

# National Council for Higher Education



*Minimum Standards for Courses of Study in*

## **Social Sciences**

### **Undergraduate Programmes**

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# MINIMUM STANDARDS FOR BACHELOR ARTS IN SOCIAL SCIENCES COURSES

## PREFACE

Section 5(i) of Universities and Other Tertiary Institutions Act 2001, requires the National Council for Higher Education “to ensure minimum standards for courses of study.” In arriving at minimum standards for courses of study, Council worked with lecturers and professors from universities who recommend to Council what they thought was the minimum body of knowledge for which a degree in a particular programme can be awarded. The operative word is “minimum” and it is at this level that Council has set the standards for these courses of study.

This is done in compliance with the section of the Act quoted above but also fully aware of the objects of the Universities and Other Tertiary Institutions Act 2001, Section 3

*“The objects of this Act are to establish and develop a system governing institutions of higher education in order to equate qualifications of the same or similar courses offered by different institutions of higher education while at the same time respecting the autonomy and academic freedom”*

Council holds institutional autonomy and academic freedom for universities as sacrosanct. The standards prescribe the body of knowledge below which universities must not teach. The standards leave the universities with the freedom to design their courses based on the minimum standards. The universities are free to add to these minimum course contents to meet their vision, mission and individual uniqueness. When this has been done, universities can then bring their courses and programmes to Council for accreditation. Again the law requires that all courses must be accredited by Council.

Council is grateful to lecturers and professors who have helped in the process of establishing the minimum standards for courses of study.

A.B.K Kasozi

**EXECUTIVE DIRECTOR**

## INTRODUCTION

This document presents the minimum standards for a curriculum for degree courses in the social sciences. The courses included:

- 1) Bachelor of Arts in Social Sciences
- 2) Bachelor Mass Communication;
- 3) Bachelor Social Work and Social Administration
- 4) Bachelor Development Studies;
- 5) Bachelor of Economics;
- 6) Bachelor of Arts/Bachelor of Social Anthropology.

The document starts with a general introduction of the Social Sciences, minimum entry requirements and the requirements for the degree courses. After that individual courses are presented with an overview and general description of the courses.

## THE SOCIAL SCIENCES

### What Constitutes Social Sciences?

Social Sciences is the collection of knowledge about the nature, growth and functioning of human societies. A Social Scientist engages in research and theorizes about both aggregate and individual behaviors. They diverge from the Arts and Humanities in that the Social Sciences emphasize the use of the scientific and rigorous standards of evidence in the study of humanity, including quantitative and qualitative methods. Because they study both subjective and objective or structural aspects of society, Social Sciences are sometimes referred to as *soft sciences*. This is in contrast to *hard sciences*, which in most cases focus exclusively on objective aspects of nature.

### Objectives of the Social Sciences:

- To equip students with theories and other bodies of knowledge, which will enhance an understanding of the nature, growth, dynamics and functioning of human societies.
- To train high level human resources with the skills to enhance national development in general and to solve specific social problems.
- To develop analytical skills in students for designing and formulating policies which are of social relevance.
- To generate knowledge about human societies, through research.
- To produce graduates who can be critical of social issues with a view to contributing to knowledge as well as identify and providing solution to social problems.

### Programme Composition

The Social Science degree Programmes shall be composed of core and elective courses in respect of a given specialization of the Social Sciences.

### The semester system and duration of the programme.

The Social Sciences degree programmes take three academic years or six (6) semesters to complete and should be done within a maximum of five years.

## ADMISSION REQUIREMENT

For admission to the Social Science degree programs, a candidate must satisfy the degree entrance requirements of the University. These requirements shall not be below the standards set by the National Council for Higher Education.

## Structure of the Programme

### Field/Area

The curriculum for the BA (SS) Programme consists **of Seven (7)** fields/areas of study namely: Political Science, Sociology, Social Anthropology, Social Administration, Gender and Development, Economics and Psychology. Students may also take courses from other relevant Departments and Faculties.

### First Year of Studies

First year students will take any six courses each semester. Two courses from each of three different areas/fields of study per semester that is, 12 courses in the first year. The courses for First year studies shall be called Prerequisite or Introductory courses.

### Second and Third Years

Students shall be required to offer a major in one area/field of study and a minor in another.

**Major:** A Major shall be a set of courses in a Field/area of specialisation in which each student is encouraged to explore the Field/Area in considerable depth. The set of courses for a Major shall constitute not less than two-thirds of the Programme Load.

**Minor:** A Minor shall be a set of courses in a Field/Area that is of lesser importance than the Major. A Minor shall constitute not more than a third of the Programme Load. For a minor, a student shall offer at least one core course in the chosen area/field of study in an academic year.

### Contact hours

One contact hour is equivalent to one hour of lectures or two hours of tutorials. Each course shall have 45 contact hours.

### Credit unit

A Credit or Credit Unit is the measure used to reflect the relative weight of a given course towards the fulfilment of the BA (SS) degree. One Credit Unit shall be one Contact Hour per week per semester or a series of fifteen (15) contact hours.

### Credit hour

The Credit hours are equal to the number of courses offered in each semester times the course units per course. It measures the course load per week. There shall be 18 **credit hours** in each semester. A BA (Social Sciences) student shall have a minimum of 108 credit hours and **CGPA of 2.00** for the whole course in order to graduate (See Table 1 below). However, students combining a Social Science with a field of study in other academic units of the University may graduate with more or fewer credit hours.

### General Programme Structure

Year	Semester	No. of Courses	Contact Hours per Course/Semester	Credit Unit (CU)	Credit Hours
1	1	6	45	3	<b>18</b>
	2	6	45	3	<b>18</b>
2	1	6	45	3	<b>18</b>
	2	6	45	3	<b>18</b>
3	1	6	45	3	<b>18</b>
	2	6	45	3	<b>18</b>
<b>TOTAL</b>		<b>36</b>	<b>270</b>		<b>108</b>

## Normal Semester Load

The normal semester load for Undergraduate academic programmes shall range from eighteen (18) Credit Units to twenty four (24) credit units.

## Change of Academic Programme

A student may be permitted to change from one Academic Programme to another on condition that:

- She/he had satisfied the admission requirements for the Academic Programme applied for.
- She/he should not have been attending lectures/tutorials and other academic activities of the Academic Programme he/she would want to change from for more than one-half of the duration of the programme.
- A student permitted to change his/her programme may be allowed to transfer the Credits from the previous academic programme to the new academic programme, provided that the amount of credits being transferred should not exceed 30 percent of the new academic programme.

## Assessment Requirements

Each course shall be assessed in two (2) parts. There shall be a Progressive/continuous assessment during the course of each semester and an examination at the end of each semester.

## Coursework (Progressive/continuous assessment)

- (a) Coursework shall contribute 50% of the total marks.
- (b) Course work shall consist of tests, class participation, book reviews, essay writing, among others
- (c) For a student to qualify for examination he/she must score at least 50 percent in the course work.

## Examinations

- a. Examinations of three (3) hours each shall be held in the courses taken per semester in the first and subsequent years of studies.
- b. The examinations shall contribute a maximum of 50 percent of the total marks.

## The Composite Mark

The end of semester, examination marks (50 percent) will be added to the coursework marks (50 percent) to get the total mark of each course as shown below:

End of Semester Examination	50 percent
Course-work	<u>50 percent</u>
Total	<u>100 percent</u>

**Pass Mark:** The pass mark in each course shall be 50 percent.

## Grading

- a. The overall marks a candidate obtains in each course he /she offered shall be graded out of a maximum of one hundred (100) marks and assigned appropriate Letter Grades and Grade Points as specified by National Council for Higher Education
- b. The course pass grade is 2.0

## Progression

Progression of a student shall be classified as Normal Progress (NP) or Probationary Progress (PP).



- **Normal Progress:** Normal progress shall occur when a student has passed the assessments in all the courses she/he had registered for in a particular semester.
- **Probationary Progress:** A student who has obtained the Cumulative Grade Point Average (CGPA) of less than 2.0 shall be placed on probation. Such a student shall be allowed to progress to the next Semester/Academic Year but shall still retake the course(s) she/he had failed the Assessments later on and obtain at least the Pass Mark (50 percent) in the course(s).

### **Obtaining the Cumulative Grade Point Average (CGPA)**

The Cumulative Grade Point Average at a given time shall be obtained by:

- (a) Multiplying the grade point obtained in each course by the Credit Units assigned to the course to arrive at the weighted score for the course.
- (b) Adding together the weighted scores for all courses taken up to that time.
- (c) Dividing the total weighted score by the total number of Credit Units taken up to that time.

# SOCIOLOGY

## Year I

## Sociology

### Core courses

1. Introduction to Sociology
2. Introduction to Criminology
3. Introduction to Social Anthropology and African Studies
4. Introduction to Sociological Perspectives, Theories and Methods.

## OPTION A

## Year II

## Sociology (General)

### Core courses

1. Social Research Methods
2. Social Statistics
3. Social Structure and Social Stratification
4. Ethnographic Theory and Methods.

### Electives

1. Sociology of the Family
2. Demography
3. Sociology of Organisation
4. Rural Sociology
5. Urban Sociology
6. Sociology of Religion
7. Rural Development
8. Ethnicity, Migration and Identity Studies
9. Urban Planning and Management
10. Economics Sociology
11. Sociology of Health
12. Population and Society
13. Research Management
14. Social Structure of E. African Societies.

## Year III

## Sociology (General)

### Core courses

1. Classical Sociological Theory
2. Contemporary Sociological Theory
3. Social Inequality, Stratification and Mobility
4. Sociology of Development.

### Electives

1. Political Sociology
2. Sociology of Deviant Behaviour
3. Social Network Analysis
4. Sociology of Work and Industry
5. Sociology of crime and punishment
6. Sociology of knowledge
7. Social change and Technology.
8. Project Planning and Management
9. Sociology of Environment
10. Sociology of Education

11. Collective Behaviour and Social Movements
12. Dissertation.

**OPTION B****Year II****Criminology (Sociology)****Core courses**

1. Social Research Methods
2. Social Statistics
3. Criminal Behavior and Social Control
4. Criminology,

**Electives**

1. Crime Control Theories and Policies
2. Juvenile Delinquency & Justice
3. Social Ecology of Child Abuse and Neglect
4. Religion, Crime and Punishment
5. Gender and Crime
6. Criminal Investigation
7. Victimology
8. Sociology of Policing
9. Introduction to the Ugandan Criminal Justice System
10. Community- Based Crime Prevention and Sanctions.

**Year III****Criminology (Sociology)****Core courses**

1. Classical Sociological Theory
2. Contemporary Sociological Theory
3. Criminal Justice Policy
4. Sociology of Punishment and Corrections.

**Electives**

1. Criminal Law
2. Sociology of White Collar Crime
3. Crime and Technological Change
4. Comparative Criminal Justice Studies
5. Special Topics in Criminology /Independent Study
6. Criminal Procedure (*i.e. May be taught with Faculty of Law*)
7. Human Rights
8. Criminal Forensic Investigation
9. Terrorism and Counter Terrorism
10. Criminal Profiling
11. Organized Crime and Gangs
12. Dissertation/ Internship in Criminology & Criminal Justice.

**OPTION C****Year II****Social Anthropology and African studies****(Also courses for BA. in Social Anthropology)****Core courses**

1. Social Research Methods
2. Social Statistics
3. Social Structure and Social Stratification
4. Ethnicity, Migration, and Identity Studies.

## Electives

1. Urban Anthropology
2. Community Development
3. Anthropological Perspectives on Religion
4. Computer Modelling in Anthropology
5. Dynamics of African Livelihoods
6. African Family Studies
7. Anthropology and African Development
8. Anthropology of Natural Resources in Africa
9. Economic Anthropology
10. Anthropological Perspectives on Land Tenure and Use in East Africa
11. Medical Anthropology in Africa
12. Feminist Social Anthropology/Gender and Social Anthropology
13. Ecological Social Anthropology
14. Development and Management of Anthropological Research Projects.

## Year III

## Social Anthropology and African studies

### Core courses

1. Classical Sociological Theory
2. Contemporary Sociological Theory
3. Social Inequality, Stratification and Mobility
4. Anthropology of Globalization.

### Electives

1. Political Anthropology
2. Criminal Anthropology
3. Anthropology of Knowledge
4. Anthropology of Social Change and Technology
5. Project Planning and Management
6. Independent Study/special topics
7. African Cultures and Law
8. Human Rights
9. Peace, Conflict, and Conflict Resolution
10. Collective Behaviour and Social Movements
11. Social Organisation of African Societies and Tourism
12. Anthropology and Ethics
13. Anthropology of Material Culture
14. Problems in Culture change and Applied Anthropology
15. Dissertation.

# GENDER AND DEVELOPMENT

## Year I

### Gender and Development

1. Introduction to Concepts and Theories of Gender and Development
2. Gender, Culture and Society
3. Introduction to Feminist theory
4. International Women's Movement.

## Year II

### Gender and Development

#### Core courses

1. Sexuality: Concepts and Perspectives
2. Gender, Politics and the State
3. Gendered Identities and Representation
4. Feminist Research Methodology
5. Approach to Gender and Development Practice.

#### Electives

1. Gender, Conflict and Displacement
2. Gender and the Social Sector
3. Gender, Science and Technology
4. Feminism and Religion
5. Feminist Economics.

## Year III

### Gender and Development

#### Core courses

1. Feminist Theory
2. Gender, the Law and Human Rights
3. Men's Studies, Masculinities and Development
4. Feminist Perspectives of Sustainable Development.

#### Electives

1. Feminism, Activism and Civil Society
2. Gender, Human Resource and Organisational Development
3. Gender and Development Strategies in Uganda
4. Gender Based Violence
5. Gender and Globalisation
6. Dissertation.

## POLITICAL SCIENCE

### Year I

### Political Science

#### Core courses

1. Introduction to Political Science
2. Governance and Politics in East Africa
3. Comparative Politics
4. Introduction to Political Thought.

### Option A

### Year II

### Political Science (General)

#### Core courses:

1. Classical and Modern Political Thought
2. Research Methods in Political Science
3. African Political Thought
4. Governance and Politics in Uganda.

#### Electives

1. Constitutionalism and Political Development
2. Governance and Politics in Africa
3. Gender and Politics
4. Political Sociology
5. Ethics in Politics
6. Politics of Developing Countries.

### Year III

### Political Science (General)

#### Core courses

1. Contemporary Social and Political Thought
2. Theory and Practice of Democracy in Africa
3. Constitutional Law
4. Human Rights.

#### Electives

1. Social Movements and Collective Action
2. Political Behaviour
3. The Media and Politics
4. Globalisation and Development
5. The Politics of the Environment
6. Technology and Social Change
7. Dissertation.

### Option B

### Year II

### Public Administration

#### Core courses

1. Administrative Theory
2. Development Administration
3. Comparative Public Administration
4. Research Methods.

**Electives**

1. Governance and Politics in Uganda
2. Ethics in Public Administration
3. Urban and Rural Development
4. State and the Economy.

**Year III****Core courses**

1. Public Policy Analysis
2. Human Resource Management
3. Local Government Administration
4. Administrative Law.

**Electives**

1. Financial Administration
2. Comparative Public Policy
3. Public Sector Management
4. Management of Information Systems
5. Environmental Policy and Management
6. Dissertation
7. Voluntary Sector and Service Delivery.

**Option C****Year II****International Relations****Core courses**

1. Research Methods
2. International Relations
3. International Organisation
4. Foreign Policy Analysis.

**Electives**

1. Ethics in International Relations
2. Regionalism
3. Governance and Politics in Uganda
4. Politics in Developing Countries.

**Year III****Core courses**

1. African International Relations
2. International Law
3. Global Political Economy
4. Conflict and Conflict Prevention

**Electives**

1. Security Studies/Strategic Studies
2. Theory and Practice of Diplomacy
3. Human Rights and International Relations
4. Refugees in International Relations
5. Theory and Practice of Democracy in Africa
6. International Environmental Politics
7. Dissertation.

## PSYCHOLOGY

### Year I: **Psychology**

1. Introduction to Psychology
2. Introduction to Experimental Design
3. Social Psychology
4. Cognitive Psychology.

### Year II: **Psychology**

#### **Core courses**

1. Basic Statistics
2. Developmental Psychology
3. Research Methodology
4. Laboratory Methods
5. Individual and Personality Psychology.

#### **Electives**

1. Psychometrics
2. Community Psychology
3. Environmental Psychology
4. Psychology and Gender.

### Year III: **Psychology**

#### **Core courses**

1. Abnormal Psychology
2. Personnel Psychology
3. Counseling Psychology
4. Organizational Psychology
5. Dissertation.

#### **Electives**

1. Advanced Social Psychology
2. Industrial Psychology
3. Political Psychology
4. Refugee Psychology.



# SOCIAL ADMINISTRATION

## Year I

### Social Administration

1. Introduction to Social Administration
2. Introduction to Contemporary Social Problems
3. Design and Delivery of Social Services
4. Foundations of Social Development.

## Year II

### Social Administration

#### Core courses

1. Research Methods
2. Social Policy Analysis
3. Basic Social Statistics
4. Social Security and Social Protection Systems.

#### Electives

1. Dynamics of Work and Employee Welfare Services
2. Poverty and Social Inequality
3. Community Based Intervention Strategies
4. Community Based Rehabilitations
5. Housing Policy, Planning and Management
6. Education Policy, Planning and Management
7. Gender and Social Welfare Policy
8. Demography
9. Urban Planning and Development
10. Rural Development
11. Health Policy, Planning and Management.

## Year III

### Social administration

#### Core courses

1. Project Planning and Management
2. Social Planning
3. Local Government and Social Service Delivery
4. Management of Social Service Organizations.

#### Electives

1. Human Resource Management
2. Family Services and the Law
3. Administrative Law
4. Environmental Management and Sustainable Development
5. Disaster Management and Forced Migration
6. Social Sector Finance and Management
7. Comparative Social Policy and Welfare Systems
8. Capacity Building for Community Development
9. Civil Society and Social Development
10. Citizen Empowerment and Community Based Advocacy
11. Equity, Human Rights and Social Defence.

# BACHELOR OF SOCIAL WORK AND SOCIAL ADMINISTRATION

## Year I

### Core courses

1. Introduction to Social Work
2. Introduction to Social Anthropology
3. Economics I
4. Foundations of Social Development
5. Design and Delivery of Social Services
6. Introduction to Psychology
7. Developmental Psychology
8. Economics II
9. Social Structure and Social Stratification
10. Introduction to Contemporary Problems
11. Elements of Social Work Intervention
12. Introduction to Social Administration
13. Field Work/Practicum I.

## Year II

### Core courses

1. Social Work Theory and Practice
2. Theory and Management of Organisation
3. Human Behaviour, Growth and Development
4. Basic Social Work Research
5. Social Work Methods, Skills and Techniques
6. Social Security and Social Protection Systems
7. Statistical Analysis for Social Work
8. Social Policy Analysis
9. Fieldwork/Practicum II.

### Electives

1. Domestic Law
2. Demography and Population Studies
3. Dynamics of Work and Employee Welfare
4. Community Based Rehabilitation
5. Housing policy, Planning and Management
6. Education Policy, Planning and Management
7. Health Policy, Planning and Management
8. Gender and Social Welfare Policy
9. Death, Loss and Grief
10. Gerontology/Ageing and Society
11. Drugs, Society and Human Behaviour
12. Mental Health and Psychotherapeutic Interventions in Social Work
13. Urban Planning and Development
14. Rural Development.

## Year III

### Core courses

1. Developmental Social Work
2. Project Planning and Management
3. Social Planning
4. Community Based Interventions
5. Social Work Practice with Children and Youth
6. Principles and Practices of Counselling
7. Applied Developmental Social Work
8. Dissertation.

## **Electives**

1. Social Sector Finance and Management
2. Local Government Administration and Social Service delivery
3. Family Services and the Law
4. Capacity Building for Community Development
5. Administrative Law
6. Equity, Human Rights and Social Justice
7. Comparative Social Policy and Social Welfare Systems
8. Civil Society Organisations and Social Development
9. Citizen Empowerment and Community Based Policy
10. Sexuality and Social Work Practice.

## BACHELOR OF ARTS IN DEVELOPMENT STUDIES

### Year One:

#### Core

1. Introduction to Development Studies
2. Development Perspectives
3. Communication Skills
4. Computer Literacy
5. Political Economy of Uganda
6. Development Economics
7. Gender and Development
8. Culture and Development
9. Management Skills for Development.

### Year Two

#### Core

1. Entrepreneurship
2. Project Planning and Management
3. Development Policy and Planning
4. Basic Statistics
5. Research Methods
6. Development, Theory, and Practice
7. Ethics and Development
8. Fundamental Accounting
9. State and Development.

#### Electives

1. Community Development
2. Democracy, Governance and Development
3. Peace and Conflict Management
4. Rural Sociology
5. International Development Institutions
6. Alternative Development Strategies
7. Local and Regional Development
8. Public and Private Sector Management
9. Health and Development.

### Year Three

#### Core

1. Sustainable Development
2. Rural and Urban Development
3. Decentralization and Development
4. African Development: Issues and Challenges
5. Poverty and Social Inequality
6. Social Structure and Social Stratification
7. Human Resource Management
8. Global Political Economy.

#### Electives

1. Dissertation
2. Community Advocacy and the Law
3. Technological Development and Social Change
4. Civil Society and Development
5. Administrative Law.

## BACHELOR OF SCIENCE/ARTS (MASS COMMUNICATION)

### Year I

#### Core courses

1. Introduction to Mass Communication
2. Writing for Mass Media Communication
3. Media History
4. Uganda Media History
5. Introduction to Computer
6. Introduction to Broadcasting
7. Introduction to Public Relations
8. Communication Skills
9. *(At least two courses from other relevant disciplines).*

### Year II

#### Core courses

1. Theories of Mass Communication
2. News Writing and Reporting
3. Radio Journalism
4. Television Journalism
5. Mass Media and Society
6. Research Methods in Mass Communication
7. Principle of Advertising
8. Public Relations
9. Mass Communication and the Law
10. Internship
11. *( At least two courses from other disciplines)*

### Year III

#### Core courses

1. Media Management
2. Development Communication
3. Photo Journalism
4. Media Laws, Human Rights and Ethics
5. Communication Graphics
6. Art of Public Speaking
7. Investigative Journalism
8. ICT and Mass Communication.

#### Specialisation - Public Relations and advertising

1. Public Relations and Media Practice
2. Advertising and Media Planning
3. Principle of Marketing
4. Public Relations Case Studies and Strategies
5. Commercial and Promotion Writing
6. Public Relations Reporting.

#### Specialisation - Print Media

1. Specialised Printing
2. Newspaper Editing, Layout and Design
3. Advanced Photo Journalism
4. Newspaper Production
5. Advanced Writing

## **Specialisation - Broadcasting**

1. TV News Reporting
2. Radio News Reporting
3. Electronic Media Programming
4. Advanced TV Production
5. Advanced Radio Production
6. Contemporary Issues in Broadcasting, Cable and the Web

**NB:** Other specializations include: Environmental Journalism

## **Course Description**

This section gives the general description of the courses given above. Apart from those sample syllabi which have the Course Objectives, course content and Key Readings in a complete form, others are left to the individual institutions to follow the examples given to fill in the gaps.

## COURSE DESCRIPTION FOR SOCIOLOGY (GENERAL)

### Course Name: Introduction to Sociological Concepts

Sociology is the study of society and this course will help students to better understand how their interests, choices, values, and behaviors are shaped by social forces. This course will prepare students for further study in the discipline of sociology and other social sciences.

#### Detailed Course Description

- |  |               |
|--|---------------|
| • Introduction of Sociology's Basic Concepts | <b>12 hrs</b> |
| • Theories in Sociology                      | <b>18hrs</b>  |
| • Methods and Applications.                  | <b>15hrs</b>  |
- 

### COURSE NAME: Introduction to Social Anthropology and African Studies

(See Social Anthropology Option)

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### COURSE NAME: Introduction to Sociological Perspectives, Theories and Methods

This course is about the introduction to the development of Sociology as a discipline, major theoretical perspectives, theories and methods used in Sociological studies. It aims at giving students an insight into what constitutes a Sociological approach to knowledge, how to investigate and contribute to this knowledge. Introduces students to a critical understanding of the way societies function.

#### Detailed Course Description:

- |   |             |
|---|-------------|
| • Major Theoretical Perspectives.   | <b>9hrs</b> |
| • Theories and Methods used in Sociological Studies.                      | <b>9hrs</b> |
| • What constitutes a Sociological approach to knowledge,                  | <b>9hrs</b> |
| • How to investigate and contribute to this knowledge.                    | <b>9hrs</b> |
| • Introduction to a critical understanding of the how societies function. | <b>9hrs</b> |
- 

### COURSE NAME: Introduction to Criminology

(See Criminology Option)

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### Course Name: Social Statistics

(See BSWASA/BA DEVELOPMENT STUDIES)

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### Course Name: Social Research Methods

This course is an interface between theory, research and practice, aimed at equipping students with knowledge of the main research methods used in Sociology and their limitations, the techniques of identifying research topics, choosing samples, reviewing literature, and collecting and analyzing data.

#### Course Content

- |  |              |
|--|--------------|
| • The techniques of identifying research topics, | <b>9hrs</b>  |
| • Choosing samples,                              | <b>9hrs</b>  |
| • Reviewing literature                           | <b>6hrs</b>  |
| • Collecting data                                | <b>12hrs</b> |
| • Analyzing data                                 | <b>9hrs</b>  |

**Course Name: Social Structure and Social Stratification in East Africa**

This course provides an overview of the cultural/linguistic regions of Eastern Africa and addresses methodological issues in the study of East African societies.

**Detailed Course Description**

- |  |             |
|--|-------------|
| • Kinship, as a concept,   | <b>6hrs</b> |
| • Linkages between kinship, economic and political spheres of life | <b>9hrs</b> |
| • The role of age and gender in social stratification              | <b>9hrs</b> |
| • The concept of ethnicity,  | <b>6hrs</b> |
| • Religion and the social functions of religion                    | <b>6hrs</b> |
| • Politics and the maintenance of order in stateless societies.    | <b>9hrs</b> |

**Course Name: Ethnographic Theory and Methods**

This course introduces students to ethnographic theory and methods, including addressing traditional problems associated with broad-ranging views on social sciences and ethnographic research techniques. Students conduct research exercises and set up an ethnographic research exercise.

**Detailed Course Content**

- |   |             |
|---|-------------|
| • Positivist framework  | <b>9hrs</b> |
| • Interpretivist framework  | <b>9hrs</b> |
| • Feminist framework  | <b>9hrs</b> |
| • Modernist and post-modernist frameworks.  | <b>9hrs</b> |
| • Ethnographic methodology, including current debates informing the writing, research, and theory | <b>9hrs</b> |

**Course Name: Sociology of Ethnicity, Migration, and Identity Studies**

This course will cover current issues related to ethnicity, migration and nationhood, specifically focusing on debates about the concepts of 'tribe' or 'ethnicity' and how they relate to personal identity and nationality. Students should be able to assess the impact of ethnic migration on access to resources by different ethnic groups. Among the most important issue is the resultant conflicts and competition over resources with case studies from East Africa.

**Detailed Course Content**

- |   |              |
|---|--------------|
| • Introduction to ethnicity, migration and identity   | <b>12hrs</b> |
| • Migration and nationhood, specifically focusing on debates about the concepts of 'tribe' or 'ethnicity' and how they relate to personal identity and nationality. | <b>12hrs</b> |
| • Ethnic migration on access to resources.  | <b>9hrs</b>  |
| • Ethnic conflicts and competition over resources – case studies from East Africa.  | <b>12hrs</b> |



## COURSE DESCRIPTION FOR CRIMINOLOGY (SOCIOLOGY)

### Course Name: Introduction to Sociological Concepts (Core Course)

(See General Sociology Option)

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### Course Name: Introduction to Social Anthropology and African Studies

(See Social Anthropology Option)

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### COURSE NAME: Introduction to Sociological Perspectives, Theories and Methods

(See General Sociology Option)

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### Course Name: Introduction to Criminology

The course surveys the descriptive, empirical, and theoretical issues in the study of crime and delinquency. It is an introductory course that examines these issues with a specific focus on sociological approaches.

### Course Objectives

By the end of the course, the students will be able to:

- Demonstrate skills in understanding of major theories used in criminology,
- Demonstrate an understanding of crime, and critically think about crime and evaluate competing theoretical perspectives of crime.
- Demonstrate knowledge the nature and extent of criminality, and demonstrate an understanding of societal reactions to criminals.

### Detailed Course Description

- |  |               |
|--|---------------|
| <ul style="list-style-type: none"> <li>• Introduction to criminology.</li> </ul>   | <b>6hrs</b>   |
| <ul style="list-style-type: none"> <li>• The role of social, cultural, economic, political, psychological, chemical, biological, and ideological factors in treating and causing criminal behavior.</li> </ul> | <b>24 hrs</b> |
| <ul style="list-style-type: none"> <li>• Theoretical perspectives in criminology and offers critiques and uses of these perspectives in the prevention and response to crime.</li> </ul>                       | <b>15hrs</b>  |
- 

### COURSE NAME: Social Research Methods

(General Sociology Option)

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### COURSE NAME: Crime Control Theories and Policies

The course examines traditional and innovative practices of crime prevention and repression. Students will survey programs designed to reduce criminal behavior and risk factors associated with criminal behavior in various institutions (e.g., criminal justice system, schools, communities, and families). In addition, the course involves further analysis of policies and practices linked to crime prevention and control, with a focus on program evaluation and measurement of success.

### DETAILED COURSE DESCRIPTION

- |   |             |
|---|-------------|
| <ul style="list-style-type: none"> <li>• Foundation that describes the crime problem</li> </ul>                     | <b>9hrs</b> |
| <ul style="list-style-type: none"> <li>• Introduction to crime control policy analysis.</li> </ul>                  | <b>9hrs</b> |
| <ul style="list-style-type: none"> <li>• Specific criminal justice policies including but not limited to</li> </ul> |             |

deterrence, incapacitation, gun control and rehabilitation.	9hrs
• Theories and assumptions about crime.	9hrs
• The relationship between theories of crime, crime control policy and research.	9hrs

### **COURSE NAME: Criminal Behavior and Social Control**

This course examines crime, criminal behavior, and crime control from a sociological perspective. The course will attempt to answer crucial questions in the study of crime and criminal behavior. These questions include what is crime and how do we measure it? What are the social facts about the occurrence of crime? What are the major theories to explain criminal behavior? How are issues such as poverty and gender, related to crime? What efforts/policies have been implemented to address crime? How effective are they?

#### **DETAILED COURSE DESCRIPTION**

• What is crime? (magnitude, and prevalence).	3hrs
• The dominant sociological theories of criminal offending.	6hrs
• Social forces and situations in crime and reactions to crime.	6hrs
• Violent crime and prevention efforts.	6hrs
• Sociological theory and research and their role in criminal justice and the prevention of criminal victimization.	9hrs
• Poverty, gender and crime.	9hrs
• Policies to address crime.	6hrs

### **COURSE NAME: Criminal Justice Policy**

This course offers an overview of theoretical developments and empirical research in criminology and criminal policy. The course will stimulate a student's thinking about questions at the intersection of social science and public policy. These include how we produce our knowledge, its relevance to lives outside the academy (and penitentiary), and the utility of crime theories and criminologists themselves. Such big-picture considerations may help a student to choose the level of abstraction to work with and the contribution one makes as a teacher and researcher of the sociology of crime.

#### **DETAILED DESCRIPTION**

• The intersection of social science and public policy	6hrs
• How to produce knowledge, its relevance to lives outside the academy (and penitentiary)	9hrs
• The utility of crime theories and criminologists themselves.	9hrs
• Theoretical tradition and critical empirical test of that theory.	9hrs
• Social disorganization, differential association, anomie, and social control theories.	12hrs

### **COURSE NAME: Sociology of Punishment and Corrections**

The definition of crime and society's approach to crime is a product of historical, philosophical, and sociological forces. These forces have shaped and continue to shape the correctional system or prison system. There are many dilemmas in punishment and corrections. Why do we punish those who commit crimes? Why do we use probation, monetary fines, and incarceration as the primary means of punishment? Should we consider alternative methods? Is Uganda or any other East African country too lenient or too harsh on those members of its society committing crime? Does rehabilitation work? Should rehabilitation be a goal of the correctional system? These are but a few of the questions the course explores.

## COURSE OBJECTIVES

- By the end of the semester, the student will be conversant in these issues and be able to bear the historical, philosophical, and sociological theories that influence the correctional system or prison system.

## DETAILED COURSE CONTENT

- |  |             |
|--|-------------|
| • Historical, philosophical, and sociological forces in defining crime                   | <b>6hrs</b> |
| • Correction systems and approaches  | <b>9hrs</b> |
| • Use of probation, monetary fines, and incarceration as the primary means of punishment | <b>9hrs</b> |
| • Alternative methods of punishment  | <b>6hrs</b> |
| • Crime and punishment in Uganda   | <b>9hrs</b> |
| • Rehabilitation and its effectiveness.  | <b>6hrs</b> |
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## Course Description for BA in Social Anthropology and African Studies (Sociology)

### **COURSE NAME: Introduction to Sociological Concepts**

(See General Sociology Option)

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### **COURSE NAME: Introduction to Social Anthropology and African Studies**

This course introduces students to the study of Social Anthropology, concepts and theories used in social anthropology. It is aimed at developing a sense of the variation and similarities in human cultures, make students appreciate culture as a holistic and integrated system in contemporary societies.

#### **DETAILED COURSE DESCRIPTION**

- |  |             |
|--|-------------|
| • The development of Social Anthropology as a discipline and its relevance in contemporary situation | <b>9hrs</b> |
| • Introduction to African Studies  | <b>9hrs</b> |
| • Concepts and theories used in Social Anthropology  | <b>9hrs</b> |
| • Contemporary debates in African studies  | <b>9hrs</b> |
| • International inequalities and the place of Africa   | <b>9hrs</b> |
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### **COURSE NAME: Introduction to Sociological Perspectives, Theories and Methods**

(See General Sociology Option)

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### **COURSE NAME: Introduction to Criminology**

(See Criminology Option)

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### **COURSE NAME: Social Research Methods**

(see general sociology option)

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### **COURSE NAME: Ethnicity, Migration, and Identity Studies**

(see sociology general)

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### **COURSE NAME: Contemporary Sociological Theory**

This course is designed as an advanced major theoretical developments and issues of significance in contemporary sociological theory. The current period of sociological theory is without a dominant paradigm. Instead, there is now an eclectic assortment of theories that attempt to view social life at various levels of analysis and through very different lenses.

These range from a focus on the individual in informal, face-to-face interaction (micro-sociological theories) to examinations of organizations and communities (theories of the middle range), to institutions and entire societies (macro-sociological theories). Some newer approaches attempt to integrate these levels of analysis to provide a more complete understanding of human social life and the mutual effects of the individual and larger social structures. The methodological and political implications of various theoretical perspectives will also be examined.

## DETAILED COURSE DESCRIPTION

Introduction to the course--no assigned readings	<b>3 hrs</b>
• The Nature of Contemporary Sociological Theory	<b>3 hrs</b>
• Functionalist Theorizing	<b>3 hrs</b>
• Functionalist Theorizing (Cont'd)	<b>3 hrs</b>
• The Conflict Alternative	<b>3 hrs</b>
• Reserve: Selected readings from Coser, The Functions of Social Conflict and Neo-Marxian Approaches	<b>3 hrs</b>
• Symbolic Interactionism	<b>3hrs</b>
• The Challenge of Ethnomethodology	<b>3 hrs</b>
• Exchange and Rational Choice Theorizing	<b>3 hrs</b>
• Feminist Theorizing	<b>3 hrs</b>
• The Micro-Macro Linkage	<b>3 hrs</b>
• Agency and Structure	<b>3 hrs</b>
• Theories of Modernity and Post-modernity	<b>3 hrs</b>
• Theories of Modernity and Post-modernity (Cont'd)	<b>3 hrs</b>

### KEY READINGS:

These shall be reviewed annually. They include but not limited to:

- George Ritzer and Douglas J. Goodman. 2004. Modern Sociological Theory (Sixth Edition). New York: McGraw-Hill.
- Donald McQuarie (ed.), 1995. Readings in Contemporary Sociological Theory: From Modernity to Post-Modernity. Englewood Cliffs, N.J.: Prentice-Hall.

## Course Description for Gender and Development

### COURSE NAME: Introduction to Concepts and Theories of Gender and Development

The concept of gender and sex; early explanations of gender differences; introduction to basic concepts in gender and origins of gender differences in society; patriarchy; biological determinism; gender analysis, women as a category of analysis; Why gender and development? Feminist critiques of development; origins of women's studies, gender studies, and feminist studies

#### DETAILED COURSE DESCRIPTION

• The concept of gender and sex	3 hrs
• Early explanations of gender differences;	3hrs
• Introduction to basic concepts in gender and origins of gender differences in society; patriarchy	6 hrs
• Biological determinism	3 hrs
• Gender analysis	6 hrs
• Women as a category of analysis	6 hrs
• Why gender and development	6 hrs
• Feminist critiques of development; origins of women's studies	6 hrs
• Gender studies, and feminist studies.	6 hrs

### COURSE NAME: Gender, Culture and Society

Introduction to historical societal types; gender in sub-Saharan Africa during the pre-colonial, colonial and independence period; gender aspects of global events impacting on societies; the educational and socio-cultural systems of societies; colonialism and influence on gender relations; gender and culture in the realms of the household, family, marriage, kinship, class, ethnicity, race.

#### DETAILED COURSE DESCRIPTION:

• Introduction to historical societal types	3hrs
• Gender in sub-Saharan Africa during the pre-colonial	6hrs
• Colonial and independence period	6hrs
• Gender aspects of global events impacting on societies	6hrs
• The educational and socio-cultural systems of societies	6hrs
• Colonialism and influence on gender relations	6hrs
• Gender and culture in the realms of the household	6hrs
• Family, marriage, kinship, class, ethnicity, race.	6hrs

### COURSE NAME: Introduction to Feminist Theory

What is feminist theory; meaning of feminism; introduction to the history and the development of feminist thought including, liberal, radical, Marxist, socialist, psychoanalytic, postmodernism, existentialism and African feminist theories within the different context of the socio-economic and political spheres of society.

#### DETAILED COURSE DESCRIPTION:

• What is feminist theory?	6hrs
• Meaning of feminism	6hrs
• Introduction to the history and the development of feminist thought	6hrs
• Liberal, radical, Marxist, socialist,	9hrs
• Psychoanalytic, postmodernism	9hrs
• Existentialism and African feminist theories	9hrs

**COURSE NAME: The International Women Movement**

The course gives a historical analysis of the global women's movement; First Wave, Second Wave, and Third Wave feminist movements; women's movement and the United Nations; African women social movements; the concept of agency and struggles; grass roots struggles in the South; contemporary significance of global women's movements

**DETAILED COURSE DESCRIPTION:**

• Historical analysis of the global women's movement	6hrs
• First Wave, Second Wave, and Third Wave feminist movements	9hrs
• Women's movement and the United Nations	6hrs
• African women social movements	6hrs
• The concept of agency and struggles	6hrs
• Grass roots struggles in the South	6hrs
• Contemporary significance of global women's movements	6hrs

**COURSE NAME: Gender, Politics and the State**

The course gives a feminist analysis of state formation, with emphasis on African states; Women's role in political and freedom struggles, state systems and structures, gendered understanding of political and policy institutions, processes and impacts, gendered democracy, gendered citizenship, political representation and political mobilization, inclusion and exclusion; state feminism, legal and institutional mechanisms for gender equality

**DETAILED COURSE DESCRIPTION:**

• Feminist analysis of state formation, with emphasis on African states	6hrs
• Women's role in political and freedom struggles	3hrs
• State systems and structures	4hrs
• Gendered understanding of political and policy institutions	4hrs
• Processes and impacts, gendered democracy, gendered citizenship	9hrs
• Political representation and political mobilization	4hrs
• Inclusion and exclusion	3hrs
• State feminism	6hrs
• Legal and institutional mechanisms for gender equality.	6hrs

**COURSE NAME: Gendered Identities and Representation**

The course will concern itself with the notions of identity construction, femininity and masculinity, reproduction and reinforcement of identities in the home, the community, the media, the market, the state; Gendered messages in curricula, instructional material, pedagogy, organizational structure; analysis of gender portrayal in the mass media, orature, literature, language and communication. The concept of gaze and othering.

**DETAILED COURSE DESCRIPTION:**

• Notions of identity construction	6hrs
• Femininity and masculinity	6hrs
• Reproduction and reinforcement of identities in the home, the community, the media, the market, the state	9hrs

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|--|-------------|
| • Gendered messages in curricula, instructional material, pedagogy, organizational structure       | <b>9hrs</b> |
| • Analysis of gender portrayal in the mass media, orature, literature, language and communication. | <b>9hrs</b> |
| • The concept of gaze and mothering.   | <b>6hrs</b> |
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### **COURSE NAME: Sexuality: Concepts and Perspectives**

Students will understand the historical contexts of construction and deconstruction of sexualities; notions of sexuality, culture and identities, embodied gender, women and men's bodies, abuse and harassment; reproductive wellbeing, adolescent sexuality, vulnerability, healthcare, rights and technologies, heternormativity, the control of sexuality, symbolic and material significance of notions of sexuality in development

#### **DETAILED COURSE DESCRIPTION:**

- |   |              |
|---|--------------|
| • The historical contexts of construction and deconstruction of sexualities                           | <b>6hrs</b>  |
| • Notions of sexuality  | <b>3hrs</b>  |
| • Culture and identities  | <b>3hrs</b>  |
| • Embodied gender   | <b>3hrs</b>  |
| • Women and men's bodies, abuse and harassment  | <b>3hrs</b>  |
| • Reproductive wellbeing  | <b>3hrs</b>  |
| • Adolescent sexuality, vulnerability, healthcare, rights and technologies, heternormativity;         | <b>12hrs</b> |
| • The control of sexuality, symbolic and material significance of notions of sexuality in development | <b>12hrs</b> |
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### **COURSE NAME: Approaches to Gender and Development Practice**

The course will concern itself with feminist critiques of development theories including but not limited to basic needs, modernization, dependency, neo-liberalism, post-modernism, human development, structure and agency; WID/WAD/GAD; Policy approaches such as the welfare, equality, equity, anti-poverty, efficiency, and empowerment, practical and strategic gender needs in development; gender analysis, gender analytical frameworks.

#### **DETAILED COURSE DESCRIPTION:**

- |   |              |
|---|--------------|
| • Feminist critiques of development theories including but not limited to basic needs, modernization, dependency, neo-liberalism, post-modernism, human development, structure and agency; WID/WAD/GAD; | <b>24hrs</b> |
| • Policy approaches such as the welfare, equality, equity, anti-poverty, efficiency, and empowerment, practical and strategic gender needs in development;  | <b>15hrs</b> |
| • Gender analysis, gender analytical frameworks.  | <b>6hrs</b>  |
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### **COURSE NAME: Feminist Research Methodology**

Feminist approaches to research; feminist standpoint, feminist empiricism and postmodernism, and how these inform the field research and practices. Gender bias in conventional social science research. Conducting feminist research, debates of feminist methodology, methods, epistemologies; impact of feminist research



**DETAILED COURSE DESCRIPTION:**

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|--|------|
| • Feminist approaches to research  | 6hrs |
| • Feminist standpoint  | 6hrs |
| • Feminist empiricism and postmodernism,<br>and how these inform the field research and practices. | 6hrs |
| • Gender bias in conventional social science research.   | 6hrs |
| • Conducting feminist research,  | 6hrs |
| • Debates of feminist methodology,   | 6hrs |
| • Methods, epistemologies;   | 6hrs |
| • Impact of feminist research.   | 3hrs |
- 

**COURSE NAME: Feminist Theory**

Foundations and epistemologies of feminist thought and practices; current feminist debates in Marxism, psychoanalysis, socialism, liberalism, radical, existentialism, postmodernism; linking feminism and development; historical review of emancipatory discourses; feminist theory and African feminist praxis are some of the areas that will be considered by the course.

**DETAILED COURSE DESCRIPTION:**

- |   |       |
|---|-------|
| • Foundations and epistemologies of feminist thought<br>and practices   | 6hrs  |
| • Current feminist debates in Marxism, psychoanalysis,<br>socialism, liberalism, radical, existentialism, postmodernism | 12hrs |
| • Linking feminism and development  | 6hrs  |
| • Historical review of emancipatory discourses  | 12hrs |
| • Feminist theory and African feminist praxis   | 9hrs  |
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**COURSE NAME: Gender, Law and Human Rights (Core Course)**

Students will be introduced to the concepts of human rights and gender; gender and the law; evolution of women's rights as human rights; international, regional instruments, conventions and mechanisms for the enforcement of human rights; national initiatives for the protection of women's rights: national gender policy framework, civil society organizations. Social, political and legal perspectives of human rights and violence; gender and customary and statutory law (civil and criminal) in Uganda; property inheritance; marriage, divorce, adultery; gender and crime, imprisonment and rehabilitation.

**DETAILED COURSE DESCRIPTION:**

- |  |      |
|--|------|
| • Concepts of human rights and gender  | 3hrs |
| • Gender and the law   | 3hrs |
| • Evolution of women's rights as human rights  | 3hrs |
| • International, regional instruments, conventions and<br>mechanisms for the enforcement of human rights   | 6hrs |
| • National initiatives for the protection of women's rights  | 6hrs |
| • National gender policy framework, civil society<br>organizations.  | 6hrs |
| • Social, political and legal perspectives of human rights<br>and violence                                 | 6hrs |
| • Gender and customary and statutory law (civil and criminal)<br>in Uganda                                 | 6hrs |
| • Property inheritance; marriage, divorce, adultery; gender<br>and crime, imprisonment and rehabilitation. | 6hrs |

**COURSE NAME: Men's Studies: Masculinities and Development**

Masculinity and Femininity; Men and feminism, women's empowerment and masculinity; Men in development; Deconstructing and restructuring masculinity; Conceptualizing masculinity and femininity; hegemonic masculinity; Men, masculinities and power; reproductive rights and gender equality.

**DETAILED COURSE DESCRIPTION:**

• Masculinity and Femininity	<b>3hrs</b>
• Men and feminism	<b>3hrs</b>
• Women's empowerment and masculinity	<b>3hrs</b>
• Men in development	<b>6hrs</b>
• Deconstructing and restructuring masculinity	<b>6hrs</b>
• Conceptualizing masculinity and femininity	<b>6hrs</b>
• Hegemonic masculinity	<b>6hrs</b>
• Men, masculinities and power	<b>6hrs</b>
• Reproductive rights and gender equality	<b>6hrs</b>

**COURSE NAME: Feminist Perspectives of Sustainable Development**

The concept of sustainable development, feminist debates on sustainable development; population; the nurture/nature debate; eco-feminism; Gender and environmental ethics; Gendered distribution of natural, human, social, physical and financial resources; infrastructure, appropriate technologies and livelihoods. Social capital and activism

**DETAILED COURSE DESCRIPTION:**

• The concept of sustainable development	<b>6hrs</b>
• Feminist debates on sustainable development	<b>6hrs</b>
• Population; the nurture/nature debate	<b>6hrs</b>
• Eco-feminism	<b>6hrs</b>
• Gender and environmental ethics	<b>6hrs</b>
• Gendered distribution of natural, human, social, physical and financial resources; infrastructure, appropriate technologies and livelihoods.	<b>9hrs</b>
• Social capital and activism	<b>6hrs</b>

## Course Description for Political Science (General)

### **COURSE NAME: Introduction to Political Science**

Introduction to the nature and scope of political science, basic concepts and perspectives used in the study of politics. It also looks at major political thinkers whose ideals have historically shaped the direction of the discipline. **45hrs**

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### **COURSE NAME: Governance and Politics in East Africa**

The course deals with the process of state formation in East Africa; the emergency of colonialism and its political, social and economic impact on the people of East Africa. **45hrs**

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### **COURSE NAME: Comparative Politics**

Introduction to the study of Comparative Politics and to the tools of comparing political systems. It also applies these tools to the study of at least two contesting political systems i.e.: the USA and the former Soviet Union. The study of the former Soviet Union will focus on why a political system withers away. **45hrs**

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### **COURSE NAME: Introduction to Political Thought**

A selective introductory consideration of the core concerns of political thinkers and key problems of political theory from classical Greece to the present, with special reference to their relevance to contemporary Africa. **45hrs**

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### **COURSE NAME: Classical and Modern Political Thought**

The course introduces students to the area of political philosophy and to the development of the political idea from ancient times to the present, through an analysis of texts written by political philosophers whose works constitute milestones in the development of the political idea, and through a discussion of the resolutions they offer to various political issues. **45hrs**

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### **COURSE NAME: Research Methods in Political Science**

To introduce students to the discipline of Political Science and the Principal research methods and techniques used by political scientists. To develop an appreciation of the advantages and limitations of these techniques.

### **COURSE OBJECTIVES:** By the end of the term, students should be able to:

- Identity topics in political science amenable to systematic empirical analysis;
- Design a research project/write proposals involving the collection and analysis of both qualitative and quantitative data;
- Employ the basic statistical methods to test hypothesis about political processes; and;
- Communicate the results of empirical research clearly and professionally in a scientifically written research report.

### **DETAILED COURSE DESCRIPTION:**

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|------------------------------------|-------------|
| • Studying Politics Scientifically | <b>3hrs</b> |
| • Designing a Research Proposal    | <b>6hrs</b> |
| • Research Designs                 | <b>3hrs</b> |
| • Qualitative/quantitative debate  | <b>3hrs</b> |

- Methods of Data Collection
  - Qualitative Methods: 6hrs
  - Quantitative Methods 6hrs
- Methods of Data Analysis
- Qualitative analysis 6hrs
- Quantitative methods 9hrs
- Writing a Research Report 3hrs

**KEY READINGS:**

These will be updated annually. They include but are not limited to:

American Political Science Association (2001) *The Style Manual for Political Science* (Washington, Dc., American Political Science Association).

Jones, Laurence F and Edward C. Oslen (1997) *Political Science Research: Handbook of Scope and Methods* (London: Longman).

Johnson, Janet Buttolph, Richard A. Joslyn and H. T. Reynolds (2001) *Political Science Research Methods* 4<sup>th</sup> Edition. Washington, DC).

Manheim, Jarol, Richard Rich, and Lars Willnat (2002) *Empirical Political Analysis: Research Methods in Political Science* (New York: Longman).

March D and Stoker (2002) *Theory and Methods in Political Science*.

O'Sullivan Gary and Maureen Berner (2003) *Research Methods for Public Administrators* (New York: Longman).

Pallock, Philip (2003) *The Essentials of Political Analysis* (Washington, DC.: Washington).

Pollock, Philip (2003) *An SPSS Companion of Political Analysis* (Washington)

**COURSE NAME: African Political Thought**

The dominant issues in African Political Thought from the 1960s onward have been “development” and “socialism.” In the present decade new issues have risen such as democracy, civil society, the nation-state, and the relevance of “traditional” political institutions. Typically, however, these new issues have been discussed in models of thought, which already served in the 1960s or even before. This course aims to providing the necessary insight into the history of African political thought as well as an analytical framework to clarify contemporary African discourses on democracy. **45hrs**

**COURSE NAME: Governance and Politics in Uganda**

The course intends to equip students with the theoretical knowledge and skills to enable them understand, analyze and interpret the governance and politics in Uganda. **45hrs**

**COURSE NAME: Contemporary Social and Political Thought**

The course offers a broad survey of some of the fundamental philosophical questions concerning social and political relations in modern society. It contains clear and accessible discussions of the philosophical issues central to political thought. Questions concerning the foundations of political authority, the nature and grounds of economic justice, the limits of tolerance, considerations of community, race, gender, questions of justice. Radical critiques of current political theories are examined. **45hrs**

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**COURSE NAME: Theory and Practice of Democracy in Africa**

An exploration of the history, competing meanings, theories and typologies of democracy and human rights. It also explores the institutional mechanisms for democratic governance and competing paradigms which try to explain the problems and prospects of democratic rule and observance of human rights in Africa. **45hrs**

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**COURSE NAME: Constitutional Law**

This course focuses on the Constitutional structure and the constitutional rights. It scrutinizes the constitutional provisions and case law creating the Uganda government and protecting individual rights and liberties.

**DETAILED COURSE DESCRIPTION:**

The separation and interrelation of powers among the three branches of the government.

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|--|--------------|
| • Centre-Local Government Relations  | <b>12hrs</b> |
| • Structure of the Constitution's Protections  | <b>9hrs</b>  |
| • Equal Protection: The constitutional guarantee of equal protection of the laws, including constitutional anti-discrimination law and affirmative action. | <b>12hrs</b> |
| • Other areas of constitutional law, including: the non-delegation doctrine, the legislative veto, and the President's appointment and removal powers.     | <b>12hrs</b> |
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**COURSE NAME: Human Rights**

The course introduces students to the basic terms and concepts needed to the study of human rights; the international, regional, national systems needed for the promotion and protection of human rights; the ways human rights are studied across different disciplines; as well as the key issues, debates, and controversies surrounding the idea of universal human rights. **45hrs**

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## Course Description for Public Administration and Management

### **COURSE NAME: Introduction to Political Science**

(See Political Science Option)

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### **COURSE NAME: Government and Politics in East Africa**

(See Political Science Option)

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### **COURSE NAME: Comparative Politics**

(See Political Science Option)

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### **COURSE NAME: Introduction to Political Thought**

(See political Science Option)

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### **COURSE NAME: Administrative Theory**

An Introduction to the Classical and Contemporary Theories of Administration.

**45 hrs**

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### **COURSE NAME: Research Methods in Political Science**

(See Political Science Option)

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### **COURSE NAME: Comparative Public Administration**

The nature of Public Administration and its essence. It takes a comparative perspective of administrative systems as they exist in different environments. It deals with conceptual issues, theoretical paradigms as well as empirical issues in administration. It takes care of specific cultural, economic and political situations in comparative perspectives.

**45 hrs**

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### **COURSE NAME: Development Administration**

The course gives the theoretical and practical issues of running the business of Government in the context of the contemporary challenges and opportunities facing the developing economies. The dynamic interaction between government and business will be critically analyzed from the public management perspective and the private business view point.

**45hrs**

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### **COURSE NAME: Administrative Law**

Introduction to the legal framework of government, comprising of local and central governments, police, public corporations and administrative agencies. Issues discussed include; discretionary powers of administrative agencies and corporations, principal of natural justice used to enforce fair procedure by these corporations and agencies, remedies and liability against unfair treatment by these corporations and agencies, in addition to general legislative and adjudicative procedures.

**45hrs**

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**COURSE NAME: Human Resource Management**

Introduction to the general concepts of management, and in particular to personnel management systems and structures. It deals with personnel issues such as human nature, nature of work, human motivation, recruitment and retention of people at work.

**45hrs****COURSE NAME: Public Policy Analysis**

The course introduces students to basic terms, concepts and issues in the study of Public Policy. Emphasizing both socio-political and analytical processes. The course delineates major stages and components of policy making, policy implementation and evaluation as well as the main factors influencing them in developing countries.

**45hrs****COURSE NAME: Local Government Administration**

The course is designed to facilitate an understanding and practice of local administration in Uganda. It covers the theoretical, organisational, political and administrative aspects of local government in Uganda.

**45hrs**

## **Course Description for International Relations**

**COURSE NAME: Introduction to Political Science**

(See Political Science option)

**COURSE NAME: Government and Politics in East Africa**

(See Political Science option)

**COURSE NAME: Comparative Politics**

(See Political Science option)

**COURSE NAME: Introduction to Political Thought**

(See Political Science option)

**COURSE NAME: International Relations**

The theory and development of international relations and the various explanations and analysis of the working of international system.

**45hrs****COURSE NAME: Research Methods in Political Science**

(See Political Science option)

**COURSE NAME: International Organisation**

The idea and assumptions of international organisation; its origins and development. Types of international organisations, their modes of operation and impact on the international system. The expanding scope of international organisation in the face of new challenges and issues of coexistence, of development and of the preservation and protection of the global environment. The course which is issue or problem oriented, will make ample use of case studies and examples drawn from the experience and performance of such



concrete institutions as the League of Nations, the United Nations, the organisation of African Unity and the European Union, etc. **45hrs**

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**COURSE NAME: Foreign Policy Analysis**

The nature and role of foreign policy, contending approaches of decision-making in foreign policy formulation. It deals with the question of national interest; objectives and goals of foreign policy, domestic and situational factors influencing foreign policy. **45hrs**

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**COURSE NAME: International Law**

Introduction to contemporary international law and practice, examination of international disputes from a legal perspective (May be taught with faculty of Law). **45hrs**

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**COURSE NAME: Global Political Economy**

An Analysis of the economic dimensions of international relations, past and present. It focuses on the interplay between economics and politics in international relations. The course also exposes students to the main theories relevant to understanding international political economy. **45hrs**

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**COURSE NAME: African International Relations**

Relations between African states, the general character of the state system in Africa, its historical settings and how it affects relations between states. It examines the logic for the formation of regional groupings, the foreign policy of African states, the general character of relations between Africa and the metropolitan powers of associations. It also examines and evaluates Africa's role in the United Nations and other International Organisations.

**DETAILED COURSE DESCRIPTION:**

- |  |             |
|--|-------------|
| • Relations between African states.  | <b>9hrs</b> |
| • The general character of the state system in Africa.   | <b>6hrs</b> |
| • State system in Africa, its historical settings and relations between states.                  | <b>6hrs</b> |
| • The logic for the formation of regional groupings.   | <b>6hrs</b> |
| • The foreign policy of African states.  | <b>6hrs</b> |
| • The general character of relations between Africa and the metropolitan powers of associations. | <b>6hrs</b> |
| • Africa's role in the United Nations and other International Organisations.                     | <b>6hrs</b> |
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**COURSE NAME: Conflicts And Conflict Prevention**

Forms and causes of Political conflicts violence and war, within and between states and at the methods of their prevention, management and resolution, including those employed at the United Nations, regional, sub-regional and national levels. Case studies and topical issues will be used to evaluate the changing nature of the discipline. **45hrs**



## Course Description for Psychology:

**COURSE NAME:** Introduction to Psychology

### COURSE OBJECTIVES

- To provide a foundation in the application of the scientific method to problems of human behaviors and experiences.

### DETAILED COURSE DESCRIPTION

- |                             |       |
|-----------------------------|-------|
| • The science of psychology | 4 hrs |
| • Developmental psychology  | 6 hrs |
| • Learning                  | 6 hrs |
| • Perception                | 5 hrs |
| • Personality               | 6 hrs |
| • Abnormal psychology       | 5 hrs |
| • Motivation and emotion    | 6hrs  |
| • Intelligence              | 2 hrs |
| • Social psychology.        | 5 hrs |

### KEY READINGS:

- Atkinson L.R (1990): Introduction to Psychology Harcourt Brace San Diego, Jovanovich.
- Morgan C.T. (1986): Introduction to Psychology. McGraw- Hill Book. New York, Company.
- Wertman C.B (1988): Psychology Alfred A. Knoff Inc.

**COURSE NAME:** Introduction to Experimental Design in Psychology

### COURSE OBJECTIVES:

- To introduce to the student the scientific/experimental method of doing research.
- To help the student appreciate the scientific/experimental method of doing research.
- To help the student appreciate how psychological and other scientific knowledge is generated.
- To enable the student to be able to attempt to establish cause and effect relationships through simple scientific/experimental research.

### DETAILED COURSE CONTENT

- |  |      |
|--|------|
| • The Introduction   | 4hrs |
| • The Scientific Methods                                     | 7hrs |
| • The Experimental Method and the Basics of Experimentation  | 9hrs |
| • Evaluating the Experiment                                  | 7hrs |
| • Measurement in Psychological Research.                     | 9hrs |
| • The Classification (Nomenclature) of Experimental Designs. | 9hrs |

### KEY READINGS:

- Doing Psychology Experiments - David Martin.
- Experimental Psychology - Myers & Hansen.
- Experimental Methodology – Larry B. Christensen
- Experimental Psychology: Methods of Research – McGuigan F.J.

**COURSE NAME: Social Psychology****COURSE OBJECTIVES:**

- Describe the behavioural patterns that you observe in self and others.
- Classify the behavioural patterns that you observe in self and others.
- Identify the causal relationships that produce particular behaviours in people.
- Predict the probability that any one individual will engage in a particular kind of behaviour.
- Control the occurrence of specific patterns of behaviour in self and others
- Suggest ways of behavioural modification in self and others.

**DETAILED COURSE DESCRIPTION**

• Introduction	3 hrs
• Theories in Social Psychology	8 hrs
• Social perception and Cognition	5 hrs
• Interpersonal relationships	8 hrs
• Communication and language	4 hrs
• Attitudes	4 hrs
• Aggression and Violence	6 hrs
• Groups	7 hrs

**KEY READING:**

- Alcock, J.E, Carment, D.W, Sadava, S.W., Collins, J.E., & Green, J.M. (1997). *A textbook of Social, Psychology*. Scarborough: Prentice Hall.
- Franzio, S.L. (1996) *Social Psychology*. Madison Dubuque: Brown & Benchmark.
- Lippa, R, A.(1994). *Introduction to Social Psychology*. California: Pacific Groove.
- Taylor, S.E., Peplau, L.A., & Sears, D.O. (1992). *Social Psychology (9<sup>th</sup> Eds.)*. New Jersey: Prentice Hall.

**COURSE NAME: Cognitive Psychology****COURSE OBJECTIVES**

To equip the students with basic concepts, principles, theories and techniques of Cognitive Psychology.

**DETAILED COURSE DESCRIPTION**

1. What is Cognitive Psychology	3hrs
2. Human Learning	8hrs
3. Superstitious Behaviour	4 hrs
4. Memory	4 hrs
5. Thinking and Language	5 hrs
6. Reasoning and Judgment	4 hrs
7. Motivation	6 hrs
8. Perception	5 hrs
9. Emotions	6hrs

**KEY READINGS:**

- Bourn L.F., Dominowski, R.L., Loftns E.F. & Healy A.F. (1986). *Cognitive Processes* (2<sup>nd</sup> Edition) Mc Graw-Hill International.
- Morgan C.T., King, R.A., Weisz, J.R. & Schopler,J. (1986) *Introduction to Psychology* (7<sup>th</sup>Edition) Mc Graw-Hill International Editions.
- Kalat, J.W. (1999) *Introduction to Psychology* (5<sup>th</sup> Edition).
- Atkinson R.L., Atkinson, R.C., Smith E.E., Bem, D.J. & Nolen-Hoeksema S. (1996). *Introduction to Psychology*.

## YEAR II Psychology Courses

### COURSE NAME: Basic Statistics

- To enable student learn how to organize and present raw or wild data in a meaningful way (descriptive statistics).
- To provide skills in establishing cause and effect relationships among variables (inferential statistics).

### DETAILED COURSE DESCRIPTION

1. Introduction to descriptive statistics	3hrs
2. Organisation and presentation of data	5hrs
3. Measures of central tendency	5hrs
4. Measures of dispersion/variability	5hrs
5. Measures relative position and normal distribution	6hrs
6. Hypothesis testing-introducing inferential statistics	3hrs
7. Measures of relationship-correlational techniques	4hrs
8. Frequency/categorical data analysis-chi-square test	4hrs
9. Comparison between two means-t test	3hrs
10. Comparison between two or more means-Analysis of variance-ANOVA	4hrs
11. Applications	3hrs

### KEY READING:

Howel, D (1998). Statistical Methods in Psychology.

### COURSE NAME: Developmental Psychology

### COURSE OBJECTIVES:

- To provide knowledge about human development
- To give appropriate expectations for children and adolescents
- To help individuals recognize departures from normal development and seek appropriate interventions.

### DETAILED COURSE DESCRIPTION:

• Introduction to human growth and development	3hrs
• Theories of human development	6hrs
• Prenatal Development and birth	6hrs
• Cognitive Development	6hrs
• The development of Attachment	6hrs
• Adolescence: The physical transition to adulthood	6hrs
• Moral development: Theories of moral development	6hrs
• Peer relations	6hrs

### KEY READINGS:

- Berk, L.E. (1997) Child development (4<sup>th</sup> Edition) Boston: Allyn & Bacon
- Irwin, D.B & Simons, J.A (1994). Lifespan development psychology Madison
- Brown & Benchmark.

**COURSE NAME: Research Methodology in Psychology****COURSE OBJECTIVES**

- To plan and conduct research with minimum assistance or supervision.
- To introduce students to the basic concepts and principles of social research.
- To help students learn the various tools and methods of investigating social phenomena.
- To enable students relate aspects of social research which they have been introduced to the problems or situations in communities and Psychological Issues.
- To be able to understand and evaluate the different methods of data collection.
- To be able to understand, evaluate and critique the research of others.

**DETAILED COURSE CONTENT**

1. Introduction to research methods	<b>3 hrs</b>
2. Research designs	<b>2 hrs</b>
3. Sampling techniques/methods	<b>9 hrs</b>
4. Quantitative versus qualitative variables/methods	<b>4 hrs</b>
5. Data collection instruments and methods	<b>10hrs</b>
6. Quality control techniques	<b>4 hrs</b>
7. Research proposals	<b>7 hrs</b>
8. Reports writing	<b>6 hrs</b>

**KEY READINGS:**

- Bailey Kenneth, (1994), *Methods of Social Research*, 4<sup>th</sup> Edition, The Free Press, New York.
- Kakinda Mbaaga (2000), *Introduction to Social Research*, Makerere University, Kampala.
- Moser C and Kalton G (1979), *Survey Methods in social investigation*, The English Language Book Society and Heinemann Educational Books, London.

**COURSE NAME: Laboratory methods****COURSE OBJECTIVES**

By the end of the course, students should:

- Have knowledge regarding psychological experiments.
- Have skills of conducting psychological experiments.
- Have literature search skills on data from experiments.
- Be able to identify which statistics apply to certain data sets and be able to compute the statistics.

**DETAILED DESCRIPTION**

1. Introduction to laboratory experiments	<b>3hrs</b>
2. Research report formats	<b>3hrs</b>
3. Theoretical aspects of experimental methods	<b>3hrs</b>
4. Peer pressure	<b>6hrs</b>
5. Authoritarian personality	<b>6hrs</b>
6. Reaction time	<b>6hrs</b>
7. Perception of illusions	<b>6hrs</b>
8. Social distance	<b>6hrs</b>
9. Motor learning	<b>6hrs</b>

**KEY READINGS:**

- Lawson, Culdestein and Musty (2003): Experiments in Psychology.
- Martin DW(1996): Doing psychology experiments.
- Baguma, P(2005): Research methods.
- Conrad E and Marl T. (1981): Introduction to experimental psychology. New York, John Willey.

**COURSE NAME: Individual and personality psychology****COURSE OBJECTIVES:**

- To provide the student with the classical theories of personality that help to explain the nature and causes of human behaviour and uniqueness.
- To prepare the student for further studies that use these theories as models of psychotherapy.

**DETAILED COURSE DESCRIPTION**

• Introduction to Personality Psychology	5hrs
• Sigmund Freud and Classical Psychoanalytic Theory	6hrs
• Carl Jung and Analytical Psychology	4hrs
• Erik Erickson and Ego Psychology	5hrs
• Alfred Alder and Individual Psychology	5hrs
• Gordon Allport and the Theory of Traits	6hrs
• Carl Rogers and the Self-Centered Theory	4hrs
• Abraham Maslow and the Hierarchy of Human Needs	6hrs
• Relevance and application of personality theories	4 hrs

**KEY READINGS:**

- Theories of Personality by Ryckman.
- Theories of Personality by Hall & Lindsay.
- Personality Theory by Engler.

**YEAR III Psychology Courses****COURSE NAME: Abnormal Psychology****DETAILED DESCRIPTION**

• Introduction to abnormal psychology	5hrs
• Historical bases of abnormal psychology	5hrs
• Anxiety disorders	5hrs
• Psychological factors and physical symptoms	5hrs
• Sexual variations and disorders	5hrs
• Mood disorders	5hrs
• Personality disorders	5hrs
• Abnormal psychology and health	5hrs
• Application of abnormal psychology principals.	5hrs

**COURSE NAME: Personnel Psychology****OBJECTIVES OF THE COURSE**

- To appreciate the application of individual differences, behaviours and job performance in the workplace.
- To consider the human skills and talents needed for certain jobs and assessment for potential employees; evaluation of job performance, and training for improved performance.

**DETAILED DECSRIPTION**

• Introduction to personnel psychology	2hrs
• Job security and employment security	2hrs

• Job analysis	9hrs
• Job evaluation	4hrs
• Competence movement	4hrs
• Psychological testing	6hrs
• Personnel selection	7hrs
• Performance appraisal	5hrs
• Training and development.	6hrs

## **COURSE NAME: Counseling Psychology**

### **DETAILED DESCRIPTION**

• The counselling process models.	3hrs
• Theories of psychotherapy.	5hrs
• Counselling skills for different situations.	5hrs
• Counselling programs for special populations.	5hrs
• Career barriers and challenges in career management.	5hrs
• Goal setting in career development.	5hrs
• Career direction and job search.	5hrs
• Theories of career choice and development .	5hrs
• Functional/Transferable skills.	5hrs
• Work-content or special knowledge skills.	2hrs

## **COURSE NAME: Organizational Psychology**

### **OBJECTIVES OF THE COURSE:**

At the end of the course, the student will:

- Have a deeper understanding of the field of organizational Psychology.
- Be able to utilize applications and implications of motivation theories.
- Understand the relevance and impact of occupational attitudes at both. individual and organizational levels.
- Understand the application of leadership principles.
- Have a broad introduction of organizational development (OD).

### **COURSE OUTLINE**

• The field of organisational psychology	4hrs
• Work motivation and its theories	9hrs
• Applications of motivation theories	3hrs
• Implications of motivation theories	2hrs
• Occupational/work attitudes	8hrs
• Leadership	6hrs
• Organizational change and development	5hrs
• Social capital and networking	4hrs
• Psychological contract	4hrs

### **KEY READINGS:**

- Muchinsky, P. M. (1993). Psychology applied to work. Pacific Grove, Brooks/
- Cole Schultz, D. P. & Schultz, S. E. Psychology and work today: An introduction to industrial and organizational Psychology. New York, MacMillan.

**COURSE NAME: Dissertation (90hrs)**

This paper is handled at two levels. At the first level, candidates will be required to hand in a fundable and supervised research proposal. The proposal should clearly state: the title page, table of contents, the background, statement of the problem, purpose and objectives, scope and significance, conceptual/theoretical framework, extensive literature review, detailed methodology, references, work plan, proposed budget, and drafts of research instruments.

The second level will involve a supervised research project involving research design, data collection and analysis. The results must be presented for evaluation in the form of dissertation according to the set University standards. The proposal for the project should have been approved in the first semester.

**YEAR III (Electives)****Advanced Social Psychology****COURSE OUTLINE**

- |   |             |
|---|-------------|
| • Introduction to advanced social psychology.                       | <b>3hrs</b> |
| • Processes of human social interaction.                            | <b>6hrs</b> |
| • Social influence models,  | <b>6hrs</b> |
| • Group performance, leadership and social impact theory.           | <b>3hrs</b> |
| • Interaction and group processes,                                  | <b>3hrs</b> |
| • Locus of control and de-individuation,                            | <b>6hrs</b> |
| • Socialization and identity formation,                             | <b>6hrs</b> |
| • Tajfel's social identity theory and processes of identity change, | <b>6hrs</b> |
| • Occupation stress, socialization and transition.                  | <b>6hrs</b> |

**Industrial Psychology****COURSE OUTLINE**

- |  |             |
|--|-------------|
| 1. Time and motion analysis                        | <b>4hrs</b> |
| 2. Man-Machine systems and cognitive engineering   | <b>8hrs</b> |
| 3. Information technology and software engineering | <b>7hrs</b> |
| 4. Work-space Design                               | <b>6hrs</b> |
| 5. Display functions                               | <b>5hrs</b> |
| 6. Visual, auditory and tactual displays           | <b>6hrs</b> |
| 7. New workplaces: computers and industrial robots | <b>5hrs</b> |
| 8. Tele-working and the invisible organizations    | <b>4hrs</b> |

**Political Psychology/Behavior****45hrs**Course outline**(See political science for course description)****REFUGEE Psychology****COURSE OUTLINE**

- |                                       |             |
|---------------------------------------|-------------|
| 1. Introduction to refugee psychology | <b>3hrs</b> |
|---------------------------------------|-------------|

2. Powerlessness and self image	<b>7hrs</b>
3. Psychological and physical torture	<b>6hrs</b>
4. Trauma among vulnerable and disadvantaged groups	<b>8hrs</b>
5. Abduction and slavery	<b>6hrs</b>
6. Psychological interventions at individual level	<b>8hrs</b>
7. Psychological interventions at community level	<b>7hrs</b>

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# SAMPLE SYLLABUS 1

## **COURSE NAME: Introduction to Experimental Design in Psychology**

### **COURSE OBJECTIVES:**

- To introduce to the student the scientific/experimental method of doing research.
- To help the student appreciate the scientific/experimental method of doing research.
- To help the student appreciate how psychological and other scientific knowledge is generated.
- To enable the student to be able to attempt to establish cause and effect relationships through simple scientific/experimental research.

### **DETAILED COURSE CONTENT:**

#### **Topic 1. The Introduction.**

**4hrs**

- The need for the scientific method.
- The unscientific methods of acquiring knowledge:
  - ☐ Tenacity
  - ☐ Intuition
  - ☐ Authority
  - ☐ Rationalism
  - ☐ Empiricism

#### **Topic 2. The Scientific Methods.**

**7hrs**

- Definition
- Distinguishing features of the scientific methods.
- Values of modern science
- Objectives of science
- Approaches to using the scientific methods
  - ☐ Descriptive approaches
  - ☐ The experimental approach

#### **Topic 3. The Experimental Method and the Basics of Experimentation.**

**9hrs**

- The purpose of experimentation.
- Variables.
- Definition of an experiment.
- Independent variable.
- Manipulation.
- Dependent variable.
- Extraneous variables and confounding factors.
- Experimental group.
- The control group.
- Subject and environmental variables.
- Control of extraneous variables.
- The purpose of control.
- Techniques of controlling extraneous variables:
  - ☐ Elimination:
  - ☐ Use of constancy
  - ☐ Use of homogenous groups
  - ☐ Randomization
  - ☐ Matching
  - ☐ Blocking
  - ☐ Analysis of covariance (ANOVA)

**Topic 4. Evaluating the Experiment****7hrs**

- Internal validity
- Threats to internal validity:
  - ☐ History
  - ☐ Maturation
  - ☐ Pre-test sensitization
  - ☐ Instrument decay
  - ☐ Statistical Regression
  - ☐ Selection
  - ☐ Mortality
  - ☐ Selection Interaction.
- External validity:
  - ☐ Population external validity
  - ☐ Ecological external validity
  - ☐ External validity of operations
- The internal validity versus external validity dilemma.
- Random selection, random assignment and the two validities.

**Topic 5. Measurement in Psychological Research.****9hrs**

- The purpose of measurement
- The problem of measurement in psychological research.
- Scales of measurement:
  - ☐ Nominal scale
  - ☐ Ordinal scale
  - ☐ Interval scale
  - ☐ Ratio scale
- Reliability of measuring instruments:
  - ☐ Test – Retest reliability
  - ☐ Split half reliability
  - ☐ Alternative form reliability
  - ☐ Inter-rater reliability
- Validity of measuring instruments:
  - ☐ Face validity
  - ☐ Construct validity
  - ☐ Content validity
- Validity and reliability compared

**Topic 6. The Classification (Nomenclature) of Experimental Designs:****9hrs**

- Symbols in Experimental Design
- Classes of Experiments:
  - ☐ Pre-experimental designs
  - ☐ True experimental designs
  - ☐ Quasi experimental designs.
- Criteria for evaluating the goodness for an experimental design.

# Course Description for Bachelor of Social Work and Social Administration

## Introduction

The Bachelor of SWASA Programme aims at producing Social Work practitioners who are both development oriented and thoroughly grounded in theories and skills of social work practice, relevant to local and international standards

## Objectives:

- To enable participating students to acquire professional competencies that a Social Work practitioner requires in order to be in a position to enable communities, their constituent groups, individual levels and leaderships, to acquire capacities for self-help.
- Imparting students with skills in resource identification, resource mobilization and resource management;
- Imparting students with skills in the management and solving of social problems.
- Social Work students should also be able to study societal problems and lobby for policies and social programmes to address those problems.

## Expected outcomes

By the end of the B.SWASA training curriculum, the graduating students should possess professional competence to perform the following general tasks:

- Linking people to needed services available;
- Mediating conflicts at individual, family, community levels;
- Providing technical information to client systems for problem solving;
- Promoting advocacy services for the disadvantaged;
- Enabling individuals and families to resolve or cope with the psycho-social problems they have internalized from their stressful circumstances, and
- To offer counseling services to individuals and families faced with interpersonal and intra-personal problems.

## International Standards

The Bachelor of Social Work and Social Administration programme should meet the standards set by the International Association of Schools of Social Work (IASSW) and the International Federation of Social Workers (IFSW). This should enable graduates from Uganda to practice anywhere in the world and to take professional post-graduate studies leading to Master of Social Work (M.SW) and Doctor of Social Work (D.SW) degree elsewhere in the world.

## Programme Structure

### a) First year

There shall be **six courses** in each of the semesters. Each course is a core.

### b) Second and third year

Second and third year students will offer **four core** courses and two **elective courses** in each semester. Each course shall have 45 hours.

## Introduction to Social Work

General introduction to the values, perspectives, ideologies, settings and methods of social work within the broad field of social welfare. This course combines a practical and theoretical orientation to the field. It analyzed the values and assumptions that form the foundation of existing services and institutions, and explores the social, economic, political, and cultural contexts in which they have developed.

**DETAILED COURSE DESCRIPTION**

- |   |              |
|---|--------------|
| • The relationship between development and social policy  | <b>3hrs</b>  |
| • The philosophy of social welfare.   | <b>6hrs</b>  |
| • The evolution of the social work profession.  | <b>6hrs</b>  |
| • The emergence and transformation of the concept of the welfare state.   | <b>6hrs</b>  |
| • The development of social services.   | <b>6hrs</b>  |
| • Women and the development of the social services system in Uganda,  | <b>6hrs</b>  |
| • The differentiation of functions among the public, nonprofit, and for -profit sectors, in social service delivery among others. | <b>12hrs</b> |

**COURSE NAME: Introduction to Social Anthropology**

(See Sociology description)

**COURSE NAME: Economics I**

Micro Economics is meant to expose students to the concepts and theories that are useful in understanding, explaining and making predictions regarding economic behaviours so that they can apply these concepts and theories to understand real world economic issues and problems.

**COURSE OBJECTIVES:** Micro Economics is designed to achieve the following purposes:

- To introduce the students to the basic concepts of Micro economic principles
- To enable the students to relate micro economic principles to the problems of development and understanding of the economic environment.
- To lay the foundation for future study of business related disciplines and other disciplines related to economics.

**DETAILED COURSE DESCRIPTION:**

- |   |              |
|---|--------------|
| • Nature and scope of economics           | <b>9hrs</b>  |
| • Demand & supply analysis (price theory) | <b>12hrs</b> |
| • The theory of production & costs        | <b>12hrs</b> |
| • Market structures                       | <b>12hrs</b> |

**REFERENCE TEXT BOOKS**

- To be reviewed annually.
- Ddumba- Ssentamu John, *Economics for East Africa, Analysis and Applications*, Kampala: Fountain Publishers, 2004.
- Colander C. David, *Microeconomics*, 3<sup>rd</sup> ed., Irwin/McGraw Hill, 1998
- Frank H Robert, *Microeconomics and Behaviour*, 3<sup>rd</sup> ed., Irwin/McGraw 1998
- Tayebwa Bernard B M., *Basic Economics*, 3<sup>rd</sup> edition, Kampala: STA,
- Saleemi N.A, *Economics Simplified*, 2<sup>nd</sup> ed. Nairobi, Saleemi Publishers, 1987
- Livingstone & Ord, *Economics for Eastern Africa*, Nairobi: East African Educational Publishers, 1980.
- Birungi P and Mutenyo J., *Principles of Economics*, Kampala: Makerere University Institute of Economics, 1999
- Gesa Anthony, *Success in Economics*, Kisubi: Marianum Publishing Co Ltd., 2000.
- Berg David, et al., *Economics*, 4<sup>th</sup> ed., New York, McGraw-Hill, 1994.
- Stanlake & Grant, *Introductory Economics*, 6<sup>th</sup> ed., Essex: Longman 1995.

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**COURSE NAME: Foundations of Social Development**

The course aims at understanding and assessing the prevalent frameworks, approaches and language of social development practice. **45hrs**

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**COURSE NAME: Introduction to Contemporary Social Problems**

Introduction to the prevailing human problems in this country and the world at large, techniques of studying them, their causes and their impacts. **45hrs**

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**COURSE NAME: Design and Delivery of Social Services**

With many upheavals in recent times that have caused social contingencies, there is need for experts in the field of social services to come up with local approaches to social services delivery, which can provide answers to contemporary problems.

**COURSE OBJECTIVES:**

To enable students to build knowledge in the field of social services delivery and to develop skills- social services programs.

To equip students with critical analysis techniques, which are building blocks in the initiation of relevant programs for social change.

**COURSE NAME: Introduction to Psychology**

(See description in Psychology)

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**COURSE NAME: Developmental Psychology**

(See description in Psychology)

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**COURSE NAME: Economics II****COURSE OBJECTIVES:**

Macro- economics is designed to expose students to various Macro- economic models and their applications.

At the end of the course the students should have an understanding of:

- (i) The working of the Macro- economic system
- (ii) The theoretical questions concerning basic structures of the economy and their interrelationship in the business environment.
- (iii) Empirical estimations of the shape of the economy.

The course will address the major problems of the Economy VIZ

- ☐ Output and National income determination
- ☐ Unemployment
- ☐ Inflation
- ☐ Economic Growth
- ☐ Balance of Payments
- ☐ Exchange Rate
- ☐ Monetary Controls
- ☐ Role of government

**DETAILED COURSE DESCRIPTION:**

• Introduction to Macro- economics	<b>3hrs</b>
• National Income Accounting	<b>6hrs</b>
• Money and Banking	<b>6hrs</b>
• The Monetary & Fiscal policy	<b>6hrs</b>
• Inflation	<b>6hrs</b>
• Unemployment	<b>6hrs</b>
• International trade policy:	<b>6hrs</b>
• The current economic policies in Uganda	<b>6hrs</b>

**KEY READINGS:**

To be updated annually. They include but are not limited to:

- Colander C. David, Macro economics 3<sup>rd</sup> Ed. Irwin MGGraw Hill 1998.
- Tayebwa Bennerd B.N, Basic Economics, 3<sup>rd</sup> Edtn Kampala STA
- Birungi P and Mutenyo J, Principles of Economics, Muk Institute of economics 1999.
- Koutsoyianms A (1997) Modern Macroeconomics; mavmillan Edc Ltd Saccks G.R and Lirrain F.B (1993) macroeconomics in the Global economy New York;
- Harnrests wheat sheaf.
- William. H. Brason (1989) Macro economics theory & policy 3<sup>rd</sup> edition Harper & Row publishers New York.
- Saleem Publishers 1987.

**COURSE NAME: Social Structure and Social Stratification**

(See sociology description)

**COURSE NAME: Elements of Social Work Intervention**

The course provides an introduction to the elements and key concepts of the helping process, including study, assessment, formulation of intervention objects, formulation of courses of action, evaluation of intervention and termination of the helping relationship. The application of these to the different fields of social work practice and contemporary practice in Uganda.

**45hrs**

**COURSE NAME: Introduction to Social Administration**

The course introduces students to Social Administration as a field of study and as a field of practice focusing on contemporary social services in Uganda. The relevance of the various contemporary social services to contemporary human needs and problems inherent in providing social services

**45hrs**

**COURSE NAME: Fieldwork/Practicum**

The course is intended to help students apply foundation knowledge of social work skills, values, and ethics in practice. The course consists of a field placement and a field seminar. The field instruction experience in conjunction with the field seminar will provide the student with a series of supervised assignments and tasks selected to complement foundation academic courses and provide a basis for generalist practice. Students will be exposed to a variety of social work roles such as case manager, counselor, advocate, organizer, administrator, facilitator, mediator, educator, and planner. In this context, students will be expected to develop knowledge, understanding, and skills concerning relationships with clients, supervisors, co-workers and external constituencies. In addition, students will be expected to

develop a foundation understanding of the context of social work practice as it relates to multiculturalism and diversity; social justice and social change; prevention, promotion, treatment, and rehabilitation; and behavioral and social sciences science research.

There will be continuous assessment of student field-work and this will consist of supervisory reports from the field supervisors. These will be considered in the final overall assessment. At the end of each field placement, there will be an overall performance assessment based on the report of the supervisor in the placement agency, the student's prescribed field report, and the University staff supervisor's assessment. The exercise will be guided by standard assessment forms. These will contain standard guidelines for the field agency supervisor, for the student, and for the University staff supervisor.

Students will be required to pass fieldwork practice, on a pass/fail basis.

A student pursuing a Bachelor of SWSA degree course will be awarded the degree only if he or she satisfies all the requirements for fieldwork, which is an integral component of the Bachelor of SWSA Curriculum. **30hrs**

### **COURSE NAME: Social Work Theory and Practice**

The core of social work knowledge and skills and application to social work purposes and activities and to the helping process. The nature of theory and historical processes of theory development in social and the divergent social work practice models that have emerged from them. **45hrs**

### **COURSE NAME: Theory and Management of Organisations**

This course will examine the attributes, skills, behaviours, problems, and issues associated with administrative roles in human service organizations, both public and private. Several executive functions will be given particular attention, including defining the mission and goals of the organization, mobilizing resources, selecting service technologies and staff, developing the appropriate internal-external structures (i.e., internal structures that link to external contexts), and adapting the organization to changing environments. Various styles of leadership will also be analyzed with special reference to the stages of organizational development. Concomitant with the above executive roles and skills, this course will address strategies for organizational development that are directed towards enhancing adaptability, effectiveness and efficiency in serving clientele, and organizational problem-solving. **45hrs**

### **COURSE NAME: Human Behaviour, Growth and Development**

Introduction to key theoretical concepts and issues in human growth and behavior processes. The social functioning of client systems **45hrs**

### **COURSE NAME: Basic Social Work Research**

This course will provide content on the logic of inquiry and the necessity for an empirical approach to practice. The process of formulating appropriate research questions and hypotheses, techniques for testing relationships and patterns among variables, methods of data collection, methods to assess and improve the validity and reliability of data and measures, and the ethics of scientific inquiry will be addressed. **45hrs**

### **COURSE NAME: Social Work Methods, Skills and Techniques**

The theoretical underpinnings of the major practice skills, including cognitive skills, interpersonal skills, administrative skills, skills in mobilization client systems, skills in resource mobilization and management,



and skills in institution development. The application of these to various practice settings, with special reference to developmental social work in Uganda. **45hrs**

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**COURSE NAME: Social Security and Social Protection Systems**

Skills for analyzing major issues in designing and managing social security systems in modernizing societies; Social safety-nets existing at various levels of society, namely, at the family, community, employer and state levels; Evaluation of social security systems. **45hrs**

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**COURSE NAME: Statistical Analysis of Social Work/Basic Statistics**

The purpose of the course is to introduce the students to statistical techniques that are useful in Social Studies, reporting, the interpretation and how they are used in decision-making. The Course will give the students the necessary statistical methods used to arrive at decisions. It will particularly cover:- the selection, collection and organization of basic facts into meaningful data and then, the summarizing, presentation and analysis of data into useful information for decision making. **45hrs**

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**COURSE NAME: Social Policy Analysis**

Analytical framework of social policy analysis, determinants of social policy, diagnostic profile of rural and urban areas, building the policy agenda and policy formulation. **45hrs**

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**Fieldwork/Practicum II**

**30hrs**

The course is intended to help students apply foundation knowledge of social work skills, values, and ethics in practice. The course consists of a field placement and a field seminar. The field instruction experience in conjunction with the field seminar will provide the student with a series of supervised assignments and tasks selected to complement foundation academic courses and provide a basis for generalist practice. Students will be exposed to a variety of social work roles such as case manager, counselor, advocate, organizer, administrator, facilitator, mediator, educator, and planner. In this context, students will be expected to develop knowledge, understanding, and skills concerning relationships with clients, supervisors, co-workers and external constituencies. In addition, students will be expected to develop a foundation understanding of the context of social work practice as it relates to multiculturalism and diversity, social justice and social change, prevention, promotion, treatment, and rehabilitation, and behavioral and social sciences science research.

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**Developmental Social Work**

Socio-economic development as a process that generates human problems; institutional capacities for responding to them; the development and their implications for the assessment of contemporary human needs and problems as well as formulation of intervention programmes, the special roles of social workers in initiation and implementation of rehabilitation development programmes; essential practice with knowledge and skills. **45hrs**

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**COURSE NAME: Project Planning and Management**

Social Work programs are focused packages of service delivery whose successful management requires social workers to develop skills to conceive, plan, design, implement, manage, assess, and change them. Central technical skills presented in this course will teach students to visualize and concretize program planning development (e.g., via flowcharting, Gantt and PERT charts, and quality management tools). Technical elements of program design will be augmented with complementary models and skills,



especially those dealing with managing for results vis-à-vis a time deadline, meeting clients' legitimate demands, and adapting to changing environments. The relationship of a particular program to other aspects of the agency's functioning will also be considered (e.g., staff and community participation and decision-making, funding, legitimacy, and support). **45hrs**

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### **COURSE NAME: Social Planning**

The course will examine social planning as a systematic process of developing and implementing plans and programs that promote social justice and well-being at the community level. A range of analytic and interactional tools will be reviewed, including those which assess community strengths and needs, set goals and priorities, formulate action plans, develop organizational structures, build support for implementation, and monitor and evaluate risk results. This course will also analyze major models of planning practice, the socio-political context within which practice takes place, and strategies for expanding institutional relationships and collaborative partnerships aimed at a more equitable distribution of goods, services, and resources. **45hrs**

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### **COURSE NAME: Community Based Intervention Strategies**

Introduction to key generic concepts and methodologies of working and improving community living conditions and common services; Concepts of Community participation, planning, self determination, self-reliance, and sustainability, mobilization of resources from within and outside the community, group dynamics, community assessment, participatory rapid appraisal techniques, community mapping, integrated development, extensionism, community responsibility, monitoring and evaluation of community interventions. **45hrs**

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### **COURSE NAME: Principles and Practices of Counselling**

Introduction to the field of counseling, nature of problems that can be handled by counseling, principles, and basic methods and skills for beginning counselor **45hrs**

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### **COURSE NAME: Social Work Practice with Children and the Youth**

Societal and familial context; types of child abuse; child welfare policies; prevention, protection and treatment. This course analyzes the Uganda's child welfare system, its policies and programs and teaches skills for working with youth, children, families and substitute caregivers. **45hrs**

### **COURSE NAME: Demography & Population Studies**

Demo implies people, while graph implies measurement. Therefore, it is a study/ measurement of people in respect to their Mortality, Fertility and Migration and all other population related studies. These include Urbanization, population distribution, development, etc.

### **COURSE OBJECTIVES**

By the end of the course students should be able to:

- Identify basic concepts and measures of population
- Have a clear understanding of the current social, economic and environmental population problems with special reference to developing countries.

**DETAILED COURSE DESCRIPTION**

• Introduction to demography	3hrs
• Sources and uses of demographic data	6hrs
• Basic demographic measures	6hrs
• Fertility & reproduction	9hrs
• Mortality and its measures	6hrs
• Population theories and their relevance to Developing countries	3hrs
• Determinants and consequences of population change	6hrs
• Migration, urbanization & population redistribution	3hrs
• Population, environment & resources	3hrs
• Family planning & population policy	3hrs

**COURSE NAME: Basic Social Work Research**

This course introduces students to the Basic Research methods, Quantitative and Qualitative, for their use in Dissertation Writing. It introduces students to the basic concepts and methods in Social Research and to Impact Knowledge and Skills to students to enable them conduct and write up small-scale research projects of their own choice with a minimum assistance from staff supervisors.

**DETAILED COURSE DESCRIPTION**

• Introduction to Scientific Research	4hrs
• Sampling Methods	6hrs
• Methods of Collecting Data	10hrs
• Questionnaire Construction	6hrs
• Measurement	4hrs
• The Processing & Analysis of Data	4hrs
• Evaluation	4hrs
• Research Design and formulation	7hrs

## **Bachelor of Arts in Development Studies**

**General Introduction:**

Development Studies is a professional inter-disciplinary course, whose core concepts can also be taught to students pursuing other courses. Its concept of development is multi-dimensional, as it covers the complex totality of social, political, economic and physical development. As a professional course, it is important to have a component of Field Attachment and Internship to enhance student's knowledge of development theory with practical skills. It is also recommended to have some degree of specialization into the different aspects/sectors of Development, depending on the interests or objectives of a University.

**COURSE NAME: Introduction to development studies**

This introductory course seeks to draw attention to the discipline of Development Studies. In particular, it focuses on the development theories that have influenced development thinking and practice both in the past and at present and their implications on development. The theory of development helps students to appreciate past failures and successes.

**COURSE OBJECTIVES**

By the end of the course, it is expected that students will

- Be able to appreciate the various perspectives on development.
- Understand the implications of the different development theories on development practices, particularly in our context.
- Identify the structures available or necessary to implement development policies and activities.

**DETAILED COURSE DESCRIPTION**

• Introduction to theories and concepts of Development	6 hrs
• Theories of Development and Underdevelopment	12hrs
• Contemporary Development Debate	12hrs
• Globalization and development	12hrs
• Case studies	3hrs

**COURSE NAME: Development in perspective**

This course introduces the concept of development. Development by nature is a multi-dimensional reality that can be discussed from numerous view points. By this time the student is supposed to have internalized different theoretical perspectives and concepts of development. It is now time to begin development debates on poverty, education, wars and conflicts, population, technology, gender and environment.

**COURSE OBJECTIVES:**

By the end of the course students should be able to:

- Appreciate the study of development as a multi-disciplinary discipline
- current debate and practice in development

**DETAILED COURSE DESCRIPTION**

A general Introduction about development	9hrs
Human development	3hrs
Development issues debate and practice.	9hrs
Development issue	24hrs
• poverty,	
• education,	
• wars and conflicts,	
• population,	
• technology,	
• gender and	
• environment.	

**COURSE NAME: Communication Skills**

The course introduces students to basic skills of communication. It prepares a development worker to communicate with people from different cultures. It is a skill-centre and interactive course.

**COURSE OBJECTIVES:**

By the end of the course students should be able to:

- Demonstrate skills and competence in writing, speaking and listening.
- To apply their knowledge of the communication skills to find solutions to real life problems of development work.

**DETAILED COURSE DESCRIPTION**

Overview of basic concepts of communication	6hrs
Intercultural communication	6hrs
Face to face Communication/interviewing	9hrs
The speaking skill	12hrs
The listening skill	12hrs

**COURSE NAME: Basic Concepts in Computing**

This course is a basic introduction to computers for those people who may have never used them before or have only had limited access to computers in the past. The course aims to combine a mixture of straight forward teaching with practical hands-on experience in order to demystify computers and their use. This course is seen as a pre-requisite to the commencement of the ICDL qualification.

**COURSE OBJECTIVES:**

Students are expected to gain familiarity with the computer. At the end of the course students should be able to:

- Operate a computer
- Use the basic programs on the computer.

**DETAILED COURSE DESCRIPTION**

Introduction to computers (soft and hard wares, operations)	<b>12hrs</b>
Computer programs	<b>3hrs</b>
Word Processing	<b>9hrs</b>
Lotus	<b>9hrs</b>
PowerPoint Presentations	<b>6hrs</b>
Internet and Communication	<b>6hrs</b>

**COURSE NAME: Political Economy of Uganda**

The aim of the course is to examine the political, institutional and governance related developments in contemporary Uganda. The course will examine the political and social dynamics of pre-colonial Uganda, the political economy of colonialism (i.e. the politics and economies of foreign rule, foreign domination and plunder). The students will also be encouraged to think critically why after nearly four decades of political independence, Uganda remains largely poor, under-developed, and politically unstable.

**COURSE OBJECTIVES**

This course is designed to provide students with a firm grounding in the political economy of development.

- to examine the dynamics of political and socio-economic change in Africa in the context of the broader issues which confront Uganda today.
- the student will have been equipped with the knowledge and skills important for the developing countries in this era of globalization.

**DETAILED COURSE DESCRIPTION**

Basic concepts in the study of government, politics and economics	<b>6hrs</b>
State formation in pre-colonial Uganda	<b>6hrs</b>
The colonial economy and its impact on Uganda's development process	<b>9hrs</b>
Post-colonial development strategies and the role of the state in the 1960s and 1970s	<b>9hrs</b>
The Neo-patrimonial state	<b>6hrs</b>
The Neo-liberal frameworks of the 1980s and 1990s, i.e., Structural Adjustment policies by the IMF and World Bank	<b>9hrs</b>

**COURSE NAME: Development Economics**

The course explains the basic concepts and theories of economic growth and development. It talks about the factors of growth, poverty and its eradication, agriculture as the backbone of these economies, population and its distribution and other determinants of development. It is the economics of the developing world.

**COURSE OBJECTIVES**

To acquaint the students with the theory and concepts of development, with a view to their appreciation of the role of these theories in the economic development of ldc's.

**DETAILED COURSE OUTLINE**

The concept of economic growth & economic development	2hrs
Economic growth	2hrs
Poverty & income distribution	3hrs
Theories of economic development	3hrs
Capital formation & economic development	3hrs
Obstacles to economic development	3hrs
Agriculture	3hrs
Industry	3hrs
Development strategies	3hrs
Education & development	3hrs
Choice of technique	3hrs
Population and development	3hrs
Unemployment	3hrs
Foreign aid	2hrs
Development planning	3hrs
The current development issues	3hrs

**COURSE NAME; Culture And Development**

The aim of this course is to examine the relationship between culture and development in the broad sense, from the role of values, norms, customs, roles and role expectations, including social institutions. Students will be introduced to these concepts that seem obvious but in effect affect development. The different areas include: cultural beliefs, attitudes, practices and development. Others include the role of indigenous knowledge in development.

**DETAILED COURSE DESCRIPTION**

• Definition of culture	9hrs
• Preliminary Notes on Culture	12hrs
• General Patterns of diffusion of culture	12hrs
• Obstacles to cultural change	12hrs

**COURSE NAME:\_ Gender And Development**

The course seeks to introduce students to the study of Gender relations in the developing world, covering theories that explain women's disadvantage and strategies that have evolved over time to overcome the disadvantage.

**COURSE OBJECTIVES**

By the end of the course, it is expected that students will:

- Understand the difference between sex and gender and what this implies for our understanding of women's disadvantages in the world.
- Have a critical understanding of the relevance of feminism to women in the developing areas.

### DETAILED COURSE DESCRIPTION

- |   |              |
|---|--------------|
| • The concept of gender and sex   | <b>3 hrs</b> |
| • Early explanations of gender differences;   | <b>3hrs</b>  |
| • Introduction to basic concepts in gender and origins of gender differences in society; patriarchy | <b>6 hrs</b> |
| • Biological determinism  | <b>3 hrs</b> |
| • Gender analysis   | <b>6 hrs</b> |
| • Women as a category of analysis   | <b>6 hrs</b> |
| • Why gender and development  | <b>6 hrs</b> |
| • Feminist critiques of development; origins of women's studies                                     | <b>6 hrs</b> |
| • Gender analysis in development projects.  | <b>6 hrs</b> |

### COURSE NAME: Management Skills For Development

The management skills course provides practice skills every manager must have in order to achieve team synergy and success. The course introduces students to basic functions of management and the challenges managers face in today's world. The course will therefore use the conventional management theory to equip students with skills needed to manage business and development projects that are intended to overcome the challenges of development in the 21<sup>st</sup> Century. Therefore management will encompass management for; profit and not-for-profit organisations, government and non-government, and the private sector, all of which are intended to accelerate development. The course will be guided by the Poverty Eradication Action Plan (PEAP), and the Millennium Development Goals (MDGs), all of which guide the development efforts in Uganda today, while emphasising participatory development. The skill areas are organised around the four major functions of management including planning, organising, leading and coordinating.

### COURSE OBJECTIVES

- To gain deeper understanding of the complex managements roles and responsibilities.
- To introduce students to participatory development as a framework within which different skills are required.
- Gain familiarity with diverse issues and know what actions to take.

### DETAILED COURSE DESCRIPTION

- |  |              |
|--|--------------|
| Introduction to management and management theories           | <b>6hrs</b>  |
| Planning   | <b>9hrs</b>  |
| <input type="checkbox"/> Decision making and problem solving |              |
| <input type="checkbox"/> Communication for development       |              |
| <input type="checkbox"/> Running effective meetings          |              |
| Organising   | <b>12hrs</b> |
| <input type="checkbox"/> Motivation                          |              |
| <input type="checkbox"/> Working with people/groups          |              |
| <input type="checkbox"/> Conflict resolution                 |              |
| Leadership   | <b>12hrs</b> |
| <input type="checkbox"/> Leading people                      |              |

<input type="checkbox"/> Delegation	
Coordination and controlling	<b>6hrs</b>
<input type="checkbox"/> Managing external environment	
<input type="checkbox"/> Managing change	

### **COURSE NAME: Entrepreneurship**

The course introduces basic skills and practice in entrepreneurship. It realizes that there is a high rate of unemployment and every effort should be made to equip students with skills to counteract its undesired effects.

### **COURSE OBJECTIVES**

By the end of the course students should be able to: Articulate the rationale for starting a business and managerial techniques critical to success.

Appreciate the merits of owning a business and loopholes for failure.

Have the skills to start a business

Have the right attitudes to counteract tough business realities.

### **COURSE OUTLINE:**

Introduction to entrepreneurship: definition, roles.	<b>3hrs</b>
Evolution of entrepreneurship	<b>6hrs</b>
Factors that determine emergence of entrepreneurs	<b>6hrs</b>
Characteristics of an entrepreneur	<b>6hrs</b>
Creating and developing business	<b>6hrs</b>
Spotting the opportunity	<b>6hrs</b>
Business plan	<b>3hrs</b>
Managing the venture	<b>3hrs</b>
Location and layout of the business	<b>3hrs</b>
Franchising.	<b>3hrs</b>

### **COURSE NAME: Project Planning Management**

Students gain an overview of project development and planning, with special emphasis on identification, preparation, appraisal, implementation, and evaluation.

### **COURSE OBJECTIVES:**

- To enable students get acclimatized to concepts used in project Planning and management.
- To help the student gain basic skills and Understanding major issues of concern before undertaking a project

### **COURSE CONTENT**

• Introduction and definition of concepts	<b>3hrs</b>
• The project approach to development	<b>3hrs</b>
• Selecting a project	<b>3hrs</b>
• The Project cycle;	<b>6hrs</b>
• Approaches to project planning including the Logical Framework Analysis (LFA);	<b>6hrs</b>
• Project Analysis, including Financial, Economic,	



• Environmental and Social cost-benefit Analysis;	<b>6hrs</b>
• Project proposal writing	<b>6hrs</b>
• Managing a project/Project Implementation;	<b>6hrs</b>
• Monitoring and evaluation.	<b>6hrs</b>

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### **COURSE NAME: Basic Statistics**

The course offers basic skills and techniques of quantitative and qualitative analysis, to enable students to understand and apply basic descriptive, inferential and applied statistics. It addresses the sampling theory and sample size, measuring and scaling, data analysis and interpretation, and application of statistical techniques in quantitative analysis and qualitative analysis. **45hrs**

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### **Research Methodology**

An interface between theory, research and practice, aimed at equipping students with knowledge of the main research methods used in the Social Sciences and their limitations, the techniques of identifying research topics, choosing samples, reviewing literature, and collecting and analyzing data. **45hrs**

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### **COURSE NAME: Development Theory and Analysis**

The course will examine development planning and administration as a systematic process of developing and implementing plans and programs that promote social justice and well-being at the community level. A range of analytic and interactional tools will be reviewed, including those which assess community strengths and needs, set goals and priorities, formulate action plans, develop organizational structures, build support for implementation, and monitor and evaluate risk results. This course will also analyze major models of planning practice, the socio-political context within which practice takes place, and strategies for expanding institutional relationships and collaborative partnerships aimed at a more equitable distribution of goods, services, and resources. **45hrs**

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### **COURSE NAME: State and Development**

#### **COURSE CONTENT**

Introduction	<b>6hrs</b>
The role of the state in development	<b>6hrs</b>
The role of state in Africa	<b>3hrs</b>
Liberalism,	<b>3hrs</b>
Interventionist,	<b>3hrs</b>
Populist nature and the role of markets,	<b>6hrs</b>
Problems and theories of structural adjustment programs	<b>12hrs</b>
Liberalization and Privatization	<b>6hrs</b>

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### **COURSE NAME: Fundamentals of Accounting**



## COURSE DESCRIPTION

Accounting and accountability have been at the centre of business discussion in all business organizations. It is urged that accounting is a means to an end not an end in its self. This course is intended to introduce the basic concepts of financial accounting practice and theory, the Generally Accepted Accounting Principles (GAAP). Students will be exposed to the different users and uses of financial accounting. The course will emphasize accounting as a managerial tool for providing information to facilitate informed decisions and also as a means of executing accountability for resources. The course will also cover the contemporary changes in the discipline.

## COURSE OBJECTIVES:

- To understand the environment and the Generally Accepted accounting Principles.
- To understand the basic methods of recording and processing information through the accounting system.
- To apply the methods to a service and merchandising business
- To articulate accounting procedures for income and balance sheet items.

## COURSE OUTLINE

• Definition of accounting	6hrs
• The nature, purpose and scope of accounting	6hrs
• Accounting as an information system	3hrs
• The accounting methods	3hrs
• Accounting Equation	3hrs
• Accounting Cycle	3hrs
• The journal and the posting process	6hrs
• The source documents	3hrs
• The debit and credit process of commercial transactions	3hrs
• The trial balance: uses and limitations	3hrs
• The type of errors and correction	6hrs

## COURSE NAME: Rural and Urban Development

Rural realities	15hrs
Elements of rural development	15hrs
Livelihood framework	15hrs

## COURSE NAME: Human Resource Management (HRM)

This course seeks to introduce students to the nature of the Human Resource Management and describe its main activities and explain the logical inter-relationships existing among them. Since the efficiency of an organization and its performance is closely related to the way it uses its technical, physical, financial and human resources and these are closely linked with the people employed in these activities, it is important that the process of managing people is well handled.

## COURSE OBJECTIVES:

By the end of the course, students will be able to:

- Understand and have an appreciation of the importance of Human Resource Management in the efficient and effective running of organizations.
- Acquire knowledge and skills in Human Resource Management
- Be able to understand the relevance of Human Resource Management to the success of every organization.

**COURSE CONTENT**

• Introduction to HRM	
• Approaches to the Study of Human Resource Management	6hrs
• From Personnel Management to HRM	3hrs
• Nature and Purpose of HRM	6hrs
• Recruitment and Selection	6hrs
• Employee performance	6hrs
• Employee benefits	3hrs
• Employee Training and Management Development	6hrs
• Employee motivation	6hrs
• Employee relations	3hrs

**COURSE NAME: Sustainable Development**

This multidisciplinary course requires students to think about issues at a level where they must integrate scientific knowledge, economic and political realities, historical experiences, and moral, philosophical, and aesthetic values. Students will analyze the relationship between environment, and development, including

**COURSE DESCRIPTION**

Origins of sustainable development	3hrs
The global context of sustainable development	6hrs
The economy-environment interface	6hrs
Defining sustainable development	12hrs
• Background	
• The components of sustainable development	
• Models of sustainability	
• Sustainable development principles	6hrs
• Local and Regional experience with sustainable development	12hrs

**Decentralisation and Development**

A comprehensive approach to critical analysis of the local level government in managing rural and urban areas. It will examine the critical local level management, the concept and practice of decentralization

**COURSE CONTENT**

• Overview of the concept of decentralization	3hrs
• Legal and institutional Framework for Decentralization	9hrs
• Decentralization in Third World Countries	9hrs
• Decentralization in Uganda's context	9hrs
• Decentralization and Service delivery	9hrs
• Case studies	6hrs

**COURSE NAME: Poverty and Social Inequality**

This course analyzes the conditions and causes of poverty within the Uganda and the variety of economic, social, and political responses to poverty which have occurred in recent decades. The bewildering number of anti-poverty programs that have been tried in the last 20 years underscores the extent of disagreement about the causes of poverty, the situation of the poor, and the role of the government in encouraging income redistribution and social change.

The first part of the course explores the problem of poverty, including a discussion of various causal

theories about poverty and the underlying implications of these theories. The second part of the course analyzes specific problems and policy proposals, with particular attention to the most recent round of legislative reforms in anti-poverty programs since the mid-1990s. **45hrs**

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**COURSE NAME: Social structure and social stratification**

This course provides an overview of the cultural/linguistic regions of Eastern Africa and addresses methodological issues in the study of East African societies. Kinship, as a concept, and linkages between kinship, economic and political spheres of life; the role of age and gender in social stratification; the concept of ethnicity, religion and the social functions of religion; politics, and the maintenance of order in stateless societies. **45hrs**

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**COURSE NAME: Global Political Economy**

An Analysis of the economic dimensions of international relations, past and present. It focuses on the interplay between economics and politics in international relations. The course also exposes students to the main theories relevant to understanding international political economy. **45hrs**

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## Course Description for BSc/BA in Mass Communication

**COURSE NAME: Writing for Mass Media Communication**

The primary purpose of this course is to engage in journalistic writing, reporting and editing. This is done through skill building exercises and writing various news stories, in varying formats, for different audiences. There is also an examination of interviewing techniques, media laws, ethics, and careers in journalism.

**COURSE CONTENT**

- |   |              |
|---|--------------|
| • AP style, story formats, copy editing symbols, news writing style, word choice, principles of news selection and reporting, | <b>12hrs</b> |
| • Creating good leads, inverted pyramid style, narrative style, alternative styles, and Quotations.                           | <b>12hrs</b> |
| • Attributions, interviews, polls, types of stories, news releases and writing for broadcast                                  | <b>12hrs</b> |
| • Ethics, basic communication laws and careers in journalism.   | <b>9hrs</b>  |
- 

**COURSE NAME: Computer Applications**

DESCRIPTION: Overview of the computer system, the CPU and chip technology, input and output, storage devices, communications and networks, the Internet and World Wide Web, programming and languages, operating systems, applications software, security, privacy, and ethics; artificial intelligence, expert systems, and robotics; virtual reality; ergonomics; Windows; word processing; spreadsheets; database management systems; and presentation graphics. **45hrs**

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**COMMUNICAION SKILLS**

(See BA Development Studies)

## Mass Communication Research Methods

This course explores research design and methodology in the field of communication. The overall goal is to guide students through the preparation of a publishable quality paper. Students will work on formulating a research question, explaining the motivation for the project and its significance and writing up a research proposal. The focus is on empirical social scientific research.

### COURSE OBJECTIVE:

By the end of the course students should:

- Understand of research in the field of media, technology and society,
- Evaluate such research, creatively plan research projects and
- Confidently conduct research projects in these areas.

### COURSE CONTENT

• Introduction	3 hrs
• Formulating a Problem	3 hrs
• Article Review Readings	3 hrs
• Critically Evaluating the Proposed Project	3 hrs
• Significance	3 hrs
• Review of Research Statements	3 hrs
• Research Methods	12 hrs
• Literature Review	6hrs
• Draft Research Proposals	9hrs

### KEY READINGS:

- Babbie, Earl. 2004. *The Practice of Social Research*. Belmont, CA: Wadsworth. [An earlier edition should also be fine.]
- Becker, H. 1986. *Writing for the Social Scientists*. Chicago: University of Chicago Press Booth,
- W.C., G.G. Colomb, J.M. Williams. 2003. *The Craft of Research*. Chicago: University of Chicago Press.
- Huff, Darrell. 1954. *How To Lie With Statistics*. New York: W.W.Norton & Company Lieberman,
- Stanley. 1985. *Making it Count*. Berkeley: U California Press.
- Turabian, Kate L. 1996. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Chicago: University of Chicago Press. Revised by John Grossman and Alice Bennett. 6th edition.

## Media Law & Ethics

This course is designed for seniors in mass communication to examine media law and contemporary communication issues in detail immediately prior to seeking a job in the communication field. Even though students will gain a working knowledge of media law, they will also come to understand that legal decisions and ethical decisions are often different. Through case studies and class discussion, students will come to recognize many of the familiar ethical dilemmas that journalists face as they attempt to abide by legal requirements and maintain moral standards. Students will also develop a more thorough understanding of the judicial system. Course pre-requisite: senior status.

**COURSE OBJECTIVES:**

By the end of this course participants should be able to:

- Appreciate the ethical dilemmas that journalists face as they attempt to abide by legal requirements and maintain moral standards.
- Develop a more thorough understanding of the judicial system.

**DETAILED COURSE DESCRIPTION**

• Course Introduction Resume guidelines	4hrs
• The First Amendment Resume Draft	4hrs
• The First Amendment: Contemporary Problems	4hrs
• Libel: Proof of Fault	4hrs
• Libel: Defences and Damages	4hrs
• Invasion of Privacy: Appropriation and Intrusion	4hrs
• Invasion of Privacy: Publication of Private Information and	
• False Light	4hrs
• Gathering Information: Records and Meetings	4hrs
• Protection of News Sources: Contempt Power	4hrs
• Free Press/Fair Trial: Trial Level Remedies and Restrictive Orders	6hrs
• Free Press/Fair Trial: Closed Judicial Proceeding	4hrs
• Regulation of Obscene and Other Erotic Material Copyright	5hrs
• Regulation of Advertising	4hrs

**COURSE NAME: Methods of Communication Research**

The course introduces the research process in mass communications, including survey and archival, is studied. Students will become familiar with the philosophy and techniques of social science research, data collection methods, sampling procedures, and statistical analysis. Students will also write a research proposal. Prerequisite:

**COURSE OBJECTIVES**

By the end of the course participants should

- Be aware of techniques of data collection and analysis used in systematic investigation of mass communications relationships.
- Identify basic procedures of the scientific method,
- Appreciation the techniques of doing a research
- Show an understanding of how to conduct studies and analyze basic mass communication phenomena.

**COURSE CONTENT**

• Methods of Knowing,	6hrs
• Reliability and Validity,	6hrs
• Archival Research,	3hrs
• Sampling, Survey Research,	6hrs
• Field Research,	6hrs
• Content Analysis,	3hrs
• Longitudinal Research,	3hrs
• SPSS, Statistics,	3hrs
• Research in the Print and Electronic Media,	6hrs
• Research in Public Relations and Advertising.	3hrs

**COURSE NAME: Media and Society****Course Objectives:**

- Identify the major systems of mass media and their component parts
- Relate a brief history of each mass media system
- Identify and explain internal and external influences of and on the mass media
- Analyze and discuss future directions of the mass media and new technologies
- Understand and explain several career paths and jobs in the media
- Provide critical analysis of media arts presentations in various form and formats.
- Identify several historical and contemporary media arts forms

**COURSE CONTENT**

• The concept of mass communication	<b>2hrs</b>
• The process of human communication	<b>2hrs</b>
• The development of media systems	<b>2hrs</b>
• Components and effects of mass media processes	<b>3hrs</b>
• History of the mass media (print, broadcast, new technologies)	<b>3hrs</b>
• Current developments in mass media	<b>3hrs</b>
• Advertising, public relations, education, industrial aesthetic uses	<b>3hrs</b>
• Social effects of the mass media	<b>3hrs</b>
• Careers in the media	<b>3hrs</b>
• Media arts defined	<b>3hrs</b>
• History and development of the media arts	<b>3hrs</b>
• Forms and formats	<b>3hrs</b>
• Applications (expression, communication, information)	<b>3hrs</b>
• Criticism	<b>3hrs</b>
• Technology and media arts	<b>3hrs</b>
• New media	<b>3hrs</b>

**COURSE NAME: Principles of Marketing/Advertising****COURSE DESCRIPTION**

This is an introductory course which a focus on conveying the fundamental principles, concepts and vocabulary of marketing.

**COURSE OBJECTIVES**

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

- describe the role of marketing in organizations,
- discuss how environmental forces affect marketing,
- discuss ethical and socially responsible decision-making in marketing,
- explain how marketers obtain the information necessary for making good decisions,
- identify the characteristics of organizational and consumer markets, segmentation and targeting strategies, and buyer behavior, and
- describe the composition of the marketing mix, the relationships between the components, and the creation and maintenance of the appropriate mix.

**COURSE CONTENT:**

• Marketing strategy and its connection to corporate strategy	<b>6hrs</b>
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• Social responsibility and ethics in marketing	9hrs
• Marketing research and information systems	9hrs
• The marketing environment	9hrs
• Market segmentation, target markets and customer behaviour	6hrs
• The marketing mix: product, price, distribution and promotion decisions	6hrs

### **COURSE NAME: Introduction to Mass Communication**

The primary purpose of this course is to examine mass communication and its influence on society. Particular emphasis will be placed on the interplay between mass communication and economic, social, political and cultural forces. The history, types, social and economic issues, laws and regulations, ethics and global impact of mass communication are covered.

### **COURSE CONTENT**

• Mass communication theory	6hrs
• Emerging communication technologies on society	6hrs
• History and development of mass communication	6hrs
• History, purposes, strengths and weaknesses of various media	6hrs
• The impact of advertising on consumers	3hrs
• Basic public relations history and applications	3hrs
• Mass communication on social, family, and cultural values	3hrs
• Media ownership	3hrs
• Fundamental media laws and regulations	3hrs
• Media ethics	3hrs
• Media and the global marketplace	3hrs

### **COURSE NAME: Introduction to Public Relations**

This course examines the role of public relations in the modern world of communication, marketing, businesses, and institutions. The course examines case histories, and provides opportunities for practical application to examine how public relations fits into the total picture of communication. The course looks at the past, present and future of the industry, research techniques used, legal and ethical issues, practice with writing and campaign management.

### **COURSE CONTENT**

• The evolution of the field of public relations	6hrs
• Strategies used in developing a public relations campaign	6hrs
• Identifying the necessary steps to take when researching issues	6hrs
• Identifying legal and ethical factors	6hrs
• Evaluating the use of persuasive tools	6hrs
• Evaluating medium effectiveness when planning a campaign	6hrs
• Identify various types of campaigns	3hrs
• Evaluate campaign effectiveness	3hrs
• Examining campaign impact on publics	3hrs

### **COURSE NAME: Introduction to Broadcasting**

The course surveys the role and effects of the broadcasting and cable industry. It covers historical development of the broadcasting industry, its form and function, systems, media regulations, programming, audience measurement and career opportunities. The course provides an overview of the technological changes that have shaped the way broadcasting is being done today.



**COURSE OBJECTIVES:**

Those who complete the course successfully will be able to:

- discuss the major events in broadcasting history including the beginning of radio, advent of television, satellite broadcast, birth of cable and the web broadcasting
- analyze the impact of new technology on the field of broadcasting as it relates to industry growth and diversification – limitations and capabilities of electronic media
- demonstrate an understanding of the regulations governing the broadcast industry in Uganda and Africa
- Identify potential career opportunities in the field of broadcasting.

**COURSE CONTENT**

- |  |             |
|--|-------------|
| • History and development of the broadcast industry      | <b>6hrs</b> |
| • The broadcasting industry forms and business functions | <b>6hrs</b> |
| • Broadcast technology                                   | <b>5hrs</b> |
| • The broadcaster and the public                         | <b>5hrs</b> |
| • Broadcasting operations                                | <b>6hrs</b> |
| • Laws, regulations and ethical decisions                | <b>6hrs</b> |
| • Employment in broadcast media                          | <b>5hrs</b> |
| • The effects of broadcasting and cable                  | <b>6hrs</b> |
- 

**COURSE NAME: Fundamentals of Public Speaking**

Instruction and practical experience in the basic fundamentals of public speaking with each student expected to perform several speeches throughout the course.

**COURSE OBJECTIVES:**

- To demonstrate appropriate topic selection, audience analysis, organization and research techniques in a speaker audience setting.
- Students will practice and exhibit effective delivery techniques in prepared and impromptu speeches.
- Students will apply communication strategies for different audiences and contexts, including personal, emotional and logical arguments.
- Students will understand and demonstrate proper and constructive listening,

**COURSE CONTENT**

- |   |             |
|---|-------------|
| • The written and speaking processes of organization                              | <b>8hrs</b> |
| • Drafting, revision, editing and presentation.                                   | <b>6hrs</b> |
| • Demonstrate effective audience analysis through listening,                      | <b>8hrs</b> |
| • Critical and reflective thinking, and responding.                               | <b>7hrs</b> |
| • Locate, evaluate, synthesize, and apply research material from diverse sources. | <b>8hrs</b> |
| • Select appropriate communication choices for specific audiences.                | <b>8hrs</b> |
- 

**COURSE NAME: Computer Applications****COURSE CONTENT**

- |                                  |             |
|----------------------------------|-------------|
| • Overview of Computer System B. | <b>3hrs</b> |
|----------------------------------|-------------|



• The CPU and Chip Technology	3hrs
• Input and Output Devices	2hrs
• Storage Devices	3hrs
• Communications and Networks	3hrs
• Programming and Languages	2hrs
• Operating Systems	2hrs
• Computers in the Workplace	3hrs
• Workplace Security, Privacy, Ethics, Ergonomics	3hrs
• Artificial Intelligence, Expert Systems, Robotics, Virtual Reality	3hrs
• Windows	3hrs
• Word Processing and Desktop Publishing	3hrs
• Spreadsheets and Business Graphics	3hrs
• Database Management Systems	3hrs
• Presentation Graphics	3hrs
• Internet and World Wide Web	3hrs

## **COURSE NAME: News Writing and Reporting**

### **COURSE OBJECTIVES**

The student will:

- Demonstrate a basic knowledge of the fundamentals of news writing and the organization and structure of news stories, including the basics of news gathering and reporting.
- Gather, organize and synthesize information to compile into news stories and compose these stories.
- Analyze contemporary issues and apply ethical consideration to news writing.
- Prepare news stories for converging audiences.

### **COURSE CONTENT**

• News writing and the organization and structure of news stories, including the basics of news gathering and reporting.	12hrs
• Gathering, organizing and synthesizing of information to compile into news stories and compose these stories.	9hrs
• Analyzing contemporary issues and applying ethical consideration to news writing.	12hrs
• Preparing news stories for converging audiences.	12hrs

### **KEY REFERENCES**

To be updated annually.

- Brooks, Brian et al. Telling the Story: The Convergence of Print, Broadcast, and Online Media, 2nd ed. The Missouri Group. Bedford/St. Martins, 2004.
- Mencher, Melvin. Basic Media Writing. 6th ed. McGraw-Hill College, 1999.
- Rich, Carole. Writing and Reporting News - A Coaching Method. Wadsworth, 4th ed., 2003.
- Scanlan, Christopher. Reporting and Writing: Basics for the 21st Century. Oxford University Press U.S., 1999.

- Stovall, James Glen. Writing for the Mass Media. 5th ed. Pearson Allyn & Bacon, 2003. 6. Wilber, • •
- Rick and Randy Miller Modern Media Writing. Thomson, 2003. B.
- Arnold, George T. Media Writer's Handbook: A Guide to Common Editing and Writing Problems, 3rd ed. McGraw-Hill, 2002.
- Goldstein, Norm. Associated Press Stylebook and Libel Manual. New York: The Associated Press, 2003.
- Kessler, Lauren and Duncan McDonald When Words Collide: A Media Writer's Guide to Grammar and Style, 6th ed. Thomson, 2004.

### **COURSE NAME: Media History and Issues**

This course introduces students to the history of communication media and the contemporary environment of mass communication. Emphasis is put on the scope rather than the depth of the wider issues in media. The history is used largely to explain, illustrate and give context to the issues in terms of the attendant social, economic, political and technological factors.

#### **OBJECTIVES:**

- Trace the development of information from the time of invention of writing.
- Examine issues and concepts regarding the modern information society.
- Explore the historical context of the evolution of the media.
- Analyse the contemporary practical and conceptual issues that affect the media
- Study the effects of the spread of information.

#### **COURSE CONTENT:**

• Background to the media	<b>6hrs</b>
• The Print Media	<b>9hrs</b>
• The Electronic Media	<b>6hrs</b>
• Popular Media	<b>6hrs</b>
• The new media technologies	<b>6hrs</b>
• Global Media systems	<b>6hrs</b>
• The media industry in Uganda News	<b>6hrs</b>

### **COURSE TITLE: Computer Applications II**

The course is designed to provide students with the basic understanding computer applications in the day to day activities and work of a journalist and researcher. It covers the use and application of some relevant programs in the daily activities of a media and public relations practitioner.

#### **COURSE OBJECTIVES**

- Introduce students to the basics of computer knowledge.
- Prepare students to the computer concepts related to media practice.
- Expose students to new developments in Information technology
- Encourage students to make use of computer related facilities in the course of executing their duties
- Engage students in a hands-on experience in order to address the problem of computer phobia due to lack of exposure.

**COURSE CONTENT**

• Introduction	5hrs
• History of computers	5hrs
• Basic anatomy of computers	5hrs
• MS Excel	5hrs
• MS PowerPoint	5hrs
• MS Access	5hrs
• MS Outlook	5hrs
• MS Publisher	5hrs
• SPSS	5hrs

**COURSE TITLE: Public Relations and Media Practice**

The course is designed to provide students with the understanding of public relations practice and media practice. It explores ethical issues which affect the media and examines its relationship lobbying organisations and journalism. The course combines theoretical and organisational frameworks for studying PR with examples of how the industry related with media in practice

**COURSE OBJECTIVES**

- To identify public relations media
- To make students appreciate the importance of media in a PR setup.
- To expose students to media related challenges facing practising public relations managers.
- To relate public relations to media practice

**COURSE CONTENT**

• An overview of public relations	2hrs
• Defining publics of public relations	3hrs
• Reasons for defining publics	3hrs
• Results of not defining publics	2hrs
• Hierarchy of public relations objectives	3hrs
• Origins of corporate identity	3hrs
• Attributes of a public relations practitioner	3hrs
• Tasks of a public relations/media practitioner	2hrs
• Activities of public relations/media practitioner	2hrs
• Images	3hrs
• Range of public relations media	2hrs
• Public relations techniques	3hrs
• Created public relations media	2hrs
• The new media	2hrs
• Press relations	2hrs
• Photography	2hrs
• Sponsorships	2hrs
• Public relations in developing countries	2hrs

**COURSE NAME: Newspaper Editing, Design and Layout**

The course introduces students to the use of computer technology for word processing, graphics and pagination, including design as a component of newspaper readability and marketability. Elements of publication design with special attention to typography, graphics and layout is also covered. It also shows the principle and practice of editing and evaluating news copy, writing together and captured and newsletter layout and design practiced electronic editing, and newspaper production process.

**COURSE OBJECTIVES**

- To expose students to advanced skills for editing and designing print publications.
- To introduce students to the methods of integrating photograph and text in communication.
- To prepare students for work in the print industry.

**COURSE CONTENT:**

• Introduction to print and publishing	3hrs
• Newspaper format	3hrs
• Elements of a newspaper	3hrs
• Text editing	3hrs
• Fitting copy	3hrs
• Newspaper format	3hrs
• Photo	3hrs
• Typography	6hrs
• Newspaper makeup	3hrs
• Design concept	3hrs
• Prototype story layout	3hrs
• Headline and caption	3hrs
• Proof reading	3hrs
• Writing headlines	3hrs

**COURSE NAME: Mass Media and Society**

The course looks at the economic, political, social determination of character/content of mass communication with specific reference to Uganda. It addresses problems, prospects criticism, professionalism, technology and reform of the media in Uganda and the East African region.

**COURSE OBJECTIVES:**

- Introduce students to the role and place of the media in society.
- Enable students to analyze media texts and contexts in formal terms.
- Expose students to the proper concern about the media writing society
- Acquaint the students with the social, political, economic and social issues affecting media performance.

**COURSE CONTENT**

• Overview of the media and society	6hrs
• Freedom of expression and leadership	6hrs
• Media and the individual/self identity	6hrs
• Media and culture – identity and popular culture	3hrs
• Media effects – audience, studio and analysis	4hrs
• Advertising various media ethics	4hrs
• Globalization and media	4hrs
• Media ownership and editorial independence	4hrs
• Media and democracy	4hrs
• Digital age New and old media	4hrs

**COURSE NAME: Advanced Photojournalism**

The course covers principles and practice of advanced photojournalism for newspapers and magazines. Emphasis on active vision and using advanced camera and visually oriented ideas are developed into

photo essays and features. It covers news photography techniques and ethics, digital imaging skills, picture editing and caption writing. It is a hand on experience.

### **COURSE OBJECTIVES:**

- To train professionals skills of taking picture
- To train techniques that enhances message delivery
- To train students the technique of taking .... Picture
- To expose students to the photo editing skills

### **COURSE CONTENT**

- |   |             |
|---|-------------|
| • The still digital camera to the still film camera (a hands on comparative study of camera part and functional)                        | <b>4hrs</b> |
| • Working with a digital still camera. Operating the digital camera. (focus, exposure, composition, creativity, news value and caption. | <b>5hrs</b> |
| • Taking the long shot, the middle shot and the close-up shot   | <b>4hrs</b> |
| • Analyzing the photographs   | <b>4hrs</b> |
| • The workstation (computers with appropriate software, a monitor and removable media drive for transporting files and inkjet printer)  | <b>4hrs</b> |
| • Learning the operation of a workstation   | <b>4hrs</b> |
| • Adobe photo shop software, Adobe illustrator software   | <b>4hrs</b> |
| • Quark express or page maker software  | <b>4hrs</b> |
| • Processing a photo (cropping and importing photos)  | <b>4hrs</b> |
| • Picture editing selection, cropping or sizing and color improvement.  | <b>4hrs</b> |

### **COURSE NAME: Advanced Writing**

The course prepares students for writing feature articles for the print media, discovering and researching ideas.

**45hrs**

# MICROECONOMICS 1

## COURSE NAME: MICROECONOMICS 1

**Course Code:** This is a level I course for first students

### Course Description

The course presents in a systematic way, some of the basic analytical techniques or “tools of analysis” of economics. This course is divided into the following topics:

Introduction to concepts and definitions

- Demand and Supply
- Theory of consumer behaviour
- Theory of production
- Theory of costs
- Market structures

### COURSE OBJECTIVES

This course is intended to:

- Provide a good treatment of modern introductory economics. The students will be facilitated to build a firm background upon which to learn and understand the modern economic principals.
- Expose the student to the basic understanding of the operation of the economic system and explain the roles of demand and supply in determining prices
- Help the student to suggest solutions to the economic problems in the real world today.

### DETAILED COURSE OUTLINE

#### Introduction

**6Hrs**

- An explanation of what Microeconomics is
- Evolution of economic theory
- Purpose and principles of economic theory
- Positive and normative economics
- Scarcity, choice and opportunity cost
- Markets, functions and Equilibrium
- Comparative statistics and dynamics
- Partial and general equilibrium
- Economic systems and economic questions
- Price mechanism and resource allocation

#### Demand, Supply and Equilibrium

**8Hrs**

- Individual's demand for a commodity
- The law of negativity sloped demand curve
- Shifts in the individual's demand curve
- Analysis of the market demand curve for a commodity
- Types of equilibria
- Elasticities and their measurements: price, arc, point, cross etc

#### The theory of Consumer Behaviour

**15Hrs**

##### *Cardinal Utility Approach*

- Assumptions
- Total and marginal utility analysis
- Consumer equilibrium

- Derivation of an individual's demand curve
- Critique of the cardinal utility approach

### ***Ordinal Utility Approach (Indifference Curve Approach)***

- Assumptions
- Properties of indifference curves
- Marginal rate of substitution (MRS) and its application
- Consumer equilibrium
- Income consumption curve, price consumption curve and the Engel curve
- Substitution and price effects
- Separation of substitution and price effects
- Price consumption curve and consumer curve
- Critique of the indifference curve approach

### **The theory of Production**

**8Hrs**

- Production with one variable input: total Production (TP), Average Production (AP), and marginal Production (MP)
- Shapes of the AP and MP curves
- Stages of production
- Production with two variable inputs
- Isoquants – their properties and characteristics
- Marginal rate of technical substitution
- Isocosts and their characteristics
- Production equilibrium
- Expansion path concept and the regions of production
- Factor substitution and the elasticity of technical substitution
- Increasing, constant and decreasing returns to scale

### **The Theory of Costs**

**8hrs**

- Understanding cost functions, implicit and explicit costs
- Short run and long run average cost curves
- Shape of the LAC curve and its link with economies and diseconomies of scale and externalities
- LAC curve as an envelop curve
- Long run MC
- Long run TC
- Tabulation and derivation different cost of production
- Production functions and cost curve i.e. total production and marginal product

### **Market Structures**

**15Hrs**

- Perfect Competition
- Factors for classifying markets
- Price and output under perfect competition
- Characteristics of perfect competition
- Price determination
- Short run equilibrium of a firm
- Short run profit and loss
- Long run equilibrium of a firm
- Firm and industry analysis
- Constant, increasing and decreasing cost industries

## **Monopoly**

- Price and operation under pure monopoly
- Basis of monopoly powers
- MR curve and elasticity
- Short run equilibrium
- Regulation of monopoly (price control, lump sum and per unit taxes)
- Price discrimination

## **Monopsony**

Monopolistic competition

- Understanding monopolistic competition
- Conditions necessary for monopolistic competition to succeed
- Short run and long run equilibrium
- Excess capacity analysis

## **Oligopoly**

- Understanding oligopoly
- Characteristics of oligopoly
- Equilibrium position
- Kinked demand curve

## **Suggested Reading List**

The references include but not limited to the following:

1. Baumol W.J (1999), Economic Theory and operations Analysis, Third Ed. Prentice Hall
2. Leftwich, Richard (1986), The Price System and resource Allocation, Fifth ed. Dry den Press
3. Mansfield Edwin (2000), Microeconomics, Theory and Application, New York
4. Thigam M.L.: Advanced Economic theory, Eight Ed.



## COURSE NAME: MICROECONOMICS II

**COURSE CODE:** This is a level II Course for Second year students

### COURSE DESCRIPTION

This is an extension of Microeconomics I. This course is divided into the following topics:

Introduction to concepts and definitions

- Understanding intermediate microeconomics
- Theory of consumer behaviour
- Market demand
- Theory of market demand in the present context
- Theory of production behaviour
- Theory of costs
- Market structures

### Course Objectives

The objective of this course is to facilitate the student to have a deeper insight into Microeconomics.

### Detailed Course outline

#### Introduction

**4Hrs**

- Review of basic concepts
- Scarcity, choice and resource optimization
- Choice, benefit and cost
- Review of what equilibrium is, type of equilibria, determinants of equilibrium price and quality and the bizarre situations

#### The Theory of Consumer Behaviour

**14Hrs**

The cardinal Utility Approach

- Total and marginal utility analysis
- Review of the equilibrium position of consumer
- Derivation of demand for a consumer

#### The Ordinal Utility Approach (Indifference Curve Approach)

- Analysis of the indifference curve approach and its link to the consumer budget constraint
- Mathematical derivation of consumer equilibrium
- Analysis of substitution, income and total price effects
- The ordinary demand curve
- The Hicksian income – compensated demand curve for a normal good
- Slutsky's income – compensated demand curve for a normal good
- Bandwagon, snob and veblen effects
- Mathematical derivation of the demand curve

#### Consumer's Surplus

- Marshallian surplus
- Determination of the value of consumer surplus using integral calculus
- An alternative measure of consumer's surplus

#### Applications of the Indifference Curves Analysis

- The leisure – income trade off and the need for overtime rates higher than the normal wage rate

- Application of the indifference curves approach to the alternative government policies
- Indifference curves analysis and the theory of exchange (Edgeworth's Contract Curve)
- Indifference curve analysis of the cost of living

### **Market Demand**

**4Hrs**

- Derivation of market demand
- Determinants of market demand
- Analysis of the elasticity, expenditure and revenue
- Analysis of market demand, total revenue and marginal revenue: relationship between demand and total revenue; relationship between marginal revenue and price elasticity of demand; relationship between total revenue, marginal revenue and price elasticity of demand

### **The Theory of Market in the Present Context**

**6Hrs**

- The pragmatic approach to demand analysis
- Constant elasticity demand function
- Dynamic versions of demand function: distributed- -lag models of demand (derivation of Nerlove's stock adjustment principle and the Houthakker – Taylor dynamic model)

### **The theory of Production Behaviour**

**10Hrs**

- Mathematic derivation of total product; average product and marginal product
- Analysis of isoquants: rates of technical substitution, elasticity of substitution, factor intensity and the Cobb – Douglas production function
- Analysis of law of production: law of returns to scale and the law of variable proportions
- Technological progress and the production function: Capital – deepening, labour - deepening and neutral technical progress
- Growth of the firm and the decision to invest: Baumol's model of sales – revenue/profit maximization
- Price fluctuation and their causes, the cobweb cycles – types and the mathematical derivations
- Markets analysis: Walrasian and Marshallian assumptions of market behaviour
- Analysis of economic models: Graphical and mathematical models

### **The Theory of Costs**

**4hrs**

- Critical minimum cost analysis
- Short run costs of the traditional theory: The U – shapes of the AVC and the ATC curve, relationship between AVC and ATC curves and the relationship between MC and ATC curve

### **Market Structures**

**14Hrs**

#### **Perfect Competition**

- Mathematical analysis of equilibrium
- Losses and the shut down decision
- Calculating the shut down price

#### **Monopoly**

- Computing the profit maximization price and output for a monopolist
- Diagrammatical illustration of price discrimination (first, second and third degree)
- Allocative inefficiency under monopoly
- Technical inefficiency and rent seeking

- Relevancy of monopoly to the Ugandan context

### **Monopolistic Competition**

- Review of profit maximization in the short run and the long run
- Evaluation of monopolistic competition in Uganda

### **Oligopoly**

- Oligopoly and strategic behaviour: Decision making under oligopoly (output quantity, product quality and advertising)
- Price leadership model: Cournot model, dominant firm price leadership – the stackelberg model and the hotelling
- Games theory and strategic behaviour

### **General equilibrium and welfare economics**

- Cartels
- Formalities for the formation of a cartel
- Organizational difficulties
- Private cartels, government sponsored national cartels and international cartels
- Case study: OPEC

### **Suggested Reading List**

The references include but not limited to the following:

- *Baumol W.J (1999)*, Economic Theory and operations Analysis, Third Ed. Prentice Hall
- *Leftwich, Richard (1986)*, The Price System and recourse Allocation, Fifth ed. Dry den Press
- *Mansfield Edwin (2000)*, Microeconomics, Theory and Application, New York
- *Thigan M.L.:* Advanced Economic theory, Eight Ed.
- *Watson and Donald.S (2000)*, price theory and Its uses, Houghton Mifflin, Boston
- *Wates C.J:* A Visual Approach to Economics Analysis
- *Varian (2000)*, Intermediate Microeconomics

## MICROECONOMICS III

**COURSE NAME: MICROECONOMICS III**

**COURSE CODE:** This is a level III Course for third year students

### COURSE DESCRIPTION

This is an extension of the previous microeconomics course taken i.e. Intermediate Microeconomic I. it is divided into the following topics:-

- Theory of consumer behaviour
- Theory of producer behaviour
- Taxes and economic decision making
- Antitrust and regulation
- General equilibrium
- Welfare economics

### Course Objectives

The objective of this course is to facilitate the student to have a deeper insight into Microeconomics. The course further highlights the fundamental concepts in Microeconomics at a third level.

### Detailed Course outline

#### The theory of Producer Behaviour

**16Hrs**

Analysis of Local and localization of industries

- Market area determination i.e. equal production and equal transport costs as well as unequal production and unequal transport costs.
- Selecting an industrial location i.e. primary and secondary location factors

Pricing and Employment of Factors Production

Perfect competition in the product and factor markets

- Profit maximization and least-cost factor combinations. Equilibrium of the firm: choice of optimal combination of factor of production – maximization of output subject to a cost constraint and minimization of cost for a given level of output.
- The demand curve of the firm for one variable factor
- Demand curve of the firm for one of several variable factors
- The marketing demand curve for a factor
- The market supply curve for a factor
- Pricing and level of employment of a factor
- Rent and quasi-rent

Perfect competition in the factor market and monopoly in the product market

- Profit maximization and least-cost factor combinations
- The demand curve of the firm for one variable factor
- The demand curve of the firm for one of several factors
- The market demand curve and factor pricing

#### Monopoly

- Factor supply curve and marginal factor costs
- Pricing and employment for one variable factor
- Pricing and employment of several variable factors

**Taxes and Economic Decision Making****8Hrs**

- Profit Maximization and profit taxes
- Revenue and profit taxes
- Taxes on input i.e. cost maximization and input taxes, affluent taxes e.t.c
- Property taxes e.g. fixed property taxes and mobile profit taxes
- Tax preference i.e. interest deductions, tax exempt fringe benefits, investment tax credits e.t.c.

**General Equilibrium****10Hrs**

- Partial and general equilibrium analysis
- General equilibrium of exchange
- General equilibrium of production
- The transformation curve
- The slope of the transformation
- General equilibrium of production and exchange

**Welfare Economics****14Hrs**

- Welfare economics defined
- The utility-possibility curve
- The grand utility-possibility curve
- The social welfare function
- The point of maximum social welfare
- Maximum social welfare and perfect competition
- Externalities and market failure

**6. Suggested Reading List**

The references include but not limited to the following:

- *Baumol W.J (1999)*, Economic Theory and operations Analysis, Third Ed. Prentice Hall
- *Leftwich, Richard (1986)*, The Price System and recourse Allocation, Fifth ed. Dry den Press
- *Mansfield Edwin (2000)*, Microeconomics, Theory and Application, New York
- *Thigan M.L.:* Advanced Economic theory, Eight Ed.
- *Watson and Donald.S (2000)*, price theory and Its uses, Houghton Mifflin, Boston
- *Wates C.J:* A Visual Approach to Economics Analysis
- *Varian (2000)*, Intermediate Microeconomics
- *Kohler. H, (1990)*, Intermediate Microeconomics, third Ed, Scott, Foresman and Company
- *Koutsoyiannis, (1979)*, Modern Microeconomics; Macmilan

# MACROECONOMICS I

**COURSE NAME: MICROECONOMICS III**

**COURSE CODE:** This is a level I course for first year students

## COURSE DESCRIPTION

### COURSE OBJECTIVES

- To introduce students to basic concepts and theories of Macroeconomics
- To help students appreciate how the major Macroeconomics variables influence the economic growth and development of nations
- To help students apply their knowledge of Macroeconomics to the challenges of economic growth and development of their country
- To equip the learner with Macroeconomics tools that can be used to analyze and appreciate the level at which our countries are in terms of economic growth and development

### Detailed Course outline

#### National Income: Concept and measurement

**8Hrs**

- Introduction to Macroeconomics variables
- Definitions of National Income
- Three Methods of GNP i.e. Income Method of GNP, expenditure method of GNP and product method
- Net national product at market prices
- NNP at factor cost
- Relation between NNP at market price and NNP at factor cost
- Net domestic product at factor cost
- Value added method to GNP
- Personal income
- Disposable income
- Real income
- Per capita income
- Method of measuring national income
- Difficulties in the measurement of national income
- Importance of national income analysis

#### National Economic Accounting

**2Hrs**

- Social accounting
- Presentation of social accounts
- Importance of social accounting
- Difficulties of social accounting

#### The Classical Theory of Income, Output and Employment

**2Hrs**

- Introduction and analysis of the classical theory
- Say's law of markets
  - Say's law
  - Propositions and implications of the law
  - Criticism of Say's law

**The Principle of Effective Demand: Aggregated demand and Aggregate Supply 2Hrs**

- Measuring of the principle
- Aggregate demand price
- Aggregate supply price
- Determination of effective demand
- Importance of effective demand

**The Consumption Function 4Hrs**

- Measuring of consumption function
- Properties of technical attributes of the consumption function
- Significance of MPC
- Keynes' psychological law of consumption
- Implication of Keynes' law of importance of the consumption function
- Determinants of the consumption function
- Measures to rise the propensity of consume

**The Investment Function 4Hrs**

- Measuring of capital and investment
- type of investment
- induced Vs autonomous
- Determinants of the level of investment
- The marginal efficiency of investment (MEI)
- Distinction between MEC and MEI
- Factor other than the interest rate affecting inducement to invest
- Saving and investment equality
- Saving and investment equality i.e. the Keynesian view

**The Concept of Multiplier 4Hrs**

- Measuring and derivation of investment multiplier
- Working of the multiplier
- Assumption of multiplier
- Leakages of multiplier
- Criticisms of multiplier
- Importance of multiplier
- Multiplier in an underdeveloped country
- The Keynesian theory of income, output and employment i.e. the Keynesian theory of income, output and employment

**Balanced Budget Multiple and Foreign Trade Multiplier**

- Balanced budget multiplier
- Its assumption
- Its criticisms
- Foreign trade multiplier accelerator interaction
- The principle of acceleration and the super-multiplier
  - The principles of acceleration
  - Operation of the acceleration principle
  - Assumption
  - Criticisms
  - The super-multiplier or the multiplier acceleration interaction
  - Use of multiplier accelerator interaction in business cycles

**Income Determination in Closed and Open Economy****4Hrs**

- Income determination in a closed economy
- Determination of equilibrium level of income-equality of aggregate demand and aggregate supply
- Equality of saving and investment
- Income determination in an open economy
- Its assumption
- Determination of equilibrium level of income

**Wage-Price flexibility and Employment****6Hrs**

Introduction

- The classical view
- Keynes' criticisms of the classical view
- The Keynesian view
- The Keynesian view on the money-wage reduction and employment
- The Keynes' effect and its criticism
- The pigou effect and its criticism
- Difference between the pigou effect and real balance effect
- Flexible wage policy Vs flexible monetary policy

**Inflation****8Hrs**

- Introduction and meaning of inflation
- The inflationary gap
- Demand-pull or monetary theory of inflation
- Cost-push inflation
- Demand-pull Vs cost-push inflation
- Mixed demand-pull cost push inflation
- Sectoral or demand-shift inflation, structural inflation
- Mark-up inflation
- Open and suppressed inflation

**Monetary policy: Instruments and Types****4Hrs**

- Instrument of monetary policy
- Expansionary monetary policy
- Restrictive monetary policy
- Role of monetary policy in a developing economy

**6. Suggested Reading List**

The references include but not limited to the following:

- *Baumol W.J and Blinder Alan, (2002)*, Macroeconomics Principles and Policy
- *Abel and Bernake 2001*. Macroeconomics. Library of Congress Cataloging in Publication
- *Baily Neil Martin and Fredman (2003)*, Macroeconomics: Financial markets and the International Sector, Richard D. Irwin Inc
- *Branson H.W. (1999)*. Macroeconomic Theory and Policy, 2<sup>nd</sup> Ed. Princeton University, New Delhi
- *Edward Shapiro, 2000*, Macroeconomics Analysis
- *Kohn Meri, 2000* Macroeconomics. Library of Congress. Cataloging in publication data
- *Lindsey and Dolar, 2002* Macroeconomics 8<sup>th</sup> Ed. Library of Congress. Cataloging in publication
- *Mankilo G.N. 1997*, Macroeconomics 3<sup>rd</sup> Ed. Harvard University
- *McConnell, Campbell and Brue, 2000*, Macroeconomics principles, Problems and Policies, 14<sup>th</sup> Ed. New York McGraw-hill inc
- *Jingan 2001*, macroeconomics Theory A-18, Rana pratapBagh, Delhi



# MACROECONOMICS II

**COURSE NAME: MICROECONOMICS II**

**COURSE CODE:** This is a level II course for second year students

## COURSE DESCRIPTION

### COURSE OBJECTIVES

This course is an extension of Macroeconomics stage I. Therefore the objective is to help the student to understand Macroeconomic theory in detail and how its parts interact before we get into controversies in part III. The course focuses on the contribution of different models to the persisting macroeconomic problems such as unemployment.

### Detailed Course outline

#### Review of the basic Macroeconomic Models

**4Hrs**

- Classical model of income and employment
- Say's law of markets
- Classical savings, investments and interest rates
- Classical quantity theory of money

#### The supply of Money

**2Hrs**

- Definition of money supply
- Determinants of money supply
- High-powered money and money multiplier
- Measures of money supply
- Money supply and liquidity
- Derivation of money multipliers
- Velocity of money
- Quantity theory of prices
- Friedman theory of money and their implications

#### Keynesian model

**4Hrs**

- Determination of equilibrium income
- Limitations in the Uganda context
- The classical of interest
- The loanable funds theory of interest
- Keynes's liquidity preference theory of interest
- Indeterminacy of the classical, the loanable funds and the Keynesian theories of interest
- Modern theory of interest

#### New Classical School of Macroeconomics of Robert Lucas, Thomas Sargent and Robert Barro

**2Hrs**

- Its foundation and practical implications
- Rational expectations hypothesis
- The illusory Phillips curve
- The real business cycle theory

#### The Is-LM model

**4Hrs**

- The is Curve
- the money market and LM curve
- Simultaneous equilibrium in the money and commodity markets

- The Is and LM curves as analytical tools to explain the working of the monetary and fiscal policies
- Bop and capital flows

### **Budget and Fiscal policy**

**8Hrs**

- Definition and types of budget
- Government/public debt and their implication for LDCs
- Government budget policy
  - Discretionary fiscal policy
  - Automatic stabilizers
  - Fiscal deficits structural and cyclical deficits
  - Applications of structural and cyclical budget
- How government debt affect the living standards
- External and internal debt
- Debt servicing

### **Growth Models and their Implications**

**6Hrs**

- The harrod Domar models and their limitations
- The Kaldor model of distribution
- Pasinetti model of profit and growth
- Assumptions of the models
- The Domar model interpretation and analysis
- The Harrod model interpretation and analysis
- Limitations of these models
- Comparison of the models

### **The Solow Model of Long-Run Growth**

**2Hrs**

- Assumption s of the model
- Possible growth patterns
- A critical appraisal of the model

### **The Model of technical Change**

**4Hrs**

- Introduction and interpretation of the technical change concept
- Neutral and non-neutral technical change
- Hicks neutrality
- Harrod neutrality
- Disembodies and embodied technical change
- A critical appraisal and implications od the model
- Its limitations

### **Suggested Reading List**

The references include but not limited to the following:

- *Baumol W.J and Blinder Alan, (2002),* Macroeconomics Principles and Policy
- *Abel and Bernake 2001.* Macroeconomics. Library of Congress Cataloging in Publication
- *Baily Neil Martin and Fredman (2003),* Macroeconomics: Financial markets and the International Sector, Richard D. Irwin Inc.
- *Branson H.W. (1999).* Macroeconomic Theory and Policy, 2<sup>nd</sup> Ed. Princeton University, New Delhi.
- *Edward Shapiro, 2000,* Macroeconomics Analysis.
- *Kohn Meri, 2000* Macroeconomics. Library of Congress. Cataloging in publication data
- *Lindsey and Dolar, 2002* Macroeconomics 8<sup>th</sup> Ed. Library of Congress. Cataloging in

publication

- *Mankilo G.N. 1997*, Macroeconomics 3<sup>rd</sup> Ed. Harvard University
- *McConnell, Campbell and Brue, 2000*, Macroeconomics principles, Problems and Policies, 14<sup>th</sup> Ed. New York McGraw-hill inc
- *Jingan 2001*, macroeconomics Theory A-18, Rana pratapBagh, Delhi

# MACROECONOMICS III

**COURSE NAME:** MICROECONOMICS III

**COURSE CODE:** This is a level III Course for third year students

## COURSE DESCRIPTION

### COURSE OBJECTIVES

This course is designed to give students a consistent way of approaching the full range of contemporary Macroeconomic issue. At this stage, the needs lots of help in internalizing how formal models can be used to explain the real world economy. Thus the course is dedicated to showing the application of the theory to real events and issues and in helping the student learn how to: think like an “economist”. The numerous “Application” are designed to show how theory can be used to understand an important episode or issue such as the impact of tax reform, the causes and effects of the LDC debt crisis, the long run viability of manufacturing in the face of foreign competition, etc.

### Detailed Course outline

#### Review Major Concepts in Macroeconomics

6Hrs

- The IS-LM model and aggregate demand and supply curves
- The role aggregate demand and supply
- Fixable prices and the demand curve
- Shifting the aggregate demand curve with monetary and fiscal policy
- The aggregate supply curve when the wage rate is constant
- Short run

#### New Keynesian Explanation of the Business Cycle

4Hrs

- Essential features of the new Keynesian economics
- Real sources of wage stickiness
- Business cycle in the new Keynesian model
- Implications of the new Keynesian model

#### The Classic and Keynesian Model of Income and Employment: The Nature and Extent of the Keynesian Revolution

4Hrs

- General theory
- Evolutionary or revolutionary
- Criticism of Keynesian theory
- Practical implications of the theory

#### Unemployment and Full Employment

4Hrs

- Types of unemployment
- Meaning of full employment
- The classical view of employment
- The Keynesian view and implication
- Other views on full employment
- Measures to achieve and maintain full employment

<b>Applicability of Keynes Theory to Underdeveloped Countries</b>	<b>4Hrs</b>
<ul style="list-style-type: none"> <li>• Keynesian assumption and underdeveloped countries</li> <li>• The Keynesian tools and underdeveloped countries</li> <li>• Policy measures and LDCs</li> </ul>	
<b>Term Structure of Interest Rate</b>	<b>4Hrs</b>
<ul style="list-style-type: none"> <li>• Measuring of interest rate structure</li> <li>• Factors determining the term structure of interest rate</li> <li>• Theories of term structure of interest rate</li> </ul>	
<b>An Extension of an IS and LM Function general Equilibrium of Product and Money Market</b>	<b>4Hrs</b>
<ul style="list-style-type: none"> <li>• Introduction of the general equilibrium</li> <li>• The product market equilibrium</li> <li>• The money market equilibrium</li> <li>• General equilibrium of product and money market changes in general equilibrium</li> </ul>	
<b>Wage-Price Flexibility and Employment</b>	<b>8Hrs</b>
<ul style="list-style-type: none"> <li>• Introduction and interpretation of wage and price flexibility</li> <li>• The classical views</li> <li>• Keynes's criticism of the classical view</li> <li>• Keynesian view and interpretation</li> <li>• Keynesian views on money-wage reduction and employment</li> <li>• The Keynes effect and its criticism</li> <li>• The pigou effect and its criticism</li> <li>• Difference between the pigou effect and real balance</li> <li>• Flexible monetary policy</li> </ul>	
<b>Inflation</b>	<b>8Hrs</b>
<ul style="list-style-type: none"> <li>• Introduction and meaning of inflation</li> <li>• The inflationary gap</li> <li>• Demand-pull or monetary theory of inflation</li> <li>• Cost-push inflation</li> <li>• Demand-pull Vs cost-push inflation</li> <li>• Mixed demand-pull cost push inflation</li> <li>• Sectoral or demand-shift inflation, structural inflation</li> <li>• Mark-up inflation</li> <li>• Open and suppressed inflation</li> <li>• The Philips curve</li> <li>• The relation between unemployment and inflation</li> <li>• Stagflation, its analysis and effects</li> <li>• Friendman's view</li> <li>• The long-run Philips curve</li> <li>• Cases of inflation</li> <li>• Measures to control inflation and how they are applied in Uganda Effects of inflation</li> </ul>	
<b>Business Cycle: Meaning and Nature</b>	<b>6Hrs</b>
<ul style="list-style-type: none"> <li>• Meaning and the reasons for cycles</li> <li>• Types of cycles</li> <li>• Phases of a business cycle</li> <li>• Recovery</li> </ul>	

- Prosperity
- Recession
- Depression
- Hawtrey's monetary theory of the trade cycle and its criticism
- Sehumpeter's theory of innovation and its criticism
- Keynesian theory of the trade cycle and its criticism

### Managing the Global Economy

8 Hrs

- International financial system
- Pure floating exchange rates
- Fixed exchange rates
- Classical gold standard
- Managed exchange rates
- International cooperation
- International institutions: Bretton Woods system, IFM, World Bank, Demise of Bretton Woods system, Today's hybrid system

### Suggested Reading List

The references include but not limited to the following:

- *Baumol W.J and Blinder Alan, (2002)*, Macroeconomics Principles and Policy
- *Abel and Bernanke 2001*. Macroeconomics. Library of Congress Cataloging in Publication
- *Baily Neil Martin and Fredman (2003)*, Macroeconomics: Financial markets and the International Sector, Richard D. Irwin Inc
- *Branson H.W. (1999)*. Macroeconomic Theory and Policy, 2<sup>nd</sup> Ed. Princeton University, New Delhi
- *Edward Shapiro, 2000*, Macroeconomics Analysis
- *Kohn Meri, 2000* Macroeconomics. Library of Congress. Cataloging in publication data
- *Lindsey and Dolar, 2002* Macroeconomics 8<sup>th</sup> Ed. Library of Congress. Cataloging in publication
- *Mankilo G.N. 1997*, Macroeconomics 3<sup>rd</sup> Ed. Harvard University
- *McConnell, Campbell and Brue, 2000*, Macroeconomics principles, Problems and Policies, 14<sup>th</sup> Ed. New York Mcgrew-hill inc
- *Jingan 2001*, macroeconomics Theory A-18, Rana pratapBagh, Delhi

# PUBLIC FINANCE AND FISCAL POLICY

**COURSE NAME:** PUBLIC FINANCE AND FISCAL POLICY

**COURSE CODE:** This is a level III Course

## COURSE DESCRIPTION

### COURSE OBJECTIVES

This course is to equip learners with issues relating to taxation and public expenditure in developing countries. Students should be able to apply the issues learnt into the practical experience of developing economies.

## 5. Detailed Course outline

### Introduction

**7Hrs**

- Definition and various types of public sector finance
- Similarities and non-similarities
- Public finance and economic system
- Principle of maximum social advantage

### Public Revenue

**7Hrs**

- Revenue receipts, capital receipts
- What is a tax?, tax base
- Buoyancy and elasticity of a tax
- Principles of taxation
- Characteristics of a good system and objectives of taxation in LDCs

### Tax Burden

**8Hrs**

- Introduction
- Theories ; ability to pay theory, objectives indices of ability to pay, subjective indices of ability to pay
- Optimal taxation, taxable capacity-short run factors and long run factors
- Usefulness of taxable capacity

### Incidence of Taxes

**14Hrs**

- The impact, incidence and effects of a tax
- Forward and backward shifting theories of tax shifting; concentration theory, diffusion theory, demand and supply theory.
- Imposition of a specific tax, adv alorem tax; a tax on monopoly, oligopoly, on profits on income.
- Deficit financing as a hidden tax
- Problem of double taxation

### Classification and Choices of Taxes

**8Hrs**

- Single Vs Multiple tax system
- Proportional Vs progressive tax system (arguments for & against)
- Direct Vs indirect taxes (arguments for and against)
- Effects of taxation (production and growth, different taxes, supply of resources, distribution, inequality, economic stabilisation).

**Public Debt****4Hrs**

- Meaning of public debt, private debt
- public debt and economic growth, inflation, economy regulation
- Public debt and taxation

**Public Expenditure****10Hrs**

- Meaning and nature of public expenditure
- Theories of public expenditure; Wagner's law of increasing state activities, Wiseman-Peacock hypothesis, the critical limit hypothesis.
- Demand and supply of government service
- Comparison between private and public expenditure
- Pure theory of public expenditure, kind of public expenditure, canons of public expenditure, effects of public expenditure.

**Public Budget****4Hrs**

- Introduction
- Types of budgets, importance of budgets
- Causes and implications of budget deficits

**6. Suggested Reading List**

The references include but not limited to the following:

- *Dr. Bhatia H.L, (2003):* Public finance, Vikas publishing House PVT Ltd, New Delhi, 24<sup>th</sup> Ed.
- *Herber P.B, (1999):* Modern Public Finance. New Delhi
- *Bahemuka K.P, (2001):* Income Tax in Uganda, Fountain Publishers.
- *Stuart Wall A.G, (1998):* Applied Economics, An Introductory Course, 7<sup>th</sup> Ed, Longman London and New York.
- *Mushgrave & Mushgrave:* Public Finance, Theory and Practice strings, Public Sector Economics.



## ECONOMIC PLANNING AND POLICY

**COURSE NAME:** Economic Planning and Policy

**COURSE CODE:** This is a level III course

### COURSE DESCRIPTION

#### COURSE OBJECTIVES

The major objectives of the course avail the students with the analytical tools examine the planning techniques and how they influence policies. The focus of the course is on planning theories, models and illustrative examples of planning techniques are reviewed.

Additionally the course aims at providing students with an insight on how policies and planning techniques can promote economic stability and sustainability especially in the developing countries.

#### Detailed Course outline

##### Planning 4Hrs

Introduction to Economic Planning and policy

- Concept of economic planning
- Principles of economic planning
- Case for and against planning
- Characteristics of a sound policy

##### Planning Process 12Hrs

- The planning process
- Process of systematic planning
- Plan administration and plan implementation
- Plan formulation
- Requisites for successful planning
- Planning by direction and planning by inducement
- Bottom-up versus Top-down approach

##### Planning models 8Hrs

- Importance of planning model
- Aggregate planning model
- Sectoral planning model
- Inter-industry planning model
- Input-output model

##### Micro planning 8Hrs

- Cost benefit analysis
- Social accounting
- Environmental impact assessment
- Project evaluation

<b>Planning Experience</b>	<b>8Hrs</b>
<ul style="list-style-type: none"><li>• Economic planning in Uganda</li><li>• The future of economic planning</li><li>• The crisis in Uganda</li></ul>	

<b>Policy</b>	
Overview of policy instruments and their characteristics	<b>4 Hrs</b>
Policies related to population and human recourse management	<b>4 Hrs</b>
Policies related to saving, investment, capital formation foreign capital and trade	<b>4 Hrs</b>
Policies related to agricultural and industrial development	<b>4 Hrs</b>
Policies related to stabilization, structural adjustment, liberalization and globalization	<b>4 Hrs</b>

### **Suggested Reading List**

- Agrawal A.N and Kundan Lal (1977), Economic planning, Vikas publishing House PVT, New Delhi
- Tingan M.L ( ), Leading Issue in Economic Development, 6<sup>th</sup> Ed., Oxford University Press, New York
- Michael P. Todaro and Stephen C. Smith (2003), Economic Development 8<sup>th</sup> Ed. Addison Wesley, New York
- Silverster, Economic Growth, Development and planning

# ECONOMIC RESEARCH METHODS

**COURSE NAME:** Economic Research Methods (4CU)

**COURSE CODE:**

## COURSE DESCRIPTION

### COURSE OBJECTIVES

The main objective of the course is to equip learners with analytical skills in understanding the basic concepts of research in social sciences. They should be able to write a research proposal and a research report. They should be able to conduct field research apply the skills in the context of action oriented research relevant in solving real life situations.

### DETAILED COURSE OUTLINE

<b>The research process</b>	<b>8Hrs</b>
<ul style="list-style-type: none"> <li>• Theory as a foundation of research problem</li> <li>• Type of research</li> </ul>	
<b>Research methodology Foundation</b>	<b>12Hrs</b>
<ul style="list-style-type: none"> <li>• The scientific method</li> <li>• The methodology of social science research</li> <li>• Research methodology in economics</li> </ul>	
<b>Formulation of a research Proposal</b>	<b>8Hrs</b>
<ul style="list-style-type: none"> <li>• Planning the research</li> <li>• The research problem</li> <li>• Objectives, significance and scope</li> <li>• Literature review and conceptual framework</li> </ul>	
<b>Research Methods and procedures</b>	<b>16Hrs</b>
<ul style="list-style-type: none"> <li>• Data collection methods and sampling types</li> <li>• Research instruments and their construction</li> <li>• Data coding, entry, cleaning and analysis</li> </ul>	
<b>Production of end Product</b>	<b>16Hrs</b>
<ul style="list-style-type: none"> <li>• Presentation of results</li> <li>• Styles of writing the research report and referencing</li> <li>• Dissemination of research findings</li> </ul>	

# MONETARY ECONOMICS

**Course Name:** Monetary Economics (4CU)

**COURSE CODE:**

## COURSE DESCRIPTION

### COURSE OBJECTIVES

The main objective of the course is to equip learners with analytical skills in understanding the basic concepts of monetary economics in the context of developing countries. They should be able to apply the skills in developing monetary policies

### DETAILED COURSE OUTLINE

<b>Issues in Monetary Economics</b>	<b>8Hrs</b>
<ul style="list-style-type: none"> <li>• Definition and functions of money</li> <li>• Evaluation of monetary standards</li> <li>• Advantages and disadvantages of a monetary economy</li> <li>• The quantity theory of money</li> </ul>	
<b>The Demand of Money</b>	<b>8Hrs</b>
<ul style="list-style-type: none"> <li>• The scientific method</li> <li>• The methodology of social science research</li> <li>• Research methodology in economics</li> </ul>	
<b>Formulation of a research Proposal</b>	<b>8Hrs</b>
<ul style="list-style-type: none"> <li>• Keynes and transactions theories of demand for money</li> <li>• Portfolio theories of money demand; The Baumol – Tobin model</li> <li>• The monetarists views on the demand for money</li> </ul>	
<b>The Hansen Hickisian IS-LM Curve Analysis</b>	<b>12Hrs</b>
<ul style="list-style-type: none"> <li>• Equilibrium level of income</li> <li>• Classical and Keynesian analysis</li> </ul>	
<b>Money Supply</b>	<b>8Hrs</b>
<ul style="list-style-type: none"> <li>• Balance of payment, fiscal policy, policy mix and balance and money supply process</li> <li>• Instruments for varying money supply like, bank rate, open market operations etc.</li> </ul>	
<b>Financial Intermediation</b>	<b>8Hrs</b>
<ul style="list-style-type: none"> <li>• Financial intermediaries contract between banking and non-bank financial intermediaries</li> <li>• Credit markets, money and capital markets</li> <li>• Formal and informal money markets</li> </ul>	
<b>Monetary Institutions</b>	<b>8Hrs</b>
<ul style="list-style-type: none"> <li>• Commercial banks and their functions</li> <li>• Central bank and its functions</li> <li>• Bank deposits, credit allocation and money/credit multiplier</li> </ul>	
<b>Money in a Monetary Economy</b>	<b>8Hrs</b>
<ul style="list-style-type: none"> <li>• Changing paradigms in monetary economics</li> <li>• Monetary policy in developing countries</li> </ul>	

# INTERNATIONAL ECONOMICS

**COURSE NAME:** INTERNATIONAL ECONOMICS

**COURSE CODE:** This is level II or III course

## COURSE DESCRIPTION

### COURSE OBJECTIVES

The main objective of the course is to introduce students to various aspects of trade theory and expose them to current issues in international economic relations. It will broaden and sharpen the student's analytical ability. Greater emphasis will be placed on the analysis and application of international economic theories to the problems of developing countries. Special reference will be made to the Ugandan economy.

Upon completion of the course, the students should have the theoretical and practical foundations necessary for a more advanced study in the field of international economics or be able to undertake employment that requires some background of international economies.

### Detailed Course outline

#### Part I

##### Introduction

**2Hrs**

- The basis for, and gains from international trade
- Distinction between internal and international trade
- The subject matter of international economics
- The purpose of international economic theories and policies
- Current international economic problems

##### The Classical International Trade Theories

**2Hrs**

- Absolute advantage
- Comparative advantage

##### International Trade Equilibrium: Neo-classical Analysis

**8Hrs**

- Trade equilibrium under constant, increasing and decreasing cost conditions
- Gains from exchange and gain from specialization
- International trade as a substitute for economic growth
- Theory of immiserizing growth

##### The Modern Theory

**4Hrs**

- The Heckscher-Ohlin (H-O) theorem
- Leontif paradox
- Samuelson's factor-price equalization theory
- Rybcynski: factor endowment and relative commodity prices

##### International Trade Restrictions and Policy

**3Hrs**

- Natural obstacles
- Man made obstacles
- Protectionism tools

##### WTO, AGOA and IGAD

**2Hrs**

- Types of tariffs
- Arguments for and against tariffs

- Effects of tariffs on general and partial equilibria perspectives
- Theory of optimum tariffs

### **Commercial Policy: The theory of customs Union**

**6Hrs**

- Partial equilibrium analysis of a customs union
- Pre-custom union equilibrium
- Post-customs union equilibrium
- Net welfare effect of customs union
- General equilibrium analysis of a customs union
- The Lipsey model

## **Part II: Open Economy Macroeconomics**

### **Balance of Payments (BOPs): Definitions and Concepts 4Hrs**

- BOP accounts
- BOP settlement and adjustment
- Full employment equilibrium of true balance
- BOP and economic policy

### **Foreign Trade and National Economics**

**3Hrs**

- Foreign trade multiplier with no foreign repercussions
- Feedback foreign trade multiplier model of investment

### **Balance of Payment and Foreign Exchange Rate**

**4Hrs**

- Foreign exchange rate determination
- Falling foreign exchange rate situation
- Rising foreign exchange rate situation

### **Balance of Payments Adjustment Mechanisms**

**7Hrs**

- BOP automatic adjustment with flexibility in prices, interest rates and income levels
- BOP automatic adjustment mechanism with flexibility in exchange rates
- Exchange rate policies: fixed or pegged, managed, floating

### **Balance of Payments Adjustment: Policy Issue**

**7Hrs**

- Monetary and fiscal policies
- Devaluation
- Internal and external balance expenditure-changing and switching policies
- Exchange control

### **Optimum Currency Area Theories**

**4Hrs**

- Factor mobility theory
- open economy theory
- product diversification theory
- propensity to inflation theory
- the policy-mix theory

### **International Liquidity and World Monetary System**

**6Hrs**

- International liquidity
- Problem of inadequacy
- IMF and international liquidity
- The need for IMF and the objectives of IMF
- The international monetary system

# THE UGANDA ECONOMY

**COURSE NAME:** THE UGANDA ECONOMY

**COURSE CODE:** This is a level iiiii Course

## COURSE DESCRIPTION

This is an applied course in economics to fully utilize the economic theory to explain the Ugandan context.

## COURSE OBJECTIVES

The main objective of the course therefore is to give an insight to the students on the performance of the Ugandan economy at the micro and macro levels. The course will cover:

All sector of the economy i.e. Agriculture, Industry, Service etc and all the macroeconomic problems such as inflation, unemployment, debt etc.

The specific objective therefore is to expose the students to the nature and working of the Ugandan economy as a business environment.

## DETAILED COURSE OUTLINE

### Micro Dimensions of the Ugandan Economy

**5Hrs**

This will mainly look at poverty and other related indicators. It will give a background to the characteristics of LDC's and specifically the Ugandan case. Historical perspective of the Ugandan economy (before independence, pre liberalization and liberalization era) and the current structure of Ugandan economy.

### National Income

**5Hrs**

This will mainly look at the performance of the different sectors in the economy e.g. agriculture, industry, service and public sectors in Uganda. Time series information will be collected for a given period of time before and after the economic recovery programme (ERP).

### Inflation

**5Hrs**

The problem of inflation the Uganda case will be studied and policies that have been implemented to curb the situation will also be covered

### External sector

**5Hrs**

This will mainly look at the performance of the export sector and debt problem. The exchange rate regime will also be studied and its impact on export and import competitiveness.

### Monetary Sector

**5Hrs**

An analysis on the movement of monetary variables such as money supply, savings and other financial assets such as treasury bills will be covered using empirical data. Financial intermediate, from the Uganda case will also be examined.

### Unemployment problems

**5Hrs**

This is a very big problem in the country at the moment. An analysis of the cases and possible solutions will be studied.

**Structural Adjustment Programme (SAP)****5Hrs**

These policies were adopted and fairly implemented in 1987 by the NRM government. There is need therefore to look at the policy package and their performance in Uganda.

**Regional Cooperation/Economic Integration****5Hrs**

This will mainly cover COMESA and newly rejuvenated East African cooperation.

**Privatization****5Hrs**

Theory and practice

**Suggested Reading List**

There are no specific texts for this course but more recent papers and publications will be used. This will include:

- *Birungi P, (1995)*, Output Growth, Money Supply and Inflation in Uganda, an M.A. Dissertation, Makerere university.
- *Mbiire B. and Watumwa, (1992)*, Money Supply, Exchange Rate and Inflation in Uganda: Paper presented at the AERC, Nairobi
- *Ssemogerere G. (1995)*, Employment and Labour Markets, During Adjustment in East and Southern Africa, the case of Uganda, Paper presented for ILO workshop.
- *Fredrick Ebert Foundation, (1995)*, Selected public lectures on privatization in Uganda
- *Ssemogerere G.n. and Kasekende, L.A (1994)*, Constraints to the development and Diversification of non-traditional Export in Uganda, 1981-90: Paper presented at the AERC.
- *The World Bank, (1993)*, Uganda Growing out of Poverty, The World Bank, Washington D.C (1996), Uganda the Challenge of Growth and Poverty Reduction. The Uganda Government, background to the Budget various issues.
- World Development report
- Other relevant texts given by lecturer



# HISTORY OF ECONOMIC THOUGHT

**COURSE NAME:** ECONOMIC THOUGHT

**COURSE CODE:** this is a 2<sup>nd</sup> and 3<sup>rd</sup> year Course

## COURSE DESCRIPTION

The main parts of the course are 3

- Economic thought before the science of economics
- The evolution of economics as science
- General account of recent leading schools

## COURSE OBJECTIVES

- To give the student a historical perspective of the development of economics as an important subject of study
- To help the student to start thinking rationally and help him/her develop his/her intellectual capacity

## DETAILED COURSE OUTLINE

The subject to be studied under economic thought before the science of economics are:

Economic thought of the Architects

- Oriental economic thought, especially the concepts of the Hebrews and Hindus
- The economic thought of Aristotle and Plato
- The economic thought of the Romans
- The middle ages
- mercantilism

**Subject to be studied under the Evolution of Economics as a science are:**

- The physiocrats and the revolution in social philosophy
- Adam Smith, his immediate predecessors and the revolution in industry
- Malthus and the theory of distribution, especially the rent doctrine
- Senior and the abstinence theory
- Say and other general and French expositors
- John Stuart Mill and his principles of political economy
- The rise scientific socialism
- Jevons, Walras and the mathematical school
- Marshall and his system of equilibrium
- The development of business cycle theory
- Monopolistic and imperfect competition
- Veblen and institutionalism
- Keynes and his policies
- General equilibrium economics and econometrics

**Subject to be studied under general account of recent leading school are:**

Economic thought in Germany and Austria from 1870 to World War II

Economic thought in France (and Benelux) from 1870 to World War II

Economic thought in England from 1870 to about 1936

Economic thought in the United State: 1870 – 1946

# PRINCIPLES OF DEVELOPMENT ECONOMICS

**COURSE NAME:** PRINCIPLES OF DEVELOPMENT ECONOMICS

**COURSE CODE:** this is a 1<sup>st</sup> year course and a requirement for development economics

## COURSE DESCRIPTION

The course will cover the following topics: introduction to development economics, economic growth and economic development, theories of development, challenges of economic development and education and development. Others will include health and development, foreign aid and foreign capital as well as country experience in economic development.

## COURSE OBJECTIVES

To acquaint the students with the theory and concepts of development, so that they are able to understand the process of economic development in among different economies.

## Detailed Course outline

### INTRODUCTION

**4hrs**

- Introduction to the concepts of development
- Why study Development Economics?
- Measuring Development
- Characteristics and problems of developing countries

### ECONOMIC GROWTH AND ECONOMIC DEVELOPMENT

**6hrs**

- Definitions of Economic growth and Economic Development
- Differences and similarities
- Determinants/ causes of economic growth
- Obstacles to economic development

### THEORIES OF ECONOMIC DEVELOPMENT

**10hrs**

The classical theory: Adam Smith's theory of development

- Rostow's stages of economic growth
- Malthusian theory of economic development
- The Sectoral priority theories- Balanced growth theory and unbalanced theory
- Their relevancy to developing countries

### CHALLENGES OF ECONOMIC DEVELOPMENT

#### POVERTY

**4hrs**

Concepts and measures

- Causes of poverty -Characteristics of the poor
- Policy options for reducing\ mitigating poverty and income disparities in development countries: the experience of Uganda

## **AGRICULTURAL STAGNATION, TRANSFORMATION AND DEVELOPMENT IN DEVELOPING COUNTRIES**

9hrs

- The role of Agriculture in economic development
- Problems facing the Agriculture sector
- Structure of the World Agriculture
- Transitional stages
- Agricultural policies and practices in Uganda: continuity and change
- The monetary and non-monetary sectors in agriculture -a case study of Uganda
- The role of women in the agricultural sector

## **EDUCATION AND DEVELOPMENT**

9hrs

- The role of education in development
- The formal and informal education
- The relevance of indigenous knowledge
- Education policies /systems in developing countries;
- The case Universal Primary Education (UPE).

## **HEALTH AND DEVELOPMENT**

3hrs

- The relationship between health and development
- Positive contributions of a healthy population to economic development

## **FOREIGN AID AND FOREIGN CAPITAL INVESTMENT**

6hrs

- Meaning of foreign aid/ foreign capital
- Types of foreign aid
- Arguments for and against foreign aid
- Role of multi-national corporation (MNCs)

## **COUNTRY EXPERIENCE IN ECONOMIC DEVELOPMENT**

10hrs

- Uganda
- NICs: - South Korea
  - Malaysia
  - China
  - Singapore

## **SUGGESTED READING LIST**

- *Jhingan ML. (1998)*, The Economics of Development and Planning, 31<sup>st</sup> Revised and enlarged edition, Vrinda Publication
- *Nafzinger E. Weyre (1997)*, The Economics of Developing Countries, 3<sup>rd</sup> Edition
- *Meier M. Gerald* , Leading Issues in Economic Development
- Ray Debraj, Development Economics
- *Todaro P. Micheal*, Economic Development (8<sup>th</sup> Edition)
- *Todaro P. Mcheal*, Economics for a Developing World

## QUANTITATIVE METHODS

- **Course Name:** Quantitative Methods
- **Course Code:** This is a level 1 course for first year students
- **Course Description**  
This course entails the basic principles of statistics, sampling techniques, statistical distribution and theory of probability. It prepares students to be able to organize, tabulate, analyze, test hypotheses and make inferences, estimations and predictions from data obtained from a field of study.

### Course Objectives

At the end of this course students should be able to:

- a) Present general statements in a precise and definite quantitative form
- b) Condense mass of data into a few significant figures
- c) Use figures to compare with others of the same kind
- d) Formulate and test hypotheses and develop new theories
- e) Provide helpful means of forecasting future events
- f) Provide the basic materials for framing suitable policies to tackle economic problems

### Detailed Course Outline

#### Introduction

**4 Hrs**

- Nature of Statistics
- Definition of some Statistical Terms

#### Tabulation and Graphical Representation of Statistical Data

- Frequency Distribution
- Graphs and Charts
- Histograms
- Frequency Polygon
- Ogives
- Pie Charts

#### Elementary Probability Theory

**6 Hrs**

- Some Basic Concepts of Probability
- Sets and Events
- Axioms of Probability
- Statistical Independence, Dependence and Conditional Probability
- Permutations and Combinations

#### Measures of Location

**8 Hrs**

- Arithmetic Mean (Grouped and Ungrouped Data)
- The Median (Grouped and Ungrouped Data)
- The Mode
- Comparing the Mean, the Mode and the Median
- Geometric Mean and the Harmonic Mean
- Other Measures of Location; Quartile, Decile, Percentiles etc

#### Measures of Dispersion

**4 Hrs**

- The Range
- The Mean (Average) Deviation
- The Variance and Standard Deviation
- The Coefficient of Variation

**Distribution Theories and Measurement****10 Hrs**

- Normal Distribution
- Binomial Distribution
- Poisson Distribution
- Skewness
- Kurtosis

**Elementary Sampling Theory****6 Hrs**

- Some Basic Concepts of Sampling
- Sampling Distribution
- Probability Sampling Techniques
- Non-Probability Sampling Techniques

**Hypothesis Testing****10 Hrs**

- Test of significance using large samples
- Test of significance using small samples
- Test of significance using probability values
- Test of significance using proportions
- Chi-square and Goodness of Fit
- F-test and Analysis of Variance

**Correlation and Regression Analysis****8 Hrs**

- Correlation
- Partial and Multiple Correlation
- Linear and Multiple Regression
- Statistical Inference in Regression

**Suggested Reading List**

NB Students are advised to read extensively on the text books recommended by the lecturer, notes prepared by the lecturer and any other relevant books, web site and resources in the libraries

The reading list will include but not limited to the following texts

- Aggarwal, Y. P 1990. **Statistical Methods**. Delhi: Sterling Publishers
- Anderson, D. R. Sweeney, D. J. & Williams T. A. 1987. **Statistics for Business and Economics**. New York: West Publishing Company
- Gordon, S. P. & Gordon F. S. 1994. **Contemporary Statistics**. New York: McGraw Hill Inc.
- Gupta, S. P. 2004. **Statistical Methods**, 33<sup>rd</sup> ed. New Delhi: Sultan Chand & Sons
- Hartley, A. 1998. **Statistics**. Delhi: Asanta Book International
- Mason, Lind & Marchal, 1999. **Statistical Techniques in Business and Economics**. New York: Irwin McGraw Hill
- Ramathan, R. 1995. **Introduction to Econometrics with Application**, 3<sup>rd</sup> ed. London: Brace College Press
- Triola, M. F. 1998. **Elementary Statistics** 7<sup>th</sup> ed. California: Addison-Wesley

Webster, A. L. 1956. **Elementary Statistics for Business and Economics**. London: Irwin

# MATHEMATICAL ECONOMICS

**COURSE NAME:** MATHEMATICAL ECONOMICS

**COURSE CODE:** This is a level 1 course for first year students

## COURSE DESCRIPTION

The course covers frequently used mathematical techniques and their application in analyzing economic problems. The topics covered include:

- Set theory
- Static analysis
- Linear model and matrix algebra
- Functions and the rate of change
- The concept of the derivative and their application in economics
- Rules of differentiation and their use in comparative statistics
- Optimization problems
- Dynamic analysis
- Integral calculus
- Mathematic programming

## COURSE OBJECTIVES

The main objective of this course is to demonstrate how the use of formal mathematical reasoning can produce a deeper understanding of economic theory. The course focuses on mathematical tools and illustrates them with application to economic theory whose knowledge is assumed.

## DETAILED COURSE OUTLINE

<b>Introduction</b>	<b>4 Hrs</b>
<ul style="list-style-type: none"> <li>• Nature of Economics</li> <li>• Modeling</li> <li>• Number Systems</li> <li>• Sets and Operations</li> </ul>	
<b>Fundamental Techniques in Algebra</b>	<b>4 Hrs</b>
<ul style="list-style-type: none"> <li>• Rules of Algebraic Expressions</li> <li>• Exponents and Logarithms</li> <li>• Binomial Expansion</li> </ul>	
<b>Matrix Algebra</b>	<b>6 Hrs</b>
<ul style="list-style-type: none"> <li>• Definition</li> <li>• Properties of Matrices</li> <li>• Matrix Addition, Subtraction and Multiplication</li> <li>• Matrix Inversion</li> <li>• Crammer's Rule</li> <li>• Economic Application of Matrix Algebra</li> </ul>	
<b>Static Analysis</b>	<b>6 Hrs</b>
<ul style="list-style-type: none"> <li>• Single Commodity Market Model</li> <li>• National Income Model</li> <li>• Input-Output Model</li> <li>• Limitations of Static Analysis</li> </ul>	

**Comparative Static Analysis****6 Hrs**

- Implicit Function Theorem
- Application of Comparative Static Analysis
- Comparative Static in General
- Function Models

**Differential Calculus****8 Hrs**

- Derivatives and Differential Equations
- Economic Application of Derivatives
- Partial Differentiation
- Economic Application of Partial Differentiation

**Integral Calculus****8 Hrs**

- Indefinite Integrals
- Definite Integrals
- Economic Application of Integration

**Optimization****8 Hrs**

- Optimum Value and Extreme Value
- Relative Maxima and Minima
- Non-constrained Optimization
- Constrained Optimization
- Economic Application of Constrained and Non-constrained Optimization
- Lagrangian Function and its Application

**Optimization with Equality Constraints****4 Hrs**

- Effects of a Constrain
- Utility Maximization and Consumer Demand
- Homogenous Functions
- Least-Cost Combination of Inputs

**Other Optimization Techniques****6 Hrs**

- Linear Programming
- Graphical Method
- Simplex Method
- Duality

**Suggested Reading List**

NB Students are advised to read extensively on the text books recommended by the lecturer, notes prepared by the lecturer and any other relevant books, web site and resources in the libraries.

**The Reading List Will Include But Not Limited To The Following Texts**

●Chiang, C. A. 1984. **Fundamental of Mathematical Economics**, 3<sup>rd</sup> ed. London: McGraw Hill

●Dowling, E. F. **Mathematics for Economics**. McGraw Hill Book Co. Schaums Outline Series in Economics

●Holder, K. & Pearson, A. W. **Introductory Mathematics for Economists**. Macmillan Press

- Jacques, I. 1999. **Mathematics for Economics and Business**, 3<sup>rd</sup> ed. London: Prentice Hall
- Mesquinta, A. G. 1978. **Business Mathematics and Statistics**. London: Longman
- Mukras, M. S. 1978. **Elements of Mathematical Economics**. Nairobi: Kenya Literature Bureau



# ECONOMETRICS

**COURSE NAME:** ECONOMETRICS

**COURSE CODE:** This is a level 3 course for third year students

## COURSE DESCRIPTION

This course entails the models and methods used to estimate relationships and test hypotheses pertaining to economic variables. This course applies many of the concepts and techniques learned in quantitative methods to regression analysis. Students are expected to be comfortable with basic algebra and matrices used to illustrate many of the important theoretical concepts. The course teaches students to understand as well as conduct basic empirical research in Economics. Topics include:

- Correlation
- Simple and Multiple Regression Analysis
- Homoskedasticity and Heteroskedasticity
- Autocorrelation
- Multicollinearity
- Simultaneous Equation Models

## Course Objectives

This course is intended to;

- enable the learner to explain the models and methods used in analyzing economic variables
- equip the learner with econometric analytical tools that can be used in analyzing economic variables
- enable the learner to use the analytical tools he/she has learned to compute and any given economic variable
- enable the learner attain proficiency in the use of econometric tools.

## Detailed Course Outline

### Nature of Econometrics

**4 Hrs**

- Terminology
- Probability and Distribution Theory
- Random Variables and Probability Distribution

### Correlation

**4 Hrs**

- The Correlation Coefficient
- The Rank Correlation Coefficient
- Partial Correlation Coefficient

### Regression Analysis

**4 Hrs**

- Simple Linear Regression Model (OSL-Method)
- Classical Regression Model and its Assumptions
- Generalized Least Square and the violation of Gauss-Makov Assumptions
- Goodness of Fit
- Non-Linear Regression
- Regression and Analysis of Variance (ANOVA)
- Multiple Linear Correlation

<b>Regression Diagnostics</b>	<b>4 Hrs</b>
<ul style="list-style-type: none"> <li>• Non-normality, Outliers, Leverage and Influential Points</li> <li>• Testing for normality and use of transformed variables</li> <li>• Residual Analysis</li> </ul>	
<b>Modeling Mean and Explanatory Data Analysis</b>	<b>6 Hrs</b>
<ul style="list-style-type: none"> <li>• Assumptions of Normality of Mean</li> <li>• Homoskedasticity</li> <li>• Heteroskedasticity</li> <li>• Outliers, Skewness and Data Transformation</li> </ul>	
<b>Model Selection, Specification and Hypothesis Testing</b>	<b>6 Hrs</b>
<ul style="list-style-type: none"> <li>• Specification errors and their consequences</li> <li>• Misspecification tests in regression analysis</li> <li>• Model selection approach</li> </ul>	
<b>Errors and Estimators</b>	<b>6 Hrs</b>
<ul style="list-style-type: none"> <li>• Standard Error Test</li> <li>• The Z-test of Least Square Estimates</li> <li>• The Student T- test</li> <li>• Confidence Intervals</li> <li>• Tests of Significance</li> </ul>	
<b>Autocorrelation</b>	<b>8 Hrs</b>
<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Tests for Detecting Autocorrelation</li> <li>• Correcting for Autocorrelation</li> <li>• Methods for estimating Autocorrelation Parameters</li> </ul>	
<b>Multicollinearity</b>	<b>8 Hrs</b>
<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Testing for Multicollinearity</li> <li>• Correcting for Multicollinearity</li> <li>• Multicollinearity and Prediction</li> </ul>	
<b>Simultaneous Equation Models</b>	<b>6 Hrs</b>
<ul style="list-style-type: none"> <li>• Specification and Estimation</li> <li>• The Simultaneous Equation Bias&gt; Inconsistency in OLS Estimators</li> <li>• The Identification Problem</li> <li>• Estimation Methods : ILS, Recursive Models and 2SLS</li> </ul>	
<b>Introduction to Computer Statistical Applications</b>	<b>4 Hrs</b>
<ul style="list-style-type: none"> <li>• Statistical Package for Social Sciences (SPSS)</li> <li>• Statistical Analysis System (SAS)</li> </ul>	

### **Suggested Reading List**

NB Students are advised to read extensively on the text books recommended by the lecturer, notes prepared by the lecturer and any other relevant books, web site and resources in the libraries  
The reading list will include but not limited to the following texts

Gordon, S. P. & Gordon, F. S. 1994. **Contemporary Statistics**. New York: McGraw Hill Inc.  
Gujerad, **Basic Econometrics**

Johnston, J. 1987. **Econometric Methods**, New York: McGraw Hill Inc.

Katz, A. D. 1982. **Econometric Theory and Applications**, London: Prentice Hall

Kmenta, J. 1986. **Elements of Econometrics**, Macmillan

Koutsoyiannis, A. 2001. **Theory of Econometrics**. Delhi> Replika Press Pvt. Ltd.

Maddala, G. S. **Econometrics**, McGraw Hills Inc.

### **Teaching mode and Assessment Pattern**

#### **Duration of Course**

The course is to be covered in one academic semester (15-week) with three hours of instructions per week and one-hour tutorial session per week. The course will be equivalent to 4 Credit Units (CUs).

#### **Mode of instruction**

- Lectures to be conducted by the lecturers
- Tutorials are to be conducted by teaching assistants
- Students are encouraged to seek guidance and assistance from other members of department/ Faculty

#### **Assessment Pattern**

At least one assignment and one test will be administered, all contributing to 30% of the final mark. At the end of the semester, one examination that accounts for 75% will be administered.

The course will be graded as follows:

<b>Marks %</b>	<b>Letter Grade</b>	<b>Grade Point</b>
80-100	A	5.0
75-79.9	B+	4.5
70-74.9	B	4.0
65-69.9	B-	3.5
60-64.9	C+	3.0
55-59.9	C	2.5
50-54.9	C-	2.0
45-49.9	D+	1.5
40-44.9	D	1.0
35-39.9	D-	0.5
Below 35	E	0.0

The pass mark shall be 50%.

**Responsibility of the student**

- To regularly attend all lectures and tutorial sessions
- To do all course works, tests and examinations
- To participate actively during lectures and tutorial sessions

**9. Responsibility of the Course Lecturer**

- Regular and punctual teaching, accurate and prompt grading of assignments, tests and examinations.

**ELECTIVES/OTHER COURSES**

# URBAN ECONOMICS

**COURSE NAME:** URBAN ECONOMICS

**COURSE CODE:** This is a level 3 course for third year students

## COURSE DESCRIPTION

This course provides an introduction to urban economics within a context of public policy and planning. It is balanced between theory and application and targeted to students interested in better understanding the rationale for and effects of urban policy and planning. Urban real estate markets and the effects of public sector intervention, theoretical foundations of current urban problems and controversies and introductory microeconomics will be explored in this course.

## Course Objectives

- At the end of this course students should be able to:
- Develop a theoretical foundation in the economics of urban development and real estate markets, with special emphasis on the housing market.
- Develop familiarity with empirical research in urban economics
- Develop an understanding of the motivation for public intervention in urban markets and the instruments used by local governments to do so
- Apply theory to selected contemporary urban problems: urban sprawl, traffic congestion, and housing affordability
- Apply theory to current controversies in urban planning and policy.

## Detailed Course Outline

### Urban Economic Growth, Labor and Real Estate Markets

**8 Hrs**

- Local real estate markets
- Evolution of urban areas
- Employment patterns and trends
- Regulatory growth management programs
- Monocentric model
- Firm location

### Housing

**8 Hrs**

- Housing policy
- Urban sprawls and spatial structures
- Housing market analysis
- Housing affordability
- Housing discrimination and racial segregation
- Poverty concentration and spatial mismatch hypothesis
- Neighborhood decline and revitalization
- Government intervention
- Rent control

### Traffic and Transit

**6 Hrs**

- Traffic congestion
- Urban land use models
- Highways
- Urban transportation problems

- Road and rail transit

### **Zoning and Property Taxes**

**6 Hrs**

- Zoning laws
- Zoning models
- Metropolitan fragmentation
- Central business unit

### **Urban Economy and Industrialization**

**6 Hrs**

- Cottage Industries
- Industrial policy and strategy
- Industrial areas
- Industrial problems

### **Urban Infrastructure**

**6 Hrs**

- Financing infrastructure
- Regulation for revenue

### **Urban Planning**

**8 Hrs**

- Need for urban planning
- Urban planning strategies and models
- The crisis in urban planning and reconstruction
- Urban planning and structures in Uganda
- Modernization

### **Urban Economic Problems of LDC'S**

**6 Hrs**

- Poor infrastructure
- Urban unemployment
- Rural-urban migration
- Homelessness and poverty concentration
- Development of slums

### **Urban Welfare Economics**

**6 Hrs**

- Education
- Food
- Water
- Shelter
- communication

### **Suggested Reading List**

NB Students are advised to read extensively on the text books recommended by the lecturer, notes prepared by the lecturer and any other relevant books, web site and resources in the libraries

The reading list will include but not limited to the following texts

DiPasquale, Denies and Wheaton, W.C. 1996. **Urban Economics and Real Estate Markets**. Prentice Hall: Englewood Cliffs, NJ. (D&W)

Jhingan, M. L. **The Economics of Development and Planning**, New Delhi:Konark Publishers. 34<sup>th</sup>Ed.

Meier, G. M. **Leading Issues in Economic Development**, New Delhi: OxfordUniversity

Press

Singh, K. **Urban Sociology**, Lucknow: Prakashan Kendra

Todaro, M. P. **Economic Development in the Third World**, Hyderabad: Orient Longman  
Toley, S. G. & Vinod, T. The Economics of Urban Policies in Developing  
Countries

## RURAL ECONOMICS

**COURSE NAME:** RURAL ECONOMICS

**COURSE CODE:** This is a level 2 course for second year students

### COURSE DESCRIPTION

Lecture topics will cover the economic problem, market supply and demand, the theory of consumer behaviour, the theory of the firm, production efficiency and technical change, monopoly and an introduction to welfare economics including Pareto optimality and alternative views of equity. Tutorial topics may include the role of the market and the state, partial equilibrium analysis of the effects of sales tax, Theodore Schultz's "poor but efficient" hypothesis, peasant farm household models, sharecropping and interlocking markets. Uganda's rural economics, structures, organizations, institutions, and policy will also be discussed in this course.

### COURSE OBJECTIVES

At the end of this course students should be able to:

- articulate the basic concepts and underlying principles of microeconomic theory in rural economics
- explain the role of economists and the state in rural development
- explain the theories of production, consumption exchange and welfare
- relate these theories to rural structures and development problems in Uganda

### Detailed Course Outline

#### Introduction

**4 Hrs**

- Definition of Rural Economic
- Production Theories
- Consumption Theories
- Theories of Exchange
- Theories of Consumer Behaviour

#### Rural Economy and its Structures

**6 Hrs**

- Features of Rural Economy
- Occupation of Rural Economy
- Land Tenure, Reforms and Measures
- Property in Rural Areas
- Poverty in Rural Areas

#### Rural Economics, Markets and Development

**6Hrs**

- Foundation of New Institutional Economics
- The concepts of bounded rationality, asymmetric information, psychological characteristics of the economic agents
- Uncertainty and transaction costs
- Modern view on the nature and role of the rural market
- Institutional approach on the problems of rural development and growth

#### Rural Economy and Agriculture

**6 Hrs**

- The Green Revolution
- Subsistence farming
- Commercial farming
- Cooperative farming
- Agricultural labour



- Agricultural constraints
- Uganda's rural agricultural system

**Rural Economy and Industrialization****6 Hrs**

- Cottage Industries
- Industrialization and agricultural development
- Industrialization and the food supply
- Industrialization and export agriculture
- The dual-sector models of Lewis, Fei-Ranis, and Jorgenson

**Rural Organizations and Contracts****4 Hrs**

- Forms of internal and hybrid organization of the farmers transactions
- Contractual forms of farmers transactions
- Different types of contracts, their role in rural exchange, advantages and disadvantages

**Rural Institutions and International Organizations****6 Hrs**

- Difference between Economics with and without institutions
- The nature, types, and functions of rural institutions
- Institutional approach to a wide range of agro-economic problems
- Specific institutions typical for different countries
- Major international organizations and initiatives that influence and direct rural development

**Rural Planning and Reconstruction****4 Hrs**

- Need for rural planning
- Rural planning strategies and models
- The crisis in rural planning and reconstruction

**Rural Policy and Analytical Tools****6 Hrs**

- Recently developed theories on modern rural policy
- The positions and goals of all stakeholders in rural development
- Various national, regional and international issues on rural policy
- The quantitative and appropriate mathematical analytical applications used in rural economic analysis

**Rural Economic Problems****4 Hrs**

- Rural infrastructure
- Rural income and unemployment
- Rural-urban migration
- Indebtedness

**Rural Research and Development****4 Hrs**

- Modern research techniques
- Using empirical data for analysis
- Incorporating business approaches in rural research

**Rural Welfare Economics****4 Hrs**

- Education
- Food
- Water
- Shelter

- communication

### **Suggested Reading List**

NB Students are advised to read extensively on the text books recommended by the lecturer, notes prepared by the lecturer and any other relevant books, web site and resources in the libraries  
The reading list will include but not limited to the following texts

- Jhingan, M. L. **The Economics of Development and Planning**, New Delhi: Konark Publishers. 34<sup>th</sup>Ed.
- Meier, G. M. **Leading Issues in Economic Development**, New Delhi: Oxford University Press
- Singh, K. **Rural Sociology**, Lucknow: Prakashan Kendra

Todaro, M. P. **Economic Development in the Third World**, Hyderabad: Orient Longman

## TRANSPORT ECONOMICS

**COURSE NAME:** TRANSPORT ECONOMICS

**COURSE CODE:** This is a 2<sup>nd</sup> or 3<sup>rd</sup> year course

### COURSE DESCRIPTION

The Course examines the economic problems of transport operations and planning at firm, local and national government levels. Precisely it looks at transport providers, demand and supply transport, transport policies, intervention and regulation as well as transport planning models.

### Course Objectives

To offer training in the application of economic techniques and skills to the problems of the transport sector. To make students appreciate the role of transport in the economic development of their countries.

### Detailed Course outline

#### Introduction

8hrs

- The context of transport economics
- Principles of transport economics
- Transport infrastructure, transport providers and users;
- The role of transport in the national and regional economy,
- Transport, logistics and supply-chain management
- Consideration of the economic, social and environmental impacts of transportation; Review of recent debates on relationship between transportation infrastructure and economic growth.

#### Transport providers - the transport firm and transport industries

6hrs

- Revenue, costs (shared, joint & common) and the supply function for transportation firms;
- Competition, contestability and monopolistic behaviour; production and costs functions Economies of scale, economies of density and economies of scope;
- Economics of freight versus passenger traffic.

#### Analysis of Transport Demand

5hrs

- Nature of transport demand; elasticities; consumer surplus; valuation of travel time; demand for car ownership; demand for public transport.

#### Pricing policies

7hrs

- Provision of public infrastructure; Pricing/charging policies for uncongested facilities; Economic theory of public utility rate setting;
- Optimal charging/pricing systems for congested facilities;
- Capital recovery theorem; Examples of road pricing schemes; Issues (economic, political and legal) arising in relation to congestion charging.

#### Cost-Benefit analysis

7hrs

- Economic concepts of costs and benefits;

- Comparison of private and public enterprise objectives; undertaking Cost-Benefit analysis for public transport projects;
- Valuation of benefits and costs; present value maximization; Case studies of transport project evaluations: Road construction/improvement projects - airport construction projects

### 6.0 Intervention and regulation

7hrs

- Monopoly; safety; cross-subsidy; externalities; costs of regulation.
- Examples of regulation in the airline industry and the bus industry.
- Privatization of the transport

### Network design models and transportation planning

5hrs

Elements of a transport network; the transportation problem of linear programming; general form of network design models; gravity models and the concept of 'entropy' in transport networks.

### Suggested Reading List

Button Kenneth (Ed.) (2003), Recent Developments in Transport Economics, Edward Elgar Publishers

Button K.J. and D. Pitfield (eds) (1991) Transport Deregulation – An International Movement, Macmillan, London

Button K.J. and D. Banister (eds) (1991) Transport in a Free Market Economy, Macmillan, London  
Campbell F Harry and Richard P. C. Brown (2003), Benefit-Cost Analysis, Cambridge University Press

Cole Stuart (2005), Applied Transport Economics, 3rd Edition

Hensher A. David and Ann M. Brewer (2001), Transport: An Economics and Management Perspective. Oxford University Press.

Mccarthy Patrick (2001), Transportation Economics, Blackwell Publishers Rietveld  
Piet, Kenneth Button, Peter Nijkamp (Eds.) (2003), Urban Transport, Edward Elgar Publishers

### NB: The following elective courses are yet to be submitted

- Agricultural Economics
- Industrial Economics
- Environmental Economics
- Resource Economics
- Business Law
- Project planning and Management (PPM)
- Fundamental Accounting
- Managerial Economics
- Labour Planning and Management
- Strategic Management
- Public Economics