal contexts, this course will examine such fluctuations to better understand future necessities. It begins with an appraisal of the traditional model of how states have gathered information about adversaries, as exemplified by the CIA in the United States, KGB in Russia, or MI6 in Great Britain, before analysing the spread of this model to other countries (mostly developing), before addressing a similar shift from military and political issues to a wide range of non-military targets, from economic espionage to Internet hacking of personal information. In the process, it isolates and magnifies the roles of national security agencies and controls upon them: what are they, how have they evolved, and where are they headed; and in similar fashion, how were they regulated in the past, whether “controls” have managed to fully control them, and what must be done to safeguard national security?

Suggested readings

Rob Curley, ed., *Spy Agencies, Intelligence Operations, and the People Behind Them* (New York, NY: Britannica Educational Publishing, 2013); Kenneth Einar Himma, *Internet Security: Hacking, Counterhacking, and Society* (Sudbury, MA: Jones and Bartlett Publishers, 2007); Carl Jensen, David McElreath, and Melissa Graves, *Introduction to Intelligence Studies* (New York, NY: CRC Press, 2013); Arthur S. Hulnick, ed., *Intelligence Issues 2012-2013* (San Diego, CA: Cognella, 2013); Loch K. Johnson, and James J. Wirtz, eds., *Intelligence and National Security: The Secret World of Spies* (Oxford, UK: Oxford University Press, 2008); and R.S.N. Singh, *Asian Strategic and Military Perspectives* (New Delhi: Observer Research Foundation, 2005).

GSG 320: Ethnic Conflict and Counterinsurgencies

How nationalism challenged imperialism was one of the dominant 20th Century themes, culminating in the creation of so many new states based on a dominant nationality. Yet, this shift only paved the way for countries with multiple nationalities to confront inter-state contestation, as we witnessed after the Cold War in Czechoslovakia, the Soviet Union, and Yugoslavia across Europe, while across Asia, as we see before our very eyes currently, Afghanistan, Iraq, and Syria face a similar conflicted fate, as too the entire African continent. Ethnic conflicts underlay this new type of identity search, resulting in insurgencies, and breeding counter-insurgencies. The Basque, Irish, and Scot cases across Europe arguably depict both nationalism and ethnic differences, but the more important issue that this course addresses is the dividing line between the two: is it the smaller size of an ethnic group (than that of a national group) that is keeping it from becoming a viable state, thus triggering the increased cases of domestic conflict in hitherto established states?

This course examines widespread cases, like the *Rohingyas* in Myanmar, Chittagong Hill Tract tribes in Bangladesh, India's northeast tribes, *Uighurs* in China, and the *Chechens* in Russia, among others, for both commonalities and uniqueness in order to better understand future incidents.

Suggested readings

Michael Edward Brown, *Ethnic Conflict and International Security* (Princeton, NJ: Princeton University Press, 1993); Karl Cordell, & Stefan Wolff, *Ethnic Conflict: Causes, Consequences, and Responses* (Cambridge, UK: Polity Press, 2010); Fen Osler Hampson, ed., *From Reaction to Conflict Prevention: Opportunities for the U.N. System* (Boulder, CO: Lynne Rienner, 2002); J. Paul Lederach, ed., *Building Peace:: Sustainable Reconciliation in Divided Societies* (Washington, DC: U.S. Institute of Peace, 1997); and Douglas Porch, *Counterinsurgency: Exposing the Myths of the New Way of War* (Cambridge, UK: Cambridge University Press, 2013).

GSG 321: International Terrorism and Counterterrorism

As “terrorism” becomes an increasingly popular word with politicians to describe die-hard opponents, thus diluting its central connotations, this course resurrects an analytical evaluation of the term to explain (a) how the term originated; (b) why did it become so popular increasingly; (c) what might be the different terrorist trajectories and pathways; and (d) whether policy-makers can effectively deal with such threats.

Using examples from all across the world, the course helps us to (a) identify the term more precisely; (b) distinguish it from related dynamics, for example, excessive nationalism culminating in a “terrorist” action to realize a “dream,” as opposed to a consciously perpetrated gruesome action to send a “message,” *a la* many ISIS actions of late; (c) decipher phases in actions that have been called terrorist, with a view to preparing more effective pre-emptive actions; and (d) redirect policy responses to target the underlying (though more obtuse) causes than the superficial symptoms (upon popular demand).

Suggested readings

M. Cherif Bassiouni, *International Terrorism: Multilateral Conventions, 1937-2001* (New York, NY: Transnational Publishers, 2001); Peter L. Bergen, *Holy War, Inc.: Inside the Secret World of Osama bin Laden* (New York, NY: Touchstone, 2002); Peter Katzenstein, “Coping with terrorism: Norms and internal security in Germany and Japan,” *Ideas and Foreign Policy: Beliefs, Institutions, and Political Change*, eds., Judith Goldstein, and Robert O. Keohane (Ithaca, NY: Cornell University Press 1993), ch. 10; Raphael F. Perl, *International Terrorism: Threat, Policy, and Response* (Washington, DC: Congressional Research Service, 2007); and Jessica Stern, *Terror in the Name of God* (New York, NY: HarperCollins, 2003).

GSG 420: Strategic Studies & Human Security

In examining why countries go to or prepare for war, the course pays an extra emphasis on the human being: how does institutionalized war (between states, for instance), impact individuals, and, in return, what is the relationship between that individual's search for security and the institution's? We extract the vital interests of key countries, correlate these to the evolution of their military apparatuses, identify their adversaries, and decipher their action strategies. The cooperation-conflict spectrum is utilized, in game-theory format, to build a range of strategic options for various conditions, then examined for various countries, with the Bangladesh-India bilateral relation exemplifying many of the emergent hypotheses. While this helps us determine whether size matters in responding to the same threat, we also get exposed to the fluctuating interplay of survival-of-the-fittest instinct, beginning at the individual level, against cooperative instincts, spreading from individuals to groups, societies, and states. Students put these assertions to test through other examples of their own.

Suggested readings

John Baylis, et al., *Strategy in the Contemporary World* (Oxford, UK: Oxford University Press, 2010); Allan Collins, et al., eds., *Contemporary Security Studies* (Oxford, UK: Oxford University Press, 2010); Yuen Fong Khoong, *Analogies at War* (Princeton, NJ: Princeton University Press, 1992); Alexander L. George, and Richard Smoke, *Deterrence in American Foreign Policy: Theory and Practice* (New York, NY: Columbia University Press, 1974); G. John Ikenberry, *Institutions, Strategic Restraint, and the Rebuilding of Order After Major World Wars* (Princeton, NJ: Princeton University Press, 2003); Carl Sagan, and Kenneth Waltz, *Spread of Nuclear Weapons* (New York, NY: W.W. Norton, 2002); Anne-Marie Slaughter, Bruce W. Jentleson, Ivo H. Daalder, Antony J. Blinken, Lael Brainard, Kurt M. Campbell, Michael A. McFaul, James C. O'Brien, Gayle E. Smith, and James B. Steinberg, "Strategic leadership: Framework for a 21st Century national security strategy," *The Phoenix Initiative*, Center for New American Security, 2008.

Track 3: Public Policy and Governance

GSG 230: Comparative Public Policy

This course compares and contrasts bureaucratic policy-making patterns, predictors, and parameters representing four groups of countries: South Asia, West Europe, North America, and East Asia. Though India, Great Britain, the United States, and China, respectively, have been chosen as representing those regions, they were chosen more for their salience in international relations today (for example, Bangladesh's main trading partners or emigration destination) than for being flag-bearers of regional representativeness. From them we learn how different countries respond to the same stimulus (any international event, for example), in terms of agenda-placement, policy formulation, response-anticipation, and net consequences, in turn, broadening our knowledge base of an increasingly diverse international society. Before placing them within the Bangladeshi context, the course will also investigate their resilience and future viability at a time of growing flux.

Suggested readings

Charles H. Blake, and Jessica Adolino, *Comparing Public Policies* (Washington, DC: CQ Press, 2007); Anneliese Dodds, *Comparative Public Policy* (New York, NY: Palgrave MacMillan, 2013); and Meghna Sabharwal, and Evan M. Berman, eds., *Public Administration in South Asia: India, Bangladesh, and Pakistan* (New York, NY: CRC Press, 2013).

GSG 231: Cultural Governance and Soft Power

“Cultural Governance and Soft Power,” as a course, addresses two subtle but significant global developments: (a) the growth of identity-based or culturally congruent groupings of countries and individuals, best exemplified by the European Union, among countries, but the elites of Western Europe, among individuals; and the 2003 Iraq War’s Coalition of the Willing (COW), and Afghanistan’s International Security Assistance Force (ISAF), dominated largely by Anglo-American countries—the United States, Great Britain, Canada, and Australia (exposing what George W. Bush dubbed a conflict pitting those “with us” and those “against us”); and (b) the influence of non-military power on policy outcomes.

We examine both in detail here, the former in terms of cultural competition, and especially how, through the impact of technology, cultures representing the physically stronger countries/peoples have been able to virtually subordinate or eliminate weaker counterparts and their cultural heritage; and the latter by reviewing the consequences and implications of what has been called “soft power.” Cases will be utilized to illustrate the many arguments of each dimension, so that ultimately we can address the pivotal course question: will either or both (developments) ultimately over-ride the impact, real or potential, of “hard power?”

Suggested readings

Jan Mellisen, Donna Lee, and Paul Sharp, *The New Public Diplomacy: Soft Power in International Relations* (New York, NY: Palgrave Macmillan, 2007); Joseph S. Nye, “Soft power,” *Foreign Affairs* 80 (Autumn 1990): 153-71); Cris Shore, *Building Europe: The Cultural Politics of European Integration* (London: Routledge, 2000); Anne-Marie Slaughter, “America’s edge: Power in the networked century,” *Foreign Affairs* 88, no. 94 (January-February 2009); and Gayatri Chakravorty Spivak, *In Other Worlds: Essays in Cultural Politics* (Abingdon, Oxon, UK: Routledge, 1998).

GSG 330: Human Rights and Law

The course reviews how the “human” element demanded increasing attention from policy-makers, not as cannon-fodder in wars, but for their own “unalienable rights” to live, be free, and find prosperity each in his/her own way. We are thrown back to the Hague Peace Conferences beginning from the late 19th Century (1890s), but why they found more permanent grounding after World War II is also placed under the microscope, so we can turn attention to concurrent developments of disseminating and enforcing those rights, especially as conventional rights face challenges from, for example, Islamic conventions, but also both institutionalizing them for future generations and safeguarding them from individual or state-based predators.

The aim of this course, therefore, is to acquire critical perspectives of the central aspects of the ideas that inform human rights and the legal nature of rights. It will enable students to examine the interconnections between international human rights law and socio-cultural phenomena and assess certain areas of disputes. The course will also discuss the current state of human rights in Bangladesh and how various legal institutions can be strengthened to ensure justice.

Suggested readings

Nisrine Abiad, *Sharia, Muslim States and International Human Rights Treaty Obligations: A Comparative Study* (London: British Institute of International and Comparative Law, 2008); Yves Daudet, *Topicality of the 1907 Hague Peace Conference, the Second Peace Conference* (The Hague: M. Nijhoff, 2008); Jack Donnelly, *Universal Human Rights in Theory and Practice* (Ithaca, NY: Cornell University Press, 2013); Arthur Eyffinger, *The 1899 Hague Peace Conference: "The Parliament of Man, the Federation of the World"* (The Hague: Kluwer Law, 1999); Stefan-Ludwig Hoffmann, *Human Rights in the Twentieth Century* (Cambridge, UK: Cambridge University Press, 2010); Ishtiaq Hossain, and Adams Isiaka Abiodun, "Human security in a globalized world: Concepts and issues for the Muslim world," *Human Security and Philanthropy*, eds., Samiulk Hasan (New York, NY: Springer, 2015); Eric Posner, *The Twilight of Human Rights Law* (Oxford, UK: Oxford University Press, 2014); Thomas W. Pogge, *World Poverty and Human Rights* (Cambridge, UK: Polity Press, 2008); and Beth A. Simmons, *Mobilizing Human Rights: International Law in Domestic Politics* (New York, NY: Cambridge University Press, 2009).

GSG 331: Public Policy Making in Bangladesh

A focused study of the intricacies behind Bangladesh's policy-making begins with an assessment of constitutionally prescribed pathways, before proceeding to an assessment of how both our political parties and the military administrations of the 1980s established policy priorities, where the funding emanated from, who the policy-targets and audiences were, what the role of vested interests happened to have been, and, most crucially, whether a continuous or discontinuous pattern characterized the political transitions. These are then placed against broad international patterns and parameters. Future pathways are explored based on past performances.

Suggested readings

Nizam Ahmed, *40 Years of Public Administration and Governance in Bangladesh* (Dhaka: University Press Limited, 2014); Sadiq Ahmed, *Leading Issues in Bangladesh Development* (Dhaka: University Press Limited, 2012); and Mohammad Mohabbat Khan, *Administrative Reforms in Bangladesh* (Dhaka: University Press Limited, 2013).

GSG 430: Communication Policy and Planning

While addressing the interrelationship between technological and social change, the course goes on to evaluate the consequences of such change for communication policy and planning in an increasingly global society. It gives an overview of communication policies at national and international levels, international broadcasting and national communication policy, as well as principles of communication planning. How state actors and organizations conceive and implement various kinds of communication policies will be the foci of this course.

Suggested readings

Robin Mansell, and Marc Raboy, *The Handbook of Global Media and Communication Policy* (Hoboken, NJ: Wiley-Blackwell 2011); and Stylianos Papathanassopoulos, and Ralph Negrine, *Communications Policy: Theories and Issues* (New York, NY: Palgrave Macmillan 2010).

Track 4: Global Media and International Communications

GSG 240: International Journalism

International journalism is assessed from three perspectives: governance; its multi-networked relationship with governments; and policy issues. Since it serves as a foundational course, “Global Media and International Communications,” students will be exposed to different theories and examples of how different types of communication issues and technological ideas and objects interact with sovereignty, political institutions, security issues, international relations, cultural norm and development agenda. Among the topics covered, global media, international journalism, freedom of speech, propaganda, public diplomacy, media in democratic countries and totalitarian states, media influence on foreign policy, privacy, digital divide, convergence, security, media, intellectual property, economic development and political conflict.

Suggested readings

Angela Romano, ed., *International Journalism and Democracy: Civic Engagement Models from Around the World* (London: Routledge, for the Research in Cultural and Media Studies, 2013); and Kevin Williams, *International Journalism*, in the “Journalism Studies: Key Texts” series (Thousand Oaks, CA: Sage, 2011).

GSG 241: Public Diplomacy and Communications

Diplomacy is examined as the engine of governance. First, we probe into its origin so as to place its evolution through the age of imperialism into an era of competing states. This, then, helps us understand one of the fundamental changes to have taken place in diplomatic behavioral patterns and position within the country’s overall agenda: the capacity to shift from a private and clandestine setting into a public and all-too-transparent atmosphere. Different country cases will be utilized to illustrate similarities and differences, but the course’s key puzzle is to determine if diplomacy can continue to be a viable vehicle of state intervention in an age of enormous communications breakthroughs, and when chief executives (presidents or

prime ministers) conduct their own, often secretive, diplomacy, bypassing regular and routine channels.

Suggested readings

Wilson P. Dizard, Jr., *Inventing Public Diplomacy: The Story of U.S. Information Agency* (Boulder, CO: Lynne Rienner, 2004); Ingrid d'Hooghe, *China's Public Diplomacy* (Leiden, The Netherlands: Koninklijke Brill, 2015); Fred C. Ikle, *How Nations Negotiate* (New York, NY: Harper & Row, 1964); James Pamment, *New Public Diplomacy in the 21st Century: A Comparative Study of Policy and Practice* (Abingdon, Oxon, UK: Routledge, 2013); Sir Harold G. Nicolson, *Diplomacy* (London: Institute for the Study of Diplomacy, 1988, originally 1939); and Evan H. Potter, *Cyber-Diplomacy: Managing Foreign Policy in the Twenty-First Century* (Montreal, QE: McGill-Queens University Press, 2002).

GSG 340: Communication and Cultural Politics

With Bangladesh as a test case, this course examines the media's representativeness: have the media become independently powerful, as if a Fourth Branch of government, capable of balancing disparate political parties, as many fear in West European or North American countries; or is it merely an instrument of political forces? Ultimately, what do these questions reveal of the scope and content of public communications in Bangladesh: a cultural circumscription, reflecting the familiar patron-client relationship we see in our home, workplace, and social/business settings; or a pathway to break the political deadlock we constantly experience? Where do the media belong in an internet age that is pushing the publishing industry (especially of newspapers) into bankruptcy, while revealing more intricacies and idiosyncrasies than the media has been able to muster historically?

We explore these and other questions. Topics of discussion are: culture, symbol and communication; film communication and anthropology; language and communication; anthropology and mass communication; media and myth in the new millennium; indirect communication; computer message systems, culture and medium of communication; proxemics research and visual communication; nonverbal communication and cultural anthropology; linguistics and semiotics; organizational culture and the communication process; socialization and communication in primary groups; cultural politics and the mass media; the anthropology of media; Internet and cyber community.

Suggested readings

Daniel C. Hallin, and Paolo Mancini, *Comparing Media Systems: Three Models of Media and Politics*, Communication, Society and Politics Series (Cambridge, UK: Cambridge University Press, 2004); and Pippa Norris, and Ronald Inglehart, *Cosmopolitan Communications: Cultural Diversity in a Globalized World* (Cambridge, UK: Cambridge University Press August 31, 2009).

GSG 341: Media, Culture and Society

The course inquires into the impact of media on society and culture and various notions of society about media. Various conventional and unconventional media are considered in an effort to interpret culture. Culture is defined broadly here and thus seen as the context for media production and reception. How the issues of modernity and cultural identity are linked to the notions of nation, as well as how social discourses play an important role in shaping our individual and community identities, will be discussed in depth in this course.

Suggested readings

Richard Campbell, and Christopher R. Martin, *Media & Culture: Mass Communication in a Digital Age* (New York, NY: Bedford/St. Martin's, 2013); Paul Hodkinson, *Media, Culture and Society: An Introduction* (Thousand Oaks, CA: Sage, 2010); and John W. Ryan, and William M. Wentworth, *Media and Society: The Production of Culture in the Mass Media* (London: Pearson, 1998).

GSG 440: Global Communication and National Cultures (Co-offered as CMN 415)

Students get to develop a deeper understanding of the roles and significance of international communication in the contemporary world through this course. It sheds light on the political consequences of international communications, roles of multinational media institutions in shaping national culture. Understanding of nation and national culture and how that relates to the notions of “globalization” and “glocalization” will be discussed in this course. Communication media and technologies and their role in forging (or not) national communities and global citizenship will be a key focus here.

Suggested readings

Cees Hamelink, *Global Communication* (Thousand Oaks, CA: Sage, 2014); and Thomas L. McPhail, *Global Communication: Theories, Stakeholders and Trends* (Hoboken, NJ: Wiley-Blackwell 2014).

Track 5: Socio-political Economy

GSG 250: Gender, Equality and Development

Introducing the concepts of gender equality and equity and their role as a catalyst for development, the course will examine the global and regional scenario of gender equality; the MDG and post-MDG goals; and the process of empowerment of women in social, economic, legal and political spheres. All three arenas in the course title seem stranded at a crossroads in the country at the start of the 21st Century: gender, between the women emancipation that 3 decades of RMG growth and women political leadership permitted in the country, yet remains threatened by some stubborn traditional strictures and confronts a new religious fundamentalism; with equality, as Bangladesh's status erodes its foreign aid claims, questions arise how the country will adjust to both its treatment of domestic poverty and increased international salience; and with development, the nature of the beast confronting the country is whether this will continue to blatantly disregard environment protection, as in the past, or

become more sustainable. Combining all three strands, the course explores interdisciplinary/trans-disciplinary solutions.

Suggested readings

M. Niaz Asadullah, Antonio Savoia, Wahiuddin Mahmud, “Paths to development: Is there a Bangladesh surprise?” *World Development*, vol.62 (October 2014): 138-54; Paul Collier, *The Bottom Billion: Why the Poorest Countries are Failing and What Can be Done About It* (Oxford, UK: Oxford University Press, 2007); Gavin Graham, and Al Emid, *Investing in Frontier Markets: Opportunity, Risk and Role in an Investment Portfolio* (Hoboken, NJ: John Wiley & Sons, 2013); Jomo K.S., *The Pioneers of Development Economics: Great Economists on Development* (London: Zed Books, 2005); -----, and Erik S. Reinhart, eds., *Origins of Development Economics: How Schools of Economic Thought Have Addressed Development* (London: Zed Books, 2005); Nita Kumar, ed., *Women as Subjects: South Asian Histories* (University of Virginia Press, 1994); Mary M. Lay, Janice Monk, and Deborah S. Rosenfelt, eds., *Encompassing Gender: Integrating International Studies and Women Studies* (New York, NY: Female Press of the City University of New York, 2002); Wahiuddin Mahmud, “Social development in Bangladesh: Pathways, surprises and challenges,” *Indian Journal of Human Development* 2, no. 1 (2008): 79-92; David Pearce, Edward Barbier, and Anil Markandya, *Sustainable Development: Economics and Environment in the Third World* (London: Edward Elgar, 1990); M.G. Quibria, “Aid effectiveness in Bangladesh: Is the glass half full or half empty?” Policy Research Institute of Bangladesh, April 2010; Kumkum Sangari, and Sudesh Vaid, eds., *Recasting Women: Essays in Indian Colonial History* (Rutgers University, 1990); and Mäns Söderbom, & Francis Teal, *Empirical Developmental Economics* (Abingdon, Oxon, UK: Routledge, 2014).

GSG 251: Political Economy of Bangladesh

Appraising the entire 43-years of Bangladesh’s political economy on the line, the course traces its jute-centered agricultural origin, the shift to ready-made garments (RMGs) and the growth of an industrial base, and plausible strategies for a post-RMG future. Shifting inevitably to the country’s trade and investment policies, the course undertakes a content analysis, measures the degrees of openness, and explores the scope for diversification; while a similar treatment of roles of corporations, both domestic and foreign, helps us situate (a) the export-processing zones (EPZs) into the national context; and (b) the country within the global setting. Ultimately, it inquires if the country has sufficiently shed its poverty tags as it enters (and seeks to also ascend) a middle-income league.

Suggested readings

Asian Development Bank, Bangladesh-ADB: *40 Years of Development Partnership* (Mandaluyong City, Philippines: ADB, 2013); Debapriya Bhattacharya, *Export Processing Zones in Bangladesh: Economic Impact and Social issues* (Geneva: ILO, 1998); Muhammad Karatas, ed., *Sustainable Economic Development and the Influence of Information* (Hershey, PA: Information Science Reference, IGI Global, 2010); Fujita Koichi, *Rethinking Economic Development: The Green Revolution, Agrarian Structure and Transformation in Bangladesh*

(Kyoto, Japan: Kyoto University Press, 2010); Md. Mizanur Rahman, Tan Tai Young, and A.K.M. Ahsanulla, eds., *Migrant Remittances in South Asia: Social, Economic and Political Implications* (Houndsmill, Basingstoke, UK: Palgrave Macmillan, 2014), selected chapters; and Margaret Sherraden, and William A. Ninacs, eds., *Community Economic Development and Social Work* (Binghamton, NY: Haworth Press, 1998).

GSG 350: Political Economy of Resource Transfers, & Media and Development

Several flows that have traditionally been treated secondarily in IPE (International Political Economy), have performed a more pivotal role for Bangladesh, among other countries. These include international migration, and with it, the role of remittances in our development, as well as other resources, such as skills entering and leaving the country, and trade-related mineral exploration, and the relationship between development, as interpreted through various prisms (economic, sociological, political, and so forth), and the media or through communications. Through this course we appraise and analyze them. Addition attention is also paid infrastructural development—past, present, and in the offing—to determine what this might mean for human mobility, resource flows, market expansion, and thereby, wealth distribution. In turn, this permits a measurement of Bangladesh’s international economic and social market integration, and how critical these might be as developmental agents, and the role of communicating interests from one domain to another.

Suggested readings

Christopher J. Coyne, and Peter T. Leeson, *Media, Development, and Institutional Change: New Thinking in Political Economy*, September 1, 2009; Shahadat Hossain, *Urban Poverty in Bangladesh: Slum Communities, Migration and Social Integration* (London: I.B. Taurus, 2010); International Monetary Fund, *Bangladesh: Poverty Reduction Strategy Paper, Staff Country Paper* (Washington, DC: IMF, 2013); Nazli Kibria, “Working hard for the money: Bangladesh faces challenges of large-scale labor migration,” *Migration Policy Institute Newsletter*, August 9, 2011; Anke Schwittay, *New Media and International Development: Representation and Affect in Microfinance: Rethinking Development*, September 25, 2014; and Don Slater, *New Media, Development and Globalization: Making Connections in the Global South*, December 16, 2013; and Robert G. Wiring, Christopher Japarro, and David C. Stoll, *International Conflict Over Water Resources in Himalayan Asia* (New York, NY: Palgrave Macmillan, 2013).

GSG 351: Regional Economic Integration & Rural Development

By first understanding contending theories of regional economic integration (Balassa’s, neo-functionalism, supra-nationalism, inter-governmentalism), the course examines the evolution and performances of the European Union before assessing the South Asian Free Trade Agreement (SAFTA), and other arrangements Bangladesh is a high contracting party of (BIMSTEC: Bay of Bengal Initiative for Multi-sectorial Technical and Economic Cooperation). Broad references to other cases help the student get a firm grip of both theoretical and practical post-World War II developments across the international system, and of their relevance to 21st Century replications. Among the added advantage of the courses is to trace

regional-level dynamics to the local level—to rural communities, with particular references to Bangladesh, to examine the program’s globalisation-based hypotheses.

Suggested readings

Bela Balassa, *Theory of Economic Integration* (Homewood Cliff, IL: Charles D. Irwin, 1961); Amita Batra, *Regional Economic Integration in South Asia: Trapped in Conflict?* (Abingdon, Oxon, UK: Routledge, 2013); Food and Agriculture Organization, *Communication for Rural Development Sourcebook* (2014); Emile G. McAnany, *Saving the World: A Brief History of Communication for Development and Social Change* (University of Illinois Press 2012); Srinivas R Melkote, and H. Leslie Steeves, *Communication for Development in the Third World* (Thousand Oaks, CA: Sage, 2001); Joseph Nye, *Peace in Parts: Integration and Conflict in Regional Organizations* (University Press of America, 1987); Jan Servaes, *Communication for Development and Social Change* (Thousand Oaks, CA: Sage 2008); and Ram Upendra Das, Piyadasa Edirisuriya, and Anoop Swarup, *Regional Trade and Economic Integration: Analytical Insights and Policy Options* (Singapore: World Scientific Publishing, 2012).

GSG 450: International Economic Institutions & Global Poverty

Understanding economic institutions and the negotiations that routinely take place within them are our goals. Drawing upon research in development economics, development studies, political science, and anthropology, the course goes on to explore some of the most serious obstacles to economic and social development, and assesses strategies for addressing these issues. Its broad scope (global) focuses especially on aid and development policies aimed at reducing poverty and underdevelopment in specific communities (local).

We examine the place of poverty in some high-profile international settings: the GATT (General Tariff and Trade Agreement) rounds of negotiations, European Union membership applications, UNCTAD (United Nations Conference on Trade and Development) deliberations, United Nations Conference on the Laws of the Seas (UNCLOS) proceedings, and so forth, for both testing and observations. Since an economic breakdown is usually softer to a military breakdown, the course resorts to game-theory to explore strategies that sustain interaction through such views as those of Robert Chambers, Amartya Sen and Mahbubul Huq. We thereby place on the global negotiation tables such local concerns as rural poverty, village patterns, modes of living, village life, and rural social institutions. Our studies of social welfare and welfare organizations, PRA, as well as participatory communication for rural development across South Asia, cast light on how rural development organisational evolves in a dynamic environment with natural hazards, political turmoil, conflict situations, economic downturns or lack of resources.

As much emphasis will be placed on multinational corporations (MNCs), as newer forces, such as micro-finance and Islamic finance. How to attract MNCs into Bangladesh, whether the country is itself producing any MNCs, and how the government is responding to an MNC environment by building appropriate infrastructures, are other questions of investigations.

Shifting to areas of actual/potential Bangladeshi innovation, the course evaluates the genesis and forms of microfinance; and, in one of the most populated Islamic countries, the role of Islamic banking against the surging and secular global growth of Islamic finance and concomitant poverty at the local level. Among other questions to be addressed: What are some of the reasons behind Bangladesh becoming a microfinance global leader? How are our commercial banks adjusting to the priorities of Islamic bank, if at all? Is Islamic fundamentalism a constraint or catalyst? Comparisons between both dimensions (established and evolving) pave the way, in the course, to identify the strengths and weaknesses of each, as a step towards projecting the country's immediate investment future needs.

Suggested readings

Abhijit Banerjee, and Esther Duflo, *Poor Economics* (New York, NY: Public Affairs, 2001); Nicholas Bayne, and Stephen Woolcock, eds., *The New Economic Diplomacy: Decision-making and Negotiations in International Economic Relations* (Farnham, Surrey, UK: Ashgate, 2011); Hans Binnendijk, ed., *National Negotiations Styles* (Washington, DC: Center for the Study of Foreign Affairs, Foreign Service Institute, U.S. Department of State, 1987); Paul Collier, *The Bottom Billion: Why Poor Countries are Failing and What Can Be Done About It* (New York, NY: Oxford University Press, 2008); Muhammad Azizul Islam, *Social Compliance Accounting: Managing Legitimacy in Global Supply Chains* (Geneva: Springer, 2015); Lamia Karim, *Microfinance and its Discontents: Women in Debt in Bangladesh* (St. Paul, MN: University of Minnesota Press, 2011); Björn-Ola Linnér, and Henrik Selin, "The United Nations Conference on Sustainable Development: 40 years in the making," *Environment and Planning C: Government & Policy* 31, no. 6 (2013): 971-87; John S. Odell, *Negotiating the World Economy* (Ithaca, NY: Cornell University Press, 2000); Stuart Rutherford, *The Pledge: ASA, Peasant Politics, and Microfinance in the Development of Bangladesh* (Oxford, UK: Oxford University Press, 2009); and Suresh Sundaresan, *Microfinance: Emerging Trends and Challenges* (Cheltenham, UK: Edward Elgar, 2008); Abdul-Rahman Yahia, *The Art of Islamic Banking and Finance: Tools & Techniques for Community-Based Banking* (Hoboken, NJ: John Wiley, 2010); and Amartya Sen, *Development as Freedom* (New York, NY: Anchor Books, 2000).

Track 6: Ecological Governance

GSG 260: Human Geography & Global Demography

With both migration and global warming (such as caused by ocean water-level rising) combining to alter the human settlement landscape, questions arise as to what these changes mean for policy-making today and what do they imply for future generations.

Beginning with Bangladesh, as one of the world's most populated piece of real-estates, the course enquires how the population doubling since independence has played out on the resources available and urbanization, before turning to lost-land impacts—either through river-water diversion or sea-water rising, particularly on agriculture, forests, and livestock commands. The equally inter-disciplinary spillover effects of industrialization and concomitant

land/water/air pollution emerges as an important secondary concern. Similar assessment at the global level should inform us where the red-line prevails, how we can confront them, and what these all add up to in the human-environment balance-sheet.

Suggested readings

K. Iftekhar Ahmed, “Urban poor housing in Bangladesh and potential role of ACHR” (Bangkok: Asian Coalition for Housing Rights, May 2007); Stuart Aiken, Gill Valentine, eds., *Approaches to Human Geography* (Thousand Oaks, CA: SAGE, 2009); Karen Coelho, “Infrastructure investment as ‘sustainable development’: A Bangladesh case study,” *Human Settlement Development*, vol. 3, *Encyclopedia of Life Support Systems* (UNESCO); Jerome Fellmann, Mark Bjelland, Arthur Getis, and Judith Getis, *Human Geography* (Toronto, ON: McGraw Hill, 2009); and World Bank, *Private Solutions for Infrastructure in Bangladesh* (Washington, DC: IBRD, June 2003).

GSG 261: Resource Governance

Building upon GSG 260, this course evaluates the resources available across the world, how they have been exploited, and where can remedies be sought to extract maximum benefit for the most people. Beginning locally, that is, taking stock of Bangladesh’s resources, we flow into the global playground through key regions (like South Asia, the Middle East, Africa, and so forth). We pay particular attention to the “commodities scramble” unraveling before our very eyes currently, with China spearheading the race, and probe into governance opportunities: Is there a crisis? If so, how can this be tackled; and at what policy-making level? If not, are we making too much of a fuss over something that, left alone, might resolve itself naturally?

Suggested readings

Masuma Farooki, *The Impact of China on Global Commodity Prices: The Disruption of the World’s Resource Sector* (London: Routledge, 2013); Betsy Hartmann, and James K. Boyce, *A Quiet Village: View From a Bangladeshi Village* (Create Space Independent Publishing Platform, 2013); Kate Kelly, *The Secret Club that Runs the World: Inside the Fraternity of Commodity Traders* (New York, NY: Portfolio, 2014); and George Kleinman, *Trading Commodities and Financial Futures: A Step-by-Step Guide to Mastering the Markets* (New York, NY: FT Press, 2013).

GSG 360: Environment Consciousness-building

Distinguishing between environment-promoting and environment-exploiting countries, this course seeks to map the different and increasingly interdisciplinary national responses to a crumbling environment. For example, what led Denmark to harness wind-power, or The Netherlands into coastal controls. We simultaneously notice metropolitans across the less developed countries/emerging countries suffocate from increasingly hazardous atmospheric conditions, developed countries facing lax oil-shipment controls (for example, Exxon Valdez,

Gulf oil-spill), and nuclear countries finding loopholes (example, Three-Mile Island, Chernobyl, Fukushima).

Suggested readings

Mun S. Ho, and Chris P. Nielsen, *Clearing the Air: The Health and Economic Damages of Air Pollution in China* (Cambridge, MA: MIT Press, 2007); Tanveerul Islam, *Cyclone Wind Analysis and Disaster Planning: An Integrated Approach for the Bangladesh Coast* (Munich, Germany: VDM Verlag, 2008); James Mahaffey, *Atomic Accidents: A History of Nuclear Meltdowns and Disasters: From the Ozark Mountains to Fukushima* (Winnipeg, MB: Pegasus, 2015); Riki Ott, and John Perkins, *Not One Drop: Betrayal and Courage in the Wake of the Exxon Valdez* (White River Junction, VT: Chelsea Green Publishing, 2008); Stijn Reinhard, *Water Policy in the Netherlands: Integrated Management in a Densely Populated Delta* (London: Routledge, 2009); and Tore Wizelius, *Wind Power Projects: Theory and Practice* (London: Routledge, 2015).

GSG 361: Environment Platform-searching: Conferences

Focusing on the 21 sessions of the Conference of Parties to Review the Rio Convention Implementation (COP) from 1995, this course spells out how the environmental movement has evolved. It takes stock of what has been achieved through the multiple and sequential environmental movements, going as far back as the 1987 Montréal Protocol and the 1972 Stockholm Principles. Greater attention is paid turn-of-the-century developments: not just the COP stream, but associated with it, the UN Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) movements.

Suggested readings

Nathan Andrews, and Nene Ernest Khalema, *Millennium Development Goals (MDGs) in Retrospect: Africa's Development Beyond 2015* (Springer, 2015); Asmaa Mohammed, *The Rights-based Approach to Development in the UN Programming: Cases of the World Bank and UNDP MDGs* (Lambert Academic Publishing, 2012); Alan Reed, *The Global Warming Revolution: Climate Change, the United Nations and Paris COP21* (Green Fields America, 2015); and United Nations, *Progress for Children: Achieving the MDGs With Equity* (New York, NY: United Nations Publications, 2010).

GSG 460: Climate-change Governance: Performance-monitoring

Since climate-change measurement remains the last frontier of environmental protection, this course supplements GSG 361 by pulling out all the stops (all the criteria established to contain sea-level rising), and evaluates all country-wide efforts to stay ahead of the challenges. By distinguishing defaulters from defenders, it goes on to devise strategies to bring them all together, in other words, how global-level purposes and principles have been amplified at the global level. Ultimately, the course hopes to remain among the global vanguards in assessing how we are shielding Planet Earth from our own destructive actions.

Suggested readings

Naomi Klein, *This Changes Everything: Capitalism vs. The Climate* (New York, NY: Simon & Schuster, 2015); George Marshall, *Don't Even Think About It: Why Our Brains Are Wired to Ignore Climate Change* (London: Bloomsbury, 2015); and G. Dedrick Robinson, and Gene D. Robinson, *Global Warming-Alarmists, Skeptics and Deniers: A Geoscientist Looks at the Science of Climate Change* (Abbeville, SC: Moonshine Cove, 2012).

Track 7: Independent Track

Students of this track have the option to choose five courses from any two tracks. However, they must take at least two courses from any single track. The structure of the track will remain the same: two 200-level courses, two 300-level courses, and one 400-level course. A student of this track can also choose 'Directed Study' as a replacement of the four hundred level course upon receiving a written permission of the Department/School.

Elective courses: A, B and C (6x3 = 18 credits)

Students will have to choose at least two courses from Group A; three courses from Group B: (Specialized course list); and one from Elective C: an advanced language course module following on the primary module completed at the foundation level.

Elective A: [any two; at least one from 300-level]: 2x3=6 credits

GSG 280: South Asian Politics

This course focuses on the definition of South Asia before analyzing a wide variety of dynamics: region's common history, society, polity, economy and culture and differences; caste, class, colonialism; marriage and dowry; kinship; family; gender; religion; nationalism and ethnicity; South Asian diaspora; contemporary ethnography; subaltern contribution; issues and debates.

Suggested readings

C. Baxter, Y.G. Malik, C.H. Kennedy, and R.C. Oberst, eds., *Government and Politics in South Asia* (Boulder, CO: Westview Press, 1987); J. Breman, *The Labouring Poor in India: Patterns of Exploitation, Subordination and Exclusion* (Oxford, UK: Oxford University Press, 2003); B. Hartmann and J.K. Boyce, *A Quiet Violence: View From a Bangladeshi Village* (London: Zed Books Limited, 1995); M. Liechty, *Suitably Modern: Making Middle Class Culture in a Consumer Society* (Princeton, NJ: Princeton University Press, 2003); and P. Mines, and S. Lamb, eds., *Everyday Life in South Asia* (Bloomington and Indianapolis: Indiana University Press, 2002).

GSG 281: Indian Studies

“Indian Affairs” in International Relations today is all about the monumental promises and problems staring the world’s largest democracy at the start of the 21st Century. On the one hand, as was briefly noted by making it a central component of the BRICS acronym (Brazil, Russia, India, China, and South Africa—a term coined by Jim O’Neal of Goldman Sach’s), it is a significant emergent player whose economic reforms from 1991, gives the neo-liberal movement a significant push in the right direction; and whose independently built arms industry today leaves it as one of the staunch safeguards against terrorism and as a partner against totalitarianism.

Yet, on the flip side is the size of its underclass threatening to undermine both the unity upon which democracy and neo-liberalism depend, and the secularity upon which a non-aligned spirit was cultivated that helped a rainbow of religious faiths to survive.

This course traces these interdisciplinary developments, as they have pitted local and global forces against each other over the past 25-years. It helps us to put the Modi Administration in proper perspectives—not just within the country (be it in terms of center-province relations, inter-religious modus operandi, or even wealth spread-effects), but also externally (whether as a China rival, U.S. partner, or Pakistan-based South Asian accommodation), that too, at a crucial time of a global leadership vacuum and a restless Indian desire to step in somehow behind the controls.

Suggested readings

Peter Cappelli, Harbir Singh, Jitendra Singh, and Michael Useem, *The India Way: How India’s Top Business Leaders are Revolutionizing Management* (Cambridge, MA: Harvard Business Press, 2010); Sumit Ganguly, *India as an Emerging Power* (London: Frank Cass, 2003); K.R. Gupta, ed., *Liberalisation and Globalisation of Indian Economy* (New Delhi: Atlantic Publishers, 2008); Sheldon I. Pollock, *The Language of the Gods in the World of Men: Sanskrit, Culture, and Power in Premodern India* (Berkeley, CA: University of California Press, 2006); B.A. Prakash, ed., *The Indian Economy Since 1991: Economic Reforms and Performances* (New Delhi: Dorling Kindersely, 2009); and Sebastian Schwecke, *New Cultural Identitarian Political Movements in Developing Societies: The Bharatiya Janata Party* (Abingdon, Oxon, UK: Routledge, 2011).

GSG 282: China in the International System

How China barged into the international system during the 1980s and is today one-step away from claiming world leadership are the key springboards this course builds upon. It examines what led China to abandon its homegrown communal lifestyle to adapt, then accept, the global competitiveness-based alternative: how did it capture markets abroad so quickly; the nature of its trade treaties since the 1980s, as opposed to those based on “peace, friendship, and cooperation” before; and why it darted to the top destination spot of multinational corporations. It then assesses what the results of China’s economic growth on its political stature, with particular attention to relations with its two hitherto adversarial neighbours (India, Japan, and Russia), and its obvious global competitor (the United States). Finally, on the basis of the above, the course explores what the immediate future has in store with China-based relations,

in particular the easing of its economic growth, mineral-searches abroad, and geographical influence-sphere building.

Suggested readings

Thomas Christensen, “Fostering stability or creating a monster? The Rise of China and U.S. policy toward East Asia,” *International Security* 31, no. 1 (Summer 2006): 81-126; Joshua Eisenman, Eric Heginbotham, and Derek Mitchell, eds., *China and the Developing World: Beijing’s Strategy for the Twenty-first Century* (London: M.E. Sharpe, 2007); Dru Gladney, *Dislocating China: Muslims, Minorities, and Other Subaltern Subjects* (Chicago, IL: University of Chicago Press, 2004); Harry Harding, *China’s Second Revolution: Reform After Mao* (Washington, DC: Brookings Institution, 2007); Lillian Craig Harris, & Robert L. Worden, *China and the Third World: Champion or Challenger?* (Boston, MA: Auburn House Publishing Co., 1986); Neil Hughes, “A trade war with China?” *Foreign Affairs* 84, no. 4 (July-August 2005); Barry Naughton, *The Chinese Economy* (Cambridge, MA: MIT Press, 2007); and David Zweig, and Zhimin Chen, eds., *China’s Reforms and International Political Economy* (Abingdon, Oxon, UK: Routledge, 2007).

GSG 283: South Asian Popular Culture

Popular culture in South Asia in its diverse form will be studied in this course. The forms of culture such as films and music as well as the means such as Internet and mobile phone will form the key focus in it. Given the ongoing clash between modernization and tradition, the purpose of this course is to assess how the youth (the future leaders) across South Asia may be interpreting this confrontation. The course adopts a number of themes for comparative observations across South Asia—Bangladesh, India, Pakistan, and Sri Lanka, with spillovers from Bhutan, Nepal, and Sikkim. These include: language diversification and dilution (threatening a traditional communication vehicle without necessarily advancing any modern counterpart), religious fundamentalism (staunchly defending tradition), migration (bringing the benefits and drawbacks of both), education (bringing the benefits and drawbacks of both), the role of political parties (raising the question if they become the vehicle of progress or regression), and sports (pushing the benefits and drawbacks of both).

Suggested readings

Sujit Choudhury, “Managing linguistic nationalism through constitutional design: Lessons from South Asia,” *International Journal of Constitutional Law* 7, no. 4 (November 2009): 577-618; Jere van Dyk, “Islamic fundamentalism in South Asia,” *Strategic Studies Institute: Of Interest* (July 2007): 1-34; Krishna Kumar, “Religious fundamentalism in India and Beyond,” *Parameters* (Autumn 2002): 17-33; Boria Majumdar, and J.A. Mangan, eds., *Sports in South Asian Society: Past and Present* (Abingdon, Oxon, UK: Routledge, 2009); and Eswaran Sridharan, *International Relations Theory and South Asia: Security, Political Economy, Domestic Politics, Identity, and Images*, vol. 1 (Oxford, online, 2011).

GSG 289: Special Topics

GSG 380: Middle Eastern Studies

This course addresses 4 ongoing Middle East puzzles: the Arab-Israel conflict; the aftermath of the Arab Spring; the emergence of Islam as a weapon, either to fund *madrasas* worldwide, or to directly create fanatical organizations, like *al-Qaeda* or ISIS, in vulnerable countries; and the rise and fall of petroleum as a power broker. In turn, these arenas not only cover dominant intra-regional, interdisciplinary, and local-global dynamics, but also predict far-reaching global consequences, with local ramifications: the stubborn Arab-Israel conflict now facing the repercussions of large-scale Jewish *aliyahs* from West Europe—caused no less than by the strong Arab presence in countries like France; the failed Arab Spring outside of Tunisia making democracy even more unlikely a reality in our lifetime, just as military rule reaffirms itself; the intra-Islam conflict between moderates and extremists, now entering a critical phase; and the possible eclipse of Saudi Arabia and Iran as critical oil exporters, as the United States shifts from importing to exporting the commodity. In keeping with other regional courses, Middle Eastern Affairs elevates multiple analytical through the themes covered.

Suggested readings

Dana Allan, and Steven Simon, *The Sixth Crisis: Iran, Israel, America and the Rumors of War* (Oxford, UK: Oxford University Press, 2010); Louise Fawcett, *International Relations of the Middle East* (Oxford, UK: Oxford University Press, 2013); Peter L. Hahn, *Missions Accomplished? The United States and Iraq Since WWII* (Oxford, UK: Oxford University Press, 2012); Sakurai Keiko, and Fariba Abdelkhah, eds., *The Moral Economy of the Madrasa: Islam and Education Today* (Abingdon, Oxon, UK: Routledge, 2011); and Malcolm B. Russell, *The World Today Series, 2014-2015: The Middle East & South Asia*, 4 vols (Lanham, MD: Rowman & Littlefield, 2014).

GSG 381: North American Studies

A study of the “North American Affairs” course becomes a study of both an individual study of the three countries of this region (Canada, Mexico, and the United States) and the collective efforts all three have made in recent years, for example, through the North American Free Trade Agreement (NAFTA). Although the United States will play a dominant part in any study of this region, we will end up giving more than a fair share to both Canada and Mexico, in particular, to how they have shifted from outright hostility or measured distance to their dominant neighbor to collaboration and even policy-specific integration. We will cover policy areas or issues representing relations that have been largely conducive (trade and monetary), indifferent (environmental, security), and discordant (migration).

Suggested readings

Michael M. Brescia, and John C. Super, *North America: An Introduction* (Toronto, ON: University of Toronto Press, 2009); Judith Adler Hellman, *The World of Mexican Migrants: The Rock and the Hard Place* (New York, NY: The New Press, 2008); Gordon Mace, ed., *Regionalism and the State: NAFTA and Foreign Policy Convergence* (Aldershot, Hampshire, UK: Ashgate, 2007); A. Imtiaz Hussain, *Reevaluating NAFTA: Theory and Practice* (New York, NY: Palgrave Macmillan, 2012); -----, and Jorge Schiavon, eds., *North America's*

Soft Security Threats and Multilateral Governance: Theory and Practice (New York, NY: Palgrave Macmillan, 2013); Michael P. Smith, and Matt Bakker, *Citizenship Across Borders: The Political Transnationalization of El Migrante* (Ithaca, NY: Cornell University Press, 2008); and Peter H. Smith, and Andrew Selee, eds., *Mexico and the United States: Politics of Partnership* (Boulder, CO: Lynne Rienner, 2013).

GSG 382: East Asian Studies

By “East Asian Affairs,” the course refers to new developments in Japan, the two Koreas, and Taiwan; and of them, largely on an aggressively resurrected Japan and newly-inducted developed country, South Korea. Although a large part of Japan’s resurrection might be its growing tensions with Japan, Prime Minister Shinzō Abe’s new “China encirclement” policy approach demands urgent attention, as it invokes a string of other Asian countries, Bangladesh and India included. The course evaluates Japan’s new economic policy approach with these countries, but also their likely political ramifications. These are then placated against Korea’s more subtle economic inroads across Asian countries, including Bangladesh, for some comparative observations. All of these leave plenty of governance puzzles for the course to assess.

Suggested readings

Warren I. Cohen, *East Asia at the Center* (New York, NY: Columbia University Press, 2000); G. John Ikenberry, and Michael Mastanduno, eds., *International Relations and the Asia-Pacific* (New York, NY: Columbia University Press, 2003), various chapters; Kenneth B. Pyle, *Japan Rising: The Resurgence of Japanese Power and Purpose* (New York, NY: Century Foundation, 2007); Michael O’Hanlon, “A ‘Master Plan’ to deal with North Korea,” *Brookings Brief*, #114 (January 2003): 1-8; Jehoon Park, T.J. Pempel, and Heungchong Kim, eds., *Regionalism, Economic Integration and Security in Asia: A Political Economy Approach* (Cheltenham, UK: Edward Elgar, 2011); David P. Rapkin, “The United States, Japan, and the power to block: the APEC and AMF cases,” *The Pacific Review* 14, no. 3 (2001): 373-410; and selected chapters from Daizaburo Yui, and Yasao Endo, eds., *Framing the Pacific in the 21st Century: Coexistence and Friction* (Tokyo: Center for Pacific and American Studies, 2001).

GSG 383: European Studies

“European Affairs,” as a course, largely, but not exclusively, boils down to a study of the European Union. This course traces how the various countries have enjoined each other incrementally since 1950, the progress they have accomplished in shifting from a “community” to a “union,” and the problems they face, from both the outside and within. We will learn of the theories that brought these countries together, the opposition they faced (and still face), the leaders of the “integrative” movements, the critical policy arenas where integration has worked, both successfully and unsuccessfully, and how a single “European” entity is being projected abroad to represent 28 oft-discordant countries.

Suggested readings

Stanley Hoffmann, *The European Sisyphus: Essays on Europe, 1964-1994* (Boulder, CO: Westview Press, 1995); Finn Laursen, ed., *The EU and the Eurozone Crisis: Policy Challenges and Strategic Choices* (Farnham, Surrey, UK: Ashgate, 2013), selected chapters; Andrew Moravcsik, *The Choice for Europe: Social Purpose and State Power From Messina to Maastricht* (New York, NY: Routledge); and Mark A. Pollack, *The Engines of European Integration: Delegation, Agency, and Agenda Setting in the European Union* (Oxford, UK: Oxford University Press, 2004).

GSG 384: Central Asian Studies

From Mackinder's fabled "heartland" thesis, which failed to work, to the more promising current China-Russia entente, Central Asia has been through a sea of changes. "Central Asian Affairs," the course, addresses these, largely after the breakdown of the Soviet Union, through four strands: (a) the fate of Soviet successor states in the region; (b) the growth of illegal flows of all sorts, from "terrorists" to opium; (c) the gradual, but still not irreversible, China-Russia rapprochement, evident in the Shanghai Cooperative Framework; and (d) Turkey's equally adamant claims to regional leadership colliding with those of China and Russia.

We will test the local-global tenets of Mackinder's thesis: (a) whoever control the heartland is capable of controlling the rims; and (b) whichever country controls the rims is capable of controlling the rest of the world. In a way, this becomes a comparative study of the rulers in Moscow: why the Soviet Union could not command such controls; but how Russia might be closer to doing so, but only because of an alliance with China.

Suggested readings

Robert L. Canfield, and Gabriele Rasuly-Palczek, eds., *Ethnicity, Authority and Power in Central Asia: New Games Great and Small* (Abingdon, Oxon, UK: Routledge, 2010); Dilip Hiro, *Inside Central Asia: A Political and Cultural History of Uzbekistan, Turkmenistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkey, and Iran* (New York, NY: Overlook Duckworth, 2009); A. Imtiaz Hussain, "The Shanghai Framework and Central Asia: Chop-suey governance?" *The Security Governance of Regional Organizations*, eds., Emil Kirchner and Roberto Dominguez (London: Routledge, 2011), ch. 10; Donald Menashri, ed., *Central Asia Meets the Middle East* (London: Frank Cass, 1998); Rajan Menon, and Robert Ebel, eds., *Energy and Conflict in Central Asia and the Caucasus* (Lanham, MD: Rowman & Littlefield, 2002); and Martha Brill Olcott, *Central Asian's Second Chance* (Washington, DC: Carnegie Endowment for International Peace, 2005).

GSG 385: African Studies

Why is the 21st Century finding Africa at another crucial crossroads one generation or more after independence was attained for many of its countries? The course, "African Affairs," addresses that question by identifying three triggering themes: (a) the socio-political transformation burying structures of the *ancien régime*, be it apartheid in South Africa or totalitarianism in Muammar Gaddafi's Libya and elsewhere; (b) another socio-economic transformation, this time dependent less on West European and North American vulnerabilities,

as before, than on Chinese engagement; and (c) the increasing involvement of state boundaries, and thereby identities, given the enormous human flows, both laterally across Africa and as emigrants to largely Europe, in turn opening gateways to extremists of all stripes. We examine these inter-related dynamics for regional and global perspectives.

Suggested readings

African Conflict and Peacebuilding Review (ACPR) 4, no. 2 (Fall 2014): *African Peace and Security Architecture*, special issue; Howard W. French, *China's Second Continent: How a Million Migrants are Building a New Empire in Africa* (New York, NY: Knopf, 2014); Jeffrey Herbst, *States and Power in Africa: Comparative Lessons in Authority and Control* (Princeton, NJ: Princeton University Press, 2000); Martin Meredith, *The Fate of Africa: A History of Fifty Years of Independence* (New York, NY: Public Affairs, 2006); and Kwei Quartey, "Economics by other means: War, poverty, and conflict minerals in Africa," *Foreign Policy in Focus*, November 27, 2013.

GSG 386: Latin American Studies

"Latin American Affairs" studies the significant yet reversible transformations within key Latin countries, such as Argentina's near-inclusion into the North Atlantic Treaty Organization (NATO); Brazil's emergence as an emerging global economic powerhouse, as recognized through BRICS membership; Mexico's OECD (Organization for Economic Cooperation and Development) membership; and Venezuela's assertion and decline paralleling the rise and fall of Hugo Chavez's "Bolivarian revolution." The course pays as much attention to the region's crucial shift from import-substitution to neo-liberal policy frameworks, as to the political shift from military dictatorship to widespread democracy—in tandem with the evaporation of communist/socialist beliefs amid the growing popularity of a market economy.

At the same time, the course also takes stock of the many Latin problems with negative externalities: drug-trafficking, money-laundering, and illegal emigration top the list, paving the way for embedded corruption. In doing so, the course interprets regional dynamics through both regional and global perspectives.

Suggested readings

John Charles Chasteen, *Born in Blood and Fire: A Concise History of Latin America* (New York, NY: W.W. Norton, & Co., 2011); Richard Feinberg, *Summitry in the Americas: A Progress Report* (Washington, DC: International Institute of Economics, 1997); Laura Gomez-Mera, *Power and Regionalism in Latin America: The Politics of MERCOSUR* (Notre Dame, IN: University of Notre Dame Press, 2013); Peter H. Smith, *Democracy in Latin America: Political Change in Comparative Perspective* (New York, NY: Oxford University Press, 2011); Sidney Weintraub, Alan M. Rugman, and Gavin Boyd, eds., *Free Trade in the Americas: Economic and Political Issues* (Cheltenham, UK: Edward Elgar, 2004); Howard Wiarda, *The Soul of Latin America* (New Haven, CT: Yale University Press, 2001); and Roberto Zepeda, and Jonathan D. Rosen, eds., *Cooperation and Drug Policies in the Americas: Trends in the Twenty-first Century* (Lanham, MD: Lexington Books, 2015).

GSG 387: Southeast Asian Studies

Countries of Southeast Asia depict a fairly robust sense of nationalism and community-mindedness. “Southeast Asian Affairs,” the course, elevates both these paradoxical forces. On the nationalism front, it probes both (a) the individually-driven economic growth of countries as far apart as Brunei, Indonesia, Kampuchea, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Vietnam since independence; and (b) the political Damoclean Sword hanging over many of these countries, in some cases inherited from independence/invasion (Malaysia, Vietnam), in other externally-triggered (Islam in Indonesia, Malaysia, Myanmar, and the Philippines; China’s territorial claims; and so forth). On the community level, the course surveys how many, if not all, of these countries have vigorously pushed economic integration against all odds. Again, we examine regional dynamics, with not just global perspectives, but also national.

Suggested readings

Robert Dayley, and Clark D. Neher, *Southeast Asia in the New International Era* (Boulder, CO: Westview Press, 2013); Randall Henning, “The future of the Chiang Mai Initiative: An Asian monetary fund?” *Petersen Institute of International Economics Policy Brief* (February 2009): 1-8; Noboru Ishikawa, *Between Frontiers: Nation and Identity in a Southeast Asia Borderland* (Oslo: Nordic Institute for Asian Studies); Erik Kuhonta, Dan Slater, and Tuong Vu, eds., *Southeast Asia in Political Science* (Stanford, CA: Stanford University Press, 2008), selected chapters; Raymond Lee, and Susan Ackerman, *Sacred Tensions: Modernity and Religious Transformation in Malaysia* (Columbia, SC: University of South Carolina Press, 1997); Aihwa Ong, *Flexible Citizenship: The Cultural Logics of Transnationality* (Durham, NC: Duke University Press, 1999); Rachel Rinaldo, *Mobilizing Piety: Islam and Feminism in Indonesia* (Oxford, UK: Oxford University Press, 2013);); Rachel Salazar Parrenas, *Servants of Globalization: Women, Migration and Domestic Work* (Stanford, CA: Stanford University Press, 2001); Rajah Rasiah, and Johannes Dragsbaek Schmidt, eds., *The New Political Economy of Southeast Asia* (Cheltenham, UK: Edward Elgar, 2010); and D.R. Sardesai, *Southeast Asia: Past & Present* (Boulder, CO: Westview Press, 2012).

GSG 388: Ethnicity and Indigenous People in Bangladesh and South Asia

Focusing on aborigines, races, tribes, and ethnicity, the course also deals with historical and geopolitical perspectives; family and domestic groups; social structure; clans; segmentary lineage system; kinship; marriage and women; religion; as well as forestry and livelihood. Moreover, the following groups will be studied in detail in the course: ethnic groups in the Chittagong Hill Tractss (Chakma, Mogh, Mru); land tribes on the plains (Santal, Munda, Oraon, Mahali); Andaman Island and Nicobar groups (Jarawas, Shompens, Holschu); and ethnic groups of North-Eastern India and Burma (Naga, Kachin).

Suggested readings

Tone Bleie, *Tribal Peoples, Nationalism and the Human Rights Challenge: The Adivasis of Bangladesh* (Dhaka: The University Press Limited, 2006); and Robbins Burling, *The Strong Women of Modhupur* (Dhaka: The University Press limited, 1997).

GSG 389: Hydro Diplomacy

Transboundary or international rivers are potential issues of conflicts among riparian countries, which play a significant role in regional international politics. The course will introduce the concept of hydrodiplomacy, identify the international transboundary river basins and aquifers, evaluate their potentials for conflict as well as opportunities for cooperation; trace the international legal framework for basin management; and examine the historical events related to cross-border water utilization among the basin countries, their success stories and failures with special reference to South Asia, Southwest Asia and Southeast Asia.

Suggested readings

Shafiqul Islam and Lawrence E. Susskind, *Water Diplomacy: A Negotiated Approach to Managing Complex Water Networks*, RFF Press Water Policy Series (London: Routledge, 2012); and Ganesh Pangare, ed., *Hydro Diplomacy: Sharing Water Across Borders* (New Delhi, India: Academic Foundation, 2014);

GSG 390: Water-Food-Energy Linkage

This course will explore the water-energy-food nexus both in the holistic global and urban contexts; effects of increasing food demand on water and energy; biofuel and water-food security linkage; and water demand for energy production/consumption.

Suggested readings

Will Sarni, *Beyond the Energy-Water-Food Nexus* (Do Sustainability, 2015); and Kristina Vogt, and Toral Patel-Weynand, *Sustainability Unpacked: Food, Energy and Water for Resilient Environments and Societies* (London: Routledge, 2010).

Elective B: Specialized course list (Any three)

GSG 480: Contemporary Bangladesh Society

Bangladesh's ongoing transformation from an agrarian to an industrial society has inflicted enormous socio-political, socio-economic, and socio-cultural changes—all of them serving as themes of this course. Beginning with its demographic nightmare (of the population having doubled in 40 years since independence), Bangladesh's alarming urban growth-rate was only inevitable. On the one hand, is the emergence of a petit-bourgeois demanding post-industrial amenities (like golf-courses, recreational facilities, airports, and so forth), while on the other is an ecologically-driven exodus from the receding coastal belt and riverine hinterlands, and both threatening a complete breakdown. Factors like inadequate infrastructure, housing, traffic, and

crime, as well as growing neighborhood-watches, raise insecurity. The course brings these divergent factors and fears into a policy-making evaluation.

Suggested readings

Katy Gardner, *Discordant Development: Global Capitalism and the Struggle for Connection in Bangladesh* (Rockhill, SC: Pluto Press, 2012); Stanley A. Kochanek, *Patron-Client Politics and Business in Bangladesh* (Thousand Oaks, CA: Sage, 1994); and Willem van Schendel, *A History of Bangladesh* (Cambridge, UK: Cambridge University Press 2009).

GSG 481: Religion and Politics

The reemergence of religion in global politics has become a major issue for contemporary world order. This course is designed to help students understand the complex nature of secularism and how religious groups are competing for space within the public sphere. The course will particularly focus on South Asian experience of communal politics and also the discourse of so-called ‘war on terror’.

Suggested readings

Pippa Norris, and Ronald Inglehart, *Sacred and Secular: Religion and Politics Worldwide* (Cambridge, UK: Cambridge University Press, 2012); and Jack Snyder, ed., *Religion and International Relations Theory* (New York, NY: Columbia University Press, 2011).

GSG 482: Cinema and Cultural Identity

This course examines the issues of nation, race and ethnicity in the cinema. It introduces the different theoretical approaches to these issues and attempts to analyse cinema from non-western cultures by viewing a range of films from different Third World national cinemas, with an anti-establishment emphasis. While introducing students to film histories, genres and social themes, focus on how cultural identities and cinema influence each other pushes the course towards possible governance issues: do they actually streamline, and if not, how the adjustment can be made? A brief summary of cinema in different countries will provide students with a sense of what cinema is and cinematic traditions in the world, with a special focus on Bangladesh, while also exploring these governance gaps. The origin of modernity and its impact on cinema will be highlighted, while both self-representation and documentation of a society in socio-cultural transition and economic and political development will be covered. Identity formations of viewers as well as protagonists of cinema are important for this course.

Suggested readings

Zakir Hossain Raju, *Bangladesh Cinema and National Identity* (London: Routledge 2015); Viola Shafiq, *Arab Cinema: History and Cultural Identity* (Cairo: The American University of Cairo Press 2007); and Richard Tapper, *The New Iranian Cinema: Politics, Representation and Identity* (London: I.B Tauris 2002).

GSG 483: Peace & Conflict Studies

Understanding how conflict can be peacefully resolved, this course places a lot of emphasis on negotiations, particularly theories that explain this transition. Various types of political and/or military conflicts for assessment are placed under the microscope, drawn from contemporary international relations, with India-Pakistan, Arab-Israel, disarmament talks, and so forth, serving as testing ground for theoretical postulations, but also illustrating missing variables that might make a difference. We will learn of the process of negotiations, where to expect breakthroughs and breakdowns, and the very language negotiators worldwide understand. In the final analysis, the course closes by probing deeper into the cultural proclivities of negotiations.

Suggested readings

David Barash, and Charles P. Webel, *Peace and Conflict Studies* (Thousand Oaks, CA: SAGE, 2014); Ho-won Jeong, *Peace and Conflict Studies: An Introduction* (Aldershot, Hampshire, UK: Ashgate, 2000); and Thomas Matyok, Maureen Flaherty Tusso, Jessica Senchi, and Sean Byre, *Peace on Earth: The Role of Religion in Peace and Conflict Studies* (Lanham, MD: Lexington Books, 2014).

GSG 484: Mass Violence, Genocide and Social Memory

Based on our own experiences with both mass violence and genocide, the course, (a) traces the origins of each; (b) takes stock of remedial actions at various levels: by the state, social groups, external NGOs, and international institutions; (c) inquires into why the “bugs” causing mass violence continue to recur, and why the lessons learned from being on the short-end of genocide have not been fully learned, if our worsening treatment of minorities and immigrant/refugees is any guide; (d) ruffles through incidences of violence and genocide abroad for policy-making or attitude-changing relevance; and (e) portrays other lessons the rest of the world might learn from in cases of mass violence and/or genocide abroad.

Suggested readings

Adam Jones, *Genocide: A Comprehensive Introduction* (Abingdon, Oxon, UK: Routledge, 2006); Samantha Power, *A Problem From Hell: America and the Age of Genocide* (New York, NY: Basic Books, 2013); and Samuel Totten, and William S. Parson, eds., *Century of Genocide: Essays and Eyewitness Accounts* (Abingdon, Oxon, UK: Routledge, 2013).

GSG 485: Ethics and Morality in Politics

Beginning with a survey of what Classical and Renaissance philosophers interpreted politics to be, this course goes on to reappraise the concept against three ongoing trends: (a) the admixture of western and eastern interpretations; (b) the degrees of autonomy or overlap with religion; and (c) how much politics streamlines tradition.

All three contexts appear to be potent in Bangladesh today: its resurrected nationalism is turning increasingly to home-grown models rather than imported models; religion has for some time been on the ascendance in public life; and how the very advent of Islam relates to extant customs and traditions shed light on our capacity to adjust the kind of politics we take for granted today. Impacted as these are by power competition, we also examine whether our notion of mainstream politics is punctured by under-the-table recourses. The course evaluates evidences of ethical and moral patterns in our political arena today. In the process, it brings local and global forces together for assessment.

Suggested readings

Mervyn Frost, *Ethics in International Relations: A Constitutive Theory* (New York, NY: Cambridge University Press, 2001); William Francis Roemer, *The Ethical Basis of International Law* (Clark, NJ: The Lawbook Exchange, 2007); Ian Shapiro, *The Moral Foundations of Politics* (New Haven, CT: Yale University Press, 2003); Andrew Valls, *Ethics in International Affairs: Theories and Cases* (Lanham, MD: Rowman & Littlefield, 2000); and B. Williams, *Utilitarian Ethics: For and Against* (Cambridge, UK: Cambridge University Press).

GSC 486: Colonialism & Post-colonialism

How empires in our modern age have transformed into states, and then the various broad types of states remain the thrusts of this course, since they unleash the global-local tussle ferociously. Among the empires, we will look at the British, French, Russian, and Spanish experiences from the 18th Century; and of the types of states, we will distinguish between nation-states, state-nations, multi-nation-states, and partial nation states. Key our evaluation will be the degree of peace obtained from the kind of empire that existed and the type of state that evolved. We will project the lessons learned from the past to understand what future tracks to expect in the 21st Century, and in the process how these interdisciplinary dynamics can be harnessed.

Suggested Reading

Gurminder K. Bhambra, *Rethinking Modernity: Postcolonialism and the Sociological Imagination* (Houndmills, Basington, Hampshire, UK: Palgrave Macmillan 2009); and Ania Loomba, *Colonialism/Postcolonialism: The New Critical Idiom* (London: Routledge, 2005).

GSG 487: Subaltern Studies

This course addresses two contexts of subaltern studies: one within the country, referring to the traditional groups normally utilized as the subjects of governance rather than the decision-makers, in other words, the masses; and the country within the international comity where, like the masses within the country, Bangladesh, by and large, also plays a back-water role in international decision-making.

Within the country, the course examines the roles of intellectuals, civic groups, and lumpen proletariat for their contributions to policy changes, and the constraints they face. Within the international comity, the course examines Bangladesh's participation in discussing the environment, women emancipation, human rights, child labor, and so forth, for example, as either a leader or follower.

Both domains are then compared to shed new light on subaltern theory-making, interdisciplinary and local-global interactions.

Suggested readings

Ranajit Guha and Gayatri Chakravorty Spivak, eds., *Selected Subaltern Studies* (New Delhi, India: Oxford University Press, 1988); Gyan Prakash, "The impossibility of subaltern history," *Nepantla: Views from the South* 1, no. 2 (2000): 287-94; Gayatri Chakravorty Spivak, "Can the subaltern speak?" *Marxism & The Interpretation of Culture*, eds., Cary Nelson & Lawrence Grossberg (London: Macmillan, 1988), 271-313.

GSG 488: Identity and Nationhood

As one of the major 20th Century currents, nationalism was responsible for the creation of over three-quarters of the countries represented in the United Nations today. What does nationhood mean? Did it supply a better identity than being part of an empire? Has that identity remained as the final claim of peoples, or is it transforming into yet even smaller identity claims? Above all, what light they all shed on global-local interactions and interdisciplinary assessments.

These are the questions addressed in the course, which directly captures the transition from imperialism to statehood through nationalistic claims, then explores if an inclusive nationalism is disaggregating into more exclusive identities based on race, religion, ethnicity, and class.

Suggested readings

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (New York, NY: Verso, 2006); Martin Bulmer, and John Solomos, eds., *Nationalism and National Identities* (London: Routledge, 2014); and Ernest Gellner, *Nations and Nationalism* (Ithaca, NY: Cornell University Press, 2009, 2nd edition).

GSG 489: Global Film Industries

This course aims to understand the role film plays in shaping people's worldviews. It will analyze the relationship between social reality and cinema. It is designed to study film industries as popular-cultural institutions in today's globalized world. It will survey the three major transnational film industries, namely Hollywood, Hong Kong and Bollywood or Bombay cinema. Major topics of the course include: cinema as pure entertainment, cinema as food for thought, historical dimension of cinema, world politics depicted in film, and liberation struggles and cinema. A number of films will be screened during the course.

Suggested readings

Jinhee Choi, *The South Korean Film Renaissance: Local Hitmakers, Global Provocateurs* (Wesleyan Film, 2010); Andrew Dawson and Sean Holmes, *Working in the Global Film and Television Industries: Creativity, Systems, Space* (Patronage, 2012); Aswin Punathambekar, *From Bombay to Bollywood: The Making of a Global Media Industry* (Postmillennial Pop, 2013); and Deborah Shaw, *Contemporary Latin American Cinema: Breaking into the Global Market* (Lanham, MD: Rowman and Littlefield Publishers, 2007).

GSG 490: Global Environmental Politics

Against the hindsight of the Millennial Development Goals (MDGs), this course tracks down specific environmental targets outlined, before objectively analyzing the politics involved in attaining them. This turns out to be a country-specific study of the performances made in reaching those specific goals. Students will choose their country of investigation, then present periodic reports on that country throughout the course. At the end of the course, we will compare and contrast those “findings” to determine if the problems are common enough to warrant collective country action, or too country-specific, thereby necessitating external assistance for remedial purposes, or a combination of both, and if so, what individual or joint action might be appropriate. Among the environmental threats covered: ocean water-level changing, carbon fluoride controls, deforestation, clean-water supply, eco-friendliness product promotion, and recyclability.

Suggested readings

Erach Bharucha, *Textbook of Environmental Studies for Undergraduate Courses* (Hyderabad, India: University Press of India, Ltd., 2005); and Benny Joseph, *Environmental Studies* (New Delhi: Tata McGraw-Hill, 2006);

GSG 491: Global Public Health

Examining how such globalizing threats to public health as AIDS, SARs (swine flu), ebola, and other diseases have been treated for effective, expeditious remedy, the course begins with a survey of those outbreaks and patterns, not just in mobilizing counter-measures and remedying the symptoms, but also for clues in country-specific origins that might help push those disease-specific counter-measures into socio-economic, socio-political, and socio-cultural management. In particular, the role of poverty and lack of awareness will be scrutinized, on the basis of which what kind of institutional responses, both locally and globally, can be mobilized for more long-term safeguards. Towards that end, in addition to a study of the case-country, the course will also bring to light extant international governance, with the objective being to fill in missing local blanks, tighten responses already in place, and modify in whatever ways to make local-global governance sustainable.

Suggested readings

Anthony Kessel, *Air, the Environment and Public Health* (Cambridge, UK: Cambridge University Press, 2006); Michael H. Merson, Robert E. Black, and Anne J. Mills, *International Public Health: Diseases, Programs, Systems, and Policies* (Mississauga, Ontario, Canada: Jones and Bartlett Publishers, 2006); Madison Powers, and Ruth Faden, *The Moral Foundations of Public Health and Health Policy* (Oxford, UK: Oxford University Press, 2006).

GSG 492: Citizenship, Statelessness, & Refugee Crisis

Whether by birth or through a lengthy naturalization process with the state, citizenship involves substantial and protracted socialization with the essence of the state: its ideologies, institutions, interests, and individuals. Yet, what happens when that relationship ruptures, or when the state-based connection snaps? This course focuses on what statelessness means for the citizen. Two strands demanding increasing attention are when the state itself fails, creating anomie; and/or when any given citizen either loses membership/inclusion or is denied entry, creating displaced individuals, refugees, or unabsorbed asylum seekers.

Taking Bangladesh's case, the course sifts out the bottlenecks behind the treatment of both non-Bangalees and the absorption of *Rohinga* refugees, compares them globally with other select cases that students will investigate, then applies them to Bangladeshi emigrants in select other countries where they have been either permitted or denied citizenship. On the basis of these investigations and observations, the course will conclude by exploring international remedies that can help offset the pains and problems of global statelessness.

Suggested readings

Brad K. Blitz, and Maureen Lynch, eds., *Statelessness and Citizenship: A Comparative Study on the Benefits of Nationality* (Cheltenham, UK: Edgar Elgar, 2011); Elinor L. Brown, and Anna Krasteva, eds., *Migrants and Refugees: Equitable Education for Displaced Persons* (Information Age Publishing, 2013); Kelly Staples, *Retheorising Statelessness: A Background Theory of Membership in World Politics* (Edinburgh, Scotland: Edinburgh University Press, 2012).

GSG 493: Gender and Communication

Students will be familiarized with the complex ways in which communication and gender interact. Attention will be given to the socially endorsed views of masculinity and femininity, gender differences, sex roles and sexual stereotypes in communication. It focuses on ideas of sex and gender and our personhood as men, women, and transgendered beings and how these notions are influenced by and contested in the communicative process of today's world.

Suggested readings

Victoria Pruin DeFrancisco, and Catherine Helen Palczewski, *Gender in Communication: A Critical Introduction* (Thousand Oaks, CA: Sage Publications, 2013); and Teri Gamble, and Michael Gamble, *The Gender Communication Connection* (London: Routledge, 2014).

GSG 494: Computer-mediated Communication

This course focuses on the creative and effective use and management of emerging Internet and World Wide Web applications. Topics include the origins and scope of computer mediated communication, history and conceptualization of the Internet, characteristics of Internet as communication medium, the web environment, “www” characteristics as a medium of artistic creation, virtual groups and organizations, introduction to markup language, creating simple web pages, digital organizations, storage and communication of information. Computer-mediated communication, such as email, newsgroups, chat and online games, will be included, as will related practices and their impact on social structure, identity and relationships of involved parties, meaningful communication, and so forth.

Suggested readings

Susan B. Barnes, *Computer-Mediated Communication: Human-To-Human Communication Across The Internet* (New York, NY: Pearson, 2002); and David Keith Westerman, and Nicholas David Bowman, *Introduction To Computer Mediated Communication: A Functional Approach* (Fort Collins, CO: Kendall Hunt, 2014).

GSG 495: Advanced Statistics

Advanced statistical methods used today are brought under the microscope. These include Laplacian probability, relative Frequency, hypothetical Limiting Relative Frequency, epistemic Probability, transition to Approaches to Statistical Analysis, scientific Abstraction and Experiments. It also deals with the Nested Syllogism of Experimentation, randomized Treatment Assignment, quantifying Differences Among Treatments, permutation Tests, Inductive Inference, randomization Tests, experiments Lacking Random Samples, Parametric Bootstrap, Notation and Basic Simulation Estimators. This course also focuses on normal Approximation Intervals, Basic Bootstrap Intervals, Percentile Bootstrap Intervals, Predication Intervals, Dependence and Other Complications, Bayesian Paradigms, strict Bayesian Analysis, Bayesian Analysis of Unknowns, Conjugate Priors, Noninformative Priors, Proper Uniform/Improper Priors, Jeffreys’ Priors and Priors for Vector Parameters .

Suggested readings

Larry Hatcher, *Advanced Statistics in Research: Reading, Understanding, and Writing Up Data Analysis Results* (Saginaw, MI: Shadow Finch Media LLC, 2013); and Peter Westfall, and Kevin S.S. Henning, *Understanding Advanced Statistical Methods* (London: Chapman & Hall/CRC Texts in Statistical Science, 2013).

GSG 496: Directed Studies

Elective C:

GSG 497: Foreign Language Study (advanced module) - 3 credits

Students have to do an advanced module of the language for which a primary course (e.g., Chinese 101; French 101 etc.) was taken as part of the foundation courses.

Senior Projects/Internship (any one of the following)—3 credits

GSG 498: Internship, or
GSG 499: Senior Project

Minor: 15 credits

Students will take a minor in any subject area offered by the IUB's School of Business (SB), School of Liberal Arts and Social Science (SLASS), School of Engineering & Computer Science (SECS), School of Environmental Science and Management (SESM), Public Health, and Life Sciences. They may also take a second track from the GSG syllabus as their minor.