

General Education (GenEd) Courses

School of General Education

Brac University

A. GenEd Objectives:

Brac University's General Education (GenEd) provides a common education foundation to all students irrespective of their major and minor fields of study. GenEd promotes the core aims of the liberal arts curricula: to develop well-rounded individuals who have a broad range of knowledge on a variety of subjects and a mastery of skills that can be used across disciplines. Students take a variety of courses in the fields of humanities, social, natural and formal sciences; and interdisciplinary studies. A unique part of the GenEd is experiential learning. As part of their course work, students spend time in rural and urban communities to learn first-hand from the people themselves, their history, the challenges they face and the resilience they demonstrate in combating social, economic and natural adversity. Participation in workshops, conferences and seminars is also part of the experiential learning experience.

GenEd courses expose students to new ideas and engage them to think about a variety of critical modern-day issues, ranging from governance structures and failures, to the environment and businesses. The program provides multiple approaches to analytical and quantitative reasoning, with the idea that students will explore and express complex ideas in both academic and non-academic settings.

Through the General Education, students develop skills to gather, organize, refine and critically evaluate information and ideas. They learn how to identify and think critically about socially relevant problems and provide creative and sustainable solutions to these problems. Students are able to reason and solve problems from a wide array of contexts and everyday life situations; understand and create logical arguments supported by quantitative evidence; and clearly communicate those arguments in a variety of formats as appropriate. Students are able to articulate their value systems, understand the ethical implications of their actions based on those values, and develop skills consistent with having a positive impact on individuals, groups, or communities by understanding the foundation of empathy and ethical values. This will allow them to identify areas of difficulty in responding to situations demanding ethical inquiry and understand and evaluate the causes of societal problems and potential solutions.

A great emphasis is placed on the importance of diversity. Students develop an understanding of how social, cultural, linguistic, artistic, religious, philosophical, and historical contexts have shaped society, and the thoughts and actions of people worldwide. They also analytically compare the influences of community, institutions, and other constructions such as class, gender, and race on the ways of thinking, believing, and acting in cultural and historical settings other than one's own. Students also learn to promote an inclusive culture that accepts and appreciates human diversity in race, religion, gender, ethnicity, economic and class backgrounds and sexual preferences. Hence they graduate with a strong moral compass and ethical outlook.

B. GenEd Outcomes:

Upon completion of GenEd Course requirements, students will be able to:

SL.	PO Description
PO1	<i>Describe</i> a range of local and global issues/knowledge/ideas and their interconnections, beyond their major and minor
PO2	<i>Demonstrate</i> proficiency in university level language comprehension, analytical writing skills, and oral presentations
PO3	<i>Apply</i> knowledge toward problem-solving in and outside the classroom, especially through activities that contribute to the SDGs
PO4	<i>Value</i> diversity and inclusion in race, religion, gender, sexuality, ethnicity, economic and class backgrounds
PO5	<i>Exhibit</i> sensitive and ethical Leadership through course material taught, engaged pedagogical tools, class assignments, teamwork, and exposure to real-life problems

C. GenEd Course Requirements and Listing:

GenEd courses are divided into five streams. The course listing including the minimum requirement from each stream are as follows:

Stream 1: Writing Comprehension		Credit Hours	Contact Hours/Week
<i>Students are required to take any two of the ENG courses</i>			
Course Codes	Course Title	3	3
ENG101	English Fundamentals	3	3
ENG102	Composition I	3	3
ENG103	Advanced Writing Skills and Presentation	3	3
Stream 2: Math and Natural Sciences			
<i>Students are required to take minimum two courses</i>			
Course Codes	Course Names	3	3
MAT101	Fundamentals of Mathematics	3	3
MAT110	MATH I: Differential Calculus and Co-ordinate Geometry	3	3
STA101	Introduction to Statistics	3	3
STA201	Elements of Statistics and Probabilities	3	3
PHY101	Introduction to Physics	3	3
PHY111	Mechanics	3	3
CHE101	Introduction to Chemistry	3	3
CHE110	Principles of Chemistry	3	3
BIO101	Introduction to Biology	3	3
ENV103	Elements of Environmental Science	3	3
CSE101	Introduction to Computer Science	3	3
Stream 3: Arts and Humanities			
<i>BNG103 and HUM103 are compulsory. After completing, students have a choice to take min one course</i>			
Course Codes	Course Names	3	3
BNG103	Bangla Language and Literature	3	3
HUM103	Ethics and Culture	3	3

ENG113	Introduction to English Poetry	3	3
ENG114	Introduction to English Drama	3	3
ENG115	Introduction English Prose	3	3
ENG333	Globalization and the Media	3	3
HUM101	World Civilization & Culture	3	3
HUM102	Introduction to Philosophy	3	3
HST102	The Modern World	3	3
HST103	History of Bangladesh	3	3
HST104	Global History Lab - A History of World since 1300	3	3
Stream 4: Social Sciences <i>EMB101 is compulsory. After completing, students have a choice to take minimum one course</i>			
Course Codes	Course Names	3	3
BUS102	Business - Basics, Ethics and Environment	3	3
BUS201	Business and Human Communication	3	3
EMB101	Emergence of Bangladesh	3	3
ECO105	Introduction to Economics	3	3
POL101	Introduction to Political Science	3	3
POL102	Comparative Governance	3	3
POL201	Introduction to Civic Engagement	3	3
ANT101	Introduction to Anthropology	3	3
SOC101	Introduction to Sociology	3	3
PSY101	Introduction to Psychology	3	3
SOC201/ ANT202	Social Inequality	3	3
ANT342	Body and Society	3	3
ANT351	Gender & Development	3	3
Stream 5: Communities, Seeking Transformation <i>Students can only take 1 course</i>			
CST301	For the Love of Food	3	3
CST302	The Pursuit of Wellbeing	3	3
CST303	Law for Life, Peace and Justice	3	3
CST304	Documentary Film: Theory and practice	3	3
CST305	Borders and Beyond: Past and Future	3	3
CST306	Ethical Leadership	3	3
CST307	Art, Community and the Future	3	3
CST308	Social Dimensions of Faith and Development	3	3
CST309	Global Citizenship	3	3
CST310	Social Cohesion and Peace Building	3	3
GenEd Electives: <i>Three GenEd elective courses that students can take as per their desire from streams 2, 3 and 4</i>			

D. Skills & Competencies Learning Progression

The General Education Program courses also include built-in sequential progressions of learning goals and outcomes in key areas of skills and competency acquisition, such as reading comprehension, writing short and long essays, writing research papers, quantitative reasoning, critical thinking, and public speaking in small and large group settings.

First Level Progression (First semester courses)

1. In the first/early General Education courses, students will be required to read a minimum of 3-5 pages per week per course for the first half of the semester, and progressing to 7-10 pages per week per course in the second half of the semester;
2. Writing 2-page response papers per week, reflections, and/or journal entries, and 5-page essay by end of semester;
3. Class participation and discussions in small and large-group setting.

Second Level Progression (Second and Third semester courses)

1. Students will be generally required to read a minimum of 10-15 pages per week per course for the first half of the semester, and progressing 15- 20 pages per week per course in the second half of the semester;
2. Writing essays, short stories, and or short research papers of 6-12 pages in length;
3. Regular class participation and advanced class presentations;
4. Designing assessment and paper topics.

Third Level Progression (Third-Fifth semesters)

1. Students will be generally required to read a minimum of 20-30 pages per week per course by end of semester;
2. Writing 15-20 pages essay/research paper;
3. Developing capacity to generate and justify assignment and paper topics;
4. Conducting research and writing research papers in interdisciplinary topics.

Course Lists According to Learning Progressions' Level

First Level Progression	Second Level Progression	Third Level Progression
Stream 1: Writing Comprehension		
ENG 101: English Fundamentals	ENG 102: Composition I	ENG 103: Advanced Writing Skills and Presentation
Stream 2: Math and Natural Sciences		
BIO 101: Introduction to Biology	CHE 110: Principles of Chemistry	ENV 103: Elements of Environmental Science
CHE 101: Introduction to Chemistry	MAT 110: MATH I- Differential Calculus and Co-ordinate Geometry	
CSE 101: Introduction to Computer Science	STA 201: Elements of Statistics and Probabilities	
MAT 101: Fundamentals of Mathematics	PHY 111: Mechanics	

PHY 101: Introduction to Physics		
STA 101: Introduction to Statistics		
Stream 3: Arts and Humanities		
HUM 101: World Civilization and Culture	BNG 103: Bangla Language and Literature	ENG 333: Globalization and the Media
ENG 113: Introduction to English Poetry	HUM 102: Introduction to Philosophy	HUM 103: Ethics and Culture
ENG 114: Introduction to English Drama	HST 102: The Modern World	
ENG 115: Introduction to English Prose	HST 104: Global History Lab	
HST 103: History of Bangladesh		
Stream 4: Social Sciences		
BUS 102: Business – Basics, Ethics and Environment	ANT 101: Introduction to Anthropology	ANT 342: Body and Society
SOC 101: Introduction to Sociology	BUS 201: Business and Human Communication	ANT 351: Gender and Development
PSY 101: Introduction to Psychology	ECO 105: Introduction to Economics	BUS 333: Social Entrepreneurship Practicum
	EMB 101: Emergence of Bangladesh	POL 101: Introduction to Political Science
	SOC 201/ANT 202: Social Inequality	POL102: Comparative Governance
	POL201: Introduction to Civic Engagement	
Stream 5: Communities, Seeking Transformation		
All CST courses are third level progression courses		

E. General Education Course Plan (General)

This is a template showing the GenEd course sequencing for all the students from all Schools and Departments that can be replaced or tweaked in each semester if required as a part of their major

Semester 1 (Students can take either 9 credits or 12 credits depending on the requirements by their department)		
	Courses	Credits (9-12)
Stream 1	ENG 091/ENG 101/ENG 102 (Depending on what they get)	Non-Credit/3
Stream 2	MAT 101 or 110/STA 101/CHE 101 or 110/BIO 101/PHY 101	3
Stream 3	ENG113/ENG114/ENG115/HUM101/HST103	3
Stream 4	BUS102/PSY 101/SOC 101	
	Departmental Course	3

Semester 2		
	Courses	Credits (12)
Stream 1	ENG 101/ENG 102/ENG 103	3
Stream 2	CHE 101/CHE 110/BIO 101/PHY 101/ PHY 111/STA 101	3
Stream 3	HUM 102/HST 102/HST 103	3
Stream 4	ANT 101/BUS 201/ECO 105	
	Dept Course	3

Semester 3 (Residential Semester)		
	Courses	Credits (12)
Stream 1	ENG 102/ENG 103	3
Stream 3	HUM 103	3
Stream 4	EMB 101	3
	BNG 103	3

Semester 4		
	Courses	Credits (12)
Stream 2	MAT 110/STA 201/PHY 111/ENV 103	3
Stream 3	HST 104/HST 102 /ENG 113/ENG 114/ENG 115/ENG 333	3
Stream 4	POL201/ECO 105/SOC 201 or ANT 202/BUS 201	
	Dept Course	3
	Dept Course	3

Semester 5		
	Courses	Credits (12)
Stream 3	ENG 333/HST 104	3
Stream 4	POL101/POL102/POL201/ANT 342/ANT 351/BUS 333	
Stream 5	Any CST/Dept Course	3
	Dept Course	3
	Dept Course	3

Semester 6		
	Courses	Credits
Stream 5	Any CST course	3
	Dept Course	3
	Dept Course	3
	Dept Course	3

F. Current Double Counted Courses

Course Name	Name of the Department/Program/School	Remarks
<i>Stream 2: Math and Natural Science</i>		
STA 201: Elements of Statistics and Probabilities	MNS: APE, Mathematics	Core Course
<i>Stream 3: Arts and Humanities</i>		

ENG 113: Introduction to English Poetry	ENH: Eng Major	Core Course
ENG 114: Introduction to English Drama	ENH: Eng Major	Core Course
ENG 115: Introduction to English Prose	ENH: Eng Major	Core Course
ENG 333: Globalization and the Media	ENH: Media and Culture Studies	Core Course
<i>Stream 4: Social Sciences</i>		
ANT 101: Introduction to Anthropology	ESS: Ant	Core Course
ANT 202: Social Inequality	ESS: Ant	Core Course
BUS 102: Introduction to Business	BBS	Core Course
BUS 201: Business and Human Communication	BBS	Core Course

Pre-requisite Courses

Course Name	Name of the Department/Program/School	Remarks
<i>Stream 1: Writing Comprehension</i>		
ENG 101: English Fundamentals	All Programs	Pre-req to ENG 102, BUS 201
ENG 102: Composition 1	BBS ESS: ECO	Pre-req to BUS 201
<i>Stream 2: Mathematics & Natural Sciences</i>		
MAT 101: Fundamentals of Mathematics	ESS: ECO BBS	Pre-req to ECO 101, ECO 201
MAT 110: MATH I – Differential Calculus and Co-ordinate Geometry	ESS: ECO	Pre-req for ECO 201
STA 101: Introduction to Statistics	ESS: ECO	Pre-req to ECO 201
CSE 101: Introduction to Computer Science	BBS	Pre-req for CSE 110, MSC 141, MSC 142
<i>Stream 4: Social Sciences</i>		
BUS 102: Introduction to Business	BBS	Pre-req to BBS major

G. Course Outcomes and Catalog Description (Content)

STREAM 1:

ENG 101 English Fundamentals

Course General Information:

Course Code:	ENG101
Course Title:	English Fundamentals
Credit Hours:	3
Contact Hours/Week:	3
Category	Mandatory
Type(Mandatory/Optional, Lecture/Laboratory/Project...):	Mandatory for all undergraduate students, GenEd
Prerequisites:	None, ENG091 if applicable
Co-requisites:	None

Course Catalog Description (Content):

1. Writing Process
2. Active Reading Strategies & Socratic Method
3. Paragraph Writing
4. Opinion Paragraph
5. Persuasive Essay
6. Effective Listening & Note-Taking
7. Presentation Structure and Delivery Skills
8. Debate
9. SDG: Saving the Planet project presentation
10. Action Plan for a Sustainable Future: Project Presentation

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

SL.	CO Description
CO1	Demonstrate understanding of intensive and extensive reading materials
CO2	Use writing as a medium to generate knowledge and original thoughts by interpreting reading from contemporary local and global issues
CO3	Identify challenges faced by local and global communities to design real-life solutions contributing to SDG goals
CO4	Present critical arguments reflecting on contemporary local and global issues
CO5	Produce written and verbal group assignments and projects practicing and reflecting on ethical leadership skills
CO6	Demonstrate active reading and listening skills through organized and precise note-taking
CO7	Demonstrate understanding of academic integrity by summarizing ideas, acknowledging sources of borrowed ideas and other standard academic practices

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes
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	PO1	PO2	PO3	PO4	PO5
CO1	✓	✓		✓	
CO2	✓	✓	✓	✓	
CO3	✓	✓	✓		✓
CO4	✓	✓	✓	✓	✓
CO5			✓		✓
CO6		✓			
CO7		✓			✓

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1	Introduction to the Course Introduction to Prewriting, Journal Writing & Selected Course Reading	<ul style="list-style-type: none"> Delivering lecture with multimedia Discussing the course outline in details Initiating in class discussion Providing students with reading materials for journal writing 	<ul style="list-style-type: none"> Portfolio (Journal writing) Class participation 	CO1, CO2, CO4
2	Active Reading Strategies: Skimming, Scanning, Annotation & Socratic Dialogue	<ul style="list-style-type: none"> Identifying main ideas and central idea from lectures and texts Analyzing and annotating reading texts (individual task) Engaging students in socratic dialogue on contemporary issues 	<ul style="list-style-type: none"> Portfolio (Datalog, journal writing) Reading skills – Quiz, Midterm and final exam 	CO1, CO4, CO6
3	Effective Listening & Note-taking Strategies Presentation skills (structure and delivery)	<ul style="list-style-type: none"> Comprehending and engaging with a variety of audio-visual texts (by applying active listening & note taking strategies) Discussing the structure of 	<ul style="list-style-type: none"> Class participation Listening Quiz 	CO4, CO6

		presentation with multimedia		
4	Introduction to Paragraph Writing: Structure, Unity, Coherence & Saving the Planet (SDG 13: Climate Action Project)	<ul style="list-style-type: none"> • Demonstrating the ability to write an academic paragraph by following the different steps of the writing process. • Analyzing and identifying different parts and characteristics of a paragraph • Synthesizing ideas from reading texts, audio, video, infographics and personal examples • Designing practical solutions contributing to SDG 13: Climate Action 	<ul style="list-style-type: none"> • Class participation • Port-folio (in-class tasks of analysis) • Presentation • Content (e.g. Poster/ video etc.) • QUIZ 	CO2, CO3
5	Paragraph Writing: Opinion Paragraph	<ul style="list-style-type: none"> • Distinguishing researched claims and facts from beliefs and opinions • Outlining and drafting the opinion paragraph 	<ul style="list-style-type: none"> • Class participation • Assignment 1 (on Paragraph Writing) • Midterm examination • Port-folio (outlining, Drafting) 	CO1, CO4, CO7, CO2, CO5,
6	Opinion Paragraph [continued]	<ul style="list-style-type: none"> • Writing an opinion paragraph using appropriate claim, reasoning and relevant evidence with in-text citation • Providing and receiving peer- and teacher's feedback, revising, and editing 	<ul style="list-style-type: none"> • Assignment 1 (on Paragraph Writing) • Midterm examination • Listening Quiz. 	CO1, CO4, CO7, CO2, CO5,

7	Midterm Week		<ul style="list-style-type: none"> • Reading skill: Annotate and identify the central idea of a text • Writing skill: Write an opinion paragraph using appropriate claim, reasoning and relevant evidence with in-text citation 	
8	Speaking Assessment (Debate)	<ul style="list-style-type: none"> • Introducing structure and techniques of a debate • Presenting and defending claims with adequate grounds from personal observations and external sources 	<ul style="list-style-type: none"> • Persuasive skill (Debate) 	CO4, CO5, CO7
9	Introduction to Persuasive Essay Presentation on Saving the Planet (SDG 13: Climate Action Project)	<ul style="list-style-type: none"> • Introducing the concept of persuasive essay • Deconstructing & discussing the persuasive essay structure and elements 	<ul style="list-style-type: none"> • Class participation • Port-folio • Presentation with peer feedback • Quiz 	CO1, CO2, CO3, CO4, CO5, CO7
10	Persuasive Essay: Assignment	<ul style="list-style-type: none"> • Constructing thesis statement and an outline on a socio-political issue 	<ul style="list-style-type: none"> • Class participation • Quiz 	CO1, CO2, CO3, CO4, CO5, CO7
11	Persuasive Essay: Assignment (Continue) & Introduction to Presentation through Problem-Solving Skills	<ul style="list-style-type: none"> • Providing and receiving peer- and teacher's feedback on outline and drafting an introduction 	<ul style="list-style-type: none"> • Class participation • Writing the final assignment • Port-folio 	CO1, CO2, CO3, CO4, CO5, CO7

		<ul style="list-style-type: none"> • Introducing the concept of social service, ethical leadership and problem solving through specific planning of actions • Introducing the steps and procedures of designing an action plan project through multimedia 		
12	Persuasive Essay: Assignment (Continue) & Presentation through Problem-Solving Skills	<ul style="list-style-type: none"> • Writing a complete persuasive essay following a checklist • Providing and receiving peer- and teacher's feedback following a rubric 	<ul style="list-style-type: none"> • Assignment 2 (Essay writing) • Presentation skills and problem solving ability in the action plan presentation 	CO1, CO2, CO3, CO4, CO5, CO7
13	Presentation through Problem-Solving Skills	<ul style="list-style-type: none"> • Demonstrating critical thinking and presentation skills through an Action Plan for a specific social or ethical problem • Demonstrating the ability to handle questions from audience in a respectful manner and defend or elaborate the Action Plan further • Demonstrating active listening skills and asking 	<ul style="list-style-type: none"> • Action Plan presentation 	CO3, CO4, CO5, CO7

		relevant, thoughtful questions		
14	Final Exam		<ul style="list-style-type: none"> Reading and writing skills (skimming / scanning, annotation, outlining and essay writing) 	

ENG102: Composition I

Course General Information:

Course Code :	ENG 102
Course Title :	COMPOSITION I
Credit Hours :	3
Contact Hours/Week :	3
Category	GenEd Stream 1
Type (<i>Mandatory/Optional, Lecture/Laboratory/Project...</i>):	Mandatory for ENH students, GenEd, Theory
Prerequisites :	Eng 101
Co-requisites:	None

Course Catalog Description (Content):

The main focus of this course is writing. This course attempts to enhance students' writing abilities through diverse writing skills and techniques. Students will be introduced to two aspects of expository writing: personalized/subjective and analytical/persuasive. In the first category, students will write essays expressing their subjective viewpoints. In the second category, students will analyse issues objectively, sticking firmly to factual details. This course seeks to develop students' analytical abilities so that they are able to produce works that are critical and thought provoking.

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

SL.	CO Description
CO1	Identify and use the fundamental techniques of academic and non-academic writing to analyse various written content in order to extract the meaning.
CO2	Demonstrate excellency in academic writing and proficiency in articulation and presentation.

CO2	Describe and discuss global issues with strong analytical skills and be able to reflect ethical perspective that values diversity and inclusion.
CO3	Demonstrate critical thinking and articulate ideas effectively in argumentation and illustrate critical engagement with the main ideas of the content.
CO4	Exhibit skills to do research regarding current issues, while demonstrating an awareness of historical and contextual background.
CO5	Apply techniques taught in various context to showcase fundamental knowledge of writing, and be able to utilise that knowledge in practical situations such as conflict resolving, problem solving, community work and activities, etc.

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1	x	x			
CO2		x		x	
CO3	x	x			x
CO4	x				x
CO5			x		x

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1	Annotating, Scanning and Skimming Summary Writing and Vocabulary Building Exercise #7	Lecture & Discussion; Class Exercise	Class Participation; Group Work	CO1
2	Paraphrasing and Vocabulary Building Exercise #8, #9, 10 Paraphrasing Cont.; Vocabulary Exercise #11	Lecture & Discussion; vocabulary exercise	Class Participation; Group Work; Homework Assignment Discussion	CO1
3	Paraphrasing Paragraphs Paraphrasing Paragraphs cont.	Elicited Discussion	Class Participation	CO1
4	Inference	Lecture & Discussion	Class Participation; Quiz	CO1, CO2 & CO3

	Quiz #1 on Summarizing and Paraphrasing Inference cont.; Analyzing Texts for emotion, Logic and Credibility			
5	Analyzing Texts for Emotion, Logic and Credibility cont. Analyzing Texts for Emotion Logic and Credibility cont.; Review for Mid Term Exam	Lecture & Discussion	Class Participation	CO1 & CO3
6	Analyzing Texts for Emotion Logic and Credibility cont. Paragraph Writing	Elicited Discussion	Class Participation	CO1, CO2 & CO3
7	Paragraph Writing cont. Writing Application Letter; Discussion on Research Paper and MLA Format.	Elicited Discussion Brainstorming topics	Class Participation; Homework	CO1, CO2, CO3 & CO4
8	Quiz #2 on Paragraph Writing and Ethos, Logos and Pathos Discussion on Research Paper and MLA Format cont.	Lecture & Discussion	Class Participation; Quiz; Homework Submission	CO2, CO3 & CO4
9	Library Research Session Discussion on MLA 8 Citations cont.	Lecture & Discussion at the Library	Class Participation	CO2, CO3, CO4 & CO5
10	Discussion on Research Paper Proposal and Paper Outline. Argumentative Essay;	Lecture, process writing	Class Participation; Assignment	CO2, CO3, CO4 & CO5

	Discussion on Presentations	Lecture & in-class debates		
11	Argumentative Essay cont. Quiz #3 on Argumentative Essay and MLA citations	Lecture & in-class debates	Class Participation; Quiz; Submission of Assignment	CO3, CO4 & CO5
12	Class Presentations cont.	(based on) Process writing	Analysis & Application of Relevant Materials	CO2, CO3, CO4 & CO5
13	Class Presentations cont.	(based on) Process writing	Analysis & Application of Relevant Materials	CO2, CO3, CO4 & CO5

ENG103: Advanced Writing Skills and Presentation

Course General Information:

Course Code:	ENG103
Course Title:	Advanced Writing and Presentation Skills
Credit Hours:	3
Contact Hours/Week:	3
Category:	GenEd (Stream 1 ENG)
Type (Mandatory/Optional, Lecture/Laboratory/Project...):	Mandatory/Theory [Mandatory for all students who get placed directly in ENG102 during admissions]
Prerequisites:	ENG102
Co-requisites:	None

Course Catalog Description (Content):

This is an advanced composition skills course that specifically highlights diversity in writing and speaking through sequenced writing assignments and diverse presentation contexts. Students are introduced to interpretative and analytical writing, and familiarized them with figurative language and helping them to explore various writing styles present in different genres of writing. Students also analyze and evaluate fallacies, learn how to write reviews, and develop their academic writing skills through thesis formation, and advanced research skills. Through a series of interaction via pair and group assignments, students develop their skills in analyzing, researching, synthesizing, and presenting both the information and their interpretations and conclusions. Parallely, students exercise and demonstrate advanced presentation skills in a comparative analysis presentation, their oratory skills through an inspirational and informative speech and professional presentation by presenting research outcomes.

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

SL.	CO Description
CO1	demonstrate the use of effective and varied communicative strategies and skills
CO2	analyze different writing styles and consciously apply/use a particular writing style
CO3	show an awareness of different literary genres (fiction & non-fiction) and their components; and apply these to their own writing
CO4	employ rhetorical devices to enhance written communication
CO5	use the 'five analytical moves' to analyze written discourse, artwork, etc.
CO6	identify and evaluate logical fallacies in texts
CO7	employ advanced research methods and strategies (research writing)
CO8	synthesize and integrate information from sources
CO9	use specific referencing style (APA) to avoid plagiarism
CO10	construct a variety of written discourses (academic and creative writing)
CO11	author a research paper, communicating original concepts
CO12	demonstrate advanced presentation skills

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1	x	x	x	x	x
CO2	x	x		x	x
CO3		x		x	x
CO4		x		x	x
CO5	x	x		x	x
CO6	x	x		x	
CO7	x	x	x	x	x
CO8	x	x	x	x	x
CO9	x	x	x	x	x
CO10	x	x	x	x	x
CO11	x	x	x	x	x
CO12	x		x	x	x

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
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1	Analysis & Interpretation: 5 analytical moves on different discourses	Interactive Instruction Flipped Classroom	Formative assessment	1,2,5,8,10,12
2	Rhetorical Devices: Figurative language	Flipped Classroom Interactive Instruction Team-Based Learning Group Work Peer Review Presentation	Formative assessment	1,2,4,10,12
3	Style in Writing	Flipped Classroom Interactive Instruction Team-Based Learning Group Work Peer Review	Formative assessment	1,2,3,4,10,12
4	Genre: Fiction vs Nonfiction	Flipped Classroom Interactive Instruction Team-Based Learning Group Work Peer Review	Formative assessment	1,2,3,4,8,10,12
5	Genre: Fiction vs Nonfiction (continues)	Flipped Classroom Interactive Instruction Team-Based Learning Group Work Peer Review	Formative assessment	1,2,3,4,8,10,12
6	Review Writing: Book vs Movies	Flipped Classroom Interactive Instruction Team-Based Learning Group Work Peer Review	Formative assessment	1,2,3,4,10,12
7	MID Week		Summative assessment	1,2,3,4,5
8	Logical Fallacy	Flipped Classroom Interactive Instruction Independent Study Presentation	Formative assessment	1.2.3.4.6.10.12
9	Presentation on Book vs Movies	Flipped Classroom Interactive Instruction Team-Based Learning Group Work Peer Review Presentation	Summative assessment	1,2,3,4,5,10,12
10	Academic Writing: Essays	Flipped Classroom Indirect Instruction Independent Study	Formative assessment	1,2,3,4,8,9,10
11	Research Writing: Introduction	Flipped Classroom Interactive Instruction Team-Based Learning	Formative assessment	1,2,4,6,7,8,9,11, 12

		Group Work Peer Review Independent Study		
12	Research Writing: Developing surveys	Flipped Classroom Interactive Instruction Team-Based Learning Group Work Peer Review Independent Study	Formative assessment	1,2,4,6,7,8,9,11, 12
13	Research Writing: Writing research essay	Flipped Classroom Interactive Instruction Team-Based Learning Group Work Peer Review Independent Study	Formative assessment	1,2,4,6,7,8,9,11, 12
14	Final Presentation & Speech	Interactive Instruction Presentation	Summative assessment	1,2,4,6,7,8,9,10, 11,12

STREAM 2:

STA101: Introduction to Statistics

Course General Information:

Course Code:	STA101
Course Title:	Introduction to Statistics
Credit Hours:	3
Contact Hours/Week:	3
Category	GenEd (Stream 2 Math and Natural Sciences)
Type (Mandatory/Optional, Lecture/Laboratory/Project):	Mandatory, Theory
Prerequisites:	None
Co-requisites:	None

Course Catalog Description:

This is designed to introduce the concepts of Statistics, introductory ideas, scopes of statistics, applications, sources of data, data collection methods, variable and its classification, level of measurement; Data summarization, different ways of data summarization; Basic data visualization for both qualitative and quantitative data and interpretation; Descriptive statistics with measures of central tendency, locational measurements with their interpretations and applications; Dispersion measurements with interpretations and applications; Shape characteristics of a distribution with interpretations; Exploratory data analysis: stem and leaf plot, box and whisker plot, detection of outliers; Basic concepts of set and probability, uses of the venn diagram, terminologies & approaches of probability, laws of probability, conditional probability with applications; Bi-variate data, scatter diagram, correlation analysis, coefficient of correlation with properties, interpretations and applications; Simple linear regression: properties, assumptions, regression line, regression coefficients with interpretations,

coefficient of determination with interpretation; Time series analysis: components of time series, determination of trend and seasonal indexes, depersonalizing data and forecasting; Index number: simple and weighted price index; Introduction to sampling, survey methods and different sampling techniques with applications.

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

SL.	CO Description
CO1	<i>Understand</i> the fundamental concepts of probability and statistics commonly used in life science, business, economics and other fields.
CO2	<i>Acquire</i> elementary concepts of statistics and apply these principles, together with logical reasoning to real-life situations.
CO3	<i>Perform</i> statistical computations & interpret the outcomes effectively.
CO4	<i>Develop</i> probabilistic and statistical models for some applications, and apply forecasting methods to a range of problems in relevant fields.
CO5	<i>Comprehend</i> the theoretical foundations that lead to critical thinking with statistical skills for choosing the appropriate decision making or analysis.

Mapping of Course Outcomes (COs) with GenEd Program Outcomes (POs):

COs	GenEd Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1	√				
CO2	√	√	√		√
CO3		√	√		√
CO4			√		
CO5			√	√	√

Course plan specifying content, COs, co-curricular activities (if any), teaching-learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1	Introduce with Statistics: Definition, characteristics and scopes of statistics, sources of data, data collection methods, variables, classification of variables and scale of measurements.	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2
2	Summarization of data: Proportion, percentage, ratio and frequency distribution	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2

3	Visualization of data: Bar chart, pie chart, histogram, frequency polygon, ogive, bubble chart, candle stick plot etc.	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO3
4	Measure of Central Tendency: Different measures of central tendency, their merits, limitations and applications.	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO3
5	Measure of Variability: Different measures of variability and their application and interpretations.	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO3
6	Locational measures & Shape distribution: Quartiles, percentiles, deciles, IQR, skewness, kurtosis, their application & interpretations.	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO3
7	Exploratory Data Analysis: Box and Whisker plot, detection of outliers, stem and leaf plots, contingency tables.	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO3, CO5
8	Probability: Basic concepts of set and probability, uses of the venn diagram, terminologies & approaches of probability.	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO3, CO4
9	Probability: Laws of probability & conditional probability.	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO3, CO4
10	Correlation: Bi-variate data, scatter diagram, correlation analysis, coefficient of correlation with properties, interpretations and applications.	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO3, CO4, CO5

11	Simple Linear Regression: Properties, assumption, regression line, regression coefficients with interpretation, coefficient of determination with interpretation, types and applications.	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO3, CO4, CO5
12	Time Series Analysis: Components of time series, determination of trend and seasonal indexes, deseasonalizing data and forecasting.	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO3, CO4, CO5
13	Index Number: Simple and Weighted price index, consumer price index and its applications.	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO3
14	Introduction to Sampling: Survey methods, different Sampling Techniques	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO5

STA201: Elements of Statistics & Probability

Course General Information:

Course Code:	STA 201
Course Title:	Elements of Statistics & Probability
Credit Hours:	3
Contact Hours/Week :	3
Category:	GenEd (Stream 2 Math and Natural Sciences)
Type(Mandatory/Optional, Lecture/Laboratory/Project...):	Mandatory, Theory
Prerequisites:	None
Co-requisites:	None

Course Catalog Description:

This covers the topics of Introduction to Statistics: Scopes of Statistics in life science and engineering, Basic Statistical terms & ideas, Descriptive and Inferential Statistics. Representation of Data: Graphical presentation for qualitative and quantitative data - Different types of graphs. Measures of Central Tendency: Mean (Arithmetic, Geometric, Harmonic, Weighted), Median, Mode, Quantiles. Measures of Dispersion: Range, Deviation (Quartile, Mean, Standard), Variance, Coefficient of Variation, Skewness, Kurtosis, Box Plot. Correlation Analysis: Scatter diagram, Pearson correlation coefficient. Regression Analysis: Simple linear regression, Types of Regression, Index of Goodness of Fit. Introduction to

Probability: Basic concepts, Experiment, Sample space, Event, Rules of Addition and multiplication. Conditional Probability: Dependent and Independent cases, Bayes' theorem with applications. Random Variables & Mathematical Expectation: Discrete and continuous random variables, Expectation and variance of random variables. Joint Distribution: Joint Probability and Conditioning on Random Variables. Discrete Probability Distributions: Different types of discrete probability distributions. Continuous Probability Distributions: Different types of continuous probability distributions. Statistical Hypothesis Testing: Introduction to Statistical Hypothesis Testing and Terminologies of Hypothesis Testing - null and alternative hypothesis, test statistic, p-value, level of significance, critical region. Statistical Hypothesis Testing: One-Sample z-test & t-test and Two-Sample z-test & t-test.

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

Sl. No.	Description
CO1	<i>Develop</i> fundamental concepts of probability and statistics commonly used in life sciences, engineering and other fields.
CO2	<i>Evaluate</i> various quantities for probability distributions and random variables.
CO3	<i>Perform</i> statistical computations & interpret the outcomes effectively.
CO4	<i>Develop</i> probabilistic and statistical models for some applications, and apply Statistical methods to a range of problems in life sciences, engineering and other fields.
CO5	<i>Comprehend</i> the theoretical foundations that lead to choosing the appropriate analysis (i.e. hypothesis testing)

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1	✓	✓			
CO2			✓		✓
CO3		✓	✓		✓
CO4			✓		✓
CO5			✓	✓	✓

Course plan specifying content, COs, co-curricular activities (if any), teaching-learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1	Introduction to Statistics: Scopes of Statistics in life science and engineering, Basic Statistical terms & ideas, Descriptive and Inferential Statistics	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1
2	Representation of Data: Graphical presentation for qualitative and quantitative	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1

	data - Different types of graphs			
3	Measures of Central Tendency: Mean (Arithmetic, Geometric, Harmonic, Weighted), Median, Mode, Quantiles	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO3
4	Measures of Dispersion: Range, Deviation (Quartile, Mean, Standard), Variance, Coefficient of Variation, Skewness, Kurtosis, Box Plot	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO3
5	Correlation Analysis: Scatter diagram, Pearson correlation coefficient	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO3
6	Regression Analysis: Simple linear regression, Types of Regression, Index of Goodness of Fit	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO3, CO4
7	Introduction to Probability: Basic concepts, Experiment, Sample space, Event, Rules of Addition and multiplication	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2
8	Conditional Probability: Dependent and Independent cases, Bayes' theorem with applications	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2
9	Random Variables & Mathematical Expectation: Discrete and continuous random variables, Expectation and variance of random variables.	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2
10	Joint Distribution: Joint Probability and Conditioning on Random Variables	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2
11	Discrete Probability Distributions: Different types of discrete probability distributions and their applications	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO2, CO3
12	Continuous Probability Distributions: Different types of continuous probability distributions and their applications	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO2, CO3

13	Statistical Hypothesis Testing: Introduction to Statistical Hypothesis Testing and Terminologies of Hypothesis Testing - null and alternative hypothesis, test statistic, p-value, level of significance, critical region	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO3, CO5
14	Statistical Hypothesis Testing: One-Sample z-test & t-test and Two-Sample z-test & t-test	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO3, CO5

PHY101: INTRODUCTION TO PHYSICS

Course General Information:

Course Code :	PHY 101
Course Title :	INTRODUCTION TO PHYSICS
Credit Hours :	3
Contact Hours/Week :	3
Category	GenEd (Stream 2 Math and Natural Sciences)
Type (<i>Mandatory/Optional, Lecture/Laboratory/Project...</i>):	Optional, Theory
Prerequisites :	None
Co-requisites:	None

Course Catalog Description (Content):

This course is designed to impart knowledge about different topics of physics specially mechanics, heat & temperature, waves & oscillations, optics, electricity and modern physics. It is intended for non-science and non-engineering students. The students taking this course will have a fairly wide overview of the subject without having to go into more details and rigorous treatment. To make the concepts clear related numerical problems will be solved. Applications of some of the concepts and ideas will also be discussed.

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

SL.	CO Description
CO1	Identify abstract and abstruse concepts and ideas which do not go hand in hand with common sense
CO2	Illustrate physical laws and processes in Physics
CO3	Extend their analytical and critical thinking
CO4	Compare and connect their understanding to the events of daily life
CO5	Apply physical laws and formulas to analysis and solve some related numerical problems

Mapping of Course Outcomes (COs) with Program Outcomes (POs):

COs	PO1	PO2	PO3	PO4	PO5	PO6
CO1						X
CO2	X					
CO3				X		X
CO4						X
CO5		X				

Mapping of Course Outcomes (COs) with GenEd program objectives (GPOs):

COs	GenEd Outcomes				
	GPO1	GPO2	GPO3	GPO4	GPO5
CO1	•				
CO2	•				
CO3				•	
CO4			•		
CO5			•		

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1	Introduction, Vectors and Scalars, Addition and Subtraction of Vector, Component Method	Lecture, Notes, Pre-recorded video lectures, Power point presentation	Quiz, Assignment, Mid Exam, Final Exam	CO1,CO4,CO5
2	Newton's Laws of Motion, Inertia, Force, Momentum and Its Conservation	Lecture, Notes, Pre-recorded video lectures, Power point presentation	Quiz, Assignment, Mid Exam, Final Exam	CO1,CO2,CO4, CO5
3	Work, Energy and Its Conservation, Power, Projectile Motion	Lecture, Notes, Pre-recorded video lectures, Power point presentation	Quiz, Assignment, Mid Exam, Final Exam	CO1,CO4,CO5

4	Uniform Circular Motion, Centripetal Force, Examples, Simple Harmonic Motion, Simple Pendulum	Lecture, Notes, Pre-recorded video lectures, Power point presentation	Quiz, Assignment, Mid Exam, Final Exam	CO1,CO4,CO5
5	Newton's Law of Universal Gravitation, Escape Velocity, Kepler's Laws of Planetary Motion	Lecture, Notes, Pre-recorded video lectures, Power point presentation	Quiz, Assignment, Mid Exam, Final Exam	CO2,CO3,CO5
6	Heat and Temperature, Different Units of Heat, Different Scales of Temperature, Thermal Expansion, Heat Capacity and Specific Heat, Gas Laws, Ideal Gas Equations	Lecture, Notes, Pre-recorded video lectures, Power point presentation	Quiz, Assignment, Mid Exam, Final Exam	CO1,CO4, CO2,CO5
7	Waves and Oscillations, Longitudinal and Transverse Waves, Superposition Principle, Sound Wave and Its Velocity	Lecture, Notes, Pre-recorded video lectures, Power point presentation	Quiz, Assignment, Mid Exam, Final Exam	CO1,CO5
8	Laws of Reflection and Refraction of Light, Total Internal Reflection, Image formation by Concave and Convex Mirrors, Huygens' Principle and Wave Nature of Light, Interference	Lecture, Notes, Pre-recorded video lectures, Power point presentation	Quiz, Assignment, Mid Exam, Final Exam	CO1,CO2,CO4,CO5
9	Electrostatics, Coulomb's Law, Electric Field, Potential and Potential Energy	Lecture, Notes, Pre-recorded video lectures, Power point presentation	Quiz, Assignment, Mid Exam, Final Exam	CO2,CO3,CO5
10	Capacitance, Electron Volt, Ohm's Law, Current, Voltage, Resistors and Capacitors in Series and in Parallel	Lecture, Notes, Pre-recorded video lectures, Power point presentation	Quiz, Assignment, Mid Exam, Final Exam	CO1,CO2,CO5

11	Electromagnetic Spectrum, Velocity of Light, Planck's Law, Photo-Electric Effect	Lecture, Notes, Pre-recorded video lectures, Power point presentation	Quiz, Assignment, Mid Exam, Final Exam	CO1,CO2,CO5
12	Wave-Particle Duality, Nucleus and Its Constituents, Isotopes, Isobars and Isotones,	Lecture, Notes, Pre-recorded video lectures, Power point presentation	Quiz, Assignment, Mid Exam, Final Exam	CO1
13	Bohr's Atomic Theory, Electron Orbits, Radioactive Decay	Lecture, Notes, Pre-recorded video lectures, Power point presentation	Quiz, Assignment, Mid Exam, Final Exam	CO2,CO5
14	Nuclear Fission and Fusion, Nuclear Energy, Fossil Fuels and Other Sources of Energy	Lecture, Notes, Pre-recorded video lectures, Power point presentation	Quiz, Assignment, Mid Exam, Final Exam	CO1,CO2

PHY111: Mechanics

Course General Information:

Course Code :	PHY 111
Course Title :	Mechanics
Credit Hours :	3
Contact Hours/Week :	3
Category	GenEd (Stream 2 Math and Natural Sciences)
Type (Mandatory/Optional, Lecture/Laboratory/Project...):	Mandatory, Theory
Prerequisites :	None
Co-requisites:	None

Course Catalog Description:

This course is designed to introduce the principles of Newtonian mechanics and calorimetry at the freshmen level of the undergraduate study for engineering majors or equivalent. The key concepts to be developed throughout the semester are: Vectors & scalars, vector addition and subtraction, Unit vectors, scalar and vector products, Motion in Two and Three Dimensions, Projectile motion, Uniform circular motion, Force and motion, Kinetic Energy and Work, Potential Energy and Conservation of Energy, Center of Mass and Linear Momentum, Rotation, Rolling, Torque, and Angular Momentum, Equilibrium and Elasticity, Gravitation, Fluids, Oscillations.

This class includes 3 hrs. in-course laboratory experiments per week listed below:

Exp-01: Determination of the modulus of rigidity of the element of wire by the method of oscillation.

Exp-02: Determination of the acceleration due to gravity, g by means of a compound pendulum.

Exp-03: Determination of moment of inertia of a flywheel about its axis of rotation.

Exp-04: Determination of the spring constant and effective mass of a given spiral spring.

Exp-05: Determination of the coefficient of viscosity of a given liquid by using Stoke's law.

Exp-06: Determination of the focal length of a convex lens by displacement method with the help of an optical bench.

Exp-07: Determination of the refractive index of a liquid using a plane mirror and a convex lens.

Exp-08: Determination of the wave-length of a monochromatic light by using Newton's rings.

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

SL.	CO Description
CO1	describe and explain the introductory mechanics principles.
CO2	apply these principles, together with logical reasoning to real life situations.
CO3	analyze and solve problems with the aids of mathematics
CO4	acquire and interpret experimental data to examine the mechanical laws.

Mapping of Course Outcomes (COs) with Program Outcomes (POs):

COs	PO1	PO2	PO3	PO4	PO5	PO6
CO1	√					
CO2	√	√	√	√		√
CO3		√		√	√	
CO4			√			

Mapping of Course Outcomes (COs) with GenEd Program Outcomes (POs):

COs	GenEd Outcomes					
	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√				
CO2	√	√				
CO3			√			
CO4		√	√			

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1	Introduction. Scalars and Vectors: Definition and properties, Graphical presentations of vector sums, Relation between polar and Cartesian coordinates Unit vectors and there properties, components of vectors	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO3
2	Multiplication of vectors: scalar and vector products	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO3
3	Motion along a straight line in two and three dimensions : position, displacement, average velocity, instantaneous velocity, average and instantaneous acceleration	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO3, CO4
4	Projectile motions, Uniform circular motion, relative motion in one and two dimensions	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO3
5	Newton's laws of motion, Free body diagrams and application of Newton's law	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO3, CO4
6	Frictions, properties of friction, uniform circular motion and centripetal force	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO3
7	Kinetic energy and work, conservative and nonconservative forces, work done by constant and variable forces, Potential energy: different form of potential energies and conservation of mechanical energy	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO3

8	Center of Mass, center of mass of a system of particles and solid bodies, Linear momentum	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO3
9	Collisions, momentum and KE in collision, type of collisions in one and two dimensions, impulse	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO3
10	Rotational motion: kinematics, rotation with constant angular acceleration, relation between linear and angular variables, kinetic energy of rotation, calculating the rotational inertia of the different systems,	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO3, CO4
11	Rotational motion: dynamics, Newton's second law for rotation, Torque, Angular momentum, conservation of angular momentum	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO3, CO4
12	Newton's law of Gravitation, gravitation near earth surface, gravitation inside the earth, gravitational potential energy, escape velocity, orbital velocity Kepler's law of planetary motion, satellites motion: orbits and energy	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO3, CO4
13	Fluid, density and pressure, Pascal's and Archimedes principle, Buoyancy, Ideal Fluid in motion, equation of continuity, conservation law and the Bernoulli's equation with applications	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO3
14	Oscillation, Simple Harmonic Motion (SHM), force law for SHM, energy in SHM, The simple and physical pendulum, damped Simple Harmonic Motion (SHM)	Class lecture, Class discussion, Consultations	Assignment, Quiz, Examinations	CO1, CO2, CO3, CO4

BIO101: Introduction to Biology

Course General Information:

Course Code:	BIO101
Course Title:	Introduction to biology
Credit Hours:	3
Contact Hours/Week:	3
Category	Program Gen Ed
Type (Mandatory/Optional, Lecture/Laboratory/Project...):	Theory
Prerequisites:	None
Co-requisites:	None

Course Catalog Description (Content):

1. **Chemical foundations for cells:** Atom, molecules, compounds, chemical bonds, biomolecules like carbohydrate, protein, fat, nucleic acid
2. **Cell structure and function:** Different parts of cells, and their function, processes of cell division
3. **Ground rules of metabolism:** photosynthesis, respiration
4. **Evolution:** Natural and artificial selection
5. **Observable patterns of Inheritance**
6. **From DNA to proteins:** DNA replication transcription and translation
7. **Prokaryotes and Eukaryotes**
8. **Tissue, organs, and homeostasis**
9. **Protection support and movement**
10. **Human immune and circulatory system**

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

SL.	CO Description
CO1	Attain knowledge of the diversity of living organisms
CO2	Explain the theoretical basis of the living systems, such as metabolism, respiration, circulation, and many more
CO3	Apply their knowledge of biology to identify present problems and their solution in ecosystems
CO4	Demonstrate competency in laboratory-based methods of biology
CO5	Understand the key concepts and trends of modern biology

Mapping of Course Outcomes (COs) with Biotechnology Program Outcomes (POs):

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	√	√		√		
CLO2	√	√				
CLO3	√	√				
CLO4	√	√		√		
CLO5	√	√		√		

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1	x				
CO2		x	x		
CO3	x		x		x
CO4			x		
CO5			x		

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
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1	Chemical foundations for cells: Atom, molecules, compounds, chemical bonds, biomolecules like carbohydrate, protein, fat, nucleic acid	Class room teaching, consultation, Power point presentation, in course lab, poster presentation on projects, debate on current biological topics, lab experiments	Quiz, mid, final, Assignment, presentation, project, viva, seminar, lab performance	CO1
2	Cell structure and function: Different parts of cells, and their function, processes of cell division			
3	Ground rules of metabolism: photosynthesis, respiration			CO2
4	Evolution: Natural and artificial selection			
5	Observable patterns of Inheritance			CO3
6				
7	From DNA to proteins: DNA replication			
8	transcription and translation			CO4
9	Prokaryotes and Eukaryotes			
10	Tissue, organs, and homeostasis			
11	Protection support and movement			CO5
12	Human immune and circulatory system			
13				
14	REVIEW			

ENV103: Elements of Environmental Science

Course General Information:

Course Code:	ENV103
Course Title:	Elements of Environmental Science
Credit Hours:	3
Contact Hours/Week:	3
Category	Program Gen Ed
Type (Mandatory/Optional, Lecture/Laboratory/Project...):	Theory
Prerequisites:	None
Co-requisites:	None

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

SL.	CO Description
CO1:	Understanding the fundamental concepts on environment and related topics.
CO2:	Understanding and addressing the importance of studying environmental science.
CO3:	Analyzing different real-world issues, for example, environmental pollution and solution, marine pollution, environmental disaster and its management system based on the knowledge gained thorough the course.
CO4:	Critical thinking about contemporary national and global issues, i.e. climate change, global warming and its impact on Bangladesh, International laws and regulatory bodies related to environment.
	CLO5: Attaining knowledge on sustainable development and initiatives to be taken to ensure the development from individual, regional and global level.

Mapping of Course Outcomes (COs) with Biotechnology Program Outcomes (POs):

COs	GenEd Outcomes					
	PO1	PO2	PO3	PO4	PO5	PO6
CO1	√					
CO2	√					
CO3		√				
CO4			√			

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Lecture no.	Topic	Teaching Strategy	Assessment strategy
Week 1			
Lecture 1	Introduction to Environment	This class will provide an overview of environment and the course	Participation in class discussion.
Lecture 2	Atmosphere	Students will get an idea of atmosphere, its composition, atmospheric layers and weather and climate by slide show in buX, explanation by faculty, diagram drawn in class	Student will take part in lecture summary discussion with faculty and in groups.
Week 2			
Lecture 3	Hydrosphere & water resources	Lecture would be provided on hydrological cycles and its processes, importance of water as resources and water distribution on the earth. Slides	Student will take part in lecture summary discussion with faculty and in groups. Diagrams

		shown in buX, related video shown and diagram drawn in class.	will be drawn by students.
Lecture 4	Lithosphere & Biosphere	Overview on the Internal structure of the earth, importance of lithosphere and biosphere would be given. Slides shown in buX, related video shown and diagram drawn in class.	Student will take part in class lecture summary discussion with faculty and in groups. Diagrams will be drawn by students.
Week 3			
Lecture 5	Quiz # 1 , Rocks & minerals	Lecture would be given on different types of rocks, rock cycle, minerals and impacts of mineral extraction on environment. Slides shown in buX, related video shown and diagram drawn in class	First quiz on the completed lectures would be taken. Group discussion, individual brainstorming and shared reading.
Lecture 6	Bio-geo-chemical cycles	Lecture would be given on Important nutrient elements for living organisms, carbon and nitrogen cycles	Participate in class discussion, brainstorming and diagram drawing.
Week 4			
Lecture 7	Ecosystem	Lecture would be given on What is ecosystem, its function and components, food chain and food web, energy pyramid	Participate in class discussion, brainstorming and diagram drawing.
Lecture 8	Environmental resources: soil and agriculture	Explanation by the faculty on the description, management and conservation of soil: weathering and erosion process, soil composition and texture of soils.	Participation in class discussion
Week 5			
Lecture 9	Biome & forestry	Lecture on different biome regions of the world.	World map would be provided in class and students will locate different biome regions in it. Participation in class discussion
Lecture 10	Quiz 2; Biome topic continued and urbanization.	Importance of forestry and sustainable management of forest, deforestation. Lecture on urbanization, push pull factors and effects of urbanization.	Second quiz on the completed lecture would be taken. Group discussion, individual brainstorming and shared reading.
Week 6			
Lecture 11	Environmental Hazards	Class lecture on cyclones and tornadoes, floods, droughts, earthquakes.	Student will take part in class lecture summary discussion with faculty and in groups. Diagrams

			will be drawn by students.
Lecture 12	Same topic continued	Class lecture on cyclones and tornadoes, floods, droughts, earthquakes.	Participation in class discussion
Week 7			
Midterm Examination			
Week 8			
Lecture 13	Disaster management	Lecture on How to reduce peoples' misery during the disaster and management of different types of hazards	Participation in class discussion in global and national disaster management issues
Lecture 14	Quiz 3; Waste management	What is meant by waste management and importance of waste management for environment (examples from developed and developing countries of the world including Bangladesh)	Third quiz on the completed lecture would be taken. Participation in class discussion.
Week 9			
Lecture 15	Energy resources	Explanation by the faculty on renewable and non-renewable energy resources of the Earth	Participation in class discussion on global and national energy issues.
Lecture 16	Biodiversity	Explanation by the faculty on what is biodiversity? importance of biodiversity in various sectors, cause and consequences of loss of biodiversity	Student will take part in class lecture summary discussion with faculty and in groups. Diagrams will be drawn by students.
Week 10			
Lecture 17	Environmental Pollution	Various types of environmental pollution (water, soil, air and noise pollution: cause and consequences)	Student will take part in class lecture summary discussion with faculty and in groups
Lecture 18	Current Environmental Issues	Discussion on contemporary global issues, i.e. global warming, climate change, sea level rise	Participation in class discussion and brainstorming by students.
Week 11			
Lecture 19	Same topic continued	Discussion on contemporary global issues, i.e. global warming, climate change, sea level rise	Participation in class discussion and brainstorming by students.
Lecture 20	SDGs	Discussion on SDGs focusing more on the goals those are connected to environment	Participation in class discussion and brainstorming by students.
Week 12			
Lecture 21 and 22		Group/ single presentation by the students	

Week 13	
Lecture 23	Review class
Lecture 24	Review class

STREAM 3:

HUM103: Ethics and Culture

Course General Information:

Course Code	HUM 103
Course Title	ETHICS AND CULTURE
Credit Hours	3
Contact Hours/Week:	3
Category	GenEd
Type (<i>Mandatory/Optional, Lecture/Laboratory/Project...</i>):	Mandatory
Prerequisites	None
Co-requisites	None

Course Catalog Description (Content):

This course introduces students to the major theoretical debates and practical applications in the field of ethics. The philosophy of ethics examines the question of how we ought to live and act. Since ancient times, philosophers in different parts of the world have considered ethics as one of the central concerns in the study of individual and social life. Drawing on classical and modern perspectives, and issues taken from different historical and geographical settings, the course engages students to identify challenging moral dilemmas and ethical questions, reflect on major ethical traditions and theories, and apply the concepts and theories to both enduring and real-life ethical problems.

Course Outcomes (COs):

Upon successful completion of this course, students should be able to

SL.	Description
CO1	Gain familiarity with some of the major thinkers and issues in the field of ethics
CO2	Explore ethical arguments and moral challenges, and assess them critically
CO3	Evaluate specific concepts and topics in moral and ethical theories, such as virtue, egoism, consequentialism, deontology, and categorical imperative
CO4	Gain proficiency in using critical methods to evaluate different philosophical theories.
CO5	Apply ethical arguments and concepts in evaluating contemporary social issues and moral dilemmas encountered in everyday life

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1	x		x	x	x

CO2	x	x	x	x	x
CO3	x	x	x	x	x
CO4	x	x	x	x	x
CO5	x		x	x	x

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

	Class Schedule	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
Week 01	Class No. 1	Introduction to Ethics and Culture	Class discussion	Briefly write that comes into your mind first when you hear the word 'Ethics'	
	Class No. 2	Ethics and Morality: An Introduction Fields/Types of Ethical Inquiry Cultural Relativism versus Universalism	Flipped Classroom Model Taped lectures & individual readings for prior knowledge (before the class starts)	Class Presentation (Two/Three-student team) In-class writing Weekly worksheet	
	Class No. 03	Case study: TBD	Small group discussions Group Presentation	TBD	
Week 02	Class No. 04	Socrates: Dialogues of Definition Socratic Method: Elenchus	Flipped Classroom Model Taped lectures & individual readings for prior knowledge (before the class starts) Small group/pair discussion	Class Presentation (Two/Three student team) In-class writing Weekly worksheet Small group/pair discussion Reflections and process writing	
	Class No. 05	Aristotle: Virtue Ethics Concept of virtue as excellence Eudaimonia The Golden Mean	Flipped Classroom Model Taped lectures & individual readings for prior knowledge (before the class starts) Small group discussion	Class Presentation (Two/Three student team) In-class writing Weekly worksheet Small group discussion	

				Reflections and process writing	
	Class No. 06	Learning Activities: Current uses of Socratic methods in academic disciplines; Debate using the Socratic Method	Debates and discussions	Debate assessments by students & instructor Reflections and process writing	
Week 03	Class No. 07	The Teaching of Confucius How ought one to live? What goes into a worthwhile life? What are our duties to those near and distant? How to conduct oneself in positions of power and influence? How to govern ethically?	Flipped Classroom Model Taped lectures & individual readings for prior knowledge (before the class starts) Small group/pair discussion	Class Presentation (Two/Three student team) In-class writing Weekly worksheet Small group/pair discussion Reflections and process writing	
	Class No. 08	Confucians and Critics Mencius & Zunzi on human Nature Prominent critics of Confucianism	Flipped Classroom Model Taped lectures & individual readings for prior knowledge (before the class starts) Small group discussion	Class Presentation (Two/Three student team) In-class writing Weekly worksheet Small group discussion Reflections and process writing	
	Class No. 09	Relational Ethics: Debates and discussions	Group debate Small-Group break-out sessions	Debate assessments by students & instructor Reflections and process writing	
Week 04	Class No. 10	Ethical Thinking in Classical Islamic Philosophy	Flipped Classroom Model Taped lectures & individual readings for prior knowledge	Class Presentation (Two/Three student team) In-class writing	

		Early classical Islamic philosophers' view Al-Kindi Al-Fārābī Ibn Sina Ibn Rushd	(before the class starts) Small group/pair discussion	Weekly worksheet Small group/pair discussion Reflections and process writing	
	Class No. 11	Buddhist Ethics Four Noble Truths – ‘dukkha’ and its ending Eightfold path to the cessation of suffering	Flipped Classroom Model Taped lectures & individual readings for prior knowledge (before the class starts) Small group/pair discussion	Class Presentation (Two/Three student team) In-class writing Weekly worksheet Small group/pair discussion Reflections and process writing	
	Class No. 12	TBD	Small group/pair discussion Group presentation	Small group/pair discussion Reflections and process writing	
Week 05	Class No. 13	Hedonism I: Ethical Egoism Hedonism and Egoism Psychological and Ethical Egoism Thomas Hobbes' & John Locke's view	Flipped Classroom Model Taped lectures & individual readings for prior knowledge (before the class starts) Small group discussion	Class Presentation (Two/Three student team) In-class writing Weekly worksheet Small group discussion Reflections and process writing	
	Class No. 14	Hedonism II: Utilitarianism Utilitarianism and other ethical theories Jeremy Bentham & John Stuart Mill's view	Flipped Classroom Model Taped lectures & individual readings for prior knowledge (before the class starts) Small group discussion	Class Presentation (Two/Three student team) In-class writing Weekly worksheet Small group discussion Reflections and process writing	
	Class No. 15	TBD	Small group discussion Group Presentation	Small group discussion Reflections and process writing	

Week 06 & 07	Midterm Examination				
Week 08	Class No. 16	Deontological Ethics I: The Good Will Immanuel Kant's Ethical Approach in Comparison to the Others Duty Versus Self-Interest Duty Versus Consequences	Flipped Classroom Model Taped lectures & individual readings for prior knowledge (before the class starts) Small group/pair discussion	Class Presentation (Two/Three student team) In-class writing Weekly worksheet Small group/pair discussion Reflection writing	
	Class No. 17	Deontological Ethics II: The Categorical Imperative Hypothetical Imperative & Categorical Imperative Perfect and Imperfect Duty	Flipped Classroom Model Taped lectures & individual readings for prior knowledge (before the class starts) Small group discussion	Class Presentation (Two/Three - student team) In-class writing Weekly worksheet Small group discussion Reflection writing	
	Class No. 18	Case Studies and Examples – Debate on Utilitarian vs. Deontological Ethics	Case Study analysis and discussions; Group debates	Debate assessments by students & instructor Reflections and process writing	
Week 09	Class No. 19	Nietzsche I: Morality in a Pejorative Sense Historical Origins of Morality Genealogy of Moral Sentiments Inversion of Values Slave Revolt in Morals	Flipped Classroom Model Taped lectures & individual readings for (prior knowledge before the class starts) Small group discussion	Class Presentation (Two/Three - student team) In-class writing Weekly worksheet Small group discussion Reflection writing	
	Class No. 20	Nietzsche II: Higher Morality and Herd Morality	Flipped Classroom Model Taped lectures & individual readings	Class Presentation (Two/Three - student team)	

		<p>Critique of Morality in the Pejorative Sense (MPS)</p> <p>Descriptive component</p> <p>Normative component</p>	<p>for (prior knowledge before the class starts)</p> <p>Small group/pair discussion</p>	<p>In-class writing</p> <p>Weekly worksheet</p> <p>Small group/pair discussion</p> <p>Reflections and process writing</p>	
	Class No. 21	Group Discussions on Nietzsche's views on philosophy, art, ethics	<p>Break-out sessions;</p> <p>Reading passages;</p> <p>Group discussions</p>	<p>Group positions;</p> <p>Reflections and process writing</p>	
Week 10	Class No. 22	<p>Feminist Ethical Theories</p> <p>Wollstonecraft: Gender-Neutral Morality</p> <p>Kohlberg's stages of moral development & Gilligan's Criticisms</p>	<p>Flipped Classroom Model</p> <p>Taped lectures & individual readings for (prior knowledge before the class starts)</p> <p>Small group/pair discussion</p>	<p>Class Presentation (Two/Three - student team)</p> <p>In-class writing</p> <p>Weekly worksheet</p> <p>Small group/pair discussion</p> <p>Reflections and process writing</p>	
	Class No. 23	<p>Gender Ethics</p> <p>Contemporary Ethical Issues</p>	<p>Readings and group discussion</p>	<p>Class Presentation (Two/Three - student team)</p> <p>In-class writing</p> <p>Weekly worksheet</p> <p>Group discussion</p> <p>Reflections and process writing</p>	
	Class No. 24	Gender Related Issues in Bangladeshi society	<p>Documentaries;</p> <p>Group Discussion;</p> <p>Debate format?</p>	<p>Group positions;</p> <p>Debate assessment;</p> <p>Reflections and process writing</p>	
Week 11	Class No. 25	<p>Media Ethics</p> <p>Role of Media in Personal Life</p>	<p>Flipped Classroom Model</p> <p>Discussion</p> <p>Group Work</p>	<p>Class Presentation (Two/Three Students)</p>	
	Class No. 26	Environmental Ethics	<p>Flipped Classroom Model</p> <p>Discussion</p>	<p>Class Presentation</p>	

		Global and National Issues	Group Work	(Two/Three Students)	
	Class No. 27	Media and Environment Ethics in Bangladesh	Film; Case Studies; Group work	Small group discussion Reflections and process writing	
Week 12	Final Examination				

ENG113: INTRODUCTION TO ENGLISH POETRY

Course General Information:

Course Code:	ENG 113
Course Title:	INTRODUCTION TO ENGLISH POETRY
Credit Hours:	3
Contact Hours/Week:	3
Category	Core Course for ENH students; Optional for non-ENH
Type (<i>Mandatory/Optional, Lecture/Laboratory/Project...</i>):	Mandatory for ENH students, Lecture based
Pre-requisites:	None
Co-requisites:	None

Course Catalog Description (Content):

Study of selected English poems from Shakespeare to contemporary times; Analysis of Poems; Prosody; Poetic Genres

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

SL.	CO Description
CO1	identify names and selected poems of the major poets of English literature from the 16 th century till date
CO2	recognize poetic devices and different forms of poetry
CO3	express poetic knowledge by reading, writing and other classroom activities
CO4	demonstrate understanding of individual poems and poets in their historical, social and cultural contexts

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1	X			X	
CO2	X				
CO3		X			
CO4	X			X	

CO5					
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Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1	Discussion of Course Outline What is Poetry? “Introduction to Poetry” by Niaz Zaman Learning poetic devices	Lecture with ppt slide; Video Lecture with ppt. slides	Participation	2
2	Introduction to Sonnet Shakespeare: Sonnet 18 Shakespeare: 130 Intro to Metaphysical Poetry Donne: “The Sun Rising”	Lecture; Video	Participation, Quiz	1,2
3	Marvell: “To His Coy Mistress” Herrick: “Delight in Disorder” Introducing Elegy Gray: “Elegy Written in a Country Churchyard”	Lecture, Inquiry-based-discussion	Participation Home-task assigned	1,2
4	Continued with Gray’s Elegy Intro to Romantic Poetry Blake: “The Lamb” and “The Tyger”	Lecture, Think-Pair-Share	Participation Quiz	1,2
5	Wordsworth: “I wandered lonely as a Cloud” P.B. Shelley’s “Ozymandias” John Keats: “On First Looking into Chapman’s Homer”	Lecture, Inquiry-based-discussion	Participation	1,2
6	Revision and Instructions for Midterm Exam	Lecture	Recitation-task1 Home-task submission	2,3
7	MIDTERM EXAM	N/A	Exam	1,2, 3, 4

8	Intro to Victorian Poetry Arnold “Dover Beach” Tennyson: “Ulysses,” E. B. Browning: “How Do I Love Thee?”	Lecture	Participation	1,2
9	Intro to American Poetry Frost: “Stopping by woods on a snowy evening” Dickinson: “Because I could not stop for death”	Lecture, Think-Pair-Share	Participation, Quiz	1,2
10	Intro to Modern Poetry Owen: “Anthem for Doomed Youth” Eliot’s “The Lovesong of J. Alfred Prufrock	Lecture, Video	Participation	1,2
11	Eliot Continued Intro Contemporary Poetry Rich: “Aunt Jennifer’s Tigers” and “Living in Sin”	Lecture, Inquiry-based-discussion	Participation, Quiz	1,2
12	Hughes: “The Jaguar” Duffy: “Valentine” Alexie: “The Facebook Sonnet”	Lecture, Inquiry-based-learning	Participation	1,2
13	Haq “Ode on a lungi” (selected part) Revision and Instruction for Final Exam	Lecture; Free writing	Recitation-task2	2,3
14	FINAL EXAM	N/A		1,2, 3,4

ENG114: INTRODUCTION TO ENGLISH DRAMA

Course General Information:

Course Code:	ENG 114
Course Title:	INTRODUCTION TO ENGLISH DRAMA
Credit Hours:	3
Contact Hours/Week:	3
Category	Core Course for ENH students; GenEd for non-ENH
Type (Mandatory/Optional, Lecture/Laboratory/Project...):	Mandatory for ENH students

Prerequisites:	None
Co-requisites:	None

Course Catalog Description (Content):

Study of selected plays from ancient Greek times to the contemporary period; Survey of the development of the genre of drama, dramatic forms and concepts over time

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

SL.	CO Description
CO1	Describe the theories of western drama, and examine them with references to the plays studied in class.
CO2	Analyse drama, fundamentals of drama and dramatic forms in accordance with Aristotelian and other concepts studied in class.
CO3	Discuss and examine the practice, history and theory of western drama in a range of contexts and settings.

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1	X				
CO2	X	X		X	X
CO3	X			X	X
CO4					
CO5					

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1	Introduction to the Course Theory of Drama: A Survey Aristotle's <i>Poetics</i> Forms of Drama, Types of Plots, Greek Drama Vocabulary, Tragedy, Tragic Hero	Lecture, Video Lecture, Class Handouts, Elicited Discussion	Participation, Quiz, Exam	CO1, CO2 and CO3
2	Sophocles: An Introduction <i>Oedipus Rex</i> Tragic Hero, Hamartia, Anagnorisis, Peripetia	Lecture, Video Lecture, Class Handouts, Discussion	Participation, Quiz, Exam	CO1, CO2 and CO3

3	<i>Oedipus Rex</i> Simple and Complex Plots, Tragic Hero Concluding discussion on <i>Oedipus Rex</i>	Lecture, Class Handouts, Student Discussion Interactive lecture and open discussion	Participation, Quiz, Exam	CO1, CO2 and CO3
4	Christopher Marlowe: An Introduction to <i>Doctor Faustus</i> <i>Doctor Faustus</i> Morality Plays and Renaissance Tragedy	Lecture, Elicited Discussion Guided Discussion	Participation, Quiz, Exam	CO1, CO2 and CO3
5	<i>Doctor Faustus</i> Morality Plays and Renaissance Tragedy	Lecture, Student-led Discussion	Participation, Quiz, Exam	CO1, CO2 and CO3
6	<i>Doctor Faustus</i> Tragic Hero Written Quiz- <i>Oedipus Rex</i> and <i>Dr. Faustus</i>	Interactive Lecture, Elicited and Student-led Discussions Writing	Participation, Quiz, Exam Quiz	CO1, CO2 and CO3 CO1, CO2 and CO3
7	Restoration Comedy: Comedy of Manners, Stock Characters William Congreve. <i>The Way of the World</i>	Lecture, Elicited Discussion Student-led discussion	Participation, Presentation, Exam	CO1, CO2 and CO3
8	Midterm Week	N/A	Exam	CO1, CO2 and CO3
9	George Bernard Shaw; An Introduction Shavian Drama- Play of Ideas	Lecture, Guided and Elicited Discussion	Participation, Presentation, Exam	CO1, CO2 and CO3
10	<i>Arms and the Man</i>	Interactive Lecture, Student-led Discussion	Participation, Presentation, Exam	CO1, CO2 and CO3
11	Presentations on Congreve & Shaw	Group work	PowerPoint Presentation	CO1, CO2 and CO3
12	Tragedy and the Common Man- Arthur Miller <i>Death of a Salesman</i> - Arthur Miller	Lecture, Class handouts, Elicited Discussion	Participation, Exam	CO1, CO2 and CO3
13	<i>Death of a Salesman</i> Tragic Hero-Realism <i>Death of a Salesman</i>	Interactive Lecture, Student-led Discussion	Participation, Exam	CO1, CO2 and CO3

	Tragic Hero- Expressionism			
14	Final Review	Interactive Discussion	Participation, Exam	CO1, CO2 and CO3

ENG115: INTRODUCTION TO ENGLISH PROSE

Course General Information:

Course Code:	ENG 115
Course Title:	INTRODUCTION TO ENGLISH PROSE
Credit Hours:	3
Contact Hours/Week:	3
Category	Core Course for ENH students; GenED for non-ENH
Type (Mandatory/Optional, Lecture/Laboratory/Project...):	Mandatory for ENH students
Pre-requisites:	None
Co-requisites:	None

Course Catalog Description (Content):

The development of English Prose has seen different stages and it continued to develop in response to the social and cultural atmosphere and changing norms. With roots in didactic prose, Biblical translations and oral traditions, English Prose has developed into various forms of literature, creative/non-fiction, and many genres of short story and novel. In more recent history, it has evolved into forms of journalistic and informative writing, political and social critique, allegory, personal narrative and even hybrid text. The works will be addressed simultaneously as a form of writing and also in terms of different thematic and cultural issues.

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

SL.	CO Description
CO1	Identify concepts and compare/contrast literary elements such as genre, plot, theme, characterization, climax, eras and styles, and representative authors of different epochs.
CO2	Discuss their interpretations and questions regarding literary texts.
CO3	Demonstrate well-organized argumentation and awareness and correlation of text to their world & exterior texts

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1	X	X		X	
CO2	X	X		X	X
CO3	X	X		X	X
CO4					
CO5					

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1	Rhythms & Variations: Intro to Genres & Prose Intro to Medieval Literature	Lecture, Video	Participation, exam	1
2	Reiterations of King Arthur: Sir Malory & T.H. White Chivalry Re-Imagined	Lecture, Video	Assignment, exam	1,2
3	Romanticism & Gothic Romanticism, Edgar Allan Poe	Lecture, Student-led discussion	Assignment, exam	1,2
4	Response Writing	Lecture, Discussion	Response paper writing	1,2,3
5	Restoration Satire: Swift	Lecture, Elicited discussion	Exam, Assignment	1,2
6	Victorian Literature : Esme by Saki	Lecture, Discussion	Exam, Assignment	1,2
8	Modern Parable: Kafka	Lecture, Group work and share	Assignment, exam	1,2
9	Creative non-fiction: The Personal Essay <i>Shooting an elephant</i> by George Orwell	Lecture, elicited discussion	Presentation	1,2
10	Modernism A Clean Well-Lighted Place by Hemmingway	Lecture, Video, Discussion	Assignment	1,2
11	Modernism A Haunted House by Virginia Woolf	Lecture, Elicited discussion	Assignment	1,2
12	Science Fiction or Fantasy? Those Who Walk Away from Omelas by Ursula Le Guin	Lecture, Group work and share	Assignment, exam	1,2
13	Exam Review	Discussion	In class exercises	1,2
14	Final Exam	N/A	Exam	1,2,3

ENG 333: Globalization and Media

Course General Information:

Course Code :	ENG 333
Course Title :	Globalization & Media
Credit Hours :	3
Contact Hours/Week :	3
Category	Major
Type (Mandatory/Optional, Lecture/Laboratory/Project...):	Elective
Prerequisites :	ENG 301
Co-requisites:	None

Course Catalog Description (Content):

Through a series of teacher and student-led lectures and discussions the course explores how the process of globalization transforms the media and examines the impact of new technologies on global communications. We will focus on developing the analytical tools necessary to unravel some of the complex changes of the contemporary world with respect to globalization and media.

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

SL.	CO Description
CO1	Examine and analyze contemporary media using a variety of media and globalization theories in their discussion and media analysis assignments
CO2	Synthesize various interdisciplinary approaches to media-analysis in order to construct/design a piece of media (i.e. website/ blog/video/web-story) reflecting their own approach to a particular process of globalization.
CO3	Use and investigate different research on media and globalization to prepare their own final papers.
CO4	Demonstrate experiential learning via the creative projects and student led lectures (both involving processual and group work) .

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes					
	PO1	PO2	PO3	PO4	PO5	PO6
CO1	✓		✓	✓	✓	✓
CO2	✓		✓	✓	✓	✓
CO3	✓		✓	✓	✓	✓
CO4	✓		✓	✓	✓	✓
CO5						

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1	What does it mean to say we live in a mediated world? Video: Jaron Lanier's "Who Owns the Future?"	Lecture, video	Participation marks	CO1
2	Media analysis: Comparing news coverage, analysis in different print, TV/broadcast media	Lecture, Video, Demonstration	Graded Discussion and Media Analysis Assignment	CO1
3	How to detect Media Bias? (Print vs. TV news) Discussion: Projection of Cultural/National identities in Elite and Popular Dailies in Bangladesh?	Lecture, Discussion	Papers, Media Analysis assignments	CO1, CO3
4	How Powerful is the nation in a globalizing world? How does the media construct the Other as too close or too FAR? Three theories of globalization – homogenization, enduring differences, and	Lectures, Discussion, videos	Papers	CO1, CO3
5	Manufacturing Consent: Propaganda Model	Lecture, Elicited discussion	Papers	CO1, CO2
6	How does the media include and exclude through the power of representation? "The covert depiction of women in TV Ads: From subjects to sexual objects" M ^a Milagros del Saz Rubio	Lecture	Presentations	CO1, CO2
7	Cultural politics, the Culture Industry & Politicization: Film	Lecture & Guest Lecture	Participation	CO1
8	Mid Terms	N/A	Presentation	CO1, CO3 , CO4

9	Social Media Activism & "A Matter of life and Death? Black-outs and Searchlights." Key Issues in Media in South Asia	Lecture and group work	Teach-Ins (group presentation—a student-led lecture or a teach-in. Here students share their research on a pressing media issue, that requires action)	CO1, CO4	CO3,
10	<i>Globalization of Branding; Globalization of resistance (adbusters, etc)</i> <i>No logo</i> , Naomi Klein & Malcom B's <i>Coolhunting</i>	Lecture, Elicited Discussion	Participation	CO1	
11	<i>Hyperreality</i> , Jean Baudrillard (Ch. from <i>Simulacra & Simulation</i>) Reality shows, video games, simulation, visual cultures	Lecture, Impromptu discussion	Research Papers, participation	CO1, CO4	CO3,
12	Proper Distance & Violence in the Digital Age Final Creative Projects Due	Lecture	Research Papers, participation	CO2	

HUM101: INTRODUCTION TO WORLD CIVILIZATION AND CULTURE

Course General Information:

Course Code :	HUM 101
Course Title :	INTRODUCTION TO WORLD CIVILIZATION
Section and Class Time:	
Room Number:	
Credit Hours :	3
Contact Hours/Week :	3
Category	GenEd (Stream 3)
Type (Mandatory/Optional, Lecture/Laboratory/Project...):	Optional, Lecture, Writing
Prerequisites :	None
Co-requisites:	None

Course Catalog Description (Content):

This course provides an overview of human histories and geographies from the earliest traces of human settlements and movements to approximately 1500 CE. (common era). It examines the forms of human societies and cultures, such as cities, states and empires, nomads and tribal

confederacies, and land- and sea-based trading network societies, that gave rise to distinct and interconnected social and cultural formations in different parts of the world. Our analyses will be built around three organizing themes: in the first part of the course, we will focus on the earliest agrarian settlements and their nomadic interlocutors in order to explore the common and distinctive social, political, and cultural trends and themes that shaped human interactions and identities in the so-called “ancient” worlds. The second part offers a framework for understanding the role of warfare, trade, religion, migration, and technology in facilitating the growing interconnections within the Afro-Asian and Mediterranean worlds. The third part of the course explores the contours of the “connected world” from the eleventh century onward, focusing primarily on the developments in the Indian Ocean and Islamic worlds, respectively.

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

SL.	CO Description
CO1	Explore familiarity with the major historical actors and events in the pre-1500 world
CO2	Construct an understanding of the ideologies, politics, and customs that underlie historical narratives
CO3	Locate the types of human social habitations, such as agrarian societies, nomadic confederacies, and trading networks, in the pre-1500 world
CO4	Attain basic historical and geographical literacy, learning to identify key locations, maps, timelines, images, and objects of historical analysis and acquire appreciation for the wide range and diversity of societies across a broad span of time and space
CO5	Recognize the conditions in which complex social systems have emerged and changed and study the ways in which regions and societies interacted over time and space, and analyze the role of such factors as warfare, trade, religion, and nomadic incursions in creating linkages among distant regions and localities, and giving rise to “connected worlds.”

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1	x	x			
CO2	x				
CO3			x	x	
CO4	x				x
CO5			x		x

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
Session 1	Introduction <i>Introduction to Topics and Readings</i>	Discussion about the contents of the course, mark distribution, avoid	After class, go to Padlet and type any three words which you think best describe the course and	1

		<p>plagiarism etc. through class discussions</p> <p>Instructions on class activities and sharing how to navigate through BUx taped lectures</p> <p>Mention the home task reading for session 2</p> <p>Posting reflective ideas in Padlet</p>	the contents which will be covered throughout the semester.	
Session 2	World History: Maps, Timelines, Narratives	<p>Prior reading and in-class discussions; asking for individual opinions and views to generate class discussions</p> <p>Formation of groups for future in-class learning activities</p>	<p>Asking students their opinions/views about the contents of the article; different factors contributing towards possible definitions of civilization and culture, understanding the significance of achieving a “value-free” comprehension of civilization and culture, the possible reasons for power hierarchy being a permanent part behind the journey of human society, discussions on timeline and map readings.</p> <p>First Group Task: Go to padlet and post five words which can be considered as value free definition of civilization</p>	3
Session 3	Early Cities and States in Mesopotamia	<p>Class discussion based on prior group research work, shared reading of group write ups on google doc and individual students asking questions to the group</p> <p>Additional Reading (journal articles) on</p>	Complete group-based writing task on google doc; research questions on Agrarian societies, Nomadic societies, forms of governance in ancient Mesopotamia	2,3,4,5

		Persian Empire and Assyrian Empire Taped Lecture 3		
Session 4	Politics and Religion in Ancient Egypt	Class discussion based on prior group research work, shared reading of group write ups on google doc and individual students asking questions to the group Map Reading of upper Egypt and lower Egypt Discussion on the worksheets and submission process Taped Lecture 4	Complete group-based writing task on google doc; research questions on the three kingdoms of ancient Egypt and forms of governance implemented by different pharaohs, analysis on ethics and culture, concept of Justice as approached by ancient Egyptian religious philosophy, position of women in ancient Egypt	2,3,4,5
Session 5	First Empires	Class discussion based on prior group research work, shared reading of group write ups on google doc and individual students asking questions to the group Feedback on worksheet 1 and suggesting supplementary reading Feedback on Worksheet 1 Taped Lecture 5	Complete group-based writing task on google doc; research questions on the promotion of universal imperial narratives by the early Empires, building infrastructure, practicing diplomacy, and the significance and purpose of the grand imperial spectacles.	2,3,4,5
Session 6	Faith and Culture	Class discussion based on prior group research work, shared reading of group write ups on google doc and individual students asking questions to the group	Complete group-based writing task on google doc; research questions on Exodus of the Israelites, Creation of the Jewish Covenant and its significance (cultural and socio-political), the people of ancient Israel and their idea of	2,3,4,5

		<p>Post the links of the jstor research journals on Padlet</p> <p>Map Reading of the exodus of Israelites and early Vedic Expansion</p> <p>Taped Lecture 6</p>	<p>Messiah, Babylonian captivity and how the Jewish religious narrative helped the ancient Israelite to form a “counter-culture of the oppressed” (Black 60), position of Jewish women in ancient and medieval era</p> <p>Research Question and critical analysis writing on the Caste System and its religious and political significance, Morality and Pragmatism, analyzing the limited role of kingship in Vedic India and Kautilya’s political pragmatism, understanding the strong presence of patriarchy in Vedic India</p> <p>Post the link of the journals on Padlet</p>	
Session 7	China: Philosophers & Imperial States in the Axial Age	<p>Group Presentation 1</p> <p>Class discussion based on prior group research on work, shared reading of group write ups on google doc and individual students asking questions to the group</p> <p>Video on Daoism: https://www.youtube.com/watch?v=fTPxh6Sn_gI</p> <p>Feedback on Worksheet 2</p> <p>Taped Lecture 7</p>	<p>Complete group-based writing task on google doc; research questions on the Mandate of heaven and the people of ancient China, discussing the impacts of the warring state period, discussing Confucianism, Daoism and Legalism and the impact of these ideas on ancient China, discussing the advent of Qin Empire and socio-economic establishment of the Han Empire</p> <p>Go to padlet and post a quote on Daoism. Try to shortly explain your understanding of the quotation.</p>	2,3,4,5

Session 8	China: The Dynasties	<p>Class discussion based on prior group research work, shared reading of group write ups on google doc and individual students asking questions to the group</p> <p>Watching videos of foot-binding and how the impact of this practice on the lives of women</p> <p>Video Link: https://www.youtube.com/watch?v=9eG2kZ4iM-c&t=24s</p> <p>Reflective ideas on Padlet</p> <p>Taped Lecture 8</p>	<p>Complete group-based writing task on google doc; research questions on the tributary system, diplomatic exchanges with Choson Korea and its significance, Confucian universalism creating a sino-centric world order, socio-political and cultural causes behind the Ming dynasty challenged by the Qing dynasty, Qing rule of China and becoming new “Sons of Heaven” to rule China, cultural separation of Choson Korea from Qing China, practice of foot-binding in ancient China</p> <p>Students will shortly describe their response on the practice of foot-binding and post it on Padlet</p>	2,3,4,5
Session 9	Greece: Philosophers & City-States in the Axial Age	<p>Group Presentation 2</p> <p>Class discussion based on prior group research work, shared reading of group write ups on google doc and individual students asking questions to the group</p> <p>Reflective ideas on Padlet</p> <p>Feedback on Worksheet 3</p> <p>Taped Lecture 9</p>	<p>Complete group-based writing task on google doc; research questions on ancient Greek city states (polis- discussion on Protagoras), presence of Athenian system of democracy and its differences with modern representative democracy, Athenian laws constructed by Solon and the ancient Athenian concept of Justice, discussion of phalocracy in Ancient Athens and case study of Naera to analyze the dominating presence of patriarchy, discussion on Plato’s Republic and Aristotle’s search for the</p>	2,3,4,5

			best form of constitution for all polis. Post the link of the research journal on Padlet	
Session 10	The Roman Republic and Empire	Group Presentation 3 Class discussion based on prior group research work, shared reading of group write ups on google doc and individual students asking questions to the group Taped Lecture 10	Complete group-based writing task on google doc; research questions on the political ideology and constitution of the Roman Republic, causes of economic tension in the republic and dominance of upper class, conquest and wars of the Roman Republic, growing dominance of the Roman military class, Cicero's political ideology failing to recognize the economic problems of ancient Rome and the Republic's practice of "imperialist democracy", sack of power by Julius Ceaser and the Roman civil war, study of Hortensia's speech and consolidation of upper class women of Rome during the transition period, analyzing some key aspects of the Roman Empire	2,3,4,5
Session 11	The Origins of Buddhism	Group Presentation 4 Class discussion based on prior group research work, shared reading of group write ups on google doc and individual students asking questions to the group Additional Reading: Selection from page 70 to 75 form the book	Complete group-based writing task on google doc; research questions on the Four Noble Truths and the concept of dependent origination (the distinct concept of rebirth preached by Buddhism), reading the Noble Eightfold path within the context of Gautama's experience, formation of Buddhist Sanghas and close	2,3,4,5

		<p>Indian Philosophy: A Critical Survey by Chandradhar Sharma</p> <p>Feedback on Worksheet 4</p> <p>Taped Lecture 11</p>	<p>reading of Buddhist world order, struggle towards inclusion of women in Buddhism, establishment of Buddhist nunnery and Buddhist nuns experiencing spiritual freedom</p>	
Session 12	The Spread of Buddhism	<p>Class discussion based on prior group research work, shared reading of group write ups on google doc and individual students asking questions to the group</p> <p>Map reading and division of groups into three teams; team 1 covering two aspects/issues related to the presence of Buddhism in China, team 2 covering the spread and its impact in Central Asia, and team three covering the Spread of Buddhism in South and South East Asia.</p> <p>Students will post in Padlet short bullet points on their findings of the above-mentioned task</p> <p>Taped Lecture 11</p>	<p>Complete group-based writing task on google doc; research questions on spread of Buddhism in South and South East Asia, Central Asia and China, studying about the adaptation and syncretism, critical analysis of the schools of Buddhism</p>	2,3,4,5
Review Session	Review session for Midterm (First Take-Home Exam)			
	First Take-Home Assignment Exam (Midterm)	Deadline on July 23 rd		

Session 13	The Origins of Christianity	<p>Group Presentation 5</p> <p>Class discussion based on prior group research work, shared reading of group write ups on google doc and individual students asking questions to the group</p> <p>Map reading of Roman Empire and locating the spread of early Christian communities</p> <p>Taped Lecture 12</p>	<p>Complete group-based writing task on google doc; research questions on Kingdom of Heaven, particular interpretations on some Christian concepts after Jesus, socio-political impact of rising Christian community (close reading the church and the state.)</p>	2,3,4,5
Session 14	Christian Feudal Europe	<p>Class discussion based on prior group research work, shared reading of group write ups on google doc and individual students asking questions to the groups.</p> <p>Video on Christine de Pisan as one of the early European feminists: https://www.youtube.com/watch?v=2Xx6tZ4Aamc</p> <p>Video on a comparative analysis between Catholic and Greek Orthodox Christianity: https://www.youtube.com/watch?v=7DVyaAfgLb4</p> <p>Taped Lecture 13</p>	<p>Complete group-based writing task on google doc; research questions on the Frankish Empire, the role of Christianity in medieval Europe, close reading on Christine de Pisan and her portrayal on the conditions of women of medieval Europe.</p> <p>Post the journals on Padlet</p>	2,3,4,5
Session 15	Rise of Islam	<p>Group Presentation 6</p> <p>Class discussion based on prior group research work, shared reading of</p>	<p>Complete group-based writing task on google doc; research questions on Umayyad and Abbasid Empire,</p>	2,3,4,5

		<p>group write ups on google doc and individual students asking questions to the groups.</p> <p>Each group will study and write a few points on one or two thinkers belonging to Byat al Hikmah</p> <p>Feedback on Worksheet 5</p> <p>Taped Lecture 14</p>	<p>definition and legitimation of Caliphate in the Islamic World (Islamic theory of monarchy), analyzing Mutazilaite and their opposition by Abbasid Sunni Ulama's, patriarchal values reinforced in the interpretations of the Quran and position of women; reading a commentary of Huda Lutfi's evaluation of Ibn al-Hajj's <i>al-Madkhal</i></p>	
Session 16	Islamic Worlds	<p>Class discussion based on prior group research work, shared reading of group write ups on google doc and individual students asking questions to the groups.</p> <p>Students will watch the following videos:</p> <p>https://www.youtube.com/watch?v=nF2700Flvz0</p> <p>https://www.youtube.com/watch?v=WQirjcT7ENs</p> <p>and undertake a group task of shortly describing any Sufi orders of their preference and post it on Padlet</p> <p>Taped Lecture 15</p>	<p>Complete group-based writing task on google doc; research questions on different ways Islam manifested as an imperial ideology and was practiced by the Mughals, Safavids and Ottomans, imperial discord between Arab and South Asian Muslim worlds, cultural and socio-political role of Sufis in Delhi Sultanate and Mughal Empire</p> <p>Additional home reading on Sufism in Medieval Bengal; Short reading on Khan Jahan Ali</p>	2,3,4,5
Session 17	Aztec and Inca Empires	<p>Group Presentation 7</p> <p>Class discussion based on prior group research work, shared reading of group write ups on</p>	<p>Complete group-based writing task on google doc; research questions on Justyna Olko's article "Aztec universalism: ideology and status</p>	2,3,4,5

		<p>google doc and individual students asking questions to the groups.</p> <p>Map Reading of Aztec Empire; locating the elite culture and power center of Triple Alliance and studying various ways of reading of the condition of women geographic hegemony in Aztec Empire</p> <p>Feedback on Worksheet 6</p> <p>Taped Lecture 16</p>	<p>symbols in the service of empire-building”; discussion on cellular structure of governance, religion and ritual, Just War, dominance of the elite culture and diplomatic marriages, various ways of reading of the condition of women in Aztec Empire</p>	
Session 18	Bantu Migrations and Communities in Africa	<p>Group Presentation 8</p> <p>Class discussion based on prior group research work, shared reading of group write ups on google doc and individual students asking questions to the groups.</p> <p>Map Reading and blank map exercise; tracing the possible routes of Bantu spread</p> <p>Taped Lecture 17</p>	<p>Complete group-based writing task on google doc; research questions on G. P. Murdock, Joseph Greenberg, Malcom Guthrie and Roland Oliver’s hypothesis; importance of Iron Age on Bantu expansion;</p> <p>Social mobility of African slaves, comparative analysis on the position of women in East Africa and West Africa according to the accounts of Ibn Battuta</p>	2,3,4,5
Session 19	The Mongols of Central Asia	<p>Class discussion based on prior group research work, shared reading of group write ups on google doc and individual students asking questions to the groups.</p> <p>Map reading: Trace the outline of the entire area of Mongol influence and shaded on this map. What cultural groups did the Mongol armies</p>	<p>Complete group-based writing task on google doc; research questions on nomad-dominated empires, analyzing the geographical features of Eurasia, conditions that led the nomads of central Asia to form empires, the external dependency theory, distribution of resources and disintegration (from Pavel Osinsky’s article).</p>	2,3,4,5

		conquer, partially conquer, or invade? Feedback on Worksheet 7 Taped Lecture 18	Rise of the Mongols and Genghis Khan's rise to power	
Session 20	The Golden Horde	Class discussion based on prior group research work, shared reading of group write ups on google doc and individual students asking questions to the groups. Students will watch the following video: https://www.youtube.com/watch?v=zJbwsHAslgE And will research on eight to nine issues discussed in the video as a group. Each group will find a minimum of two journal articles on topics related to the economy and way of life of the Golden Horde Taped Lecture 18	Complete group-based writing task on google doc; research questions on Batu Khan's conquest of Eastern Europe, hybridization of sedentary and nomadic livelihood and culture, focus on economy and trade of the Golden Horde.	2,3,4,5
Session 21	Trade Networks- Land and Sea	Class discussion based on prior group research work, shared reading of group write ups on google doc and individual students asking questions to the groups Analysis of the map of Indian Ocean; reading the Western and Eastern Regions of the Indian Ocean Reflective ideas on Padlet	Complete group-based writing task on google doc; research questions on commercial exchanges leading to formation of land-based trade routes (creation of the Silk Road), expansion of trade and formation of new kingdoms, religious syncretism (analysis of Kushan and Funan Empire), Indian early Ocean trade networks and contribution of small trades creating multiple	2,3,4,5

			<p>oceanic and sea-based trade routes, oceanic nomadism, economic and cultural impact of human movement.</p> <p>Each group will take one economic zone (for example, China or India) and write a few points on trade routes sprouting out from the zone, and possible admixture of culture and formation of diasporic communities. Students will post their findings on Padlet</p>	
Session 22	Becoming an Islamic Sea	<p>Class discussion based on prior group research work, shared reading of group write ups on google doc and individual/group asking questions to the groups</p> <p>Feedback on Worksheet 8</p>	<p>Complete group-based writing task on google doc; research questions on conflicts within the trading communities of Indian Ocean (Malay Merchants attack on the ports of Tang China), conflict between Srivijaya and Java, cohesiveness of the Muslim community (ummah) in Indian Ocean trade, reading Ibn Battuta's description of Mogadishu and Kilwa, religious syncretism and cultural hybridization in South and South East Asia.</p>	2,3,4,5
Review Session	Review session for Finals (Second Take-Home Exam)			
	Second Take-Home Assignment Exam (Finals)	Deadline on September 4 th		

HST 102 THE MODERN WORLD

Course General Information:

Course Code :	HST 102
Course Title :	THE MODERN WORLD
Credit Hours :	3
Contact Hours/Week :	3
Category	GenEd
Type (<i>Mandatory/Optional, Lecture/Laboratory/Project...</i>):	Optional, Lecture
Prerequisites :	None
Co-requisites:	None

Course Catalog Description (Content):

The course covers the industrial, intellectual, social and political history of Europe from the medieval period to the present time including the Enlightenment period, and other world events such as the American Revolution, French Revolution, Industrial Revolution, World War I, World War II, and globalisation and social change.

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

SL.	CO Description
CO1	use their historical knowledge to comprehend the current global affairs
CO2	apply strategies of reading academic articles in depth
CO3	use their scholarly research skills in academic writing
CO4	demonstrate critical thinking in quizzes and assignments

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1	x			x	
CO2		x			
CO3	x	x	x	x	x
CO4		x			x

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1	Europe in the middle ages	Lecture, guided discussion	Quiz, participation	1

2	Europe: Medieval to Modern Period	Lecture, Video, discussion	Quiz, participation	1,2,3
3	The Reformation	Lecture, Video, discussion	Quiz, participation	1,2
4	The Enlightenment	Lecture, elicited discussion	Quiz, participation	2,3,4
5	American Revolution	Lecture, elicited discussion	Quiz, participation	2,3,4
6	African American History	Lecture, Video, discussion	Quiz	2,3,4
7	French Revolution	Lecture, Video, discussion	Quiz	3,4
8	Industrial Revolution	Lecture, elicited discussion, video	Quiz	3,4
9	World War 1 Causes	Lecture, elicited discussion	Quiz, participation	3,4
10	World War 1 Consequence	Lecture, discussion	Assignment	2,3,4
11	World War 2 Causes and consequence	Lecture, video, discussion	participation	3,4
12	The Cold War	Lecture, video, discussion	participation	3,4
13	Legacy of the Cold War	Lecture, interactive discussion	participation	3,4
14	Russo-Ukraine War	Lecture, interactive discussion	participation	3,4
15	Globalization and Social Change	Lecture, Video, brainstorming, discussion	Participation	3,4
16	Britain 7/7 and its impact	Lecture, discussion	participation	3,4
17	USA 9/11 and its impact	Lecture, brainstorming, discussion	Assignment	2,3,4
18	History of Australia	Lecture, discussion	Assignment	2,3,4

HST 103: History of Bangladesh

Course General Information:

Course Code :	HST 103
Course Title :	History of Bangladesh
Credit Hours :	3
Contact Hours/Week :	3
Category	GenED
Type (Mandatory/Optional, Lecture/Laboratory/Project...):	Optional, Lecture
Prerequisites :	None
Co-requisites:	None

Course Catalog Description (Content):

This course will study major political events, organizations and issues that contributed to the birth of Bangladesh and post-independence developments till recent times. It will focus on how secular and religious ideals, language and culture as well as questions of territorialities were negotiated along with those of nationalism, decolonization and nation-formation. Themes will include the first partition of Bengal in 1905 and its multiple nationalist implications; Hindu-Muslim unity and disunity; partition of India and Bengal in 1947; the 1952 Language Movement, Pakistan experiences, as a background to the war of 1971; War-time atrocities and independence; democracy, authoritarianism and militarism in post-independent Bangladesh.

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

SL.	CO Description
CO1	identify historical influences in our contemporary context
CO2	explain , in a range of spoken and written formats, the major themes and patterns in the history of Bangladesh
CO3	demonstrate an understanding of different historical periods, events, and their significance
CO4	apply the inclusive approach when studying historical events so that they can focus on the role of marginalized groups instead of the elites

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1	✓				✓
CO2	✓	✓	✓		
CO3	✓	✓			✓
CO4			✓	✓	

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs

1	Introduction to the History of Bangladesh (What is history and what are the approaches we can use to study history?)	Lecture, Video, Discussion	Quiz, exam, participation	CO4
2	Elements of Inclusive History	Lecture, Video, Discussion	Quiz, exam, participation	CO4
3	Geographical Features of Bengal	Lecture, Discussion	Quiz, exam, presentation	CO1, CO2
4	Socio-political Identity of the Rulers of Bengal	Lecture, Discussion	Quiz, exam, presentation	CO1, CO2, CO3
5	Faith Practices and Beliefs	Lecture, Group Work	Exam, presentation	CO2, CO3
6	Bengal Sultanate Period	Lecture, Discussion	Exam, presentation	CO2, CO3
7	Syncretism in the Medieval Period	Lecture, Think-pair-share	Exam, participation	CO2, CO3
8	The Great Famine of 1770 (Causes and Effects)	Lecture, Brainstorming activity	Quiz, exam, participation	CO2, CO3, CO4
9	Permanent Settlements and its objectives, consequences, merits, and demerits	Lecture, Group work, Discussion	Quiz, exam, participation	CO2, CO3, CO4
10	Peasant Resistance Movements in Bengal	Lecture, Discussion	Quiz, exam, participation	CO2, CO3, CO4
11	From Turko-Afghan to British Supremacy (Conflict Analysis)	Lecture, Think-pair-share	Quiz, exam, participation	CO2, CO3
12	The Political Culture of the Colonial State & Rise of Identity as Political Tools	Lecture, Group work, Discussion	Quiz, exam, participation	CO2, CO3, CO4
13	Partition of Bengal 1905: Emergence of the Sub-state	Lecture, Video, Discussion	Quiz, exam, participation	CO2, CO3
14	The Road to Partition from 1937 to 1947	Lecture, Discussion	Exam, participation	CO2, CO3
15	The Failure of an Integrated Pakistan	Lecture, Brainstorming activity	Exam, participation	CO1, CO2, CO3
16	From Bengal to Bangladesh	Lecture, Video, Discussion	Exam, participation	CO1, CO2, CO3
17	Women and Other Vulnerable Groups in 1971	Video, Case studies, Discussion	Exam, participation	CO1, CO2, CO4

HST104: Global History Lab: A History of the World since 1300

Course General Information:

Course Code :	HST 104
Course Title :	Global History Lab: A History of the World since 1300
Section and Class Time:	
Room Number:	
Credit Hours :	3
Contact Hours/Week :	3
Category	GenEd (Stream 3)
Type (<i>Mandatory/Optional, Lecture/Laboratory/Project...</i>):	Optional, Lecture, Writing
Prerequisites :	None
Co-requisites:	None

Course Catalog Description (Content):

This course takes you on a voyage into the past. Like many of the explorers you will meet along the way, you will travel across time from when Chinggis Khan's armies conquered China and Baghdad in the 13th century and the Black Death scoured the Eurasian world a century later right up to the globalization of our day. Do earlier modes of globalization help us to understand our own age? How can we understand old and new global divides? The dynamics of combinations, differences, and divisions are many: spiritual, economic, environmental, ideological, military, and political. The aim of this course is to understand the big forces that pull the world's parts together as well as those that drive them apart.

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

SL.	CO Description
CO1	Explore familiarity with the major historical actors and events in the post-1300 world
CO2	Construct an understanding of the ideologies, politics, and customs that underlie historical narratives
CO3	Locate the types of states and societies, political ideologies, religions, migrations, technological changes, and trading networks in the post-1300 world
CO4	Attain basic historical and geographical literacy, learning to identify key locations, maps, timelines, images, and objects of historical analysis and acquire appreciation for the wide range and diversity of societies across a broad span of time and space
CO5	Recognize the conditions in which complex social systems have emerged and changed and study the ways in which regions and societies interacted over time and space, and analyze the role of such factors as warfare, trade, religion, and nomadic incursions in creating linkages among distant regions and localities, and giving rise to "connected worlds."

STREAM 4:

BUS102 Business- Basics, Ethics and Environment

Course General Information:

Course Code :	BUS102
Course Title :	Business: Basics, Ethics and Environment
Credit Hours :	3
Contact Hours/Week :	3
Category	GenEd (Stream 5 CST)
Type (Mandatory/Optional, Lecture/Laboratory/Project...):	Optional, Theory
Prerequisites :	None
Co-requisites:	None

Course Catalog Description (Content):

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

SL.	CO Description
CO1	Describe complex business environment through interactive class participation and evaluate political, legal, technological, social, financial and ethical responsibilities of business.
CO2	Demonstrate familiarity with the basic business practices and exhibit proficiency in presentation of business ideas in terms of various analytical tools.
CO3	Apply the business concepts and theories and critically investigate real life case studies that contribute to SDGs.
CO4	Value the dynamic business environment and assess the microenterprises, SMEs, diversity, demographic changes, women and youth entrepreneurship in our society.
CO5	Exhibit understanding of the roles of various entrepreneurial forms and ethical leadership styles, through various group activities and team work.

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1	✓				
CO2		✓			
CO3			✓		
CO4				✓	
CO5					✓

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1				

2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

BUS201: Business and Human Communication

Course General Information:

Course Code :	BUS 201
Course Title :	Business and Human Communication
Credit Hours :	3
Contact Hours/Week :	3
Category	GenEd (Stream 4)
Type (Mandatory/Optional, Lecture/Laboratory/Project...):	Optional, Theory
Prerequisites :	None
Co-requisites:	None

Course Catalog Description (Content):

The primary objective of *Business Communication* is to introduce learners to the various forms of written and oral communication that are helpful and, in most cases, necessary in real-life business situations or in our professional lives. We will mainly focus on the contemporary aspects of business communication, in the work-place in particular, and businesses in general. We will have a brief look at the theory of communication and then rapidly drill down to the practical details and essentials of business communication. This means the course will cover business writings such as business letter and memo writing, persuasive message writing, employment letters and examine what sort of tone, language, style and format should be adhered to whilst doing so. The course will also require the students to learn the basics of a writing a business report or proposal, and require them to write a business report on a cognate topic.

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

SL.	CO Description
CO1	To understand the theories of communication, and the ethical aspects of communication within a local and international business context to ensure ethical leadership.

CO2	To be able to produce and present artefacts such as memos, business letters and reports that managers utilize in traditional business contexts in an organizational as well as office settings.
CO3	To be able to prepare résumés and cover letters so that local, and global employment seeking endeavours can be professionally supported with requisite artefacts and documents.
CO4	To apply analytical writing skills, correct grammar and stylistic techniques in writing sentences and paragraphs so that grammatically accurate, professionally appropriate, and standard business documents can be produced.
CO5	To identify and address current SDG issues concerning racial inclusion, work-place diversity, gender sensitivity, and sexual freedom to acquire written and spoken communication skills that result in bias free and inclusive communication materials, and assist organizations to create strong institutions in the process.

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1					✓
CO2		✓			
CO3	✓				
CO4		✓			
CO5			✓	✓	

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1				
2				
3				
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6				
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9				
10				
11				
12				
13				
14				

BUS333 Social Entrepreneurship Practicum

A. Course General Information:

Course Code:	BUS333
Course Title:	Social Entrepreneurship Practicum
Credit Hours:	3
Contact Hours/Week:	3
Category:	University Core (General Education - Elective)
Type:	Elective in GenEd Stream 4
Prerequisites:	BUS102 Business – Basics, Ethics and Environment
Co-requisites:	None

B. Course Catalog Description:

This is a collaborative, cross-institution course in social entrepreneurship, in which student teams to ideate and develop models for social enterprises. Social entrepreneurship is the process of building new organizations that offer scalable solutions to social and environmental challenges. Social enterprise can be either for-profit, or non-profit, but the key is the ambition to address societal problems at scale. The practice of social entrepreneurship explores the full suite of liberal learning: critical analysis, persuasive writing, oral communication, quantitative reasoning, design thinking, and group social dynamics. Students will engage with classes from several universities internationally, through synchronous online learning and labs. The course will culminate in a “shark tank for sustainability” among and between teams from the different universities, with winning teams then competing at the Bard MBA’s annual Disrupt to Sustain pitch competition in December.

C. Rationale of the Course:

This course takes a high-stakes approach to entrepreneurship for sustainability. Students will be challenged to leave the comfort of paint-by-numbers approaches to model, validate, resource, and prove their concepts in an intensive engagement using essential implements from across the management toolkit. The course challenges students to make the case for unproven concepts, prove their potential through early market testing, adjust their model in the face of market feedback, and capture resources to enable the project to succeed. Students learn, by doing, to identify and analyze market opportunities, refine solutions in the face of competitive requirements and value chain dynamics, create business models and understand scalability. Once they have refined the value proposition and business model, the layout launch and growth strategy, work through operational and financial requirements, and refine their ideas by testing the market.

D. Course Objectives (COs):

The major objectives of this course are to:

1. Help students develop a proof of concept for a social enterprise or “intrapreneurial” innovation.
2. Facilitate students to (a) make business and impact case for their social enterprise, (b) validate the market and (c) recruit ecosystem resources to support it.
3. Enable students to: (a) develop a demo or prototype, (b) create digital content, brand/marketing collateral, and marketing campaigns, (c) engage market gatekeepers, (d) structure the venture or initiative assigning stake and responsibilities, (e) acquire and communicate early user/customer results, (f) model growth and monetization scenarios and ground them in defensible early data, (g) recruit an advisory board, (h) refine ideas based on testing and feedback, and (i) provide constructive criticism

E. Course Learning Outcomes (CLOs):

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

SL.	CLO Description
CLO1	Build practical experience as leaders using the tools of social innovation to solve pressing problems.
CLO2	Create a viable social enterprise that disrupts markets, industries, and ways of life to achieve sustainability.
CLO3	Engage collaborators, advisors, and potential partners to test, guide, and bring resources to the project.

F. Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs):

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1		✓	✓					
CLO2		✓			✓			
CLO3			✓				✓	

G. Course Plan specifying CLOs, co-curricular activities (if any), Teaching-Learning and Assessment Strategies mapped with the CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	<ul style="list-style-type: none"> ● Introduction - Global Class (via zoom) supported by complementary local class (in person) <ul style="list-style-type: none"> o Introduce the AIR (Action Impact Recommendation) 	5-Day Challenge . All students have results ready to present in a slide deck, no more than 5 slides. To keep this first attempt light, situate your innovation to meet a need in a	Cold Call during Global Session via fishbowl	CLO1

	<p>model along with other frameworks for providing effective feedback.</p> <ul style="list-style-type: none"> o Select students will be called on to present the results of the 5-day challenge (see assignment). All students (except those with special permission) must have video on for all sessions, and, while their classmates present, make notes offering ideas, resources, and constructive criticism. Students should be prepared to present these notes to their classmates if called upon. 	<p>fictional world, for example, one from literature or film (it can be anything - just describe it!).</p>		
2	<p>● Team Formation - Global Class (via zoom) supported by complementary local class (in person)</p> <ul style="list-style-type: none"> o Form teams of 4-5 in your local section, set up a project in RebelBase – pick a working name and industry – and make sure it shows up in the OSUN Social Enterprise Fall 	<p>All teams need to be prepared each week in case they are called on and barring major verifiable disasters, there's no excuse for not being prepared to present; if one team member should have a medical emergency, the other team members are responsible for taking up the slack – and later challenging that team member to make it up</p>	<p>Visual submissions using the RebelMaps</p>	<p>CLO3</p>

	2022 group on the platform.	to them! Presentations should be brief.		
3	<p>● Problem Builder - Global Class (via zoom) supported by complementary local class (in person)</p> <ul style="list-style-type: none"> o This time, the real world. But the world we could create. If new members request to join your team, add them to your project as members, and work out with each to own a leadership role on the entrepreneurial team. 	<p>Go through the Problem builder as a team, publish them, post notes, and revise, as you did with the previous builder. You'll do this routine each week, building progressively and also going back to revise earlier builders to create a coherent project profile as each builder informs the others.</p>	<p>Published builder on Rebelbase</p> <p>+</p> <p>Cold Call during global fishbowl</p>	CLO1
4	<p>● Idea Post assignment - Global Class (via zoom) supported by complementary local class (in person)</p> <ul style="list-style-type: none"> o Each team needs to create a Post Idea using the Activity feed in RebelBase. Instead of an offer of skills, this is, in effect, a job offer – but targeting o cofounders/core team members, which is o typically one of the first pitches social 	<p>Problem Fishbowl: Workshop and revise system shift (openings), empathy interviews (target), and vision. Then workshop offering (product/service/other), value proposition, and business model. This week we will go for more projects to fishbowl! Be ready with yours.</p>	<p>Published builder on Rebelbase</p> <p>+</p> <p>Cold Call during global fishbowl</p>	CLO2

	<ul style="list-style-type: none"> o entrepreneurs need to make! 			
5	<p>● Solution (Required) and Target + Market (Recommended) Builders - Global Class (via zoom) supported by complementary local class (in person)</p> <ul style="list-style-type: none"> o Solution (Required) and Target + Market o (Recommended) Fishbowl: Workshop and revise initial framing of solution, and target + market. 	<p>Strategically frame whom your innovation will serve, and in what space it will play. While focusing on publishing the Solution (required) and Target + Market (recommended), it's important to begin work on Prototyping, since the user research you'll need to present for next week's builder often requires lead time to do.</p>	<p>Published builder on Rebelbase</p> <p>+</p> <p>Cold Call during global fishbowl</p>	CLO2
6	<p>● Prototyping - Global Class (via zoom) supported by complementary local class (in person)</p> <ul style="list-style-type: none"> o Find quick and dirty ways to prototype, test, and refine your solution with an eye towards product-market fit. The goal is o not to develop fully fleshed out prototypes, o but instead to find creative ways to try out small versions of what you're trying to 	<p>Prototyping: Workshop the results of initial prototyping and testing.</p>	<p>Published builder on Rebelbase</p> <p>+</p> <p>Cold Call during global fishbowl</p>	CLO2

	do, and test and revise your assumptions by engaging the user directly.			
7	<p>● Competitive Landscape - Global Class (via zoom) supported by complementary local class (in person)</p> <ul style="list-style-type: none"> o Take a deep dive into the competitive landscape. The key is not merely to claim that you're superior to other offerings, but to delve deep into what's out there that meets the need you're trying to meet. Even if you don't see yourself as directly competing with other providers, it's crucial to explore the whole landscape around what you're offering, because it will be evaluated next to alternatives. 	Competitive Landscape: Workshop competitive analysis, differentiation, and positioning.	Published builder on Rebelbase + Cold Call during global fishbowl	CLO2
8	<p>● Go-to-Market Strategy - - Global Class (via zoom) supported by complementary local class (in person)</p>	Go-to-Market Strategy: Workshop initial sales and marketing strategy and customer acquisition cost assumptions.	Published builder on Rebelbase +	CLO2

	<ul style="list-style-type: none"> o Develop an initial strategy for taking your innovation to the people you aim to serve, modeling sales and marketing strategy and customer acquisition cost. 		Cold Call during global fishbowl	
9	<p>● Impact (Required) and Market Potential (Recommended) - Global Class (via zoom) supported by complementary local class (in person)</p> <ul style="list-style-type: none"> o Model out the mission and theory of change, and (for ambitious teams) model the market size, trends, and opportunities and risks for your innovation. 	Impact (Required) and Market Potential (Recommended): Workshop the impact and market potential for a social innovation.	<p>Published builder on Rebelbase</p> <p>+</p> <p>Cold Call during global fishbowl</p>	CLO2
10	<p>● Margins and Financial Model - Global Class (via zoom) supported by complementary local class (in person)</p> <ul style="list-style-type: none"> o Model the unit economics and financial potential of your innovation. 	Margins and Financial Model: Workshop the unit economics and financial potential of an innovation.	<p>Published builder on Rebelbase</p> <p>+</p> <p>Cold Call during global fishbowl</p>	CLO2

11	<p>● Case for Your Social Innovation - Global Class (via zoom) supported by complementary local class (in person)</p> <ul style="list-style-type: none"> o Pull together your work from all the builders to tell the story and make the case for your innovation. Next week you will use this case to develop a blurb, send deck, and live pitch for the innovation. 	Case for Your Social Innovation: Workshop the story you tell and case you make for your social innovation, drawing together your work on the builders over the course of the term.	Published builder on Rebelbase + Cold Call during global fishbowl	CLO1, CLO2, CLO3
12	<p>● Pitching - Global Class (via zoom) supported by complementary local class (in person)</p>	Practice the live pitch for your social innovation.	Live pitching with feedback session	CLO1, CLO2, CLO3
13	<p>● Disrupt to Sustain – Global pitching competition in NYC – virtual participation</p> <ul style="list-style-type: none"> o Select projects have the opportunity to compete in the Bard MBA's Disrupt to Sustain competition. Students refine what they developed through the course and compete alongside 	<p>If selected, pitch in the Disrupt to Sustain competition.</p> <p>Competing is not a course requirement, and does not affect course grades. Instead, the competition provides an opportunity to go beyond the course, take what you've developed in it, and compete against international judges. Teams are encouraged to seek additional</p>	International competition with international jury.	CLO1, CLO2, CLO3

	teams from the Bard MBA.	venues to feature their initiatives developed in the course, and compete for prizes, distinction, and further opportunities for development.		
14	<p>● Going Forward - Global Class (via zoom) supported by complementary local class (in person)</p> <ul style="list-style-type: none"> o Workshop on what you can do with o your project going forward. 	Workshop on what you can do with your project going forward.	N/A	CLO2, CLO3

EMB 101: EMERGENCE OF BANGLADESH

Course General Information:

Course Code :	EMB 101
Course Title :	EMERGENCE OF BANGLADESH
Credit Hours :	3
Contact Hours/Week :	3
Category	General Education (GenEd)
Type (Mandatory/Optional, Lecture/Laboratory/Project...):	Mandatory, Lecture
Prerequisites :	None
Co-requisites:	None

Course Catalog Description (Content):

The Emergence of Bangladesh course has been designed for students to understand their historic and cultural roots as citizens of this land. It documents the colonial oppression of both Britain and (West) Pakistan, and analyzes the political and ethnic subordination, cultural domination, and economic exploitation we faced over the last two centuries. The course also traces the popular resistance against feudalism and colonialism over this period, that have shaped our quest for social and economic justice and our national consciousness and gave rise to our independence.

Course Outcomes (COs)

Upon successful completion of this course, students will be able to

SL.	CO Description
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CO1	Describe specific stages of Bangladesh's political history, through the British colonial period and the Pakistan period till the emergence of Bangladesh.
CO2	Identify the major struggles for economic and political freedom during the British and Pakistan period.
CO3	Analyze the economic exploitation and the extraction of surplus by both the British and the Pakistan state as well as the oppression of the zamindars.
CO4	Understand our War of Independence both in terms of the genocide that Pakistan committed as well as the political and armed struggles we engaged in.
CO5	Reflect on the core principles of our struggles that are enshrined as the four pillars of our Constitution.

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1	X	X			
CO2	X	X		X	
CO3	X	X			
CO4	X	X		X	
CO5	X		X	X	X

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Week Class	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1.1 May 29, 2022	Introduction <i>Significance of the course, course outline, course objectives, course requirements and assessment procedures</i>	Class discussion		
1.2 May 31, 2022	Bengal from the 7th Century to the Battle of Polashi <i>The subcontinent after the collapse of the Guptas, King Sasanka and the emergence of 'Bengal', The Age of the Pala Dynasty in Bengal, c. 750 CE – c. 1150 CE, The Sen Dynasty of Bengal, c. 1150 CE – c. 1206 CE, The advent of Muslim rule in Bengal, The quasi-independent and independent Bengal</i>	Free write on why history matters; Class discussion.	Evaluation of student class performance.	CO1

	<p><i>Sultanates, Cultural and religious transformations in Bengal, The evolution of the Bengali language and its Muslim influences, The age of Hussain Shah, The advent of the Mughals, The 'Great Mughals', Bengal in Mughal India, Society, economic, cultural transformations, The death of Aurangzeb and collapse of central rule from Delhi, Independent Bengal under the Nawabs of Murshidabad, The Bengal economy on the eve of Polashi, Europe and the emerging world-system, The conquest of the Americas, 1492 , The Portuguese arrive in the Indian subcontinent, 1498 , Mughal Civil Wars and the growing power of the British East India Company, Relations between Bengal and the British on the eve of Polashi</i></p>			
<p>2.1 June 5, 2022</p>	<p>British India:1757-1857 <i>The East India Company in India and growth of its power: Battle of Polashi, Dual Government 1765-1770: Beginning of the economic exploitation, Regulating Act of India, 1773: end of Nawab's authority, Permanent Settlement Act, 1793, Early Reforms & Repercussion, Early resistance movements: motives, involved actors, leaders and outcomes, The First Indian War of Independence,1857, Consolidation of the British rule, Colonialism, economic exploitation and the resource drain from India</i></p>	<p>Class discussion, Free write: Reflections on the battle of Polashi and the absence of peasant support for Nawab Sirajuddowla</p>	<p>Determining whether students are able to capture the dual sentiment of the loss of Bengal to the British and the seeming irrelevance of the battle for the ordinary peasants.</p>	<p>CO1 CO2 CO3</p>
<p>2.2. June</p>	<p>British India:1858-1911</p>	<p>Lecture, Class Discussion.</p>		<p>CO1</p>

7, 2022	<p><i>The establishment of Crown Rule, 1858</i></p> <p><i>First partition of Bengal and annulment – 1905-1911, , Creation of All-India Muslim League and emergence of a separate Muslim political identity, Morley-Minto Reforms and identity politics, The social reforms in British India, Understanding nationalism in British India: the reasons behind the rise of nationalism in British India and variants in the expression of nationalism, Indian National Congress: the first political party to achieve self-governing rights from British, a broad Nationalistic approach, Mahatma Gandhi: his political philosophy and involvement in Indian politics</i></p>	<p><i>Take home assignment: 500 words on a critical assessment of an anti-colonial or anti-feudal movement or a leader of such movements. Students need to conduct some research of academic sources (NOT WIKIPEDIA) and correctly cite two such sources in their paper. The assignment will be graded.</i></p> <p>Teachers will explain how to conduct research and how to cite.</p> <p>Due June 14-15</p>	Class performance	CO2 CO3
3.1 June 12, 2022	<p>Class on Book Review</p> <p><i>What is a book review/book analysis? Discussion of expectations. Names of the selected books for the section and Interconnectedness of events. Basic usage of footnote citations.</i></p>	<p>Lecture, Class Discussion.</p> <p><i>Assignment: Submit book title and one paragraph on why the specific book was selected.</i></p> <p>Due June 18th</p>		
3.2 June 14, 2022	<p>The opposition to British Rule in India:</p> <p><i>Khilafat and Non-Cooperation Movement, Hindu-Muslim Unity, ,Swadeshi Movement, Surjjo Sen, Krishak Proja Party: representing the peasantry of Bengal against the</i></p>	<p>Lecture, Class Discussion.</p> <p>Assignment Due: Class review of student assignment of movement leader</p>	Assessment of take home assignment on the basis of how well students capture both the success and the limits of the	CO1 CO2 CO3

	<p>Zamindars, demanded absolute proprietorship of lands for peasants</p> <p>Netaji Subhas Chandra Bose and the INA, Tebagha Movement and Ila Mitra</p>		<p>movements/ leaders, as well as their use of reference material.</p> <p>Class discussions</p>	
<p>4.1 June 19, 2022</p>	<p>Colonial Attacks on Language and Culture of Bangladesh</p> <p><i>Creation of Pakistan on the basis of religion, Pakistan's idea of a state language, Cultural repression by the West Pakistanis, The language and cultural movement against Pakistan, Creation of Awami Muslim League: Rise of a separate political platform for the Bengalis, 21 February 1952: language martyrs. nationwide spread of the Language Movement, Election of 1954, Brief period of the coalition government: Their initiatives to ensure economic and cultural freedom of the Bengalis. From Awami Muslim League to Awami League, a secular posture.</i></p>	<p>Believe and Doubt. Group work.</p> <p>Students will be provided with controversial statements that they will either defend or oppose.</p> <p><i>Book Review: Submit one page on the historical context of the book being reviewed; link to the topic(s) discussed in class; provide at least two academic references. Submission: June 25</i></p>	<p>Grading on the basis of how historically grounded, logical and effective their arguments are.</p>	<p>CO1 CO2 CO3</p>
<p>4.2 June 21, 2022</p>	<p>Capitalist Development and Regional Disparity in Pakistan</p> <p><i>Economic conditions in East and West Pakistan in 1947, Capitalist Development in Pakistan: growing regional and income inequalities, The concept of two economies, The Six Point Program and the quest for regional autonomy</i></p>	<p>Lecture, Class Discussion.</p>	<p>Student class performance.</p>	<p>CO3</p>
<p>5.1 June</p>	<p>Dictatorship and Struggles for Democracy</p>	<p>Lecture, class discussion.</p>	<p>Student class performance.</p>	<p>CO3 CO4</p>

26, 2022	<p><i>The political system in Pakistan (1947-54): class representation, political parties and legislative process, Early disenfranchisement of Bengalees in government and national decision making, Provincial Election of 1954, Jukto Front and the dissolution of the provincial government, Constitution of 1956: key elements to ensure WP dominance, Declaration of martial law in 1958 and Pakistan under General Ayub Khan, Student movement against the education policy, India-Pakistan war of 1965 and the isolation of East Pakistan, The 6 point program: 1966-69, Opposition to WP dominance in politics and society, Student movement of 1969, the 11 point program, and the end of the Ayub regime, Martial law under Yahya, The strengthening of the nationalist movement and quest for freedom,</i></p>	<p>Assignment: Book Review: Submit one page summary of the first two chapters or the first 20-25 pages of the book; link to the topic(s) discussed in class. Due date: July 2.</p>	<p>Assessment based on relevant research, historical insights and quality of writing.</p>	
5.2 June 28, 2022	<p>Nature of the Pakistan State <i>Classical Marxist view of the state, Class structure in Pakistan – West and East Pakistan, The post-colonial state, The state in Pakistan, Rising income and regional inequality, Opposition to state power and the destruction of Pakistan, Post 1971 and the challenges of state formation in independent Bangladesh: New beginnings or re-creation of the post-colonial state</i></p>	<p>Lecture, Class Discussion.</p>	<p>Student class performance.</p>	<p>CO3</p>

<p>6.1 July 3, 2022</p>	<p><i>The War of Independence</i> <i>Brief review of the decades long struggle for social, economic, cultural and political emancipation of the people in Bangladesh ending in the landslide victory of the Awami League in the 1970 elections, Review of the non-cooperation movement in March 1971, Operation search light and the beginning of the genocide of Bengalees, The declaration of independence on March 26, 1971, Formation of the Government-in-exile, The Mukti Bahini and the armed struggle against Pakistan, Other forces in the armed struggle against Pakistan, War crimes and the role of collaborators in aiding the genocide and in the killing of intellectuals, The global support for the cause of Bangladesh, The role of superpowers in the struggle, The Indo-Pak war in December and the surrender of the Pakistani forces, Liberation Day; December 16, 1971</i></p>	<p><i>Take home assignment: 500-800 word interview of someone on their personal experience of 1971. Due July 16</i></p>	<p>Grading based on how well the paper captures the personal feelings and sentiments of someone living through the military occupation.</p> <p><i>Assessment based on student understanding, insights and quality of writing.</i></p>	<p>CO4</p>
<p>6.2 July 5, 2022</p>	<p><i>Early Days of Bangladesh: Challenges and Prospects</i> <i>Conditions in war-ravaged Bangladesh, Global politics and the impact on Bangladesh, Return of Bangabandhu, Political and economic challenges of the new country, Making of the 1972 Constitution, Four basic principles, Salient Features of the 1972 Constitution, Major Amendments</i></p>	<p>Free write on the significance of any one of the four founding principles in current-day Bangladesh.</p> <p><i>Assignment: Summary of all book chapters due; ensure links to topics discussed in class. Due: July 30</i></p>	<p>Grading on the basis of how well students capture how the specific founding principle should be currently interpreted and to what extent we have been able to achieve the</p>	<p>CO5</p>

			specific constitutional principle.	
Midterm: Students must finish the first 50 pages of the selected book and submit five pages of notes and observations, breaking down their readings on July 7, 2022.				
8. July 17 & 19, 2022	Feedback on book review submission.	<i>Class discussion.</i> <i>Review of citation rules.</i>		
9. July 24 & 26, 2022	Viva -1		Assessment of student understanding of and reflection on class material <i>Assessment rubric to be prepared</i>	
10.1 July 31, 2022	Development Trends in Bangladesh <i>The lives of the poor: the multidimensional nature of poverty, Macroeconomic indicators of development, Social indicators of development, The NGO movement in Bangladesh, Disaster management, Challenges to poverty reduction, The Covid 19 pandemic and the road to recovery</i>	Lecture, Class Discussion, Group work. <i>Book Review: Submission of Summary of all book chapters due; ensure links to topics discussed in class.</i>	Student class performance. <i>Assessment based on student understanding, links to class topics, insights and quality of writing especially with regard to organization and student reflection.</i>	CO5
10.2 August 2, 2022	Women as Agents of Change	Lecture, Class Discussion, Group work.	Student class performance.	CO5
11.1 August 7, 2022	The Lives of the Poor in Bangladesh: Introduction to BRAC Programs	Debate. Class Discussion.	Verbal Presentation on argumentative topic.	CO5

12. August 14 & 16, 2022	Feedback on Draft of Book Review	<i>Draft Review August 11</i>	<i>Book due</i>		
13. August 21 & 23, 2022	Viva -2	<i>Final Review August 23rd.</i>	<i>Book due</i>	Student presentation of their book review and critical reflections on the subject matter. <i>Assessment rubric to be prepared</i>	

ECO105: INTRODUCTION TO ECONOMICS

Course General Information:

Course Code :	ECO 105
Course Title :	INTRODUCTION TO ECONOMICS
Credit Hours :	3
Contact Hours/Week :	3
Category	General Education (GenEd)
Type (Mandatory/Optional, Lecture/Laboratory/Project...):	Mandatory, Lecture
Prerequisites :	None
Co-requisites:	None

Course Catalog Description (Content):

This course is designed to present a general overview of the structure of the economy, highlighting how scarce resources are allocated among competing uses, and how, what is produced is distributed to different groups. The course will explain the basic principles of price determination in markets and analyze macroeconomic problems of inflation, unemployment and market failures leading to economic crises. It will also attempt to understand the ideological basis of economic theory through an examination of the contributions of the classical, neo-classical, neo-liberal and radical economists. Finally, the course will situate capitalism as a specific economic system to understand the class nature of policy making on growth and inequality, poverty and development, and environmental problems and climate change. Classes will be interactive with lectures, discussions, and group work. No previous coursework is necessary but a healthy interest in understanding and critiquing the workings of the economic system is required.

Course Outcomes (COs):

SL.	PO Description
CO1	<i>Understand</i> the subject matter of economics, basic economic concepts, basic working of the economy, price determination in different markets
CO2	<i>Review</i> the ideas of the great economists (Smith, Ricardo, Marx, Marshall, Keynes, Hayek), their ideological biases, and how their ideas are still relevant to modern day policy making
CO3	<i>Explore</i> the economic underpinnings of current challenges of inflation and unemployment, growth and inequality, poverty and development, environmental problems and climate change, and the policy measures taken to address them
CO4	<i>Reflect</i> on policy ideas that could make the economy more people and planet centric, and more focused on addressing poverty, inequality, human capital development, and the environment

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1	X	X			
CO2	X	X			
CO3	X	X		X	
CO4	X	X	X	X	X

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Week Class	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1	Introduction <i>Significance of the course, course outline, course objectives, course requirements and assessment procedures</i> Key Economic Concepts <i>- what is economics</i> <i>- scarcity and choice</i> <i>- production possibilities curve</i> <i>- production and distribution</i>	class discussion lecture, class discussion		CO1

	- <i>the role of government in rectifying market imbalances</i>			
8	Review of the Classical Economists and Marx	Class discussions	assessment of student comprehension of class material	
9	Current Issues in Economics: Growth & Development - <i>economic growth and why it does not guarantee development</i> - <i>what is development</i> - <i>what is poverty</i> Balancing Growth & Development: The Bangladesh Scorecard	lecture class discussion Assignment (5marks) Write a 300-500 word reflection on Bangladesh's development achievements Assignment (20 marks) Individual research project on a development topic topic due: in one week primary research due: in 3 weeks draft due: 13 th week of classes final due: during finals week	student class performance assessment of student understanding and analytical ability assessment of student research and analytical abilities, logical and coherent thinking, and quality of writing	CO3 CO4 CO3 CO4
10	Current Issues in Economics: Environment & Climate Change - <i>the economic costs and benefits of protecting the environment</i> - <i>climate change: mitigation and adaptation</i> - <i>the Bangladesh climate change policy</i>	lecture group work (5 marks) reflections on climate change Assignment (5marks) Write a 300-500 word reflection on what you, as a student, can do to	student class performance assessment of student problem solving abilities	CO3 CO4

		help protect the environment		
11	Neo-Liberal Economics: The Global Retreat from Welfare for the Poor <i>- the economics of Friedrich von Hayek</i> <i>- the politics of Reagan and Thatcher</i> <i>- IMF and structural adjustment policies</i> <i>- the dominance of neo liberalism in current day policy making</i>	lecture class discussion	class participation	CO3 CO4
12	The Mystery of Money: From the Gold Standard to Crypto Currency <i>- the origin of money</i> <i>- different forms of money</i> <i>- controlling the money supply</i> <i>- the international gold standard</i> <i>- free floating currencies</i> <i>- digital currency</i> <i>- crypto currency</i>	lecture class discussion	class participation	CO1
13	Current Policy Debates in Economics: The Underpinnings of Neo Classical, Keynesian, Neo-Liberal and Radical Economics <i>- several global policy debates will be reviewed to understand the economic rationale for the different arguments and how they are anchored in the analysis of different schools of thought</i>			

14	Course Review	class discussion		
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POL101: INTRODUCTION TO POLITICAL SCIENCE

Course General Information:

Course Code :	POL101
Course Title :	INTRODUCTION TO POLITICAL SCIENCE
Credit Hours :	3
Contact Hours/Week :	3
Category	GenEd (Stream 4)
Type (Mandatory/Optional, Lecture/Laboratory/Project...):	Optional, Lecture, Writing
Prerequisites :	None
Co-requisites:	None

Course Catalog Description (Content):

POL101 aims to introduce students to key concepts, approaches, and debates in political science by exploring some of the foundational and groundbreaking works in the discipline's subfields of political theory, comparative politics, and international relations. Connecting important works in the discipline with salient current events will enable students to engage in critical evaluation of political outcomes and explanatory narratives about politics.

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

SL.	CO Description
CO1	<i>Explore</i> the issues, problems, and methods employed by political science and its subfields through class readings and discussion
CO2	<i>Analyze</i> political phenomena by examining interactions among institutions, interests, and ideologies and assess the reliability of explanatory narratives
CO3	<i>Evaluate</i> political institutions and systems and their impact on individuals, culture, identity, development, and diversity through the policy brief
CO4	<i>Recognize</i> the interplay between domestic and international politics and their influence on development, migration, and human rights
CO5	<i>Apply</i> the concepts and analytical approaches discussed in class to development of policies that provide creative and competent solutions to problems of poverty, hunger, inequality, healthcare, living standards, environment, and sustainability

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes				
	PO1	PO2	PO3	PO4	PO5

CO1			x	x	
CO2	x		x	x	
CO3		x	x	x	x
CO4	x	x		x	
CO5	x	x	x	x	x

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1.1	Introduction <i>What is politics? How are the political and the personal intertwined? What is political science? What are its subfields? What is the difference between political theory and political science? How is political theory relevant to the study of political science?</i>	Class discussion, Group talks, Reflective ideas through padlet	Go to padlet and type any word or paste a picture that comes into your mind first when you hear the word 'politics'	1 & 4
1.2	Nature of State <i>Definition, purpose, and key functions of the state; sovereignty; state strength; capacity and autonomy; state vs regime vs government; challenges to state authority; exercise of power in the modern state</i>	Class discussion, individual reading	Process writing on Weber, Charles Tilly and Scott's article. What are the similarities and differences between Weber and Tilly's article? How is Scott's article addressing state and power? What difference can be addressed from Scott's article if you compare it with Tilly's. Share your writing with the class.	2 & 3
2 & 3.1	State of Nature <i>Justifying the need for central authority; social contract; right to rebel; freedom vs. security</i>	Class discussion, Shared reading	Complete the PPDQ using your readings on Ibn Khaldun and Frank Rosenthal, Thomas Hobbes, John Locke and Jean-Jacques Rousseau	2 & 3
3.2	State of Nature <i>Justifying the need for central authority; social</i>			

	<i>contract; right to rebel; freedom vs. security</i>			
4	Nationalism & Ethnicity <i>Nations and nationalism, nationality vs ethnicity vs citizenship; nationalism vs patriotism</i>		Process writing: What distinguishes ethnicity from nation? What is the basis of national identity in South America or Africa? What distinguishes citizenship from nationality? Can immigrants be patriots? Can national minorities be patriots? What is a nation state in the modern world?	2 & 3
Policy Brief Topic Selection				
5	Political Ideologies and Attitudes	Free Writing: Share how you started your day, Process writing on Adam Smith and Karl Marx. What is your thought on the transition of neo-liberalism to communism	Class Activity: Compare the health care views on liberal, communist and capitalist countries.	2, 3 & 4
Quiz 1: Mindmapping and Narrative				
6	Regime Type <i>Democracy vs authoritarianism vs totalitarianism; competitive authoritarianism; Freedom House Global Freedom Index and Economist Intelligence Unit's Democracy Index</i>	Lecture, Jamboard	Process writing: Dahl, Levitsky and Way, Lenin. Identify what criteria are used to classify regimes as democratic, authoritarian, competitive authoritarian, or hybrid regimes.	2, 3 & 5
7.1	Variation in Regime Type <i>Explanations for variation in regime type</i>	Lecture, Group Discussion	Group discussion: According to Eva Belin, what are the key reasons for the strength of authoritarian regimes in the Middle East and North Africa? Compare this with the situation in Bangladesh and explain why the authoritarian regimes never gained	2, 3 & 5

			that power in Bangladesh.	
Quiz 2: Reflection Paper				
7.2	Electoral System <i>Presidential vs parliamentary systems; single-member district/plurality vs proportional representation</i>	Lecture, Discussion	Group Group discussion: If you would get the chance to reform the First Past the Post election system of Bangladesh and replace it with a different voting system, what kind of voting system would you propose? Explain the problems that the First Past the Post system caused in Bangladesh and how would a new voting system that you would propose improve the political life in the country?	2, 3, 4 & 5
Week 8: Midterm: Engaged Research & Community Mapping				
9	The US Electoral College <i>Electoral vote vs popular vote in the US elections of 2000 and 2016</i>	Joint project /interactive work; calculate and compare election results. Use online resources (ballotpedia.org) to get an overview of cast votes.	Class activity: Examine election results from the 2000 and 2016 elections by comparing the voting results in each state and compare that with results in the presidential, Senate, and House of Representatives reacts. Create tables that would compare results	2, 3, 4 & 5
10	Regime Type and Governance <i>Robert Dahl's influence terms; democracy first thesis vs. development first thesis; authoritarian capitalism</i>	Lecture, Discussion	Group Process writing: Are there any systemic or economic advantages of having a democracy? Compare the views on democracy and economic development expressed in the articles by Siegle et al. and Allison	2 & 3
11	International Relations Theory <i>Realism, liberalism, constructivism; global</i>	Lecture, Discussion	Group Group discussion: What kind of IR strategy would be applied in the case of an international	2, 3, 4 & 5

	<i>governance; democratic peace theory; commercial peace theory; right to protect vs sovereignty</i>		crisis? What kind of advice would each of the IR schools give to the Government of Bangladesh about how to deal with Myanmar regarding Rohingya refugees?	
12	Foreign Policy <i>Isolationism vs interventionism; interplay of domestic and international politics; role of lobbies and interest groups; imperialism; soft power</i>	Lecture, Group Discussion	Group discussion: Explain the change in the foreign policy of United States towards interventions in international affairs by comparing their reactions to Rwandan genocide in 1994 and the war in Iraq in 2003	2, 3, 4 & 5
13	Political Conflict <i>Types of political conflict and violence; institutional, ideational, and individual explanations; problems with culturalist explanations</i>	Free writing: Identify reasons for political conflict	Process writing: What are the grounds for alliances and conflicts? Compare the views on political conflict of Huntington and Posner. What are the similarities and differences?	2, 3, 4 & 5
14	Review Class			

POL 201: CIVIC ENGAGEMENT

Course General Information:

Course Code:	POL 201
Course Title:	CIVIC ENGAGEMENT
Credit Hours:	3
Contact Hours/Week:	3
Category	General Education (GenEd)
Type (Mandatory/Optional, Lecture/Laboratory/Project...):	Mandatory, Lecture, Project
Prerequisites:	None
Co-requisites:	None

Course Catalog Description (Content):

The Civic Engagement course has been designed to help students explore what it means to be socially conscious, responsible citizens of a globalized world. In-class readings and discussions, coupled with field activities, will examine key concepts related to identity and

power relations, access and social exclusion, citizen rights and freedom, and transformatory community engagements and the state.

Course Outcomes (COs):

Upon successful completion of this course, students will be able to meet the following course objectives:

Sl.	CO Description
CO1	<i>Explain</i> the importance of civic engagement, community mobilization, development, social capital, democratic rights and other practices, the role of civil society organizations, and citizens in creating an interrelated society.
CO2	<i>Use</i> the basic principles of political thought and cultural navigation to formulate, justify and answer interesting and relevant questions on what it means to be civically engaged.
CO3	<i>Analyze</i> various aspects of citizenship, civic and political participation and how they structure and regulate community life, the building of social capital, and how they can be harnessed towards greater agency for the common good.
CO4	<i>Identify and examine</i> issues of power, inequality, access to knowledge and resources in terms of how people build social capital and envision and implement civic engagement in different parts of the world.
CO5	<i>Interpret</i> real, every day and grand projects of civic engagement and create a small project that students can run and develop on their own.

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1	X	X	X		
CO2	X	X	X		
CO3	X	X	X	X	X
CO4	X	X	X	X	X
CO5	X	X	X	X	X

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1	Introduction <i>Course outline, course objectives, course requirements and assessment procedures</i> Civic Engagement <i>Richard Adler and Judy Goggin, "What do we mean by civic engagement?"</i>	Class discussion Student reflections on what it means to be civically engaged for them	Evaluation of student class performance	CO1 CO2

	https://www.unomaha.edu/international-studies-and-programs/files/docs/adler-goggin-civic-engagement.pdf			
2	<p>Citizenship <i>Russell Dalton, The Good Citizen, Defining Norms of Citizenship, pp.26-30</i></p> <p><i>Assignment 1: Student Papers on Dalton and Being a Good Citizen</i></p> <p><i>Follow-up Assignment:</i></p>	<p>Reflecting on Dalton and past student papers, submit a one-page reflection on your ideas on what it means to be a good citizen and indicate how your interest in civic engagement (including a potential project) reflects that understanding. (<i>Post on Padlet</i>)</p> <p>Read other students' posts and indicate how your view compares and contrasts with others.</p>	<p>Posting on brightspace</p> <p>Evaluation of student writing</p>	<p>CO1 CO2 CO3</p>
3	<p>Becoming more Engaged <i>Joel Westheimer and Joseph Kahne, "Educating the "Good" Citizen: Political Choices and Pedagogical Goals," PS, April 2004. https://www.democraticdialogue.com/DDpdfs/WestheimerKahnePS.pdf</i></p> <p><i>Cnann, Smit et L., "Motivations of Student Volunteers in Five Countries," Canadian Journal of Non Profit and Social Economy Research 1.1 (2010)</i></p> <p><i>Guest Lectures</i></p> <p><i>Student Civic Engagement Project: An Introduction</i></p>	<p>Class discussions</p> <p>Teachers provide detailed explanation of the project and the steps students need to follow, using the workbook</p>	<p>Evaluation of class performance</p>	<p>CO1 CO2 CO3</p>

4	<p>Democracy and Attitudes Towards Rights <i>Philippe C. Schmitter and Terry Lynn Karl, 'What Democracy is... and is Not,' Journal of Democracy, vol. 2, no. 3, Summer 1991, pp. 75-88.</i></p> <p><i>Ali Riaz, 2021. "The Pathway of Democratic Backsliding in Bangladesh"</i></p>	<p>free write on two strengths of and two challenges for civic engagement in Bangladesh in the context of democracy and state attitudes towards citizen rights</p>	<p>Assessment of student writing</p>	<p>CO1 CO2 CO3</p>
5	<p>Assignment 2: Referencing Joel Westheimer and Joseph Kahne, "Educating the "Good" Citizen": Political Choices and Pedagogical Goals" <i>post an image and prepare a two-page paper on a contemporary or historical figure (or group) whom you consider to be a successful role model of civic engagement and post a response that is informed by the following questions.</i></p> <ul style="list-style-type: none"> > <i>Why did you choose this figure or group?</i> > <i>How do you think the figure you chose connects with the three types of citizen Westheimer/Kahne propose? Does the person exemplify the way you see social change being driven?</i> > <i>What do you consider to be the keys to their success?</i> > <i>What were their challenges and failures?</i> > <i>What was the context for their success and failure?</i> > <i>What are the lessons learned?</i> > <i>Did their efforts have a long-lasting impact? Why or why not?</i> <p><i>Include at least two citations in addition to the Westheimer/Kahne Post on Padlet</i></p> <p>Mind Mapping: <i>Assignment identify and define an issue within a community that you want to work and begin developing a project idea</i></p>	<p>Class presentations and discussions</p> <p>joint sessions with other OSUN campuses</p> <p>review of student mind mapping exercises</p>	<p>Posting on Brightspace</p> <p>Assessment of student writing</p> <p>Assessment of mind mapping exercise</p>	<p>CO1 CO2 CO3</p>

6	<p>Civil Society <i>Brian O'Connell, Civil Society: The Underpinnings of American Democracy, chapter 2</i></p> <p><i>Vaclav Havel, 'The Power and the Powerless,' in Stokes, From Stalinism to Pluralism</i></p> <p>Community Mapping Assignment <i>research and identify available community resources within the geographic area where you can develop your project</i></p>	<p>class lecture and group discussions</p> <p>review of student community mapping exercise</p>	<p>Student class performance</p> <p>Assessment of student community mapping exercise</p>	<p>CO3 CO4</p>
7	<p>Civil Society in Bangladesh <i>Traditional Civil Society Organizations in Bangladesh</i> <i>From Humanitarian Assistance to Fighting Colonialism</i></p> <p><i>The NGO Movement in Bangladesh: Fifty Years of Civic Engagement: From Conscientization to Service Delivery</i> <i>Farida Chowdhury Khan et. al. Recreating the Commons? NGOs in Bangladesh. Chapter 1</i></p>	<p>lectures guest lectures class discussions</p>	<p>Student class performance</p>	<p>CO4</p>
8	<p>Civil Society in Crisis? <i>Kriencamp, Julia. "Responding to Global Civil Society Crackdown" Global Governance Institute Policy Brief (Sept 2017)</i></p> <p><i>Worscheh, Susann "The case of Germany: Civil Society and Civic Engagement during the pandemic" International Journal of Social Quality 11.1-2 (Summer 2021)</i></p> <p>Civil Society and the Democratic Space in Bangladesh</p>	<p>lectures class discussions</p> <p>guest lectures class discussions</p> <p>free write on state approach to civil society</p>	<p>Student class performance</p> <p>Assessment of free write exercise</p>	<p>CO4</p>
9	<p>Community Organizing <i>M. Avila, "Four Community Organizing Practices: Creating Culture Change" in "Transformative Civic Engagement through Community Organizing"</i></p>	<p>lectures guest lectures class discussions</p>		<p>CO1 CO2 CO3 CO4 CO5</p>

	<p><i>Saul Alinsky, Organizing for Social Change, chapter 6, "Community Traditions and Organization"</i></p> <p><i>Advocacy in Restricted Places, a Toolkit for Civil Society Organizations,</i></p> <p>https://freedomhouse.org/sites/default/files/2020-06/FINAL COMPLETE Lifeline Toolkit for CSO Advocacy in Restrictive%20Spaces_June_2020.pdf</p> <p>Engaged Research: using academic sources, define the proximate problem and underlying issues (can include comparative data).</p>	Review of student Engaged Research presentations	Assessment of student write-up	
10	<p>People and Power</p> <p><i>Eric Liu, "You're More Powerful than You Think: A Citizen's Guide to Making Change Happen," pp 45-76</i></p> <p><i>Sherry Arnstein, "Ladder of Citizen Participation", In Journal of the American Planning Association 35.4 (1969)</i></p> <p>Eric Liu, https://www.ted.com/talks/eric_liu_why_ordinary_people_need_to_understand_power/transcript?language=en (17 mins)</p> <p>Eric Liu, https://www.ted.com/talks/eric_liu_how_to_revive_your_belief_in_democracy?language=en (15 mins)</p>	Group work and class presentation	Assessment of presentations	CO4
11	<p>Student Field Visit Week</p> <p><i>Revise the mind map and the community map on the basis of field visit</i></p> <p><i>Interview: use the community map to find a civic actor to interview. Ideally, this should be someone from your community partner</i></p>	<p>Teachers on-call to respond to student queries</p> <p>Student write-up on interviews</p>	Assessment of interviews	CO5
12	<p>Youth Engagement</p> <p><i>UN World Youth Report: Youth Civic Engagement, 2016,</i></p> <p>https://www.un.org/development/desa/youth/wp-</p>	class discussions	.	CO1 CO2 CO3 CO4

	content/uploads/sites/21/2018/12/un_world_youth_report_youth_civic_engagement.pdf Cabrera, N. L., Matias, C. E., & Montoya, R. "Activism or Slacktivism? The Potential and Pitfalls of Social Media in Contemporary Student Activism.," <i>Journal of Diversity in Higher Education</i> , " April,			
13	Youth Engagement and Higher Education Colby, Elrich, Beaumont , Rosner and Stephens, "Higher Education and Development of Civic Responsibility, " in Ehrlich, ed, <i>Civic Responsibility and Higher Education</i> Ira Harkavy, Sjur Bergen, Tony Gallagher "Universities Must Help Shape the Post Covid 19 world," In <i>Higher Education's Response to the Covid 19 Pandemic: Building a more Sustainable and democratic Future</i> (2021)	class discussions		CO1 CO2 CO3 CO4
14	Final Project Presentations and Submissions <i>Project Proposal: Civic Issue Research Paper and Project Proposal (5 pages, single-spaced: 2,000 to 2,500 words).</i> <i>Presentation: Students will present their project proposals in class (5 minutes each)</i>	presentations jointly with other OSUN campuses	Posting on Brightspace Assessment of project papers	CO5

ANT101 INTRODUCTION TO ANTHROPOLOGY

Course General Information:

Course Code :	ANT 101
Course Title :	INTRODUCTION TO ANTHROPOLOGY
Credit Hours :	3
Contact Hours/Week :	3
Category	CORE
Type (Mandatory/Optional, Lecture/Laboratory/Project...):	MANDATORY FOR ANTHROPOLOGY MAJOR, optional as GenEd
Prerequisites :	None

Co-requisites:	None
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Course Catalog Description (Content):

This course will provide students with an introduction to the field of anthropology, exploring the transformation of ideas and methodologies from the late 19th century onwards to the present day. We will pay careful attention to the historical and cultural contexts of the ideas we discuss, as well as their contemporary relevance to us in interpreting our lives and worlds.

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

Sl.	CO Description
CO1	Explain the importance of culture, enculturation and cultural transmission, and the fundamentals of anthropological theory in historical context.
CO2	Use the basic principles and methodologies of anthropological research to formulate, justify and answer interesting and relevant questions about social life.
CO3	Analyse kinship systems and religious, political and economic institutions in terms of how they are understood through systems of meaning, how they structure and regulate social life, and how they are created, used, manipulated, resisted and transformed by human agency.
CO4	Identify and examine issues of power and inequality in the contemporary world (including those involving gender, class, race and ethnicity, caste, nationality, religion, sexual orientation etc.) and the significance of the colonial encounter and global configurations of power in terms of how people know, feel and live across the world today.
CO5	Interpret real, everyday life in Bangladesh and elsewhere in terms of the ideas and concepts introduced and discussed in class.

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	X				X	X		
CO2	X	X	X	X				
CO3		X	X		X	X		
CO4	X	X	X	X	X			
CO5		X		X	X		X	X

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1	Introduction What is anthropology? Its scope? Why study	Lectures, In-class Q-&-As, Class discussions	Quizzes, Assignment	1,5

	anthropology? The four sub-fields			
2	What is culture? Why bother with culture Adaptation, change, agency, practice Beauty, aesthetics and politics	Lectures, In-class Q-&-As, Class discussions	Assignment	1, 5
3	Anthropological method Ethnocentrism, cultural relativism,	Lectures, In-class Q-&-As, Class discussions, Presentation	Assignment Examination,	2, 3. 4
4	Observation; participant observation; ethics; discourse analysis	Lectures, In-class Q-&-As, Class discussions, Group Work	Assignment	2, 3. 4
5	Kinship and marriage Kinship, descent and the family; everyday pains and pleasures, how marriage works – rules/norms and practices	Lectures, In-class Q-&-As, Class discussions, Group Work	Quizzes, Examination,	3,4,5
6	Gender and sexuality Sex and gender; recurrent gender patterns; economy and gender/sexuality; matriarchy; patriarchy and violence; gender and industrialism; sexual orientation	Lectures, In-class Q-&-As, Class discussions, Group Work	Assignment	4,5
7	Economy and Material Life – Foragers to Industrialists Economizing and maximizing Reciprocity, redistribution and market system	Lectures, In-class Q-&-As, Class discussions,	Quizzes, Examination	1, 5
8	Race, ethnicity and nationalism Ethnic groups; human diversity; the social construction of race; nation and nationality; assimilation, pluralism and multiculturalism; ethnic conflict	Lectures, In-class Q-&-As, Class discussions,	Quizzes, Assignment /Examination	4, 5

9	Religion What is religion? Origins, functions and the expression of religion; religion and cultural ecology; religion and the state; secular rituals	Lectures, In-class Q-&-As, Class discussions,	Quizzes, Assignment/Examination	1, 4,5
10	Colonialism to Globalization: Where is the Crisis?	Lectures, In-class Q-&-As, Class discussions,	Assignment/Examination	1, 4,5
11	Globalization and the Modern Worlds System (Part 2) crisis of globalization	Lectures, In-class Q-&-As, Class discussions,	Assignment/Examination	1, 4,5
12	Caring for our Future solidarity, building movements, social justice, rights, tolerance and diversity, environmental catastrophe, and protection	Lectures, In-class Q-&-As, Class discussions,	Assignment/Examination	1, 4,5
13				
14				

SOC101 Introduction to Sociology

Course General Information:

Course Code :	SOC 101
Course Title :	Introduction to Sociology
Credit Hours :	3
Contact Hours/Week :	3
Category	Elective (GenEd stream 4)
Type (Mandatory/Optional, Lecture/Laboratory/Project...):	MANDATORY FOR SOCIOLOGY MINOR
Prerequisites :	None
Co-requisites:	None

Course Catalog Description (Content):

Sociology is one of the young but intellectually rich analytical social sciences. Sociology is about social relations, networks, family, club, group, marriage, cultures, and so on of modern societies and numerous rules and procedures that govern these societies. This is an introductory course in sociology that familiarizes students with key concepts of sociology, theories, and different theoretical perspectives within the discipline. This will be a 3-credit course i.e. of 42 hours duration. This course can be taken by students from any discipline as a non-major area course and towards the fulfillment of their GenEd requirements. There is no prerequisite to take the course. This course is compulsory for students who wish to do a minor in sociology.

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

SL.	CO Description
CO1	Critically explain the historical context in which sociology as a social science emerged as a separate discipline.
CO2	Communicate with the processes in which people become members of society.
CO3	Differentiate between/among different types of society and will also be able to critically analyze why social behavior vary from society to society.
CO4	Explain many of the social problems using sociological concepts and theories
CO5	Enhance global thinking abilities on human behavior from the sociological perspective thereby observing those features, which are common to all cultures, and be able to assess them in the context of their own unique setting.
CO6	Identify from the sociological perspective, those factors in society which contribute to social change, and recognize sound sociological research procedures when presented in an experimental framework.

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	x		x				x	x
CO2		x	x			x	x	
CO3	x	x	x					
CO4			x	x	x		x	x
CO5	x	x	x	x				
		x	x	x		x		

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding Cos
1	Understanding Sociology <i>What is sociology? Use of sociological imagination; sociology and other social sciences</i>	<i>Lectures, In-class Q-&-As, Class discussions</i>	<i>Quizzes, Assignment</i>	1,2,3,6
2	Understanding Sociology <i>Origin and development of sociology; contributions of Comte, Durkheim, Marx and Weber; major sociological perspectives; functionalism; conflict and interactionism</i>	<i>Lectures, In-class Q-&-As, Class discussions</i>	<i>Quizzes, Assignment</i>	1,2,3,6
3	Culture and Society <i>What is culture? Material and non-material culture; Sub-culture, Early Human culture, Cultural Diversity,</i>	<i>Lectures, In-class Q-&-As, Class discussions, Presentation</i>	<i>Quizzes, Examination,</i>	2,3,5,

	<i>Cultural Identity and Ethnocentrism</i>			
4	Socialization and Life course <i>What is socialization? Agents of Socialization, Socialization through the life course, Theories of Socialization: Mead's theory and Cooley's theory.</i>	<i>Lectures, In-class Q-&-As, Class discussions, Group Work</i>	<i>Examination</i>	1,2,3,5
5	Family and Intimate Relationships <i>Basic concepts; Theoretical perspectives on family; Changes in family patterns worldwide; Divorce and Separation; The dark side of Family; 4 unanswered questions.</i>	<i>Lectures, In-class Q-&-As, Class discussions, Group Work</i>	<i>Examination,</i>	1,2,3,6
6	Stratification <i>Understanding Stratification: Systems, Theories of stratification in modern societies: Marx, Weber and Davis and Moore; Social Mobility.</i>	<i>Lectures, In-class Q-&-As, Class discussions, Group Work</i>	<i>Assignment, Quizzes, Examination</i>	4,5,6
7	Race and ethnic inequality <i>Minority, Racial, and Ethnic Groups; Prejudice and Discrimination; Patterns of Prejudice and Discrimination; Studying Race and Ethnicity; Patterns of Intergroup Relations; Impact of Global Immigration; Race and Ethnicity in Bangladesh</i>	<i>Lectures, In-class Q-&-As, Class discussions,</i>	<i>Quizzes, Examination</i>	4,5,6
8	Government <i>What is Politics? Sources of power and authority; Political system; Political culture in Bangladesh; Class discussion on Politics</i>	<i>Lectures, In-class Q-&-As, Class discussions,</i>	<i>Examination</i>	3,5,6
9	Health and Medicine <i>Culture and Health; Sociological perspective on health and illness; Social epidemiology and health; Public Health in Bangladesh</i>	<i>Lectures, In-class Q-&-As, Class discussions,</i>	<i>/Examination</i>	3,4,5,6

ANT202: INEQUALITY & POWER/**SOC201: SOC201: STRATIFICATION, INEQUALITY & POWER**

Course General Information:

Course Code :	ANT202/ SOC201
Course Title :	INEQUALITY & POWER/ STRATIFICATION, INEQUALITY & POWER
Credit Hours :	3
Contact Hours/Week :	3
Category	Core
Type (<i>Mandatory/Optional, Lecture/Laboratory/Project...</i>):	Optional, Theory
Prerequisites :	SOC 101, ANT 101
Co-requisites:	None

Course Catalog Description (Content):

This course examines the different dimensions of social inequality and power. It focuses on income inequality, status inequality, racial, gender inequalities and so on both from historical and theoretical perspectives. A wealth of information and empirical evidence are used to explain the different definitions, dimensions and approaches to the study of social inequality and stratification. In addition, it critically looks at different theoretical explanations for causes and persistence of inequality and implications of inequality for society.

Course Outcomes (COs):

Upon successful completion of this course, students will be able to-

SL.	CO Description
CO1	Enhance global thinking on inequality
CO2	Critically state the significance of living in a divided society
CO3	Explain theories relevant to caused and consequences of inequality
CO4	Interpret real life situation of social inequality by using concepts and theories taught in the classroom
CO5	Critically identify those factors in society which contribute to social movement and social change.

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1		X						
CO2	X	X						
CO3	X	X	X		X			
CO4				X		X	X	
CO5					X	X	X	X

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1	Introduction: Key questions in studying social inequality Lecture 1: Introduction and discussion on Course Outline Lecture 2: Conceptualizing Social Inequality, Why inequality matters	Class discussions and follow recommended reading material: Marger, Martin. Social Inequality: Patterns and Processes. New York: McGraw Hill, 2007. Louise Warwick-Booth (2013) Social Inequality. Sage Publications Ltd. Inequality matters. Report of the World Social Situation 2013	Examination and Assignment	CO1
2	Theories of Inequality Lecture 3: Is inequality universal or inevitable? Complications of studying inequality Lecture 4: Theories of inequality: Marx vs. Weber	Class discussions and follow recommended reading material: Davis, Kingsley and Wilbert E. Moore (1945). "Some Principles of Stratification." American Sociological Review. Marx's Theory of Social Inequality. Chapter-2: Theories of Class and Social Inequality. (Marx Vs. Webber)	Examination and Assignment	
3	Economic inequality: Class structure Lecture 5: Capitalism vs Socialism Lecture 6: Documentary on Karl Marx	Class discussions and follow recommended reading material: Hurst, Charles E. Social Inequality: Forms, Causes and Consequences. Boston: Allyn and Bacon, 2010 Lenski, Gerhard. New light on old issues: The relevance of	Examination and Assignment	

		really existing socialist societies for stratification theory		
4	Global Inequality Lecture 7: Global inequality: Dependency and underdevelopment Lecture 8: Global inequality: Globalization and neoliberalism	Class discussions and follow recommended reading material: Stiglitz, Joseph. Globalization and its Discontents. New York: Norton company, 2001. John Martinussen (1999) Society state and market. Chapter 7: Neo-Marxist theories of underdevelopment and dependency.	Examination and Assignment	
5	Quiz 1	Class discussions and follow recommended reading material	Examination and Assignment	
6	The making of prosperity and poverty Lecture 9: Inclusive economic institution Lecture 10: Inclusive political institution	Class discussions and follow recommended reading material: Why Nations Fail: The Origins of Power, Prosperity, and Poverty - Daron Acemoğlu, James A. Robinson (2012). Chapter-3: The making of prosperity and poverty.	Examination and Assignment	
7	Midterm Lecture 11-12 : Midterm, Quiz	Class discussions and follow recommended reading material:	Examination and Assignment	
8	Gender inequality Lecture 13: Consequences of inequality Lecture 14: Social movements	Class discussions and follow recommended reading material: Hurst, Charles E. Social Inequality: Forms, Causes and Consequences. Boston: Allyn and Bacon, 2010	Examination and Assignment	
9	Racial and Ethnic Inequality Lecture 15: Theoretical views of Racial and Ethnic inequality	Class discussions and follow recommended reading material: Hurst, Charles E. Social Inequality:	Examination and Assignment	

	Lecture 16: Rohingya crisis and Citizenship Act India	Forms, Causes and Consequences. Bosotn: Allyn and Bacon, 2010 Ali Riaz's writing in newspapers		
10	Politics, Religion and Inequality Lecture 17: Gender inequality: status of women in the past, present status, theoretical perspective. Lecture 18: Relationship between gender inequality and Development	Class discussions and follow recommended reading material: A World Bank Policy Research Report - Engendering Development: Through Gender Equality in Rights, Resources and Voice. The International Bank for Reconstruction and Development (2001). Hurst, Charles E. Social Inequality: Forms, Causes and Consequences. Bosotn: Allyn and Bacon, 2007	Examination and Assignment	
11	Educational Inequality Lecture 19 and 20: Use of Religion in politics and consequences, Islamism and inequality, rise of Islamic political parties in power.	Class discussions and follow recommended reading material: Riaz, Ali (2003). "God Willing": The Politics and Ideology of Islamism in Bangladesh.	Examination and Assignment	
12	Consequences of inequality: Social Movements Lecture 21 and 22: Education and inequality, factors related with educational inequality, Governance and educational inequality	Class discussions and follow recommended reading material: Al-Samarrai, Samer (2009). The Impact of Governance on Education Inequality: Evidence from Bangladesh. Public Administration and Development.	Examination and Assignment	
13	Lecture 23 and 24: Assignment presentation	Class discussions	Examination and Assignment	

14	Final Exam review Lecture 25 and 26	Class discussions and follow recommended reading material:	Examination grades	
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ANT342: Body and Society

Course General Information:

Course Code :	ANT 342
Course Title :	Body and Society
Credit Hours :	3
Contact Hours/Week :	3
Category	Elective
Type (Mandatory/Optional, Lecture/Laboratory/Project...):	Optional, Theory
Prerequisites :	ANT101
Co-requisites:	None

Course Catalog Description (Content):

This course will concentrate on the relationships between the body and contemporary society. We will consider the various forces, including religion, politics, science, media, the market, and medicine, that shape policies and practices of the body. Increasingly the body is a site of contestation where multiple, competing forces attempt to control, measure, legislate, and discipline it. In this course, we will examine the ways in which the market shapes how we think about the body and body parts (like prostitution, or the buying and selling of eggs, semen, organs, genes, and most importantly skin whitening cream like, *Fair and Lovely*); we will examine the ways in which the state structure constructs the ‘normal’ and ‘abnormal’ body (for instance, the politics of disabled ‘fat’ bodies, *kalo* (black) and *chapa* (latent/hidden or concealed) female bodies in Bangladesh; we will trace historical constructions of gendered, sexed and raced bodies (including how citizenship is often linked to particular types of bodies); and, lastly, we will focus on how states disappear, abuse, and violate marginal and ‘threatening’ bodies. Students will explore various relationships between politics, ideology, the state and the body, and consider the ethics and moralities of these relationships. In this class, we are fundamentally interested in the institutions, disciplines and forms of knowledge that manage, regulate and govern the body discursively, materially and ideologically. We will examine feminist, postcolonial, poststructuralist, and Marxist frameworks and consider how each approaches the intersection of the body, society and the state. We will also draw on a broad range of media including films, commercial, online exhibits, and journalism, to consider the political, economic and social contexts in which the relationships between the body and state are developed, shaped and re-invented. Themes to be considered: disciplined bodies, sexed bodies, subaltern bodies, (post) colonial bodies, disabled bodies, bodies that disappear, raced bodies, dead bodies, and bodies that are for altered.

Course Outcomes (COs):

Upon successful completion of this course, students will be able to -

SL.	CO Description
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CO1	Recognize the notions and practices of the body
CO2	Comprehend how the notions and practices of Body in different societies represent as well as shape human societies
CO3	Examine the theoretical approaches in thinking of the role of the body in Anthropology
CO4	Examine the notion of the Governmentality and biopolitics
CO5	Analyse the methods, theories and insights of anthropology to understand current local and global politics and concerns

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1	x		x		
CO2	x			x	
CO3			x	x	
CO4	x				
CO5					x

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1	What Defines Body, How and Why? Reading: Turner, B. S. (1991). Recent developments in the theory of the body. In M. Featherstone, M. Hepworth, & B. S. Turner (Eds.), The body: social process and cultural theory (pp. 1-35). SAGE Publications Ltd, https://dx.doi.org/10.4135/9781446280546.n1	Class discussions and follow reading material	Examination and Class Performance	CO1
2	Sociology of the Body and the Body in Sociology Reading: Frank, A. W. (1991). For a sociology of the body: an analytical review. In M. Featherstone, M. Hepworth, & B. S. Turner (Eds.), The body: social process and cultural theory (pp. 36-102). SAGE Publication Ltd, https://dx.doi.org/10.4135/9781446280546.n2	Class discussions and follow reading material	Examination and Class Performance	CO2, CO3
3	Sociology of the Body and the Body in Sociology (Cont.) Reading: Shilling, C. (2012). The body in sociology. In The body and social theory (pp.	Class discussions and follow	Examination and Class Performance	CO3

	21-44). SAGE Publications Ltd, https://dx.doi.org/10.4135/9781473914810.n2	recommended reading material		
4	<u>Biology and the Body</u> Reading: Shilling, C. (2003). The naturalistic body. In The body and social theory (pp. 37-61). SAGE Publications Ltd, https://dx.doi.org/10.4135/9781446215470.n3	Class discussions and follow recommended reading material	Examination and Class Performance	CO2, CO3
5	<u>Society and the Body (Foucault and Goffman)</u> Reading: Shilling, C. (2003). The socially constructed body. In The body and social theory (pp. 62-87). SAGE Publications Ltd, https://dx.doi.org/10.4135/9781446215470.n4	Class discussions and follow recommended readings	Examination and Class Performance	CO4
6	MIDTERM			
7	<u>Power and the Body</u> Reading: Howson, A. (2013). Regulating the Body. In The body in society: An introduction. essay, Polity.	Class discussions and follow recommended reading material	Examination and Class Performance	CO4
8	<u>Power and the Body (cont.)</u> Reading: Hewitt, M. (1983). Bio-Politics and Social Policy: Foucault's Account of Welfare. Theory, Culture & Society, 2(1), 67–84. https://doi.org/10.1177/026327648300200107	Class discussions and follow recommended reading material	Examination and Class Performance	CO2, CO4
9	<u>The Body, Gender and Sex</u> Reading: Howson, A., & Inglis, D. (2001). The Body in Sociology: Tensions inside and outside Sociological Thought. The Sociological Review, 49(3), 297–317. https://doi.org/10.1111/1467-954X.00333	Class discussions and follow recommended readings	Examination and Class Performance	CO4
10	<u>The Body and Consumer Capitalism</u> Reading: Howson, A. (2013). The Body in Consumer Culture. In The body in society: An introduction. essay, Polity.	Class discussions and follow recommended readings	Examination and Class Performance	
11	<u>Colonialism and the Body in India</u> Reading: Prakash, G. (1999). Body and Governmentality. In Another reason: Science	Class discussions and follow	Examination and Class	CO4

	and the imagination of Modern India. essay, Princeton University Press.	recommended reading material	Performance	
12	Term paper discussion Reflection on the prior topics and readings	Class discussions and follow recommended reading material	Assignment Grading on the basis of research, link to class material, clear and logical presentation	CO5
13	“Curing their ills”: Colonialism and the Body in Africa Reading: Vaughan, M. (1991). Curing their ills: Colonial power and African illness. Stanford, Calif: Stanford University Press.	Class discussions and follow recommended reading material	Examination and Class Performance	C04
14	Final Review	Class discussion and Questions and Answers		C04

ANT 351 Gender and Development

Course General Information:

Course Code :	ANT 351
Course Title :	Gender and Development
Credit Hours :	3
Contact Hours/Week :	3
Category	Elective
Type (<i>Mandatory/Optional, Lecture/Laboratory/Project...</i>):	Optional, Theory
Prerequisites :	None
Co-requisites:	None

Course Catalog Description (Content):

This course presents the relationship between development and gender by analyzing the opportunities and challenges of women in the paid and unpaid labour market. The objective is to understand the inner meaning of women empowerment, their contribution in different

sectors, gendered norms in the path of development and policy implication with a particular focus on Bangladesh. Students will also get an overall idea on how gender inequality hinders development in terms of getting access to resources, agency and rights.

Course Outcomes (COs):

Upon successful completion of this course, students will be able to -

SL.	CO Description
CO1	Enhance global thinking on the past, present and future condition of women in the labour market. 1,4
CO2	Critically state the key approaches of development and women empowerment. 1,3
CO3	Explain theories relevant to causes and consequences of gender inequality 3,4
CO4	Communicate with questions concerning gender inequality, patriarchy society and development 3,5
CO5	Critically analyse the application of these questions to selected areas in development studies such as NGOs, garment industry, politics, SDGs.3,4,5

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1		X						
CO2	X	X						
CO3	X		X					
CO4						X	X	
CO5			X	X	X	X		X

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1	Development Lecture 1: Introduction to the course Lecture 2: What is Development	Class discussions and follow recommended reading materials: Andrew Sumner, Michael A Tribe (2008) International Development Studies: Theories and Methods in Research and Practice. London, Sage. (Chapter 1).	Examination and assignments	CO1
2	Defining empowerment Week 2: Lecture 3: Conceptualizing empowerment,	Class discussions and follow recommended reading materials: Cornwall, A. and Edwards, J. (2014) "Introduction: Negotiating empowerment." In Cornwall, A.	Examination and assignments	CO1

	<p>how development practitioners use empowerment and how empowerment is used by post 1990s feminists.</p> <p>Lecture 4: Measuring empowerment, what to consider as a researcher to measure empowerment</p>	<p>and Edwards, J. (eds.) “Feminism, Empowerment and Development: Changing womens’ lives. Zed Books, London and New York.</p> <p>Richardson, R. A. (2018) Measuring Women’s Empowerment: A Critical Review of Current Practices and Recommendations for Researchers. Social Indicators Research. Volume 137: 539-557.</p>		
3	<p>Gender inequality</p> <p>Lecture 5: Women in labour market, Gender inequality hinders development, Theories of gender inequality</p> <p>Lecture 6: Women’s access to market opportunities in different regions, constraints to work, norms and rules of women’s employment</p>	<p>Class discussions and follow recommended reading materials: The World Bank (2001) Engendering Development: Through Gender Equality in Rights, Resources and Voice. A policy report. Kabeer, N., Deshpande, A. and Assaad, R. (2019) Women’s access to market opportunities in South Asia, Middle East and North Africa: Barriers, opportunities and policy challenges. LSE.</p> <p>Hurst, Charles E. Social Inequality: Forms, Causes and Consequences. Boston: Allyn and Bacon, 2010</p>	Examination and assignments	CO2
4	<p>Quiz 1</p> <p>Lecture 7: Quiz Review</p>	<p>Class discussions and follow recommended reading materials:</p>	Examination grades	
5	<p>MDG, SDG and Bangladesh</p> <p>Lecture 7: Gender and MDGs, achievements on gender issues, reasons for achieving gender goals in MDG</p> <p>Lecture 8: Challenges of</p>	<p>Class discussions and follow Recommended Reading materials: Hossain, Naomi (2020) “The SDGs and the Empowerment of Bangladeshi Women.” In The Palgrave Handbook of Development Cooperation for Achieving the 2030 Agenda. Chapter 21.</p>	Examination and assignments	CO3

	SDG on gender, whom to blame, what to address to achieve gender goals in SDG			
6	<p>Week 5:</p> <p>Lecture 9: Why women labor force participation is low, why so many working women in unpaid family labor</p> <p>Lecture 10: Explanation of women's labor market behaviors in Bangladesh, purdah and patriarchy, preferred jobs and culture</p>	<p>Class discussions and follow recommended reading materials: James Heintz, Naila Kabeer and Simeen Mahmud (2018) Cultural norms, economic incentives and women's labor market behavior: empirical insights from Bangladesh, Oxford Development Studies, 46:2, 266-289.</p>	Examination and assignments	CO1, CO2
7	<p>Week 6:</p> <p>Lecture 11: Midterm review</p> <p>Lecture 12: Midterm</p>	<p>Class discussions and follow recommended reading materials:</p>	Examination and assignments	
8	<p>Women in garment industry Part 1</p> <p>Lecture 13: Participation of women in the paid labor market through RMG industry, access to Industry, migration to city.</p> <p>Lecture 14: Adaptation to work and city, social impact on women</p>	<p>Class discussions and follow recommended reading materials: Rahman, Shahidur (2021) The Bangladesh Garment Industry and the Global Supply Chain: Choices and Constraints of Management. Routledge: London.</p> <p>Rahman, Shahidur (2014) Broken Promise of Globalization: The case of the Bangladesh Garment Industry. Lexington Books: Rowman & Littlefield. New York, London.</p> <p>Afsar, Rita Gender dimensions of labour migration in Dhaka city's formal manufacturing sector.</p> <p>In Miller, C. and Vivian, J. Women's Employment in the Textile Manufacturing Sectors of Bangladesh and Morocco.</p>	Examination and assignments	CO2, CO3

9	Women in garment industry Part 2	Class discussions and follow recommended reading materials:	Examination and assignments	
10	Women in NGOs Lecture 17: Documentary on NGO and Self-employment of women in villages Lecture 18: Critiques of NGOs and women empowerment, impact of women's engagement in social organization	Class discussions and follow recommended reading materials: Readings: Kabeer, N. and Huq, L. (2019) The Power of Relationships: Money, Love and Solidarity in a Landless Women's Organization in Rural Bangladesh. In Cornwall, A. and Edwards, J. (eds.) "Feminism, Empowerment and Development: Changing womens' lives. Zed Books, London and New York. Jasim Uddin, M. (2019) Development, Neoliberal Development and Microfinance: An Appraisal. In M. Tanzimuddin Khan and M. Sajjadur Rahman, "Neoliberal Development in Bangladesh: People on the margins." The University Press Limited: Dhaka.	Examination and assignments	CO1, CO2, CO3, CO4
11	Gender and Politics Lecture 19: Nature and scope of women's movement in Bangladesh, Analysis of four women organization Lecture 20: Gendered politics of women in political processes - participation and representation in formal/informal institutions and through movements, gendered politics of policy making	Class discussions and follow recommended reading materials: Readings: Nazneen, Sohela (2017) The Women's Movement in Bangladesh A Short History and Current Debates. Country study report. Nazneen, Sohela and Simeen Mahmud (2015) Gendered Politics of Inclusive Development, IDS paper. Nazneen, Sohela and Maheen Sultan (2019) Reciprocity, Distancing, and Opportunistic Overtures: Women's Organizations Negotiating Legitimacy and Space in Bangladesh. In Cornwall, A. and Edwards, J. (eds.) "Feminism, Empowerment and Development: Changing Women's' lives. Zed Books, London and New York.	Examination and assignments	CO3, CO4, CO5

12	Safe city for women Lecture 21: Safety of girls and women in slums, movement problems in city Lecture 22: Safety at home, public space and workplace	Class discussions and follow recommended reading materials: Shahadat, H. Rahman, S. and Haque, T. Safe City and Urban Space for Women and Girls: An explorative study to deepening understanding of the concept and indicators of safe city. Working paper. Lata, L., Walter, P. and Roitman, S. (2020) The politics of gendered space: Social norms and purdah affecting female informal work in Dhaka, Bangladesh. Gender Work Organ. 2020; 1–19. https://doi.org/10.1111/gwao.12562 .	Examination and assignments	CO1, CO3	CO2,
13	Lecture 23: Presentation Lecture 24: Review on presentation	Class discussions and follow Recommended reading materials	Examination and assignments		
14	Finals Review week	Class discussions and follow recommended reading materials	Examination and assignments		

STREAM 5:

CST301 For the Love Food

Course General Information:

Course Code :	CST301
Course Title :	For the Love Food
Credit Hours :	3
Contact Hours/Week :	3
Category	GenEd (Stream 5)
Type (Mandatory/Optional, Lecture/Laboratory/Project...):	Optional, Lecture, Writing
Prerequisites :	None
Co-requisites:	None

Course Catalog Description (Content):

What is food? Apart from being eaten, foods can provide profound insight into the socioeconomic and culture of any society. To answer the question this course will explore several aspects of food using a range of case studies extracted from around the world providing two different perspectives on food: cultural & socio-political. The cultural domain will focus on humanity's coevolution & sustainability with food, the globalization of food, diasporic food culture, and multiculturalism. This section will additionally explore the following topics related to food: social media, gender and identity. The socio-political study of food will focus on the great Bengal famine and the 1972 famine in Bangladesh and issues related to GMOs and sustainable food production such as organic farming.

Course Outcomes (COs):

Upon successfully completing this course, students will be able to:

SL.	CO Description
CO1	Explore the meaning of 'food' by studying cases from around the world
CO2	Analyze the cultural diversities and politics that revolve around food culture
CO3	Evaluate the past, present and future scenarios of food which include food production, distribution, cultural and climatic adaption etc.
CO4	Apply the concepts and analytical approaches discussed in class to tackle contemporary problems, such as climate change, GMOs etc.

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1	X	X			
CO2	X	X		X	
CO3	X	X			
CO4	X	X		X	
CO5	X		X	X	X

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Learning Strategy	Assessment Strategy	Corresponding COs
May 30	Introduction	Lecture, Free Writing		
June 1	Food - Cohabitation of Nature & Culture	Class discussion, Individual reading	Students will read the articles in groups and pick ideas/ quotes/ arguments to discuss in class	1, 2

June 8	Ancestral Knowledge	Class discussion, free writing, reflection through padlet	Before the class, students will post a proverb/ song/ story/ or experiences that talk about the knowledge of farming or food In-class free writing	1, 2
June 13	Towards a Globalized Culinary Culture - Silk Road & Indian Ocean	Class discussion, individual reading, group work	Students will read two chapters and make points	1, 2
June 15	Food & Globalization - Multiculturalism	Discussion, zone writing	Students will create a question after reading and answer the question	1, 2, 3
June 20		Class discussion, group work	Students will post their experiences/ photos on Padlet before the class. In the class, they will work in groups to re-create the Fast Food Culture in BD	2, 3
June 22	Food on Social Media	Guest Lecture		1, 2, 3
June 27	Food & Gender	Class discussion based on case studies	Group work: Students will pick quotes/ arguments from two articles for in-class discussion	2, 3
June 29	On Identity	Class discussion, Process writing		
July 4		Group work, Class discussion	We will try to construct the nature of Bengali food identity	2, 3
July 6	Review Class			
July 22	MIDTERM WEEK Submission: Literature Review (on at least 3 articles)			

July 25	Food in Anthropocene	ecture and class discussion		1, 2, 3
	- Global Hunger?			
July 27	Politics of Famine & Hunger Grow More Food? -GMO	Presentation, Class discussion	Students in groups will present two famines and GMO cases	2, 3
Aug 1				
Aug 3				
Aug 8				
Aug 10	Sustainable Future	Class discussion	Students will share their thoughts	1, 2, 3, 4
Aug 17	Nature & Culture	Class discussion	Students will try to pitch ideas on climate adaptability based on the reading and lived experience	1, 2, 3, 4
Aug 22		Guest Lecture		
Aug 24	Review Session			
	FINAL PAPER SUBMISSION			

CST 303 Law for Life, Peace and Justice

Course General Information:

Course Code :	CST 303
Course Title :	Law for Life, Peace and Justice
Credit Hours :	3
Contact Hours/Week :	3
Category	GenEd
Type (Mandatory/Optional, Lecture/Laboratory/Project...):	Optional, Lecture, Writing
Prerequisites :	None
Co-requisites:	None

Course Catalog Description (Content):

This course will help develop the ability of students to think critically and innovatively about the application of law in one's life as a means to achieve justice at the individual, community and State/global levels. To this end, the course views the institution of law through a number of disciplinary lenses, including those of philosophy, anthropology, literature, neuroscience and psychology.

Course Outcomes (COs):

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

SL.	CO Description
CO 1	Explore different schools of thought on justice and how they influence the life of individuals.
CO 2	Examine the interconnectedness between the individual and the ecosystem within which it functions (political, social, legal, cultural, economic, environmental, and technological)
CO 3	Demonstrate an understanding of the application of intersectionality between race, gender, religion, class, inequality, privilege and power in decision making and liability sharing in matters of private and public interest
CO 4	Analyse contemporary and real-life dilemmas on the limits of freedom, power and privilege, including in the ethics and morality of engaging with non-Humans or artificial intelligence.
CO 5	Understand how to identify "sites of injustice"

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1	X	X			
CO2	X	X		X	
CO3	X	X			
CO4	X	X		X	
CO5	X		X	X	X

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1.0 May 30 & June 01, 2022	Introduction <i>Introduction to the Course and key concepts: the individual, the modern state, social contract, law, justice and philosophical jurisprudence</i>	Individual reflections, Group discussion, "Who am I", "Where am I"	How we identify sites of 'justice' or 'injustice' and 'fairness' or 'unfairness' based on day-to-day incidents	

2.0 June 6 & 8, 2022	A Typology of Selves <i>Legal identity, gendered identity, national and migratory identities, physical and digital identities.</i>	Class discussion, individual reading	Debate the following: Heroes or Villains?: who determines, for whom and by what standard? An examination through the Julian Assange Case. Living the Good Life – An application of Nichomachean Ethics to existential questions today. Why should we obey the law? Can we disobey bad laws? What makes a law just? Identifying lines of that distinguish the unlawful from the illegal.	
3.0 June 13 & 15, 2022	The Transactional Question Ideas of Justice – exploration of works of selected philosophers, political theorists, jurists and Pundits. Arriving at Justice through varied routes: Utilitarianism, Liberalism, Egalitarianism, Consequentialism Social Contract and the Moral State	Class discussion, Shared reading	Application of readings on Aquinas, Bentham, Confucius, Chanakya, Hobbes, Hume, Kant, Locke, Mill Nussbaum Rousseau, Rawls, Sen	
4.0 June 20 & 22, 2022	The One in the Many and the Many in One The Evolution of the Social Contract	Situational Exercises in navigating moral and ethical dilemmas	Brief introduction on how to write a Policy Brief	

	<p><i>The recession of the modern State, the changing nature of the State; Big Data companies as the new contracting parties and the implications for the scope and terms of the social contract.</i></p> <p>The State and Social Morality: Active Negotiations and Underhand Dealings</p>			
Policy Brief Topic Selection (June 20, 2022)				
5.0 June 27 & 29, 2022	<p>Manufacturing Justice</p> <p>What's law got to do with morality?</p> <p>Plato's Crito: When Should We Break the Law?</p> <p>Types of Justice</p>	<p>Drama and Role Play of Dialogue between Crito and Plato</p>	<p>Class Activity:</p> <p>What would you do?</p> <p>The Lifeboat Case and the Trolley car case</p>	
Week 6.0 - Class Presentations on Policy Brief Outline (July 4 & 6, 2022)				
7.0 July 11 & 13, 2022	<p>Intersectionalities</p> <p>Across race, gender, class, religion</p> <p>An intersection of law and literature..</p> <p>The fractured existence of the individual, the frictions between identities and the complex mosaic of the self. Legal and literary rhetoric; literature's exploration of the tensions between real justice and legal justice.</p> <p>Rule of Law and Constitution Building</p> <p>State-sanctioned moral orders, balance of power with the individual and social collectives; forms of power and privilege; development discourses;</p>	<p>Team Debates</p> <p>Are we hardwired to do wrong?</p>	<p><i>Real Life Neuroscientific Cases to explore Determinism and free will</i></p> <p>Unpacking scenarios of how neuroscience, psychology and philosophy bear on questions of individual morality; moral tribalism and the nature of modern conflict; the phenomenon of self-harm – the complex interactions of biological and political evolution in humankind.</p>	

	Imagination of the law and uneasy ethics. <i>Social movements and the law</i>			
8.0 July 18 & 20, 2022	Policy Brief Development	Individual and Team Feedback Sessions		
Midterm: Submission of Second Iteration of Policy Brief				
9.0 July 25 & 27, 2022	Negotiating Spaces from the Local to the Global World Order: Implications of the Imaginary <i>Querying the existence of a global order</i> The Fading Grandeur of Development <i>and other visions of global prosperity; recognizing the voices of unheard knowledge-bearers in the development process; the purposes and intents of human societies; changing global narratives for human progress and prosperity</i>		<i>identify global institutions and actors, demarcate the spaces for negotiation between global entities and the community and individual.</i> <i>Explore examples of 'holistic development' from 'mal development'</i>	
Application of Critical Lens and Analytical Skills				
10.0 August 01 & 3, 2022	Class Debates			
11.0 Aug 8 & 10, 2022	Grand Design of the Future I Justice and Democracy; <i>Intellectual histories of justice; a 'fuzzy' logic of legal, quasi-legal and non-legal justice systems; the future of movements for greater social, economic and political justice; cultural relativism; neocolonialism; justice as a GloCal endeavor; democracy as a</i>	Assigned class presentations	Exercise: the Bandwagon Fallacy <i>Exercise: The 'endtimes' critique of human rights;</i>	

	<i>cause or effect of just order? Pathways to post-populist democracy and what to do when we get there.</i> Grand Design of the Future II: Human Rights and the Neoliberal Order <i>socioeconomic justice through human rights in the global South; crystal-gazing into the future of human rights.</i>			
12.0 Aug 15 & 17, 2022	Review Classes	Assigned class presentations with Q&A Sessions		

CST 304: Documentary Film: Theory and Practice

Course General Information:

Course Code :	CST304
Course Title :	Documentary Film: theory and practice
Credit Hours :	3
Contact Hours/Week :	3
Category	GenEd (Stream 5 CST)
Type (Mandatory/Optional, Lecture/Laboratory/Project...):	Optional, Theory
Prerequisites :	None
Co-requisites:	None

Course Catalog Description (Content):

The course is divided into two parts. The first half of the semester is devoted to studying theoretical aspects of documentary filmmaking - what makes a documentary a documentary? What are the elements that make up a documentary? What different forms do documentaries take? What are the ethical implications of documentary filmmaking? How is truth constructed in documentaries? The objective of this half of the course is to develop critical thinking and analysis skills of students. The second half of the semester will be spent learning basic technical skills on how to make a documentary: How to frame an image, how to use stabilizers, tripods, lights and microphones; how to edit. Students will also learn about the importance of storytelling, constructing a narrative and the role of music in documentary film. Students will use skills learned to make a short documentary in lieu of a final exam.

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

SL.	Description
CO1	Explore different types of films that make up the documentary genre
CO2	Understand the different elements that make up a documentary
CO3	Examine how documentaries construct truth
CO4	Recognize the power dynamics involved in documentary filmmaking
CO5	Comprehend basic ethical issues of documentary filmmaking
CO6	Demonstrate an ability research, write, shoot and edit a documentary

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1					
CO2					
CO3					
CO4					
CO5					

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1	Introduction to Documentary: What is a documentary? What are documentary conventions?	Lecture + group discussion. Watching clips from different film genres about the same subject to show what elements they share with documentaries, but what sets documentaries apart	Writing as reflection	CO1
2	Introduction to Documentary: What is a documentary?	Lecture + group discussion. Watching a documentary	Graded quiz asking students to break down	CO2

	What are documentary conventions?	and breaking it down into its visual and audio elements	elements in a documentary	
3	History of documentaries	Lecture. Showing clips from a range of documentaries from 1890s to present.		CO2
4	Documentary Modes 1 Exploring Poetic, Expository and Reflexive Mode of Documentary Filmmaking	Lecture. Watching clips from different modes. Group discussion about documentary elements across the modes	Writing as reflection Group work comparing strengths and weaknesses of different documentaries about the same subject or Team presentation	CO2
5	Documentary Modes 2 Exploring Observational Mode of Documentary Filmmaking	Lecture. Watching clips from different modes. Group discussion about documentary elements across the modes	Writing as reflection Group work comparing strengths and weaknesses of different documentaries about the same subject or Team presentation	CO2
6	Documentary Filmmaking and Ethics What responsibility do documentary film makers have to the people in their films? Who owns a person's likeness?	Watching clips from documentaries and analyzing ethical issues Lecture	Writing as reflection Team discussion on ethical challenges	CO4 & CO5
7	Documentaries, Truth-Telling, Objective vs Subjective Truth. How much simulation of reality is acceptable?	Lecture	Free writing	CO5

8	Making a Documentary: Pre-Production, Production and Post-Production Research, Story Telling, Dramatic Structure	Lecture	Free writing documentary ideas	CO6
9	Making a Documentary: Production/Cinematography & Using a Stabilizer/Tripod/Lights/Sound	Demonstration and Practical hands on work using camera / sound equipment	Take home research on documentary idea Using equipment to film sequence	CO6
10	Making a Documentary: Editing (Video & Sound)	Demonstration and Practical hands on work using camera / sound equipment	Writing up research notes into short documentary proposal. Editing footage into assembly	CO6
11	Making a Documentary: Editing II (Lower thirds, credits, transitions, music)	Demonstration and Practical hands on work using editing software	Creating lower thirds, etc.	CO6
12	Making a Documentary Practical Class: Interviewing techniques	Demonstration and Practical hands on work using camera / sound equipment and editing software	Filming interview and editing	CO6
13	In class review of practical work	Presentation and group critique	Editing assembly and rough cut	CO6
14	In class review of documentary film rough cut and final films	Presentation and group critique	Re-cutting rough cut into fine cut and final documentary	CO6

Course General Information:

Course Code :	CST 307
Course Title :	Art, Community and the Future
Credit Hours :	3
Contact Hours/Week :	3
Category	GenEd (Stream 5 CST)
Type (Mandatory/Optional, Lecture/Laboratory/Project...):	Optional, Theory, Civic Engagement
Prerequisites :	None
Co-requisites:	None

Course Catalog Description (Content):

CST 307 will introduce students to the major trends in folk and modern art and architecture in Bangladesh in a circular narrative of the past, the present, and the future. From the cave days to civilization in its myriad variations, great minds have resorted to art to explore the situatedness of individuals in their immediate communities and the infinite universe, sprinkling traces of the microcosm in the grand scheme of time and space. Drawing on multiple aesthetic perspectives marking momentous historic and social paradigm shifts, this course will help the students understand the power and potential of artistic expressions in constructing the identitarian and cultural ethos via political consciousnesses (*bildungen*) and economic realities.

Course Outcomes (COs):

Upon successful completion of this course, students will be able to –

SL.	CO Description
CO1	Understand the challenges faced by the folk art forms to retain authenticity and uniqueness in their constant interactions with today's global commercial context
CO2	Recognize key moments in history and how art helps shape sociocultural identities, specifically from a Bangladeshi perspective
CO3	Examine the ontological and epistemological dimensions of development politics and policies and how they often overlook the numerous variations (<i>bildungen</i>) in beliefs and practices at the grass roots
CO4	Evaluate the contemporary social issues encountered in Bangladesh and beyond, i.e. religious dogmatism, xenophobia, racism, etc. via the theories of art history, ethics and aesthetics
CO5	Analyze how art traverses secularity, community ethos, people's voices, potential, power, and activism to envision a better future
CO6	Apply methodological frameworks from art history and multispecies justice for creative and sustainable solutions to the predominant social issues based on heterogeneity, diversity, inclusiveness, contestation, consensus, and campus activism
CO7	Acquire experience in detecting research gaps, formulating survey questions, conducting interviews, hypothesis testing, and writing research papers

Mapping of Course Outcomes (COs) with GenEd Outcomes (POs):

COs	GenEd Outcomes				
	PO1	PO2	PO3	PO4	PO5
CO1	x	x		x	x
CO2	x				x
CO3		x	x	x	x
CO4	x		x	x	x
CO5				x	x
CO6			x	x	x
CO7		x			x

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1.1 Session 1	What is art? Why does it matter? <i>How are the political and the aesthetic intertwined? What is art history? What is the difference between the ontology and epistemology of art?</i>	Class discussion, reflective ideas through padlet	Go to padlet and type any word or paste a picture that comes into your mind first when you hear the word 'art'	2 & 5
1.2 Session 2	Introduction to Intangible Cultural Heritage (ICH) <i>Conceptualizing the ICH; linking imagination with heritage; Active Imagination as an in-Between space; Active perception of images to potentialize (social) transformation;</i>	Lecture, group discussion	Process writing (shared): what do you understand by 'heritage'? How does art seep into the collective unconscious? Can heritage be used for galvanizing the masses? Do development metanarratives (e.g. the SDGs) go contradict heritage archetypes (i.e. activism from below)?	1, 3 & 5
2.1 Session 3	Donna Haraway's combination of art	Lecture, class discussion,	Process writing on Haraway's article. Share	3, 5 & 6

	history and multispecies justice <i>Definition, purpose, and key functions of subversion as a means of resistance; development politics and overdetermination from above; meta and micro– narratives; grassroots activism</i>	individual reading	your writing with the class. Outline the similarities and differences between social justice and Multispecies justice. How does art demonstrate consciousness of marginality? Can art help foster transnational alliances?	
PART ONE: Organic changes in sociocultural landscapes				
2.2 Session 4	Nakshi Kantha I: Tradition, secularism, and folk beliefs <i>History of the Kantha, shield against the “evil eye”, importance of symbols and motifs (e.g. the lotus), Jasim Uddin’s Nakshi Kanthar Math, Suraiya Rahman’s design on Jasim Uddin’s epic</i>	Class discussion, shared reading	Zone writing: evolution of the <i>Kantha</i> ; can heterogeneity lead to communal harmony? Do <i>Kanthas</i> reflect symbiogenesis with the community ethos? How is it related to other art forms – i.e. <i>Alpana</i> ? Is it your opinion that the article captures the essence of <i>Kanthas</i> ? Why or why not?	4 & 6
3.1 Session 5	Nakshi Kantha II: Regional differences and foreign influences <i>Stitching techniques – Chatai, Kaitya; ripple effect, fractal patterns, Bicche Par and Charkra motif, Carl Jung’s concept of ‘cuniunctio’</i>	Class discussion, shared free writing: do you have any <i>Kanthas</i> , wall hangings, pillowcases, bedsheets, or handkerchiefs at home that feature the common <i>Kantha</i> motifs?	Complete the PPDQ using your readings on “Kantha Motifs”	1 & 5

3.2 Session 6	<i>Nakshi Kantha III: Revival and Collections</i> <i>Role of Zainul Abedin, Kumudini, and BRAC, Stella Kramrisch's collection at the Philadelphia Museum of Art; women's development; – Kantha making, family planning, and financial independence; how small businesses are dying out.</i>	Lecture, Group discussion	In-class debate: do you believe that the traditional <i>Kantha</i> forms are under threat from excessive commercialization? If so, can we conceive ideas to develop symbiosis between the local craftspeople and large-scale manufacturers?	1 & 3
4.1 Session 7	<i>Folklore I: Snake goddess, Manasā mangal Kāvya – a brief overview</i> <i>Importance of mythology in constructing ideology, Manasā and the clash of the goddesses, snakes as an archetype, Aryan and Islamic invasions; – competing belief systems; absorption and hybridity</i>	Group discussion, dialectical notes	Believe and doubt: To what extent do myths such as Manasā play a role in the Bengali rituals – i.e. <i>Mangal Shobha Jatra</i> ?	2 & 4
4.2 Session 8	<i>Folklore II: The story of Manasā and Chand(i/o)</i> <i>How does Manasā defeat her enemies and rivals to secure a place in the pantheon? Cross-cultural influences (similarities with other gods and goddesses).</i>	Lecture, Group discussion	Group discussion: do you agree with the following statement by Mircea Eliade: “The Indian Great Goddesses, (Kali and the rest) like all other Great Goddesses, possess at once the attributes of gentleness and dread”?	2 & 5
5.1 Session 9	<i>Folklore III: Romance for the ages – Behula-Lakhindar</i>	Lecture, in-class debate	Zone writing: Has the Manasā myth relegated women,	1, 3 & 6

	<p><i>How has the love story between Behula and Lakhinder influenced the popular culture of Bengal? The significance of river and water in Manasāmangal Kāvya.</i></p>		<p>specifically wives, to a secondary status in the society? How does the epic subvert the very patriarchy it appears to endorse? How does Manasā haunt folk arts such as the Nakshi Kantha? Would the revival of the story of Manasā help the rural artists and artisans?</p>	
5.2 Session 10	<p>Architecture I: Hindu, Buddhist and Islamic Influences <i>Vedic Era – Vastu Shastra, Maurya and Gupta Architecture, Mahasthangarh and Sompura Mahavira, Evolution of Stupas, Terracotta ornamentation on mosques, domes and Mihrabs</i></p>	Class discussion, shared reading	<p>Process writing: How do the Mauryan and Gupta architecture single out Bengal as a hub of scholarship? What are the differences between Turkish and Bengal mosques? Were the mosques intended for colonization or assimilation or both?</p>	3, 4 & 5
6.1 Session 11	<p>Architecture II: Architecture and Folk Beliefs <i>Lokayata = merge between the worldly and the other-worldly; functional and ornamental architecture, Sutradhara tradition, Pala and Sena dynasties</i></p>	Free writing: what were the major reasons for ornamentation of, especially the religious, architectures?	<p>In-class activity: Arguably, the most famous artist in Bangladesh – Zainul Abedin – is known by the accolade “<i>Shilpacharya</i>”. Examine the role of the <i>Sutradharas</i> and <i>Acharyas</i> in the</p>	1, 2 & 5

			folk arts of Bengal. Compare the roles of artists, artisans, and architects in creating identities.	
6.2 Session 12	Architecture III: and Anthropology <i>(former) Bangladesh Liberation War Museum as a monument for genocidal cosmopolitanism; heterotopia – interrogating the commemoration of the war, BLWM as a site of conscience</i>	Lecture, Class discussion	Process writing: what is the relationship between genocide and cosmopolitan aesthetics? How does the trope of “never again” link BLWM with contemporary issues – e.g. extra-judicial killing, misuse of the ICT Act	4, 6 & 7
7.1 Session 13	Folk consciousness/es (bildungen) and mass movements <i>How do the subalterns manifest consciousness of marginality in folk arts and minor literatures? What makes the instruments of subaltern resistance and their self-organization into mass movements unique? Which are the mass movements (i.e. 1969 mass uprising, 2018 Students’ Road Safety Movement) through which these consciousnesses manifest themselves?</i>	Lecture, group discussion	Process writing: Explain the mechanism by which the subaltern consciousness (bildungen) rebel against the inter/national development narrative? What are the fractal patterns and how do they drive the self-organization of mass movements? What is swarm intelligence, and how does it relate to spontaneous autonomous demonstrations?	2, 3, 5 & 6
7.2 Session 14	Review class			
Week 8: Midterm: Engaged Research & Community Mapping				
PART TWO – Urban ethos, rural flavor				

9.1 Session 15	Painting I: Social realism and representation of women in the 1940s and 50s <i>Socio-moral connotations and constructs; 'idealism' and 'spiritual essence'; Bengal Famine, Communism and propaganda; women's struggle and education; identification with nature; depiction of women as veiled, static and passive; 'male gaze' and counter gaze; socioeconomic progressivism and positivism; pregnancy, deities, dancing, and dynamism; tribal life and importance of sex;</i>	Lecture; Group debate: Is painting as an elitist artistic endeavor? If so, how can/do the masses appropriate and subvert paintings as a site of contestation?	Complete the PPDQ using your reading on painting as an instrument of biopolitics and counterinsurgency. What is fluidity? How does it affect and is affected by other cultures and subjectivities, giving rise to the complexity which determines how individual actors use concepts in specific, contingent, culturally laden moments.	3, 4, & 6
9.2 Session 16	Painting II: Zainul Abedin – subsistence, hunger, and sustenance <i>Juxtaposition of Nabanna and the famine portraits; journeys, multiple trajectories, habitation and lineages – both of the artist and of the displaced population (due to partition); a means of resistance against overdetermination/British hegemony; formation of collective selfhood through the act of storytelling; do the paintings of Abedin speak to the social issues of Bangladesh today?</i>	Class discussion, shared reading, reflective ideas through Padlet	Go to Padlet and paste some iconic paintings of the <i>Shilpacharya</i> . Free writing (shared): was Zainul Abedin a Romantic or a realist? Provide interpretations of three of his scrolls from the <i>Nabanna</i> in support of his claim.	2, 3 & 5

10.1 Session 17	<p>Painting III: SM Sultan – fusing the old with the new</p> <p><i>Marxism and Sultan. Why does Sultan paint robust figures as subjects of some of his most renowned paintings?</i></p> <p>Verfremdungseffekt.</p> <p><i>Examination of Sultan's intermingling of the superfluity of beauty (a la Tagore) and the essential. 'Shohoj Manush' – rootlessness, the pastoral and the resistance against the capitalist mechanics.</i></p>	Lecture, Group discussion	<p>Zone Writing: identify the similarities and differences in the form, content, and subject of Zainul Abedin's <i>Nabanna</i> and Sultan's <i>Fishing – 3</i> (1991). Would you attribute the differences to the artists' separate journeys, lifestyles, and ideologies?</p> <p>Comment on the shift in the Bengali ethos after 1971. Cater your analyses to the issues faced by the working class people in recent times – low wages, lack of representation, etc. Can we draw lessons from Abedin and Sultan's paintings to overcome exploitation, and religious and ethnic dogmatism?</p>	4, 5 & 6
10.2 Session 18	<p>Rickshaw Painting: the urban meets the rural</p> <p><i>History of rickshaw art in Bangladesh, art mistris; symbolism: birds, floral motifs, crescent and stars, Purnaghata; themes: sailboats, peacocks, armed heroes, pastiche of advertisements and</i></p>	Class discussion and free writing: what is your impression of the rickshaw arts?	<p>Shared free writing: take a picture of rickshaw paintings and explain what particularly interests you about those paintings. Has your interpretation of</p>	1, 2 & 6

	<i>movie posters; regional variations in rickshaw art.</i>		those paintings changed after reading the given article?	
11.1 Session 19	Photography in Bangladesh I: A brief history <i>Beginnings, Bangladesh Photographic Society (BPS), 1971 Liberation War: Rashid Talukder; going global: Hasan Saifuddin Chandan, Dr. Nawazesh Ahmed, Shahidul Alam;</i>	Lecture, in-class debate: is photography a means for documentation or aestheticization of the past?	Go to Padlet and paste some photographs from the Liberation War that you have found most interesting. Free writing (shared): what interests you about the photographs you have selected? Exercise: if you were to interview a famous photographer, which questions would you ask and why?	1, 2 & 7
PART THREE – Identity and in-betweenness				
11.2 Session 20	Photography in Bangladesh II: Photojournalism <i>Shahidul Alam's "journey as a witness"; undoing the "oriental gaze"; 1989: fall of Ershad; Modern masters: Abir Abdullah, GMB Akash, Munem Wasif, Shofiqul Alam Kiron, Sarker Protick; Birth of Chobi Mela; Jannatul Mawa's experimentation: 'Where the Dreams Cross' and 'Finding Neverland'</i>	Lecture, In-class debate: what is the difference between journalism and photojournalism? Which do you think features more prominently among the photojournalists of Bangladesh (that we studied): the strife of people in urban or rural setting?	Process writing: do you believe that, in addition to documenting the truth, the photojournalists have an ethical imperative to raise awareness and aid mass demonstrations and protests, despite threats to life and liberty?	2, 4 & 5
12.1 Session 21	Photography in Bangladesh III: Resistance	Lecture, Group discussion, Free writing: interpret "The Final	Zone writing: How does the state use photography to	2, 3, 4, 5 & 6

	<p><i>Rana Plaza: Taslima Akter's "The Final Embrace", Rahul Talukder, Kaled Hasan and the working classes;</i></p> <p><i>Photojournalists as dissenters: A.M. Ahad, the arrest and torture of Shahidul Alam; "picture-thinking": photography and mass consciousness</i></p>	Embrace" by Taslima Akter	<p>interpellate/ subjectivize the citizens? First, examine the function of photo IDs. How does the camera become an instrument of the panopticon? Why does it have to individualize the citizens, especially in the context of the Cate-taker government in Bangladesh in 2007/08? Secondly, describe "picture-thinking" and the role it plays in galvanizing the citizens into unruly masses capable of launching mass movements; in particular, in the context of the picture of a civilian kicking a soldier in uniform, which led to the protests in 2008. How did it subvert the government's "Development" narrative?</p>	
12.2 Session 22	Guest lecture			
13.1 Session 23	Film of East Bengal: watching Zahir Raihan's <i>Jibon Theke Neya</i> in class			

13.2 Session 24	Bangladeshi Film I: History at a glance <i>Adopting and appropriating a 'Western' cultural form; cinema and formation of Bengali Muslim identity – from united Bengali to Pakistani to Bangladeshi; a site for discursive contestation; homogenizing drives of the postcolonial state and the rise of local-based capitalism; urbanization, rise of the middle class consumption; Bangladeshi cinema as the "third space"; cinema as a vehicle of national modernity</i>	Class discussion; Free writing: name your favorite Bangladeshi film and explain what you like most about it.	Activity: make a short film (4 – 10 minutes) that records the daily lives of the inhabitants of Dhaka city – i.e. garment workers going to work, people stuck in traffic, mosques and the Azan, children playing on the streets,, friends hanging out by the lake, etc. Interview rickshaw-pullers, day laborers, or other working class people.	4 & 7
14.1 Session 25	Bangladeshi Film II: Re-visioning Histor(-iograph-)-y <i>Muktir Gaan (1995) by Tareque and Catherine Masud; subversion of realism – hybrid of fact and fiction; reclaiming the 'Bengali' identity; image and identity vis-à-vis nation and narration; airing the subaltern voices; inversion of gender roles; prominent female freedom fighters from Bengal</i>	Lecture, Group discussion;	Process writing: do you believe narratives, especially those of the war, can be objective? Should documentary film makers adhere only to the facts and footages shot in real time instead of resorting to reenactments to portray a larger truth, as the Masuds had done? Is subversion an effective tactic for resisting issues that still linger in society – i.e. patriarchy, classism,	3, 4, 5, & 6

			development and dog-whistle politics?	
14.2 Session 26	Independent Film: Envisaging the future <i>Clash of identities – Bengaliness vs. Muslimness; differences among scholastic, political and popular (syncretic) Islam; 3 stages in the development of independent films in Bangladesh; 1971 – a leitmotif; the ‘other’ within; Independent films as weapons of the State and its optics; attempts to reconcile between Bengaliness and Muslimness.</i>	Lecture, Group discussion; In-class debate: which among the following, if any, is the precondition for being a Bangladeshi: (i) Bengali, (ii) Muslim?	Process writing: describe Janus-faced nationalism. Is ‘a people’ a precondition for nation formation? Should films be at the forefront of constructing it? What is the difference between the ‘other’ within and the ‘other’ without? Does it lead to jingoism? How can films accentuate or alleviate the antagonism between <i>Bengaliness</i> and <i>Muslimness</i> ? Is this antagonism constructed? If so, <i>cui bono</i> ? Can heterogeneity lead to greater unity among the peoples of Bangladesh?	2, 4, 5, 6 & 7
15.1 Session 27	Review Class			

CST309 GLOBAL CITIZENSHIP

Course General Information:

Course Code	CST 309
Course Title	GLOBAL CITIZENSHIP
Course Instructor	Riaz P Khan

Course Time & Location	Monday & Wednesday, 2:00 – 3:20 p.m. Room ??
Instructor Email	rpkhan@bracu.ac.bd
Office Hours	TBA
Credit Hours	3
Category	GenEd (Stream 5)
Type	Elective
Prerequisites	None
Co-requisites	None

Course Catalog Description

“jam yesterday and jam tomorrow, but never jam today.” (Lewis Carroll, *Alice in Wonderland*)

This course introduces the idea of citizenship from a historical and conceptual perspective, and explores its uses and disadvantages in the global present. The aim is to trace the main ideals and institutions of modern citizenship as a step towards imagining global citizenship as an emerging reality, sensibility, institution, and/or platform for common action. The course is divided in two parts. In first part, we begin by tracing the *expansive* meaning of citizenship rooted in democratic thought and practice. Next, we turn to more *bounded* concepts of citizenship as they transpired in modern empires and nation-states. Following an overview of “universal” and “racial” conceptions of membership, belonging, and rights in the British Empire, we turn to a critical analysis of the dominant form of “nation-state-citizenship” that emerged in the twentieth century. Next, we examine some ideas and practices of what it might mean to “act like a global citizen.” In second part, we turn to a series of global challenges posed by “statelessness” and climate change. Focusing on the Rohingya refugee experiences and current environmental issues in Bangladesh, we explore the usefulness and challenges of cultivating the sensibilities and institutions of “global citizenship.”

Rationale of the Course:

Central to citizenship is the idea that our formal and informal ties to the nation-state determine our legal and political rights to decide on our present and future conditions. With globalization new problems surface that cut across national boundaries and fall outside the jurisdiction of individual nation-states. Students will learn how to recognize and evaluate different conceptions of citizenship, and articulate their own understanding of global citizenship. The course is also designed to equip students with advanced learning skills to enable them to address complex problems through critical analysis of global, national, and democratic issues, and to foster creativity of thought and expression through the appreciation of alternative practices in diverse cultural and professional settings.

Program Outcomes (POs):

SL.	PO Description
PO1	<i>Describe</i> a range of local and global issues/knowledge/ideas and their interconnections, beyond their major and minor;
PO2	<i>Demonstrate</i> proficiency in university level language comprehension, analytical writing skills and oral presentations;

PO3	<i>Apply</i> knowledge towards problem solving in and outside the classroom, especially through activities that contribute to the SDGs;
PO4	<i>Value</i> diversity and inclusion in race, religion, gender, sexuality, ethnicity, economic and class backgrounds
PO5	<i>Exhibit</i> sensitive and ethical leadership through course material taught, engaged pedagogical tools, class assignments, teamwork and exposure to real-life problems

Course Objectives:

As a part of the liberal arts curriculum, this course is closely aligned with two primary objectives. The **first objective** is to introduce students to a wide base of interdisciplinary knowledge in areas that lie outside the major fields of specialization. The **second objective** is to prepare students for academic success in the undergraduate program and beyond by enhancing learning skills in critical reading, analyses, writing, and public speaking. In addition to the program learning outcomes, this course will seek to meet the following course-specific objectives with respect to both the course content and learning methodologies:

Course Outcomes (COs):

Upon successful completion of this course, students will be able to

SL.	CO Description
CO1	Introduce students to important concepts and theories of citizenship;
CO2	Introduce students to the contemporary political forms of nation-state citizenship;
CO3	Critical and comparative analysis of the limits of citizenship as a mode of political organization;
CO4	Examine case studies of contemporary global issues related to stateless and climate change;
CO5	Invite students to imagine modes of political belonging and participation beyond the nation-state;
CO6	Instill a sense of agency and activism in addressing difficult global problems.
CO7	Explore the meanings and responsibilities of participating in a global community

Assignments and Grade Distribution

1. Image Assignment (10%)
2. Concept Map (10%)
3. Comparative Citizenship Activities (10%)
4. Participation (15%)
5. Midterm Essay (25%)
6. Final Essay (25%)

Schedule of Topics and Readings

Dates	Topics & Readings
Week 1	Introduction and Course Outline
1a. September 26	Outline of Course Aims and Topics
1b. September 28	Citizenship and Democracy First Impressions: Global Citizenship (Image Assignment)
PART ONE	EXPANSIVE AND BOUNDED CONCEPTIONS OF CITIZENSHIP
Week 2	Citizenship and Democracy
2a. October 3	Democracy and Citizenship • Balibar. E. <i>Citizenship</i> (Polity Press, 2015), 1-28.
2b. October 5	NO CLASS – <i>Bijoya Dashami</i>
Week 3	Citizenship, Empire, and Race
3a. October 10	Imperial Citizenship • Gorman, D. <i>Imperial Citizenship</i> (Manchester University Press, 2006), 1-28.
3b. October 12	Race and Citizenship <i>Minutes of Proceedings of Imperial Conference, 1911</i> , “Naturalization” (249-271), “Position of British Indians in Dominions” (394-400).
Week 4	Citizenship and Nation-State
4a. October 17	Bounded Citizenships • Anderson, B. <i>Imagined Community</i> (Verso, 1983), 1-7, 37-46. • Brubaker, R. “Citizenship as Social Closure” in <i>Citizenship and Nationhood in France and Germany</i> (Harvard University Press, 1992), 21-34.
4b. October 19	Democracy and National Identity • Habermas, J. “Citizenship and National Identity” in <i>Between Facts and Norms</i> (MIT Press, 1996), 491-515. • Connolly, W. “Democracy and Territoriality,” in <i>The Ethos of Pluralization</i> (University of Minnesota Press, 1995), 135-137.
Week 5	Citizenship and Exclusion
5a. October 24	Territory and Politics • Balibar. E. <i>Citizenship</i> (Polity Press, 2015), 62-82.
5b. October 26	• Iris Marion Young, “Polity and Group Difference: A Critique of the Ideal of Universal Citizenship,” <i>Ethics</i> 99: 2 (1989): 250-274.
Week 6	Cosmopolitanism and Global Citizenship
6a. October 31	The Myths of Cosmopolitanism • Nussbaum, M. “Patriotism and Cosmopolitanism” in <i>For Love of Country</i> (Beacon Press, 2002), 3-17. • Responses by Appiah (21-29); Butler (45-52); Gutman (66-71).

6b. November 2	<p>Cosmopolitanism as Global Citizenship</p> <ul style="list-style-type: none"> • Linklater, A. "Cosmopolitan Citizenship," in <i>Handbook of Citizenship Studies</i>, edited by Engin F. Isin and Bryan S. Turner (London: Sage Publications, 2002), 317-332. • Bhikhu Parekh, "Cosmopolitanism and Global Citizenship," <i>Review of International Studies</i> 29, no. 1 (2003): 3-17. • Hans Schattle, "Global Citizenship in Theory and Practice," in <i>The Handbook of Practice and Research in Study Abroad: Higher Education and the Quest for Global Citizenship</i>, edited by Ross Lewin (New York: Routledge, 2010): 3-20.
<p>Week 7</p> <p>7a. November 7</p>	<p>Theorizing Global Citizenship</p> <p>Reconfiguring Citizenship from Above</p> <ul style="list-style-type: none"> • Habermas, J. "The European Nation-State: On Past and Future of Sovereignty and Citizenship" in <i>The Inclusion of Others</i> (MIT Press, 1998), 105-128. • Benhabib, S. "Transformations of Citizenship: The Case of Contemporary Europe," <i>Government and Opposition</i> 37, no. 4 (2002), 439-465. OR • Soysal, Y. "Toward a Postnational Model of Membership," in <i>Limits of Citizenship: Migrants and Postnational Membership in Europe</i> (University of Chicago Press, 1994), 136-162. <p>Reconfiguring Citizenship from Below</p> <ul style="list-style-type: none"> • Sassen, S. "Towards Post-National and Denationalized Citizenship," in E. Isin & B. Turner (eds.), <i>Handbook of Citizenship Studies</i>, (Sage, 2002), 277-292. • Isin, E. "Citizenship in Flux: The Figure of the Activist Citizen," <i>Subjectivity</i> 29: 1 (2009): 367-388. • Keck, M. and K. Sikkink, "Transnational Advocacy Networks in International and Regional Politics," <i>International Social Science Journal</i> 51:159 (1999): 89-101.
<p>Week 8</p> <p>8a. November 14</p> <p>8b. November 16</p>	<p>(MIDTERM WEEK)</p> <p>NO CLASS</p> <p>Film (no readings)</p>
<p>PART TWO</p> <p>Week 9</p> <p>9a. November 21</p> <p>9b. November 23</p>	<p>TRANS-BORDER CHALLENGES AND (GLOBAL) CITIZENSHIP</p> <p>The Making of the Modern Refugee</p> <p>The Making of Modern Refugee</p> <ul style="list-style-type: none"> • Arendt, H. "The Decline of the Nation-State and the End of the Rights of Man," in <i>The Origins of Totalitarianism</i> (Harcourt, 1968), 267-302. • Benhabib, S. "The Right to Have Rights: The Contemporary Relevance of Hannah Arendt's Analysis," in <i>Transformations of Citizenship: Dilemmas of the Nation in the Era of Globalization: Two Lectures</i> (Koninklijke Van Gorcum BV, 2001), 9-25. OR alternate article by Butler • Agamben, G. "Beyond Human Rights," in <i>Means Without Ends: Notes on Politics</i> (University of Minnesota Press, 2000), 15-25. <p>Who is a Refugee?</p> <ul style="list-style-type: none"> • Haddad, E. "Who is (Not) a Refugee?" and "The Refugee and the International States System," in <i>The Refugee in International Society: Between Sovereigns</i> (Cambridge University Press, 2008), 23-69.

	<ul style="list-style-type: none"> • Holmes, S. and Castaneda, S. "Representing the 'European Refugee Crisis' in Germany and Beyond: Deservingness and Difference, Life and Death," <i>American Ethnologist</i> 43: 1 (2016): 12- 24. • Skim: Shacknove, A. "Who Is a Refugee?" <i>Ethics</i> 95, no. 2 (1985): 274-284.
Week 10	Global Refugee and International Organizations
10a. November 28	International Refugee Regime <ul style="list-style-type: none"> • Betts, A. "The Normative Terrain of the Global Refugee Regime," <i>Ethics and International Affairs</i> 29:4 (2015), 363-375. • Kanstroom, D. "The "Right to Remain Here" as an Evolving Component of Global Refugee Protection: Current Initiatives and Critical Questions," <i>Journal on Migration and Human Security</i> 5:3 (2017), 614-644. • SKIM: UNHCR, <i>Convention and Protocol Relating to the Status of Refugees</i> (2011), 1-41.
10b. November 30	Borders and Camps <ul style="list-style-type: none"> • Agamben, G. "What is a Camp?" in <i>Means Without Ends: Notes on Politics</i> (University of Minnesota Press, 2000), 37-44. • Fotonari, E. "Confined to the Threshold: The Experiences of Asylum Seekers in Germany," <i>City: Analysis of Urban Trends, Culture, Theory, Policy, Action</i> 19:5 (2015), 714-726. • Rygiel, K. "Bordering Solidarities: Migrant Activism and Politics of Movement and Camps at Calais," <i>Citizenship Studies</i> 15:1 (2011), 1-19
Week 11	The Rohingya Cases
11a. December 5	<ul style="list-style-type: none"> • Uddin, N. "State of Stateless People: The Plight of Rohingya Refugees in Bangladesh," in Walton-Roberts, M. and R. Howard-Hassmann (eds.), <i>The Human Right to Citizenship</i> (University of Minnesota Press, 2015), 62-77. • Report of Special Rapporteur; Advisory Commission
11b. December 7	<ul style="list-style-type: none"> • Document/Report on Rohingya camp life • Additional readings TBA.
Week 12	Climate Change and Global Citizenship
12a. December 12	Readings TBA
12b. December 14	Readings TBA
Week 13	Bangladeshis as Global Migrants
13a. December 19	Readings TBA
13b. December 21	Readings TBA
Week 14	Wrap Up and Reflections on Global Citizenship

CST310 Social Cohesion and Peace Building

Course General Information:

Course Code :	CST310
Course Title :	Social Cohesion and Peace Building
Credit Hours :	3
Contact Hours/Week :	3
Category	GenEd (Stream 5)
Type (<i>Mandatory/Optional, Lecture/Laboratory/Project...</i>) :	Optional
Prerequisites :	None
Co-requisites:	None

Course Catalog Description (Content):

The course will introduce students to core concepts and theories of social structures, cohesion, peace, and the maintenance of peace. This course will do so through exploring existing literature surrounding the topic, and providing students with the tools to be able to identify and formulate strategies to resolve conflict and build peaceful societies. The course is strewn with civic activity to engage students with the community around them, allowing them to develop observational, analytical and problem-solving skills, geared towards improving civic spaces.

Rationale of the Course:

The course provides students with the ability to recognise the building blocks that hold society together, to sharpen their awareness and understanding of barriers and enablers to ensuring social cohesion, build and maintain peace. Recent developments in the region point to the importance of developing greater empathy and appreciation of the meaning and impact of plurality, diversity, inclusivity and identity. This course aims to sharpen the skills required to uphold peace and become active citizens engaged in the maintenance of a peaceful and cohesive society. It also addresses the pressing need to build and improve the institutions and governance structures supporting social cohesion and peace, which are at the core of individual and societal well-being.

Course Objective:

Through the course, the students will know about the social structures and peacebuilding practices and be able to understand the role of individuals, communities and institutions contributing to social cohesion, peace and conflict. The students will analyse the barriers and enablers to a peaceful society from various perspectives, including historical, sociological, ethnographic and institutional lenses. Through reflective activities, civic engagement and group work, students will demonstrate how social constructions of social cohesion, peace and conflict are reflected in the interactions between institutions, interests, and people. After recognizing the fault lines in social structures, students will be able to strategise responses to correcting them and leverage on local and international capacities. Ultimately, they will deepen

their sense of belonging to the global community through the application of concepts, tools and analytical frameworks introduced in the class and become active citizens.

Course Outcomes (COs)

SL.	CO Description
CO1	<i>Explore and understand</i> the different factors that contribute to the upholding of social cohesion, and the factors that contribute to the deterioration of social cohesion from a multidisciplinary approach.
CO2	<i>Apply</i> the concepts, tools and frameworks in a discerning manner, to obtain a refined understanding of the types, sources and impacts of societal conflict, necessary to maintain social cohesion and foster peace.
CO3	<i>Analyse and reflect</i> on the conditions in which complex social systems have emerged and evolved over time and space, the role of individuals, communities and institutions as well as the barriers and enablers of social cohesion and peace.
CO4	<i>Create strategies</i> and identify responses to ensure social cohesion and peace, thereby demonstrating critical thinking and a strong sense of the togetherness.

Mapping of Course Outcomes (COs) with Program Outcomes (POs):

COs	PO1	PO2	PO3	PO4	PO5
CO1	X			X	
CO2	X	X	X		
CO3		X	X	X	X
CO4			X	X	X

Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

(Each Session is 90 minutes)

Sessions	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
1	Introduction <ul style="list-style-type: none"> - Introduction to the Course - Expectations - Ice-breaking/Team Building 	Discussion about the contents of the course, mark distribution, avoid plagiarism, expectations, assessment strategy, etc.	Individual and group reflections, motivations and expectations, team building	1
2	Social Cohesion <ul style="list-style-type: none"> - Society and Social Cohesion 	<ul style="list-style-type: none"> - What is Society? - How is it structured? - What is Cohesion? - What are the components for Social Cohesion? 	Interactive discussion about the readings and short process writing	1

3	Peace Building - Peace and Peace Building	- What is Peace? - Can Peace be conceptualised as negative or positive? - What are the components to Peace? - Is Peace complete or incomplete? - Ethical consideration for peace-building	Interactive discussion about the readings and short process writing	1
4	Social Differences (I) - Plurality and Diversity	- What are diversity and plurality? - What is ethnocentrism and cultural relativity? - Why should these aspects be valued? - What is inclusion? - How does inclusion help? - What do these values impact in society? - How do societies differ?	Role play about social differences, and debates	1
5	Social Differences (2) - Identity	- What is identity? (gender, race, religion, socio-economic class) - Why does it matter? - How does identity contribute to conflict? - Xenophobia and Stereotyping - Theories of otherization	Discussion about a short video and writing a short review	1,2
	- Ethics Prep for the Impending Field Visit	- What is identity? (gender, race, religion, socio-economic class) - Why does it matter? - How does identity contribute to conflict? - Xenophobia and Stereotyping - Theories of otherization		
		30 mins		

		- Ethics Guideline for Engagement in the Upcoming field trip		
6	Field Visit 1	Consulting and interviewing members of the community on their experiences with peacebuilding	Preparing group presentations on the key findings	1,2,3
7	Presentation 1/ Consultation	Small group presentation (groups of 3) and reflections	Demonstrate public speaking, advocacy skills and critical thinking through a visual and oral presentation	2,3,4
8	Presentation 1/ Consultation (continued)	Continuation of small group presentation (groups of 3) and reflections	Demonstrate public speaking, advocacy skills and critical thinking through a visual and oral presentation	2,3,4
9	Conflict (1) - Sources - Types	- What is a conflict? - Who do they impact? - How and why do they emerge? - Do they have identifiable components?	Interactive discussion about the readings and short process writing	1
10	Conflict (2) - Aggression - Violence - Impacts	- What is aggression? - What is violence? - How do they contribute in a conflict setting? - Are they different from conflicts?	Interactive discussion about the readings and short process writing	1
11	Quiz 1	Short test on concepts and theories introduced so far	Quiz	2,3
12	Internal Barriers to Social Cohesion and Peace -	- Narratives and the power they hold.	Role play about internal barriers, and mapping exercise	1,3

		<ul style="list-style-type: none"> - What stories do we hear about different communities? - What kind of pictures do they portray of different societies? - How does it contribute to politics? 		
13	The Role of Individuals and Communities in Fostering Social Cohesion	<ul style="list-style-type: none"> - What can individuals and communities contribute to fostering Social Cohesion - What is the significance of their contribution? 	Case study analysis, and short process writing and self-reflections about the readings	1,3
14	Local, National and International Institutions supporting Social Cohesion and Peace Building	<ul style="list-style-type: none"> - Which institutions are dedicated to maintaining peace and order internationally, locally, and nationally? - How would these institutions respond to contemporary conflicts? - Ethical considerations for institutions 	Guest Lecture or Panel Discussion	1,3
15	Review and Links between Sessions	Revision session and Q&A	n/a	1,2,3
16	Mid-Term	Take home essay based on the concepts and theories covered so far in course	Mid-term	2,3,4
17	External Barriers (1) <ul style="list-style-type: none"> - Institutional - Political 		Storytelling and group reflections	1

		<ul style="list-style-type: none"> - How is politics shaped as a result of diversity? - What influences political developments? - What do political developments influence? - Links between institutions and politics 		
18	External Barriers (2) <ul style="list-style-type: none"> - Law - Public Policy 	<ul style="list-style-type: none"> - What are laws and policies relating to peace and social cohesion? - How is law and public policy influenced by society, and how do they shape institutions for social cohesion? - Relationship between Human Rights and Social Cohesion - Ethical considerations for Legal and Policy developments 	Guest Lecture or Panel Discussion	1,2
19	Civic Spaces and Inclusion	<ul style="list-style-type: none"> - What are civic spaces, how are they formed? - What is inclusion? - What are systemic exclusions? - Inclusivity - How can civic spaces impact policy? - How does it impact the maintenance of peace? 	Case Study discussion: Women's Peace Café and debate and group reflections	1,2,3

		- Ethical uses of Civic Spaces		
20	Quiz 2	Problem solving exercise based on a scenario related to social cohesion	Quiz	2,3
21	Mitigation and Prevention of Conflicts	<ul style="list-style-type: none"> - What is the difference between mitigation and prevention? - What is conflict management and conflict transformation? - Ethical considerations for Conflict Management 	Group work on designing on strategies to mitigate conflict, and policy recommendations	2,3,4
22	Responding to Conflicts <ul style="list-style-type: none"> - Negotiation - Mediation 	<ul style="list-style-type: none"> - Introducing conflict resolution - Negotiations and Mediations 	Simulation exercise/ role play and short process writing	2,3,4
	- Ethical Guidelines of Engagement	<ul style="list-style-type: none"> - Understanding position, interests, and needs - Leveraging positions 		
		30 mins <ul style="list-style-type: none"> - Ethical guidelines for upcoming field visits 		
23	Field Visit 2	Field visit and discussions with institutional actors in local communities engaged in peacebuilding and social cohesion	Civic engagement, observations, interactions and reflections about social cohesion and peacebuilding	1,2,3,4
24	Presentation 2/ Consultation	Small group presentation (groups of 6) and final reflections	Demonstrate public speaking, advocacy skills and critical thinking through a	2,3,4

			visual and oral presentation	
25	Review and Links between Sessions	Revision session and Q&A	n/a	1,2,3
26	Review and Links between Sessions	Revision session and Q&A	n/a	1,2,3
27	Finals	Take home essay based on the concepts and theories covered in course	Final take home essay	2,3,4