

UGANDA MARTYRS UNIVERSITY

Making a difference



SCHOOL OF ARTS AND SOCIAL SCIENCES

STUDENTS' HANDBOOK

2015 - 2016

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SCHOOL OF ARTS AND SOCIAL SCIENCES – SASS

PREAMBLE

You are most welcome to the School of Arts and Social Sciences and we congratulate you on choosing us to be part of your academic sojourn for this part of your life. We do reassure you of our commitment to the fruition of your academic and all-round experience with us in this school of high excellence.

In the School you will interact with your fellow students taking various courses and programmes but you will also interact with a number of staff members both Academic and Administrative. There are a number of initiatives and activities which go on through an academic year and we welcome you to join them. These activities are in nature research, teaching, outreach activities as well as extra-curriculum engagements. Through these activities we look forward to learning from each other (students and staff) as we all grow academically and other dimensions. Your participation is very important to each member of the School and we hope that you are joining us in making SASS a remarkable experience.

The School is your first home in the community of Uganda Martyrs University and the first line of belonging and communication and so you need to discover its wealth. It is divided into four departments and one centre namely: the Department of Good Governance and Peace Studies (based at Nkozi main Campus), The Department of Development Studies (based at Nkozi and with classes at both campus A and B in Rubaga), The Department of Diplomacy and International Studies, and the Department of International Trade and Law (based at the Rubaga Campus). The School boasts of being an academic unit with national and international reputation, and it strongly believes in collaborative work. From the inception of the

school and all through the merging process of the different departments and the centre, the school has envisaged itself and abedrock of great initiatives, energies, and great innovations. Our conviction is that the school will grow in all spheres in leaps and bounds in the coming years. You are happily part of this vision. We treasure you and your contribution, and we hope that together, we shall lead the world in virtue and wisdom.

BRIEF HISTORY OF UGANDA MARTYRS UNIVERSITY

Uganda Martyrs University (UMU) is located at Nkozi hill, 82 km west of Kampala, the Capital of Uganda, on the Kampala-Masaka road. The concept of a Catholic University in Uganda dates back as far as the nineteen forties, when the late Archbishop Joseph Kiwanuka conceived the idea. Unfortunately, various circumstances impeded the foundation of a university at that time. This proposal was renewed during the nineteen eighties, and was endorsed by the Uganda Episcopal Conference in 1989. The University was officially launched on March 24th 1991 by His Excellency Yoweri Kaguta Museveni, the President of Uganda.

Uganda Martyrs University was granted a provisional license on 17th August 1993, and the first academic year opened on Monday 18th October 1993, the anniversary of the canonization of the Uganda Martyrs. It started with 84 students (28 female and 56 male) from all parts of Uganda admitted in two academic Units, namely the Institute of Ethics and Development Studies and the Faculty of Business Administration and Management. This enrolment has increased unabated in over the years. Currently UMU has fourteen academic units. The University has opened branches in Rubaga, Mbale, Ngetta, Kabale, FortPortal representing the four ecclesiastical provinces.

On 18th October 1994, the University was officially opened in the presence of His Excellency President Yoweri K. Museveni, the Uganda Catholic Bishops, the Minister of Education and Sports, and a host of friends and well-wishers. Uganda Martyrs University is fully recognised by the Ministry of Education and Sports in Uganda and her degrees are conferred autonomously. The University was granted a charter by the Republic of Uganda on April 2nd 2005

OBJECTIVES OF THE UNIVERSITY

1. To provide high quality education which will prepare students for their future fields of occupation and service
2. To cultivate and promote its chosen disciplines and specializations within the context of the knowledge of Christian principles by continually revising its academic and outreach programmes
3. To encourage the development of individuals of democratic character, virtue, intellect, creativity, self-criticism, wisdom, skill, integrity, acumen, leadership, entrepreneurship, and self-reliance. Our graduates will be encouraged to foster the social, economic, spiritual, and moral development both of the individual and of society
4. To facilitate the pursuit and dissemination of knowledge and research for the betterment of life in Uganda in particular, and for all humankind in general, in a way which will contribute to the promotion of our cultural heritage and environment.
5. To promote service outreach to the community, especially the vulnerable, poor and marginalized.
6. To create an academic community characterized by the non-negotiable values of service, solidarity, justice and respect for the other.

VISION

To be a University that is nationally and internationally recognised for excellence in teaching, learning, research, advancement of knowledge and community engagement.

MISSION STATEMENT OF UGANDA MARTYRS UNIVERSITY

To develop an integral person by providing high quality education within a conducive environment, in order to produce professionals of varying academic competencies with critical and creative abilities, who will contribute positively to the nation and the world at large, while observing the value of service and respect.

CORE VALUES

1. Transparency
2. Accountability
3. Reliability
4. Action based on institutional ethos
5. Quality

STUDENT ENROLMENT

To date, the total enrolment of students is approaching five-thousand (5,000), of whom eight hundred and fifty are full-time residents on campus, while the rest are following distance-learning programmes and part-time programmes at different campuses. The students of UMU come from all over the world. From Europe UMU receives students from Canada, USA, the Netherlands, Germany, and the UK. Many students come from the neighbouring countries like Rwanda, Burundi, Tanzania,

Kenya, Malawi, DRC, South Sudan, Eriteria, Ethiopia, and Angola. The University also hosts students for field work and research from Europe and USA for field work and research. This international atmosphere offers a good study experience to the students and staff as well as an opportunity for a rich cultural exchange.

In addition to the two foundational academic faculties established in 1993, other academic faculties have since been established and they include: the Faculty of Health Sciences, the Faculty of Science, the Faculty of The Built Environment, the Faculty of Agriculture, Faculty of Education, Faculty of Humanities and Social Sciences and Most recently Mother Kevin Postgraduate Medical School, The East African School of Diplomacy, Governance and International Studies. Courses offered by the University comprise certificates, diplomas, undergraduate degrees, postgraduate diplomas and degrees in various fields. The University also has PhD programmes in various fields.

RATIONALE OF THE SCHOOL

The **School of arts and Social Sciences** is a cluster of four departments and a centre namely: Governance and Peace Studies, International and Diplomatic studies, Development studies, and finally Languages and Communication Studies. The school has a vital centre of African studies that has an exceptionally grounded focus on Africa as a continent, and on all issues that are tantamount to development pathways and challenges on the continent. The departments have a conglomeration of disciplines that give insights into a humanity journey and quest for development, concern themselves with power and authority, avail experiences of cross-cultural analysis helping us to understand societies, that examine production, distribution and consumption of goods in national development, and that gives a systematic perspective on humanities relationship to the physical environment, among others. All these disciplines offered in the school have academic identities and a powerful

thrust that provoke students to take full participation in academia and in practice in their appropriate fields of specialisation.

MISSION STATEMENT

The SASS is committed to providing innovative, high quality instruction that empowers students to become responsible citizens, highly trained employees/experts and lifelong learners. The SASS aspires to produce men and women who value scholarship, diversity, and integrity. Through research and community engagement the SASS reaches out to society in service.

VISION STATEMENT

The School's vision is to be an entity that is highly recognized for educating the millennial generation; producing outcome-centred graduates well equipped with real world-problem solving skills.

OBJECTIVES OF SASS

The School will:

1. Maintain a high quality of course instructors and programs that respond to the millennium needs and challenges.
2. In its approach, assign students creative, inventive, and challenging tasks necessary for provoking them to address complex, social, economic, ethical, and personal demands.
3. Acquaint students with theories, concepts, and data that they can use to evaluate human situations that form part of their political, social, and economic world.
4. Prepare students for the job market, by imparting them with relevant skills to enable them to make viable contributions to their

nation and to the wellbeing and growth of their enterprises and workplaces.

5. Encourage students and staff to engage in useful research that will enrich the nation and the institution.

SCHOOL VALUES

- Integrity
- Accountability
- Hardwork
- Generosity
- Solidarity

SCHOOL SLOGAN

Aiming at world transformation beginning with you

EXISTING INFRASTRUCTURE FOR THE PROGRAMME

Classroom space is available at the campus where each programme is housed. Students will have the opportunity to use the library, computer and other facilities at Rubaga, Nkozi and other branches of Uganda Martyrs University. For instance, if a particular book of interest is not found at Rubaga campus, there is always a possibility to borrow it from the main university library at Nkozi. There are computer laboratories with internet connections at all our campuses which are vital for computer/internet-related activities.

SCHOOL RESPONSIBILITIES

Administrative responsibilities relating to your study at Uganda Martyrs University are split between the school, the school departments and the Registry. Although school and departmental staff will be your first point of contact for detailed information about your course, there are some matters which are specifically handled by the School Office, department office, and the Registry. Do consult any of the offices to get more guidance of who would address your concern or furnish you with your desired information.

However, in general Departmental Offices are responsible for the matters relating to your registration on a course, maintenance of your module records, your registration for examinations, recording of any mitigating circumstances, which may have affected your performance in an assessment, although these should first be brought to the attention of your tutor. You should, therefore, contact your Department in the following cases:

- To seek clarification of your registration status at the University (although written confirmation of this can only be provided by the Registry);
- To raise queries relating to the administration of an examination - for example, if you have any special requirements.
- To inquire about any unclear issues regarding the course such as dates, modules, the workshop, etc.

Note that in most cases issues that cannot be resolved at departmental level are the ones that are henceforth forwarded to the school administration. Do liaise with your department director and the department administrator for more directives on when and where to see the different administrators in the school.

STATEMENT ON ACADEMIC DISHONESTY

Adopted from UB

Dear Student,

Academic dishonesty is unacceptable and of grave consequences:

- **Harms the good name of the Institute and of the University**
- **Affects your integrity, the integrity of your family and of those you associate with**
- **Is a barrier to the knowledge, skills and attitudes you would have acquired at the end of your study here**
- **Decreases your worth in the eyes of your future employers**
- **Is tantamount to stealing (academic theft)**
- **Leaves indelible signs on your name and name of those close to you**
- **Has a heavy penalty**
- **Is a *suicidal attempt* to yourself and to those close to you**
- **The Institute of Ethics *by its very nature has ZERO tolerance* to academic dishonesty**

STAFF IN THE SCHOOL

DEPARTMENT OF DEVELOPMENT STUDIES (DDS)

No.	Name	Designation
1	Dr. Albert Luswata	Head of Department
2	Dr. Solome Najjuka	Associate Dean
3	Dr. Cuthbert Tukundane	Senior Lecturer
4	Sr. Cecilia M. Draru	Lecturer
5	Ms. Alice Wabule	Lecturer
6	Mr. George Ssenkooba	Lecturer
7	Mr. Tibs Jimmy Tumwesigye	Lecturer
8	Mr. Rene Nkongho	Assistant Lecturer
9	Ms. Paparu Caroline	Teaching Assistant
10	Ms. Mary Kampogo	Lecturer
11	Ms. Abbie N. Kasoma	Lecturer
12	Mr. Francis Lubyayi	Lecturer
13	Mr. Denis Mubangizi	Lecturer
14	Mr. Moses Ssekosis Balyejjusa (Study leave)	Lecturer

DEPARTMENT OF GOVERNANCE AND PEACE STUDIES (DGPS)

No.	Name	Designation
1	Dr. Denis Musinguzi	Head of Department
2	Dr. Maximiano Ngabirano	Assoc. Prof/Dean
3	Mr. Benedict Kabiito	Assistant Lecturer
4	Mrs. Francesca Namatovu Kasasa	Assistant Lecturer
5	Mr. Lino Ika	Lecturer
6	Mr. Marsiale Kamugisha	Lecturer
7	Dr. Paul Emong	Lecturer
8	Mr. Esibo Omaada (Study leave)	Lecturer
9	Mr. David Ngendo Thsimba (Study leave)	Assistant Lecturer
10	Dr. Tony Karbo (Consultant)	Visiting Professor

DEPARTMENT OF DIPLOMATIC AND INTERNATIONAL STUDIES (DDIS)

No.	Name	Designation
1	Mr. Herbert S. Baligidde	Head of Department
2	Dr Margaret Angucia	Senior Lecturer
3	Mr. Deogratias Matovu	Lecturer
4	Mr. Taddeo Kyaligonza	Lecturer
5	Mr. Deo Sselwanga (on fellowship)	Lecturer
6	Ms. Susan S. Kijjagulwe	Assistant Lecturer
7	Sr. Esterina Namutebi	Assistant Lecturer
8	Ms. Sophie Komujuni	Assistant Lecturer

CENTRE FOR AFRICAN STUDIES (CAS)

No.	Name	Designation
1	Mr. Jimmy Spire Ssentongo	Chair
2	Mr. Leonard Kawiki	Administrator
3	Mr. David Ngendo Thsimba (Study leave)	Fellow
4	Mr. Rene Nkongho	Fellow
5	Dr. John C. Katongole	Fellow

DEPARTMENT OF LANGUAGES AND COMMUNICATION STUDIES (DLCS)

No.	Name	Designation
1	Ms. Christine Nakyejwe	Head of Department
2	Assoc. Prof. Laura Otaala	Associate Professor
3	Mr. Charles Turyahabwe	Lecturer
4	Ms. Catherine Akurut	Lecturer
5	Ms. Justine Lugoloobi	Lecturer
6	Ms. Lucy Ariho	Lecturer
7	Sr. Dr. Speranza Namusisi	Senior Lecturer
	Mrs. Lydia Sakwa N. (Study leave)	

DEPARTMENT OF GOVERNANCE AND PEACE STUDIES

LOCAL GOVERNANCE AND HUMAN RIGHTS

DIPLOMA IN LOCAL GOVERNANCE AND HUMAN RIGHTS (2 YEARS DURATION)

INTRODUCTION

The purpose of the Diploma in Local Governance and Human Rights is to develop students on issues of local government and help them to participate in the process of decentralisation. Secondly the programme develops the understanding of workings of local government and the processes of introducing the decentralisation system in Uganda. The component of human rights in the programme helps students to develop the ability to make a contribution to the field of understanding and upholding human rights. The diploma programme takes a total of 72 credit hours where to complete studying the module and the reader totals to 8 contact hours for each module.

Courses under this programme place emphasis on increasing students understanding of managing local government activities and issues of decentralisation. They further help students to understand the scope and limits of international human rights law principles and institutions. At the end of the study programme, students will gain capacity to think

analytically about the further implementation decentralisation in their professional setting.

SPECIFIC OBJECTIVES

1. To improve service delivery at local levels
2. To promote principles of decentralisation
3. To promote a better public administration
4. To enhance professional understanding of international human rights at the domestic, regional and international levels;
5. To enhance ability to think analytically about the further implementation and development of international human rights generally and in the context of local governance and African setting;

LEARNING OUTCOMES

Students who complete the course successfully will:

1. Have knowledge of working in a decentralised government
2. Have a critical understanding of the principles and institutions of international human rights, including their origins, assumptions, contents, limits and potential;
3. Be able to apply the concepts of good governance and Human Rights in solving their problems and dealing with everyday situations;
4. Have an analytical thinking about the implementation and development of international human rights and to apply these rights professional and national setting;

MODULES

LGHR 101: INTRODUCTION TO LOCAL GOVERNANCE

This module gives an overview of the historic development of the Local Government and its meaning in the context of Uganda. It goes on to explore the challenges of good local governance and the promotion of democratic governance, policy making and participatory management. It then examines the question of who are the actors in local governance, how it relates to the responsibility of the state and the civil society. The course will draw on case materials from Uganda and other countries in the region.

LGHR 102: PRINCIPLES OF DECENTRALISATION

This module gives a general background on decentralisation and local governance in Uganda. It introduces key issues and concepts in development planning. It explains the functional linkages between local governments and other key players in the decentralisation process, functions, responsibilities and powers of local government councils and their organs. Decentralization is one of the major policy initiatives in governance.

LGHR 103: INTRODUCTION TO HUMAN RIGHTS

No nation or society in human history has been totally innocent of human rights abuses. This module will introduce the historical developments of human rights. It will also examine certain violations of human rights within their historic contexts. Attention will also be given to the evolution of both civil and human rights entities within the global political thought

and practice. Students are encouraged to rely on reasonable evidence and critical thinking while studying these historical controversies, rather than biased accounts or emotional arguments.

LGHR 104: INTRODUCTION TO PUBLIC ADMINISTRATION

This module is an introduction to the fields of public policy and public administration. It examines the processes of policy formulation and administration. Set within the context of contemporary political, social, economic and administrative realities, this module explores responsive, equitable, effective, efficient and accountable governance processes, public policies and institutional based programmes. It examines from a multi-disciplinary perspective, those essential competencies, values and issues important to the public service organizations and the importance of public policy at the local, state, national and international levels.

LGHR 105: RIGHTS OF MINORITY GROUPS

The module focuses on a key aspect of contemporary society and provides a way of interpreting diversity. The arguments, reasons and ways of interpreting and sorting through some of the current issues related to ethnicity, culture, nation, people, self-government and distinctive society in the Great Lakes Region are presented. It looks at the importance of freedom, individual choice, self-identity and belonging; the definition of culture and the key role it plays, how it forms the basis for political and social structure and the implications of culture for identity and social relationships.

LGHR 106: HUMAN RIGHTS ISSUES IN CONTEMPORARY AFRICA

The module examines normative issues that are emotionally powerful and politically consequential, as well as cultural issues surrounding debates over human rights, for example, are there distinctively African conceptions of human rights? Beyond the normative issues, the module assesses the changing empirical realities of human rights in Africa. Finally, the module addresses the question of remediation and accountability.

LGHR 107: ADMINISTRATIVE LAW AND PRACTICE

The module gives an introduction to some of the legal concepts and principles that are of use in practice in local governance and NGOs to shape public outcomes in relation to planning, growth management, land use and the environment. It is directed to the law relating to public decision-making and the exercise of decision-making power by public officials. It focuses on public law in the context of growth management, planning, land use legislation and authority.

LGHR 108: ETHICS AND INTEGRITY IN PUBLIC ADMINISTRATION

Ethics has become one of the most debated topics in public as well as the private life. This module gives an introduction to ethics, the philosophy of ethics, the various theories, professional codes of ethics and conflict of interest. It addresses the issue of corruption and various case studies are given. It emphasizes the need to have ethical standards that are consistent across society, especially among the leaders.

LGHR 109: RESEARCH METHODOLOGY I

This module will take you through the research procedures and process. The module emphasises the fact that research is understood differently in different disciplines and therefore takes different approaches. The methods used in carrying out research are varied depending on the individual discipline. This module therefore has been prepared to suit the research needs and requirements of students pursuing the Bachelor of Arts Local Governance and Human Rights.

LGHR 110: COMMUNICATION SKILLS FOR ADMINISTRATORS

Original and Critical Language Skills is a course intended to provide the students with an opportunity to explore and exercise their cognitive ability. In the process, the students will be exposed to a variety of writings, which the students will have to academically appreciate through critiquing and tabling their criticisms through an academic style of writing

BACHELOR OF ARTS IN LOCAL GOVERNANCE AND HUMAN RIGHTS (2 YEARS AFTER COMPLETION OF DIPLOMA)

INTRODUCTION

The purpose of the BA in Local Governance and Human Rights is three fold: first to develop student's an understanding of the workings of local government and the processes of the decentralization system; second to help students analyze local problems and come up with ideas to enhance sustainable development; third to equip students with a deeper knowledge human rights. Courses under this program place emphasis on increasing students' understanding of the managing local government activities and issues of decentralization geared at development. They further help students to understand the scope and limits of international human rights principles and institutions. The bachelor's degree programme takes a total of 156 credit hours plus 12 credit unites for the dissertation. To complete studying the module and the reader totals to 8 contact hours for each module.

SPECIFIC OBJECTIVES

1. To promote participation in development based on decentralized governance;
2. To participate in the promotion of better public administration and people's participation in planning;
3. To increase knowledge of human rights at the domestic, regional and international levels;
4. To understand the political, social, economic status of local governments;

LEARNING OUTCOMES

Students who complete the course successfully will acquire:

1. Knowledge necessary in the development of local settings;
2. Skills for planning and managing public goods;
3. A critical understanding of the principles and institutions of international human rights, including their origins, assumptions, contents, limits and potential; and
4. An improved ability to think analytically about the implementation and development of international human rights and to apply these rights professional and national setting.

MODULES

LGHR 209: CIVIL SOCIETY, NGOS AND DEVELOPMENT

Civil society, NGOs and development have come to be regarded as not only mutually reinforcing but also as overlapping. Development depends on the civil society and NGOs. The module analyses why there is renewed interest in the civil society, identifies and classifies the various types of NGOs and civil society movements and the role and contribution of NGOs and the civil society in democracy and good governance and ultimately in the development process both at global and Ugandan context .

LGHR 210: URBAN PLANNING AND SUSTAINABLE DEVELOPMENT

This module is concerned with the theory and practice of urban planning in the societies undergoing rapid economic, social, environmental and spatial change. It examines the phenomenon and processes of rapid urban growth and the nature of planning interventions within the broader framework of

political, economic and cultural factors, contrasting development paradigms and the process of globalization.

LGHR 211: SUSTAINABLE RURAL DEVELOPMENT

One of the chief challenges of urban growth is how to deal with the apparent migration and the impoverishment of rural life and thereafter make it sustainable. The module draws on development studies, agricultural economies and sociology. It looks at the problem of uneven development, understands some of its causes and sees how it manifests itself. It critically examines the rural land use policy and the principles that underlie the policy-making process.

Objectives

LGHR 212: PROJECT PLANNING AND MANAGEMENT

The module covers the basic principles of a structured approach to project planning as well as understanding the human factor behind project successes and failures. It covers the planning of private and public investment in the agricultural sector. It will put emphasis on the concepts of project identification, preparation, appraisal, monitoring and evaluation and the methods of logical framework, financial and economic cost-benefit analysis, and social environmental assessment.

LGHR 213: GENDER AND DEVELOPMENT

Uganda has committed itself to gender equality both in its constitution and as a signatory to various international instruments. The module provides a theoretical framework for students to understand these commitments and act upon them. The module introduces students to the current theoretical and substantive development issues, paying special

attention to the analysis of gender within the context of development. It examines issues such as the nature of poverty, work households and gender divisions of labour, industrialization, environmental management and the gender analysis of development planning, the conditions of women in the world and the main ways in which gender relations are affected by the development process.

LGHR 214: HUMAN RIGHTS IN UGANDA

The module will introduce you to basic human rights issues in the world with specific focus on Africa in general and in Uganda in particular. It will give some general philosophical insights on human rights with emphasis on the dominant human rights theories. It shall then examine some selected topics of human rights issues through a discussion of some important human rights documents and cases. Human rights empower people, help them assume their roles as community members, provide the legal framework for people's participation in public affairs and in claiming their rights.

LGHR 215: PUBLIC FINANCE, MANAGEMENT AND ACCOUNTABILITY

The proper management of public finances is an essential part of good governance. The module gives an introduction to public finance and gives an understanding of how public budgeting works; accountability and transparency in public finance and their importance.

LGHR 216: DEMOCRACY AND GOVERNANCE IN AFRICA

Government is always seen as the basic institution for all nations and thus many people often tend not to think what it really means. This module sets out to define governing as a means of exercising control over a society by means of ordered rule. At the same time, the module looks at

government as a set of institutions and concerns a body of actors, which define how and to what extent the public affairs within society are shaped and directed. The module considers government as the institutionalized process through which the public order is maintained and collective action is organized in order to enhance the welfare of the society.

LGHR 217: RESEARCH METHODOLOGY II

This module will put emphasis on writing research reports. We would like to begin by emphasising that a research report is an expansion of the previously written research proposal. The proposal constitutes the first three chapters of the research report. The difference between the research proposal and the research report is that the research proposal is written in the past tense which has to be changed to past tense when writing the final report.

LGHR 218: ORIGINAL AND CRITICAL LANGUAGE SKILLS

Original and Critical Language Skills is a course intended to provide the students with an opportunity to explore and exercise their cognitive ability. In the process, the students will be exposed to a variety of writings which they – the students will have to academically appreciate through critiquing and tabling their criticisms through an academic style of writing.

MASTER OF ARTS LOCAL GOVERNANCE AND HUMAN RIGHTS (3 YEARS DURATION)

INTRODUCTION

The Master of Arts programme in Local Governance and Human Rights aims at deepening the student's capability to analyse and have a research based approach to issues in local governance and human rights. Through the programme students are able to articulate more deeply issues of decentralisation and human rights and their importance in the attainment of equitable and sustainable development. By this, they are helped to get a better understanding of local government and to ably participate in the process of decentralisation, upholding the fundamental human rights, to make a contribution to the field of good governance and upholding human rights.

Modules of this programme place emphasis on increasing students understanding of the managing local government activities and issues of decentralisation. Further they help students to understand the scope and limits of international human rights principles and institutions. Students will gain capacity to think analytically about the further implementation decentralisation and human rights in their professional setting, and research. The Masters programme takes a total of 92 credit hours including 12 credits unites of the dissertation. To complete studying the module and the reader totals to 8 contact hours for each module.

The programme focuses on providing local government officials with much-needed opportunities for training, increase their capacity to make research and in a general way to upgrade their professional standards, skills, and knowledge. By doing this, this programme tries to bridge the

gap between theory and practice ensuring that it is need-oriented. The programme further aims at training human resource already involved in local governance and those who intend to join local governance and to allow them give the civil society opportunities to participate in governance and decision making.

GENERAL OBJECTIVES

1. To strengthen the capacity of administration and service delivery in districts;
2. To enhance students' understanding of human rights at the domestic, regional and international levels;
3. To increase ability to conduct research in this field of local government and human rights;

LEARNING OUTCOMES

Students who complete the course successfully will acquire:

1. Improved skills in local governance and administration;
2. More knowledge on partnership management;
3. A critical understanding of the principles and institutions of international human rights, including their origins, assumptions, contents, limits and potential;
4. An improved ability to think analytically about the implementation and development of international human rights and to apply them in their own professional and national setting;
5. An improved ability to conduct research on Local government and international human rights.

MODULES

LGHR 301: LOCAL GOVERNMENT MANAGEMENT AND ADMINISTRATION

Public administration is the study of management and policy. The module will focus mainly on the management side of public administration, however it should be recognised that policy and management are frequently overlapping fields. Organizational structures can often determine the success or not of policy objectives. This module aims to give the students the tools they need to be effective managers at the local government level.

LGHR 302: INTRODUCTION TO HUMAN RIGHTS

Human rights are essential to human dignity, yet no nation has a history without the abuse of human rights. This module introduces students to the historical development of current human rights throughout history. It will also introduce the students to the development of international human rights law through an examination of the UN system.

LGHR 303: ENVIRONMENTAL MANAGEMENT

Environmental management is important to ensure that resources being developed will still be available in the future, that people remain healthy, and that the earth is not destroyed. Knowledge of environmental management is important to ensure that development projects will be sustainable. The module will introduce the basic environmental principles and the management of resources. It will address the issues of rural and urban development and sustainability.

LGHR 304: RESEARCH METHODOLOGY

Research is at its most basic, the gathering of information and the evaluation of that information. There are many ways to gather data which can be split into two basic approaches: quantitative which deals with numerical data and the statistics and qualitative which deals with subject sources such as texts and interviews. This course will provide students with an introduction to traditional research methods as well as participatory research models.

LGHR 305: PROCUREMENT AND CONTRACT MANAGEMENT

Many organizations fail to avoid the pitfalls of poorly administered procurement and inadequate contract management. This can often lead to unnecessary costs, poor quality, unsatisfactory service and ultimately crisis and disorder. All too often organizations award contracts and then fail to manage subsequent contractor performance in order to ensure that the quality of goods and services are delivered in accordance with the contract scope and price. The module aims to improve individuals' contract negotiation skills and contractor partnering skills, provide students with a clear understanding of the principles upon which an effective procurement cycle and contract strategy are based.

LGHR 306: HUMAN RIGHTS ADVOCACY AND NETWORKING FOR GOOD GOVERNANCE

This module provides human rights activists with a range of proven human rights advocacy methods and critical concepts as a means for them to reflect on and deepen their own work. The course will look at the theoretical foundations and critical issues of human rights advocacy, elements of advocacy planning, and strategies for action.

LGHR 307: PROJECT PLANNING AND MANAGEMENT

In the world of scarcity and competing demands for products and services, several planned investment choices have to be made about various issues. Among these issues include: the best transport mode demanded by citizens, appropriate location for heavy industry investments, determination of the best investment, all of which require a criteria for comparing alternative costs of input versus output and to estimate the benefits that could be generated by the resources investment or service provision with in the public and private sectors. This module therefore introduces students into making plans that are effected on local level to make them developers through proper planning.

LGHR 308: HUMAN RIGHTS AND LAW

Human rights are protected by law and the local and the national level. The rule of law demand that government actors as well as private citizens be subject to the constitution and human rights laws. It is through human rights laws that the law seeks to protect the basic human dignity of all member of society. Human rights are important for development because if people are not secure in their rights then they will not make long term plans, fearing that it will be taken from them. They will not build houses and hospitals, will not start businesses or save to educate their children. Students will explore the importance of constitutionalism and the meaning and reality or unreality of constitutionalism in Uganda.

LGHR 309: GOVERNANCE AND WOMEN'S RIGHTS

The objective of the module is to reach a common understanding regarding the key concepts of gender, women rights, and governance and their interrelationship. The key institutional actors in governance will be

introduced. It explores areas in which women's interests can be mainstreamed, e.g. entitlements to productive resources (engendering macro economic reform); investment in human resources, particularly in health and education; equal representation in decision making, and security. It will look at a few selected case studies to illustrate how women have fought for both their own rights as well as engaged in national and international campaigns to allow oppressed communities access to their fundamental rights as citizens.

LGHR 310: PUBLIC PRIVATE PARTNERSHIPS

This module provides an introduction to current thinking on, and practice of, public sector management and managerial reform in developed, transitional and developing countries. It aims at giving a critical understanding of key institutional and managerial reforms, which have been introduced in recent years to promote good governance and enhance public and private sector performance.

LGHR 311: RESEARCH PAPER

All postgraduate students are required to submit a dissertation as part of the requirements for the award of the degree. The dissertation must be structured according to the 'UMU format'. All students will be allocated a supervisor at the end of the Research Methodology course. Part-time students will be informed about the dates for the submission of research proposals which will have to be vetted before students can start the research. The supervisor should be consulted on all academic matters and will be responsible for guiding the preparation of the dissertation. Dates for the submission of the dissertation will be available at the start of each year. As a matter of principle, we shall provide areas from which a student may frame his or her research work. We shall allow a student to

suggest two supervisors to guide us select a suitable supervisor for their research or dissertation.

MASTER OF ARTS IN SUSTAINABLE PEACE AND CONFLICT MANAGEMENT

... I must thank you for the skills you taught us about peace seminar series (how to respond to call for papers), at least for the ones, I have been responding to they have always been successful. I was in Kigali, MUST and now God-wiling will be in Dakar early next month at the Democratic Institute Dakar, Senegal. I was called at the University of San Diego USA for a presentation too
Tumusiime Fiona, graduate 2011

Introduction

Peace and war are among the oldest dreams and most difficult challenges of human experience in which tensions between conflict and peace have occupied the human mind and energy in search for stable human communities. The search for human development has also been met by various approaches to quell violent conflict. Masters of Arts in Sustainable Peace and Conflict Management aims at answering humanitarian needs in the conflicts of the Great Lakes region and beyond. It widens the student's idea on how peace can be attained and more so on how it can be sustained. It approaches the wide field of peace studies by focusing on African approaches to conflict resolution, issues of security, ethics of war, ethics in war and laws governing conflict situations. This forms an important angle of building peace by looking at means that can sustain it.

The curriculum provides a wide range of approaches to the fundamental issues of human conflict, national, regional and global security and sustainable peace. It prepares post-graduate students to work in several of the humanitarian agencies and to be sensitive to issues of peace and conflict resolution. It sets the ground for professional training in peace building, including scholarly and policy research. Further, it offers them opportunities for a wide range of employment in teaching, public service and in non-governmental organizations, social action, diplomacy, and conflict transformation or conflict resolution.

The strength of the curriculum is in its broad, interdisciplinary perspective combined with its depth of focus on topics that span the range of human

experience across time and national boundaries; from violence, war and peace to ethics and public policy. The Masters programme takes a total of 180 credit hours. With 9 contact hours for the regular course and 12 contact hours for the dissertation.

OBJECTIVES OF THE PROGRAMME

1. To contribute to students' growth in the overall field of peace and conflict transformation through writing, publishing and the use of other non-formal means of communication.
2. To train students to acquire a critical thinking on the aspect of existing knowledge and theory in the field of peace and conflict transformation which will enable them to contribute positively to development.
3. Handle conflict at all levels, including the interpersonal, with increased sensitivity and resourcefulness and taking the opportunities for positive change.
4. To provide an academic basis for rigorous interdisciplinary research in the area of conflict, peacemaking and peace building.
5. To educate potential community and institutional leaders and politicians in the peace movements for communities, institutions and organizations.
6. To train students to become informed and active peace makers in inter-personal, inter-group, inter-faith, inter-regional, continental and international relations.
7. To prepare students to creatively and skilfully become pillars of dialogue, freedom, respect for human rights, justice and democracy contributing towards developing a culture of peace and non-violence at all levels of society.
8. To enable students to identify and analyse the root causes of conflict and violent behaviour and learn skills and methods to be used to achieve peace, justice and sustainable development.

9. To train students to gain skills in peace negotiations and develop skilled personnel in conflict mitigation.

EXPECTED OUTPUT FROM THE PROGRAMME

In line with the Uganda Martyrs University mission; “to produce professionals with critical and creative abilities, who will contribute positively to the nation and the world at large while at the same time promoting and living by the non-negotiable values of service and respect,” the MA in Sustainable Peace and Conflict Management will train post-graduates to be morally upright, receptive to new ideas with firm convictions to be peace builders and resolve conflicts that arise in community. The graduates of this programme should also compete favourably in the labour market.

ENTRY REQUIREMENTS

Admission to the MA in Sustainable Peace and Conflict Management will be governed by the university regulations, statutes, regulations of the East African School of Diplomacy, Governance and International Studies and the School of Post Graduate Studies. The major requirement is a first degree with Upper Second or its equivalent in Development Studies, Social Sciences, Local Governance and Human Rights and relevant studies.

COURSE UNITS

SPCM 301: HISTORY OF AFRICAN CONFLICTS AND POLITICAL INSTITUTIONS

Violent conflict is neither new in, nor restricted to, Africa. But particularly since the end of the Cold War, violent intra-state conflicts have occurred in swift succession in Africa with disastrous impacts on every aspect of life

on the continent. These conflicts have been characterized, among other things, by the dramatically high ratio of civilian rather than military casualties, widespread population displacement, and the deliberate use of child soldiers. The resolution of these conflicts have been protracted and less decisive, resulting in long periods of "no war, no peace." This course will introduce students to various aspects of conflicts in contemporary Africa.

SPCM 302: AFRICAN TRADITIONS AND STRUCTURES ON PEACE BUILDING

Humanity in the world comes from a vast diversity of cultures. These cultures add some value to their particular philosophies, thinking and approach to their particular concerns. The course suggests that there is something very particular to the African traditions, and structures for peace building. It looks at different traditions including the example of *Mato Oput* among the Acholi of Uganda, *Gacaca* in Rwanda, *Bashingantahe* in Burundi, and the different forms of peace building used by traditional kingdoms and systems in Africa. It looks at other traditional systems including blood pacts that solved conflicts and rituals of peace that helped in peace building.

SPCM 303: ANTHROPOLOGY OF WAR AND PEACE IN THE GREAT LAKES REGION OF AFRICA

The course aims at acquainting students with techniques of political decision-making and problem solving in culturally divided societies. It discusses ethnic relations in regional conflict affecting areas of Eastern Democratic Republic of Congo, Rwanda, Burundi, Uganda, and Tanzania. It makes an analysis of the structural conditions that spawn conflict, the actors who seek certain geopolitical outcomes, and the discursive formations that support these strategic designs. It tries to analyse the

origin of identity wars as coming from anthropological ideologies framed by people. An example is taken from the introduction of the anthropological application of the term "race" in describing the relationship between Rwandans and Burundi people, a stereotype that was soon to be acquired by the local elite as the ideological foundation of the First and Second Republics.

SPCM 304: COMPARATIVE PEACE PROCESSES IN THE GREAT LAKES REGION OF AFRICA

The course looks at challenges of the number of Peace processes that have taken place in the Great Lakes region. A study will be made on the peace talks done for Burundi, Rwanda, Uganda, and Democratic Republic of Congo. Students will be able to make analysis of what peace processes have contributed to the region; how people conceive them and how best peace talks can be made to be realistic and beneficial. It considers personalities who stand to benefit from peace processes, mostly the elite, with little regard to the local population.

SPCM 305: NEGOTIATIONS AND MEDIATION FOR PEACE: AFRICAN AND WESTERN APPROACHES

This course introduces students to the significance of culture in resolving conflict within and between cultural groups. It is designed to allow students to develop an advanced and critical understanding of African approaches to conflict resolution. It makes an extensive use of case studies in order to encourage students to reflect on the ways in which African approaches relate to theories and practices in the field of conflict resolution, and to explore their potential in the prevention, management and resolution of contemporary conflicts in Africa.

SPCM 306: RELIGION, VIOLENCE, AND PEACE: PATTERNS ACROSS TIME AND TRADITION

The complex relationship between religion, violence, and peace is a central problem that bridges the boundaries of academic disciplines, historical periods, and global cultures. In recent years it has taken centre stage in a number of academic disciplines including history, anthropology, political science, and of course, religious studies. While some scholars have argued that religion has been “hijacked” by violence, others have asserted that religion is inherently violent. Still others have moved for a more nuanced argument by positing that religion, conflict, and violence are interwoven across history and cultures. They have stressed that religions sometimes nurture their identities by being in conflict with dominant cultures, and that this conflict is not necessarily always violent, but can produce enormous benefits. But are conflict and violence necessary components of religion? Can religion be a resource for peace? We shall explore this question and the viewpoints and arguments that inform it.

SPCM 307: PEACE STUDIES SEMINAR

This seminar is intended to provide students with an introduction to the field of peace and conflict studies and to illuminate some key epistemological, ethical, psychological, and political issues connected with peace research in a contemporary global context. To this end, students are to be acquainted with, first, the character and background of peace and conflict studies as a field; second, its key concepts and phenomena of study, including varieties of violence and wars, as well as traditional and alternative approaches to the handling of conflict; and, third, how the Western-dominated global order has evolved, been conceived, and

confronted, both violently (through "terrorism," among other forms of confrontation) and non-violently.

The Seminar is offered each semester in conjunction with a monthly Peace Studies Forum. It offers opportunity for common reading of peace-related materials, presentation and discussion of papers, sharing from peace missions, and dialogue with peace activists, and leaders. Students will be asked to make a presentation and a final paper.

SPCM 308: SECURITY AND CONFLICT PREVENTION

The course advances issue of security and conflict prevention from a range of different perspectives. It begins by examining the nature of, and theories around international conflict and security and efforts made to address it. It investigates a wide range of tools employed in the management of conflict: from peacekeeping to preventive diplomacy; from negotiations to post-conflict peace building, and explore the strengths and weaknesses thereof. Special attention is devoted to situating conflict analysis within national and international policy on security and development more broadly. It will specifically address security issues that lead to displacement Internally Displaced People's camps, refugees and other displaced persons.

By the end of the course, students will be expected to have a clear understanding, both theoretically and empirically, of the nature, causes, and consequences of contemporary conflict. They will also be expected to have grasped the issues pertaining to prevention of conflict and provision of security.

SPCM 309: CONFLICT ANALYSIS AND CONFLICT PREVENTION

The course considers Conflict Analysis and Resolution approaches to design, implement, and evaluate holistic cross-sectoral conflict-sensitive

initiatives in areas of potential violence and post-conflict reconstruction and stabilization contexts. It covers elements of cultural diversity, understanding and awareness; creative ways of approaching issues of diversity, identity, worldviews, and territory; considers individuals, organizations, communities and nations.

SPCM 310: ETHICS OF WAR AND PEACE

War, peace and non-violence are guided by values. When these values are observed, the end product is peace. This course explores the challenges that affect human beings living under tensions of love and hate. It assesses the issue that while humans love, they get into communality with others and live in order. While they hate, they become prisoners of violence and war. The tension between love/hate, peace/war, and order/disorder prompts us to make a study in the why people wage wars and solutions for peace. Ethics war and peace is rooted in international law and the just war tradition. International law and just war traditions provide a suitable framework for resolving moral issues concerning when and how to wage war today and in the time to come.

SPCM 311: HUMAN RIGHTS LAW

This course is intended to offer some general insight in international human rights law. On the basis of theoretical lectures and of the study of some cases and materials, especially judgments of the Court of Human Rights, an attempt is made to come to a critical reflection on the rights of the individual, in their relationship to the rights of other individuals and the interests of society. International protection mechanisms are also discussed. Human rights are protected by law at the local and the national level. The rule of law demands that government actors as well as

private citizens be subject to the constitution and human rights laws. It is through human rights laws that the law seeks to protect the basic human dignity of all members of society.

SPCM 312: INTERNATIONAL HUMANITARIAN LAW

The course introduces students to the science of international relations, security and diplomacy; international perspectives on peace and conflict transformation; international cooperation and its limits; interactions amongst sovereign states and non-state actors; theories of international relations; the key perspectives in international relations theory; the nature and limits of the key international institutions [the UN, NATO, OECD, AU, and the EU]. A study of the methods and means of warfare regulated by international law; humanitarian law in the historical development of restraints in armed conflict; the protections afforded by the 1949 Geneva Conventions; the 1977 Protocols to combatants and non-combatants, including civilians, POWs, the wounded and the sick; the role of the International Committee of the Red Cross; the ability of international law to bring to trial alleged war criminals.

SPCM 313: PEACE AND CONFLICT MANAGEMENT RESEARCH

Peace research is relatively new. However, due to the increment of destructive conflicts, the importance of peace research is growing. As such, peace research is needed to direct public policy and intervention approaches in order to appropriately prevent, manage and resolve violent conflicts.

SPCM 314: REFUGEE LAW

With the increase of armed conflicts, more and more people are forced to flee their homes for safer places. While some go outside the borders of

their countries of origin, others flee to another region within the same country. These are refugees and internally displaced persons, respectively, and this module centres on their protection. Refugee law is the branch of international law which deals with the rights and protection of refugees. It is related to, but distinct from, international human rights law and international humanitarian law, which deal respectively with human rights in general, and the conduct of war in particular. Refugee law encompasses customary law, peremptory norms, and international legal instruments. The only international instrument is the UN Convention, with an optional Protocol, while various regional bodies have instruments applying only to member states. Countries also have national laws on the protection of refugees, internally displaced persons and asylum seekers.

SPCM 315: GENDER, PEACE AND CONFLICT TRANSFORMATION

The course explores critical analysis of factors that contribute towards a culture of peace; the dynamics of diversity related conflicts, with emphasis on gender and ethnic conflict at the community level. It familiarises students with the identity, roles, characteristics and relationships that men and women face, which are socially constructed and shared among people. The constructions create prejudices, stereotypes and different expectations about men and women, whereby gender violence, embedded within deep structures and cultures hinders, the full development of human beings and creates injustice and inequality at different levels: individual, local, national, and international. The approach this course will take is based on a peace paradigm, which argues that men and women have common problems that they can solve together, for the mutual benefit of both parties.

SPCM 316: CHILDREN AND THE VULNERABLE GROUPS IN CONFLICT AREAS

The wounds inflicted by armed conflict on children - physical injury, gender-based violence, psychosocial distress - are affronts to every impulse that inspired the United Nations Convention on the Rights of the Child. Armed conflict affects all aspects of child development - physical, mental and emotional. The course is designed to provide students with knowledge of how to deal with people of special needs especially women and children in violent areas in order to enhance the professional preparedness in dealing with conflicting societies in and after conflict. The course familiarizes students with the specific needs, human rights, potentials and situations of women and children during armed conflict, post-conflict reconstruction and peace-building. It also provides guidance on how peacekeepers should conduct themselves in a mission area in order to respect women's and children's rights.

SPCM 317: ECONOMICS AND WAR IN AFRICA

Africa is known as a continent with immeasurable natural resources and untapped wealth yet most Africans have not fully benefited from these resources due to a number of reasons. Civil wars and inter-state conflicts have undermined the development process in many African countries. While the root causes of these armed conflicts are many and complex, various analysts and observers believe that several actors have benefited economically from these regrettable conflicts. This course, therefore, attempts to establish the link between resources and prolonged armed conflicts in Africa so that comprehensive and lasting solutions to these conflicts could be found.

SPCM 318: POLITICS, THE STATE AND HUMAN RIGHTS

There is universal consensus that all human beings are at all times entitled to certain basic rights. These include certain civil liberties and political rights, the most fundamental of which is the right to life and physical safety. Protection of these rights and freedoms guarantees a degree of decency and humane treatment. However, oftentimes, the state deliberately abuses these rights and thus its citizens. The course tries to define human rights within the limits of the state and its politics and critically analyses the states definitions.

SPCM 319: RELIGION, FUNDAMENTALISM, AND NATIONALISM

There may be a feeling that religious faith is fading, yet religion is now a powerful tool towards achieving a political goal. In that regard, political religion is growing, at an alarming rate. The Mungiki activities in Kenya, the September 11 attacks in US, and the various religious wars raging on today, are examples of how religion is being used by believers as a socio-political force. This course explores the causes of the mobilization of religious movements, the role that other social and political actors, such as the state, play in this mobilization and how the movements interpret the world for their constituents.

SPCM 320: POST-WAR RECONSTRUCTION AND POST-WAR HUMAN RELATIONS

Postwar situations are often very sensitive periods especially when the perpetrators of war are to live side by side with their victims. In such situations, it is important that people secure and learn how best they can live together in the same space. Moreover, after a long period of social

and material destruction because of regional destabilisation and civil war, countries have to confront both their material rehabilitation and their social reconstruction. Since in most cases the majority of the population affected by the war is rural, traditional institutions are essential in bringing back balance, harmony, and social stability.

SPCM 321: RESEARCH PAPER

The goal of the research paper is to offer the student the opportunity to research in the area of peace studies and conflict. The research will be a practical work done by the student attached to a field study. The method to be used is the one of Action Research where both the student and the community are involved into finding solutions to the research problem. The student will be asked to arrange workshops with his/her respondent where the supervisor will have to attend.

MASTER OF ARTS IN ENVIRONMENTAL SECURITY AND PEACE

Environmental studies related to security and peace are increasingly becoming important and gaining prominent recognition in the academic arena and more so in attracting the attention of civil societies in the world over, in particular developing countries. This lies within the context of understanding that environment is central to life in general, which from the ethical perspective requires humanity to be critical on the way environment and natural resources are treated and managed. This comes after realizing that uncontrolled activities of human beings are causing more harm than good to the environment and natural resources.

Concerted efforts at various levels have been concerned about and deliberating on environmental issues, as a result of overwhelming environmental crises and challenges that have adverse effects on the planet. A lot of international conferences have been held to deliberate on global environmental issues. The United Nations Conference known as the Stockholm on the Human Environment held in 1972, which drew together both developed and developing countries became an event that considered environment as a major issue. The deliberation at this conference resulted into the birth of the United Nations Environmental Programme (UNEP) in 1972 whose mission is "to promote leadership and encourage partnership in caring for the environment by inspiring, informing, and enabling nations and peoples to improve their quality of life without compromising that of the future generation" (UNEP, 2004). Since then environmental security and peace issues have gradually and increasingly attracted the global concern.

In spite of several initiatives, environmental crises due to many factors remain a key security and peace challenge to sustainable development. And despite the growing number of institutions and processes addressing

sustainable development, environmental problems have intensified globally, with a significant and irreversible loss in the diversity of life on Earth (Millennium Ecosystem Assessment, 2005). Environment and natural resources continue to be threatened. Among other factors, the impact of climate change on environment and natural resources cannot be underscored. The United Nation's Intergovernmental Panel on Climate Change (IPCC, 2007) few years ago predicted a graver effect of climate change on Africa than on any other continent.

Uganda has also witnessed several conflicts with neighbouring countries over natural resources. Under the international conventions and protocols, Uganda and neighbouring countries need to put in place effective mechanisms and strategies to manage, guide and harmonize equitable use of trans-boundary natural resources peacefully.

There is need for a new pedagogy today that emphasizes teacher-student learning environment that is ready to invest adequate resources as part of the process aimed at understanding the current environmental crisis and taking appropriate action. The pedagogy should not only stress theoretical perspective but it should be made educationally and ethically imperative to begin emphasizing the practicability of the knowledge and theories received whose ultimate goal is to make a difference in the way humanity relates with environment. In order to realize this, there is a call to essentially judge the extent to which all human institutions, programs and activities inhibit, ignore or foster a mutually enriching human-earth relationship.

It is hoped that the introduction and teaching of this Masters Programme in Environmental Security and Peace will become a very important and interesting opportunity for the students in the 21st century to learn more about our world and the environment in which we live. It will act as a key eye opener not only to the students but also to the governments and the

civil society, to begin reflecting intensively on the possibilities of reversing the current environmental crises and preventing further ecological crisis. Ultimately, if the human beings and other species have to survive by living in a secure and peaceful environment, there is a need to encourage students of today to become both genuine scholars and professional practitioners of the environment. As the present generation, we do not have to be naive and insensitive to our natural environment, mismanage it, enjoy its fruits and simply walk through but we should be able to approach it with passion. It is essential for the present generation to begin orienting to our natural environment and building environmental consciousness as a means of successfully managing the environmental challenges humanity has created.

OBJECTIVES OF THE PROGRAMME

1. To define key concepts applied in the study of environmental security and peace.
2. To explain current environmental issues and complexes faced within the field of environment.
3. To identify the effects of environmental stress and climate change on human livelihoods, health and fulfillment of basic needs, and on the sustainability of ecosystems.
4. To explain environmental governance and leadership necessary for contributing towards making a difference in the world.
5. To analyze environmental policy and enhance students' capacity in designing policies which reduce the threats to peace.

INTENDED LEARNING OUTCOMES

1. To define key concepts applied in the study of environmental security and peace.
2. To explain current environmental issues and complexes faced within the field of environment.

3. To identify the effects of environmental stress and climate change on human livelihoods, health and fulfillment of basic needs, and on the sustainability of ecosystems.
4. To explain environmental governance and leadership necessary for contributing towards making a difference in the world.
5. To analyze environmental policy and enhance students' capacity in designing policies which reduce threats to peace.

ENTRY REQUIREMENTS

The programme is open to all qualified candidates on the basis of the following demands:

- Those who have first class and second upper in an accredited bachelor's degree programme in the social sciences (anthropology, geography, political sciences, development studies, and similar degrees), environmental sciences/studies, or some combination of the above.
- Preferably possession of 2-3 years or more of relevant experience in areas related to the programme.
- English proficiency is mandatory.
- Ability to demonstrate a clear motivation towards the analysis or management of environmental issues that affect the livelihoods and security of people, communities or countries and a convincing vision of the role of this programme in their future career.

COURSE UNITS

ESP 3101: INTRODUCTION TO ENVIRONMENTAL SECURITY

This course will provide an overview of key diverse environmental perspectives, theories and concepts that are very vital to the understanding of the field of environmental security and peace, current

human-induced environmental changes affecting humanity and other species.

The course begins by defining key concepts of international relations and other concepts relevant to the course, with a thorough review of historical dimensions of global environmental change and considerations that focus on the way in which humans have altered the world around them and how they are together with other species being affected by the overwhelming consequences. It will explore the discourses concerning the changing conceptions of peace and security, and the debates over integrating environmental security. The course will also explore debates on the role the nation-state, science and politics have played in the current environmental change. It will further pay attention to worldviews and standpoints on environmental security issues.

ESP 3102: RESEARCH IN ENVIRONMENTAL SECURITY AND PEACE

This course is intended to enable students build theoretical knowledge and applied skills in carrying out qualitative and participatory research in various areas related to environmental security and peace, addressing issues, challenges and emerging trends in the contemporary world. It provides students with foundational knowledge of research theory, and adequate room for discussing research methods and tools. Students are supposed to choose specific and relevant research topics related to the field of Environmental Security and Peace that will later create meaning and lead to making a difference in human-nature interaction. This course is to enable students to formulate research problems, select research methodology, and discuss existing views in the wider research community.

ESP 3103: ENVIRONMENTAL PEACE SEMINAR

This course aims at enabling students to understand Government Ministries, Local Government, organizations, and institutions and their programs related to the environment and natural resources. The laws and policies, roles, challenges and attempts made to overcome those challenges will be given special attention. The seminar encompasses visiting ministries, institutions and discussing their agendas, objectives, roles and challenges in the domain of environmental management, sustainable development and peace building through environmental cooperation. The seminar will avail students an opportunity to interact with different stakeholders and discuss the possibilities of internship with some of the ministries and institutions. At the end of the seminar, students will be asked to choose one of the institutions visited and write a comprehensive report following the instructions given by the Lecturer in charge of the proposed seminar.

ESP 3104: ENVIRONMENTAL GOVERNANCE

This course is developed to enable students to understand the concept of environmental governance and gain knowledge of the existing institutions and the legal framework for environmental governance. Emphasis will be placed on the United Nations Environmental Programme (UNEP), its role, mission, relevance in the context of global environmental security and peace as well as challenges it encounters. The course focuses on the capacity and role of local communities and society to design solutions to environmental problems as well as differing roles of the civil society in contributing to effective environmental governance. It considers leadership and participatory budgeting as a major key to environmental governance.

ESP 3105: WATER SECURITY AND PEACE

Water is a critical resource for sustainable development. The issue of conflict and cooperation over environment and natural resources, in particular water as a result of resource scarcity draws attention to the current debates and discussions over trans-boundary natural resources. While many scholars have predicted wars over water in the 21st century, there are some scholars who instead see water as something leading to cooperation and peace. This course is designed in such a way that it provides room for students to understand water related concepts and theories from various perspectives, to analyze critically freshwater scarcity as a source of conflict and cooperation. It further engages them to give, through their own lenses, personal understanding and positions on the possibility of the next wars being over water instead of oil. The course enables students to explore various global, regional, national and local situations that have impact on water resource management and development that can trigger conflict or cooperation.

ESP 3106: ECOSYSTEM MANAGEMENT AND STEWARDSHIP ETHICS

The course is designed for students to explore the rationale behind placing strong emphasis on healthy ecosystems without which it becomes futile and difficult to achieve MDGs. The course's point of departure is that proper governance of ecosystems from an ethical perspective in many countries has been overlooked, and environmental sustainability itself has not been given much attention like other MDGs in many countries yet it is the most important of all the other millennium goals. The course goes further to examine stewardship aspects and approaches some issues with reference to the Earth Charter as an important instrument relevant to the promotion of environmental sustainability. The course also tasks students

to examine challenges and complexities that are hindering most countries especially in Africa to achieve environmental sustainability, which makes it hard to achieve other MDGs and sustainable development at large.

ESP: 3108 ENVIRONMENT AND SUSTAINABILITY

The course is designed to engage students in conceptualizing and understanding the concept of environmental sustainability, interconnectedness, interdependence, system thinking, and the origin of sustainable development, and how environment can sustainably be put to use to meet human needs without compromising the needs of the future generations and what needs to be done to hold the planet in equilibrium. The course is a deep examination of the principles of sustainability, with the aim of understanding the integrated approach of sustainable development and it will offer space for students to reflect and discuss the key principles of sustainable development. In addition, the course will help students to understand the complexity of the world we live in and the challenges for keeping it in balance, not only ecologically but also socially and economically as well.

The course will guide students to understand Environmental Policy Integration (EPI), the existing problems and challenges stemming from a number of socio-economic, political and cultural situations that extremely contribute to environmental crisis on a global scale and how this is associated with unregulated anthropogenic habits.

ESP: 3109 FOOD SECURITY, MIGRATION AND CONFLICT

This course is designed to engage students in the current discourse about the relationship between food security, and conflict, and how this is related to migration, and if there is no clear and comprehensive/well elaborated environmental governance framework, how this can lead to ecological crisis and subsequent problems as well as challenges associated

with poverty. The course examines cases of local conflicts from some developing countries particularly Uganda, with the purpose of teasing out the relationship between variables under the study. It further wants to demonstrate how poverty associated with poor farming and agricultural practices can starkly impact on environment and food security hence fuelling conflicts. The course challenges students to think beyond the normal common paradigm and unearth why many countries have always remained food insecure, while suggesting the ultimate strategy for ending food insecurity and minimizing poverty levels as well as promoting environmental sustainability.

ESP 3210: DISASTER PREPAREDNESS AND RISK REDUCTION

Many countries in the world including Uganda, Philippines, Kenya and RDC etc have been starkly devastated by disasters and exposed to high rates of environmental risks. This course is designed to focus on global catastrophes stemming from human and natural phenomenon. It also focuses on geographical and environmental parameters that contribute to increased risks and vulnerabilities and a precise discussion of the socio-economic causes of disasters, consequences and challenges faced in the process of pursuing a peaceful environment and sustainable development. The course probes into the possibility of developing skills, mechanisms and ability that could lead to disaster mitigation, reduction or prevention.

ESP3211: AFRICAN ENVIRONMENTAL MANAGEMENT AND PEACE BUILDING

Although natural resources have been used to fuel and maintain violent conflicts on the African continent, to the contrary, they have a critical role to play in peace building. Most important to understand is that traditional Africans have their own means of managing, conserving and preserving the natural environment.

This course is oriented towards enabling students to explore African traditions and other means for managing, preserving and conserving natural resources in a sustainable manner and their role in peace building. The course will also engage students in investigating and analyzing challenges to indigenous African knowledge of environmental management and conservation. The course will also attempt to focus on the possibility of environmental cooperation and initiatives in the contemporary Africa for preventing new forms of violence but aiming at making environmental security and peace a historical reality.

ESP 3212: WAR, POPULATION GROWTH AND ECOSYSTEMS

This course is designed to engage students in exploring challenges posed by war on the environment including effects of refugees and Internally Displaced Persons (IDPs) on ecosystems. The course will focus on global overview of refugees and IDPs, responsible factors, national policies and several initiatives and effort towards responding to the issues of refugees and IDPs particularly in Africa with reference to the Great Lakes Region in Africa. It will also take consideration of the effect of war on women's source of livelihood. The course will draw specific examples from some countries within the Great Lakes Region.

ESP 3213: FORESTS, POVERTY, TRADE AND CONFLICTS

World regions, in particular Africa, are facing complex situation often characterized by violent conflicts and poverty as a result of continuous loss of natural resources at high rates. Forests are considered one of the most affected natural resources due to illegal logging, which subsequently leads to poverty among the poor and people at the periphery. Some tropical forests continue to suffer accelerated deforestation mainly at the hands of foreign companies. Nation-states most often conflict with

environmental activists, civil society, citizens and local communities over mismanagement and illegal exploitation of natural resources in particular forests. This course is designed to enable students to know the causes and consequences of illegal logging, with a special focus on Africa. It engages them in attempting to understand whether the poor have benefited from the forest products.

ESP 3214: SUSTAINABLE TOURISM AND DEVELOPMENT

Tourism is increasingly gaining momentum and becoming a prominent resource and avenue for national and private income generation. However, most often, it ends compromising environment and causing conflicts between local communities and governments. Security and peace are pre-requisites for sustainable development through sustainable tourism that is relevant to local needs. To the contrary, mass tourism is seen to be non responsive to relevantly respond to the needs of the local people and being so harmful to the physical environment and human security through poor resource management, marginalization of the local communities and conflicts.

ESP 3215: URBAN ENVIRONMENTAL MANAGEMENT

The course examines human and ecological security issues emanating from trends towards increasing urbanization, including contaminated water, poor air quality, poor housing, transportation and sanitation, and overload of waste management facilities due to accelerated consumption, among others. The course also shows how severe urban environment as a result of poor management generates consequences that heavily impact on human health and above all working towards sustainable development. As a measure to such urban environmental security problems and consequences, the course provides a broader perspective, which places urban environmental insecurity, health and management problems in the

larger context of domestic and international economy. It focuses on the evolution of urban infrastructure, the seat of power, as entity reshaping the landscape surrounding it, as a contrast to the country, and as economic magnet and domain of conscientious consumer and political communities. It addresses how these attributes of the city generate specific perceptions about the use of resources both in the neighborhood of the city and the wider domain of its influence (or control) and how these most often result in environmental insecurity in the country, which ultimately affects human life in the city. The course also demonstrates specific cases of practices/activities that contribute to adequate cities' management and sustainability, while suggesting alternative strategies for creating for a more liveable urban environment.

ESP 3216: CLIMATE CHANGE, NATURAL RESOURCES AND CONFLICTS

Climate change is perceived as a threat to the environment and as a trigger of conflicts. The course is designed to enable students to be familiar with what climate change is, concepts and its impact on natural resources and how it is linked to conflicts over natural resources, and to explore necessary measures. More specific examples of the impact of climate change on natural resources in the developing countries will be critically explored and examined for further understanding and knowing what is happening in the world.

The course will engage students to know the magnitude of greenhouse effect as a result of the level of what the world population knows about climate change. The course goes further to enable students to gain knowledge of IPCC and its position on climate change. Finally the course will challenge students to explore necessary measures and suggest which direction governments should go. For further probing into the study at a

deeper level, a guest speaker will be invited to give more challenging issues posed by limited knowledge of the science of climate change.

ESP 3217: ENVIRONMENT AND ENERGY

The course is designed to engage students in discourses aimed at exploring the impact of the energy sector on environment as well as how society at large has misused environment, including environmental, social and economic costs mainly in the developing countries. The course inspires and challenges students to question whether mega projects such as hydro power provide a solution to environmentally related problems and if not to propose alternative sources of power that are environmentally friendly and less costly even affordable by the poor in developing countries. It will consider the potential and role of civil societies in the energy sector and the extent to which they can influence governments to have a paradigm shift to alternative sources of power, in addition to the policy process. The course goes further to engage students in discussing current challenges to putting in place alternative sources of power in the developing countries mainly in Africa which have resulted in the deterioration and total disappearance of important natural resources such as lakes and forests.

ESP 3218: ENVIRONMENTAL LAW AND PUBLIC POLICY

Environmental law and public policy play a key role in the pursuit of environmental security and peace. This necessitates the involvement of every actor right away from the grassroots in the enforcement of law and policy process. This course, therefore, is designed to engage students in understanding the law that governs and regulates the use of environment as well as policy process. Sometimes the law and policy implementation becomes ineffective especially in the arenas of what humans do and the way they act upon natural resources which has subsequent adverse

effects not only on human dimensions of development but also on other forms of life. The course will, therefore, consider how far has the law and policy helped in the struggle to attain environmental security and peace. The course will further consider the inclusiveness of environmental law and policy process, and the entry point for non-state actor involvement in environmental management in case the law and policy process are exclusive. Among other things, the course engages students to explore home-grown measures to counteract bad environmental practices in Africa.

ESP 3219: ENVIRONMENT, SECURITY, AND GENDER

We live in an age when the accumulation of wealth is greater and in the hands of a few people while the majority of the world's population is living in abject poverty, a situation that often leads to conflicts. There has been a lot of debate on the link between women and the environment and whether women have an opportunity like men to engage in environmental practices and works. This course is therefore designed for students to examine the relationship between environmental security and gender and addresses the necessity of including gender into the approaches on the environment and security. The course also focuses on women's special role in protecting biodiversity and in environmentally sustainable use of natural resources. The course focuses on feminists' debate on the analysis of women's use and conservation of natural resources and whether this has created impact on the status of environment.

ESP 3220: ENVIRONMENTAL EDUCATION AND PEACE

Education is an essential instrument central to the promotion and pursuing of environmental security, peace, sustainability and sustainable development. The world especially developing countries have begun facing environmental catastrophes resulting from anthropogenic activities

and unethical actions upon the environment and absence of mechanisms to deal with non-human induced events that continue to be a thorn in the process of sustainable development. This is attributed to the current education system that seems not to be responsive to environmental needs and issues that if not attended to breed severe threats to humanity and other species.

The course is designed to enable students to conceptualize the necessity of environmental education in the process of searching for environmental sustainability, sustainable development and peace. The course engages students to comprehend and internalize discourses in relation to the environment and to consider whether the current education system inspires humanity to harmonize its interaction with nature, and if not what needs to be done or what kind of education we need to embrace that aims at positive environmental change.

MASTER OF IN RESEARCH AND PUBLIC POLICY

INTRODUCTION

This collaborative programme of 16 African universities from 9 countries on Capacity Building for Better Governance and Social Policy Research. The collaboration is aimed at contributing to stronger evidence based research on public policy that can have a positive impact on pro-poor development policies in Africa. It is noted that strong graduate programmes on public administration and public management are less focusing on public policy and none focusing on capacity building for research on/and public policy. This deficiency prompted to development of a programme that addresses the gap. In view of this, the Partnership for African Social and Governance Research (PASGR) working with African universities initiated the design and implementation of the MRPP a

specialized programme that combines research with the graduate teaching of public policy to generate graduates capable of first rate social science research, teaching and or utilizing research evidence as policy practitioners.

PROGRAMME GOAL STATEMENT

The vision underpinning the MRPP is the value of strengthening the production of social science researchers so that they may contribute to public policy development in Sub-Saharan Africa. It was felt that a programme that provides for the development of competencies in research and public policy would generate a cadre of professionals able to work in a wide variety of settings including but not limited to government bodies, think tanks, civil society organisations, regional and international organisations, media and universities. MRPP graduates should be able to *produce* social science research that can contribute to public policy and good governance, and also be able to *utilise* research evidence in public policy development.

ELIGIBILITY CRITERIA

The MRPP aims to attract a rich diversity of qualified students from undergraduates as well as early and mid-professionals seeking to build on their expertise. Uniform minimum eligibility criteria and a rigorous selection process will ensure that the students admitted into the programme are motivated, capable of coping with the demands of the programme and developing the required competencies. It will also help ensure that all MRPP universities are accepting students of similar quality. To be considered a candidate for admission all applicants in all universities must meet the following minimum eligibility criteria:

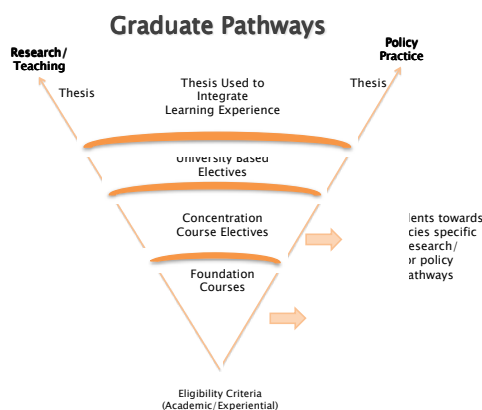
- Masters degree, **or**,
- An Upper Second class Bachelor's degree (or its equivalent GPA), or higher; **or**,

- A Bachelor’s degree of a lower second class, **and** at least 2 years of work experience in a research or policy field, **or** a postgraduate diploma.

GRADUATE PATHWAYS

The MRPP programme architecture has been deliberately designed to enable graduates to develop competencies in one or other of the two career pathways as illustrated below. Interaction among students involved in both pathways will provide a richer learning experience for all. Many of the needed competencies for both pathways are identical. The programme architecture allows for each student to customise their learning experience through their choice of courses, field experience and thesis.

Although a student may pursue a middle “path”, their choices will eventually lean towards either the “research” or “policy” pathway.



- **A “research” pathway** for students who are primarily interested in doing policy relevant research who may aspire to undertake advanced scholarship, teach in African universities and/or work in research in think tanks and other types of research organisations.
- **A “policy practice” pathway** for students primarily interested in using research as policy practitioners who aspire to influence,

inform or shape public policy, through work in national and sub-national government bodies, think tanks, advocacy organisations, media, private sector, regional or international organisations.

EXPECTED LEARNING OUTCOMES

The design of the MRPP process started with Steering Committee agreement that the above competencies would involve each student demonstrating acquisition of:

- **Knowledge** -- specific things that a graduate should be able to demonstrate an understanding of but not necessarily have performed (e.g. the research courses will expose students to many different methodological approaches to social science research, but students may end up only using some methodologies in their respective group work or thesis);
- **Skills** -- specific techniques, capabilities and attributes that students should be able to demonstrate that they have actually performed by the end of the programme (e.g. collecting and analysing data related to a key public policy issue); and,
- **Experience** -- things that all students must have directly participated in prior to the end of the programme such as workshops, field experience, group projects (e.g. designing and executing consultation on a key public policy issue).

COURSES

MRPP 301 QUALITATIVE RESEARCH METHODS FOR PUBLIC POLICY

COURSE DESCRIPTION

This course grounds students in qualitative methodology and methods for public policy. It falls into three parts. In the first part, students are introduced to key issues in methodological choice and research design. In the second part, students are introduced to, and gain practice in, some of the foundational methods of qualitative research. In the third part, they are taught about data coding and data analysis.

MRPP 302 QUANTITATIVE RESEARCH METHODS FOR PUBLIC POLICY

COURSE DESCRIPTION

Effective formulation and implementation of public policy is significantly dependent on the quality of information, yet the proper use of statistics along with words makes communicating information much easier, faster and accurate than when words are used alone. This requires that public policy scholars and practitioners acquaint themselves with quantitative methods of collecting, analyzing and using data. This course is designed to enhance students' understanding of the design, conduct, and data interpretation and reporting on research for public policy using statistics or numbers. It explores the philosophical foundations of quantitative research and their relevance for public policy; quantitative research approaches and designs that can be applied in policy studies; methods in survey research; data analysis and interpretation; critical reading of statistics; writing a research proposal; and reporting quantitative research findings for use in public policy formulation and implementation.

MRPP 303 PUBLIC POLICY DEVELOPMENT AND ANALYSIS

COURSE DESCRIPTION

This is a core course for the programme. It is designed to equip students with the conceptual tools, knowledge, skills and competencies as well as empirical materials needed by policy practitioners and researchers in public policy areas. The course focuses on the key conceptual, theoretical and practical underpinnings of public policy development and analysis. It addresses the nature of public policy, its context, machinery, techniques and tools for the formulation, implementation and evaluation of public policy. Using a problems-oriented and a multidisciplinary synthesis approach, the course bridges the gap between theory and practice in public policy development and analysis.

MRPP 304 GOVERNANCE AND POLITICS OF PUBLIC POLICY

COURSE DESCRIPTION

Policy outcomes in Africa are fundamentally shaped by the landscape of governance and accountability. This course identifies the formal and informal institutions that populate that landscape, and explores how they interact to enable, constrain, or undermine modern policy-making. After an opening session in which students learn about the origins of African governance institutions and the ideas that animate them, the course is divided into two sections: formal and informal institutions. In the section on formal institutions, we map out the most salient formal organs like the executive, bureaucracy, military, civil society etc. In the section on informal institutions we examine phenomena like personal rule, clientelist networks, ethnic, religious, and generational movements. Each week the emphasis is on understanding the evolution of these institutions in country and comparative context, on grasping their implications for public policy, of analysing their different effects, and on understanding their relation to other institutions.

MRPP 305 SOCIAL SCIENCE FOUNDATIONS OF PUBLIC POLICY

COURSE DESCRIPTION

This course gives an overview of the major social science approaches used in the conduct of theory, research and real-world public policy. Social science is an umbrella term that refers to the plurality of disciplines that study society. They include anthropology, sociology, economics, psychology, education, political science, political economy, public administration/public management, gender analysis, and, in some contexts, history, geography and law. These cannot be satisfactorily covered in one semester. To strike an acceptable balance between breadth and depth, this course will cover anthropology, sociology, gender analysis, political science, political economy, public administration/management and geography. These disciplines which, in important ways, inform governmental decisions and public resource allocations will be explored. The aim is to outline, for non-social scientists, the key disciplinary approaches that will enable both policy scientists and policy practitioners to contextualize the work they do.

MRPP 306 ECONOMICS FOR PUBLIC POLICY

COURSE DESCRIPTION

The course is meant to expose students to basic principles of economics. It introduces students to the economic issues that impinge on public policy. It is meant to provide students with economic principles and tools needed for policy analysis. It covers economic analytical tools that will help them to understand real world economic issues and problems that they can use to analyse the economic setting. It is meant to help students to understand tools used by economists to analyse the economy, and how they respond to economic issues. It also introduces students to

how economists tackle public policy based on their way of thinking. In particular, it focuses on the economic issues that have been at the core of public policy debate in Africa. The course is organised in two components i.e. Micro-Economics and Macro Economics.

MRPP 307 ETHICS IN RESEARCH AND PUBLIC POLICY

COURSE DESCRIPTION

This course will explore the range of ethical issues and choices that confront policy developers and researchers in order to develop skills in recognizing and resolving them. The course will begin with a discussion of the theories and conceptual frameworks related to ethics, values and morality, and how they apply to research and policy development. It will include a comparative review of the core principles, policies, legislative frameworks and international standards governing issues such as: confidentiality; protection of privacy; transparency and accountability; research with human subjects; external influence; and, anti-corruption frameworks.

The course will then focus on moral reasoning, designed to expose students to a wide variety of the moral conundrums that public officials and researchers confront. The analytical and case material we discuss should enable students to formulate well-reasoned, theoretically and empirically-based viewpoints on difficult and controversial research, public-policy and public management issues.

The course will review the academic literature on values and ethics in public service and research, examine some recent examples of apparent ethical lapses, and consider ways of dealing with ethical and value-based conflicts.

MRPP 308 RESEARCH, POLICY AND PUBLIC INTERFACE

COURSE DESCRIPTION

This course provides the opportunity for students in both pathways to be exposed to issues of research commissioning, design, development, and communication for public policy. It will focus on the interface between the research and policy communities and the wider public. Students will be exposed to leaders in these diverse communities, and there will be a strong emphasis on skills development.

MRPP 309 GENDER, SOCIAL DIVERSITY, EQUITY AND PUBLIC POLICY

COURSE DESCRIPTION

One of the major challenges confronting public policy in modern times is how to overcome overt and subtle discrimination in the art of governance, economic growth and development. Among the several pathways to the realisation of this goal, the pursuit of tolerance of social diversity and the eradication of exploitation of one group by others remains a major focus. Understanding the political and civil rights of different social classes, as well as their economic, social and cultural rights provide the basis for the course on *Gender, Social Diversity, Equity and Public Policy*.

MRPP 310 LEADERSHIP AND PUBLIC POLICY

COURSE DESCRIPTION

Public Policy making is deficient in many respects due to poor leadership skills and insufficient understanding of what is required for its successful implementation. This makes it important to expose students to the various successful strategies and frameworks employed by leaders in

developing policies for its efficient management. This course is aimed at developing leadership skills towards the management of public policy. It is also aimed at promoting public policy that is fostered by enlightened and compassionate public leadership. The primary objective is to develop visionary leaders who can drive the policy innovation process and translate good ideas into concrete action. In addition, the course aims at developing students' capacity to learn practical problem-solving skills and techniques drawing on concepts and frameworks from interdisciplinary areas; and how they can be applied to specialized areas including social policy, education, health, etc.

MRPP 311 THESIS SEMINAR

COURSE DESCRIPTION

This course provides an opportunity for students in all pathways to present an outline of their research in progress and to receive feedback from instructors and peers.

LEARNING OUTCOMES

At the end of the course students will have:

- Received feedback on their thesis work in progress;
- Practiced presenting a summary of their work in progress; AND,
- Prepared quality theses.

MRPP 312 ADVANCED QUALITATIVE METHODS FOR PUBLIC POLICY

COURSE DESCRIPTION

This course consolidates training in the foundational qualitative methods taught in F1, and extends this training by providing knowledge and

practice of additional qualitative methods, some of which are more specialised or more advanced. We believe that when taken in combination with F1, this course will expose students to a wider menu of qualitative research methods than can be found on existing qualitative methods courses in most universities. Nevertheless, as in F1, the main difference between this course and traditional qualitative research methods courses is not necessarily to be found in the menu of methods taught, but in the length of time devoted to practicum, and the focus in those practicum of applying research methods to public policy issues. The aim is to produce students who can really practice the methods they have been taught in class, and apply those methods to improving public policy.

MRPP 313 ADVANCED QUANTITATIVE RESEARCH METHODS FOR PUBLIC POLICY

COURSE DESCRIPTION

Public policy research tends to involve studying a population that has great variability, yet the entire population cannot participate in the study. The immediate challenge that researchers face is how to accurately draw generalizations on the basis of limited samples. Thus, the degree of variability in a population significantly compromises the accuracy of any possible generalization; which raises the question of how to draw inferences about parameters from statistics. This course focuses on the use of inferential statistics to compare variables and make reasonable generalizations about populations on the basis of sample characteristics. Building on the contents of Quantitative Research Methods for Public Policy, the course covers the choice of appropriate method of data analysis; sampling distributions and hypothesis testing; correlation; regression analysis; statistical power; one-way and factorial analysis of variance; repeated-measures analysis of variance; chi-square test for

analysis of frequency data; nonparametric and distribution-free statistical tests; and multilevel modelling.

MRPP 314 APPLIED POLICY ANALYSIS

COURSE DESCRIPTION

This is a concentration course in the programme. Students taking this course will have taken Public Policy Analysis course which is one of the core courses for the programme. This course aims at enabling students to plan and execute policy analysis in the real world. Using a problems-oriented and a multidisciplinary synthesis approach, this course intends to bridge the gap between theory and practice in the public policy analysis function. In this course the students will use the theoretical and conceptual knowledge to perform policy analysis in real life situations. They will address practically public policy problems within their countries and communities by using their analytical skills and policy tools to identify or define solutions to public policy issues and problems. The students will work through practical exercises and cases dealing with various components in the policy cycle.

MRPP 315 CONTEMPORARY ISSUES IN PUBLIC POLICY

COURSE DESCRIPTION

This course's main goal is to examine contemporary issues of public policy and then explore the challenges that impact on the policy process. The course's fundamental concern is that policy problems change over time and therefore it is critical to understand the dynamics of change in Public Policy. To this end, the objective of this course is to do in-depth analysis of current, real policy problems in a variety of different domains and then identify commonalities and differences in the analytical and developmental processes necessary to determine the range of possible

policy interventions and their inter-dependence. As a result each contemporary issue will be selected and discussed as a cross-cutting issue against the dilemma of understanding public policy. Lastly, the course anticipates demonstrating the internalisation of knowledge by bridging the gap between theory and practice.

MRPP 316 POLITICAL ECONOMY AND PUBLIC POLICY

COURSE DESCRIPTION

This course builds on the foundational courses of Governance and Public Policy, Economics for Public Policy, and Foundational Social Science Approaches for Public Policy, in order to explore a specialised field of social science research – political economy – in some depth. Public policy design and implementation, whether it concerns economic growth, health, education, public security, or any other area of public interest, inevitably implies the mobilisation and utilisation of economic resources, including knowledge, manpower, and capital. Political economy approaches in general contend that the success or failure of public policies depends on political struggles, or the ability to neutralise political struggles, around these resources. However, there are a variety of different schools of political economy, each with its own view on which are the most salient types of actor, struggle and resources. In this course we will examine Marxist, neo-Weberian, and New Institutional approaches to political economy, acquiring expertise in their main analytical tools, and gaining an appreciation for their strengths and weaknesses in analysing different areas of public policy.

MRPP 317 GLOBAL CONTEXT OF PUBLIC POLICY

COURSE DESCRIPTION

This course seeks to provide students with a critical understanding of the global context within which public policy is formulated, developed and implemented. Students will be exposed to the ideas of globalisation, the key state and non-state actors, and the political contests over the definition of “global” public policies. Why do some global policy issues (such as “terrorism” or HIV/AIDS) rapidly become “global” public policy *problems* while others (such as global income inequality) simply move in slow-motion? At the end of each topic, an attempt will be made to draw the implications of global public policy for policymaking in Africa.

DEPARTMENT OF DIPLOMACY AND INTERNATIONAL STUDIES

MASTER OF ARTS IN DIPLOMACY AND INTERNATIONAL STUDIES (PART –TIME 2 YEARS)

This course is aimed at training participants in all aspects of International affairs including foreign relations, International trade, internal politics, international law, environmental issues, global communication peace and justice.

AIM OF THE COURSE

- To train participants with career ambitions in jobs with an international dimension, Foreign Service Officers, Staff of NGOs, International Organizations, UN Agencies and Multi-national Corporations in Protocol and Diplomatic skills.

- To prepare participants in all aspects of international affairs including foreign relations, international trade, international politics, international law, environmental issues, global communication, peace and justice.
- To equip participants with the techniques of Diplomatic negotiations and mediation.
- To enable participants identify and analyze the causes of war in order to promote effective peace-making, conflict resolution and management.
- To train participants who will promote international leadership, co-operation and democratic governance.
- To extend the frontiers of knowledge through research in Diplomacy and International affairs.
- The programme aims at a comprehensive approach to understanding international affairs.
- To become a source of excellence for research in diplomacy and international affairs, offering consultancy services to governments, regional and international bodies, civil society organizations and other stakeholders.

TARGET GROUP

Foreign service officers, Protocol officers, Policy makers, Bankers, Senior military and Police officers with ambitions to serve in international peace keeping operations, United Nations staff,, NGO staff, Multi-National corporation executives, researchers, middle to top rank managers of institutions of higher learning, lawyers, head teachers and others with career ambitions in jobs with an international dimension.

COURSES

SDIS 1001: AFRICAN DIPLOMACY AND INTERNATIONAL AFFAIRS

INTRODUCTION

This course will cover the principles of African diplomacy and international relations, contemporary issues in African diplomacy and international affairs, and the challenges facing Africa in conducting her diplomatic relations.

SDIS 1002: PROTOCOL IN UGANDA: THEORY AND PRACTICE

INTRODUCTION

Protocol is commonly used to designate the code of behaviour as practiced not only at Diplomatic occasions but also in other forms of human relations. It formalizes channels of communication and methodologies for conducting official business between Governments and harmonizes inter Governmental conduct. It lays down the procedural down the procedural rules Governing civilized conduct at state official, diplomatic and private functions to ensure that such functions are accorded befitting dignity and decorum. Every country, Governmental of non –Governmental organization is concerned with establishing an excellent image through observance of the rules of civilized behaviour.

This course therefore has an eye to achieving excellence by highlighting a few theoretical expositions and emphasizing the practical aspects of Diplomatic protocol in Uganda and elsewhere in the world. It sensitizes the participants to all the possible breaches protocol as well as the challenges of managing them

SDIS 1003: PRINCIPLES AND TECHNIQUES OF DIPLOMATIC NEGOTIATIONS AND MEDIATION

Introduction

Rivalry among factions within a country and among countries may lead to war. When weapons fail to win a conflict, negotiators and mediators become handy in resolving that conflict. A successful resolution of conflict hinges on mastery of diplomatic negotiations and mediation principles and techniques. Diplomatic negotiations may start with confrontation, involve much competition and then end with cooperation. This course, therefore aims at equipping students with principles and techniques of diplomatic negotiations and mediation.

ITPL 04: CONTEMPORARY INTERNATIONAL TRADE POLICY ANALYSIS

This course examines the modalities of foreign policy formulation. The role of various actors in the Foreign Policy Formulation Process and Contemporary Patterns of African Politics are discussed. It looks at the state from inside out, trying to understand the processes and structures within states that make them take the actions they do toward other states.

SDIS 1004: INTERNATIONAL LAW AND POLITICS

One of the most important developments of the 21st Century is that there is no aspect of world politics that can be fully understood without some knowledge of international law and awareness of how it operates as law and component of global affairs as an integral impact of international law on National legal systems is unprecedented. International Law today

affects the life of every individual and should be studied in the context of Global 21st century politics.

SDIS 1008: RESEARCH METHODS

The first part of this course will be quantitative methods while the second will be qualitative. This course introduces the student to basic methods of empirical inquiry in the social sciences research. The overwhelming majorities of studies that test hypotheses, empirically fit models, produce predictions, or estimate policy impacts are based upon some form of quantitative or statistical analysis. The level of mathematical treatment will be moderate (some algebra).

SDIS 1010: INTERNATIONAL ORGANIZATIONS AND GOVERNANCE

International organizations are playing greater roles in the Governance of International and domestic affairs. There is a renewed interest in studying the theory, practice, nature and functioning of international organizations because they have become important if not dominant actors in International Relations. This course delves into the intricacies of predicting the future of international organizations, how their activities influence international relations affect individuals and contemporary society. The course provides a theoretical framework for understanding International Organisations. This course starts where the undergraduate course in International Relations stops.

SDIS 1005: FOREIGN POLICY ANALYSIS

This course examines the modalities of foreign policy formulation. It discusses the role of various actors in the foreign policy formulation process and contemporary patterns of global politics, beginning with nature and determinants of foreign policy ending with African continental and African sub regional foreign policies

SDIS 1012: WORLD PEACE AND SECURITY

Peace and security are like two sides of coin. Thus, they are inseparable. In order for peace to thrive, security must be provided. The goal of the course is to examine the validity and soundness of this argument under specific global contexts. In the same vein, the course is meant to engage students in global peace and security problems with the view to attempting to put in place viable and sustainable diplomatic solutions.

SDIS 2004: GLOBAL COMMUNICATION II LANGUAGES: FRENCH

This course examines the dynamics of communication in institutions and organizations especially where communication, through the use of Information Communication Technologies (ICT), fosters understanding in international affairs. The course also provides requisite skills required for scholarly and other formal presentations at conferences and workshops. It supplements the negotiation, mediation and leadership course, as well as enriching students with communication skills in the context of peace building and conflict resolution. This is a practical course that, through case studies, analyses, discusses and presents research papers and

reports, précis, press releases/communiqués, official memos, policy papers/briefs, etc.

**DEPARTMENT OF INTERNATIONAL TRADE, POLICY AND
LAW**

MASTER OF ARTS IN INTERNATIONAL TRADE, POLICY AND LAW

This weekend programme is aimed at training prospective students the importance of trade in economic development; understand the recent developments in international trade, changes in domestic competition, trade policies in various countries and trade negotiations in the framework of the World Trade Organisation.

OBJECTIVES OF THE COURSE

- To contribute to a pool of competent national negotiators in trade matters.
- To build long-term capacity in trade-related policy issues at the national and regional levels.
- To provide a theoretical foundation for practical skills, and thereby contribute to the competence and confidence in practical performance at the workplace.
- To provide an opportunity to potential trade policy analysts and negotiators to understand the practical aspects of international trade through internships and research.

TARGET GROUP

- Trade negotiators,
- Advisors on trade issues (to government and private sector),
- Trade analysts for the country,
- Customs officers and Freight forwarders
- Business community especially in private sector, and
- Staff members of NGOs interested in trade matters e.g. Action Aid International, OXFAM, etc.
- Commercial and Trade Attaches

COURSES

ITPL 01: INTRODUCTION TO INTERNATIONAL TRADING SYSTEMS

Well aware of the importance of trade in economic development and the dynamic nature of recent developments in the field of international trade, changes in domestic competition and trade policies in various countries, Uganda Martyrs University recognized the need to equip interested persons from both public and private sectors with knowledge and skills in International Trade Policy and Law. This module is designed as an introduction to the overall master's degree program in International Trade Policy and Law. It therefore covers a broad spectrum of issues, many of which will be treated in a more detailed manner in other modules.

ITPL 02: TRADE AND DEVELOPMENT IN EAST AFRICA

This course is concerned with the relationship between trade and development, with emphasis on development-related issues in the WTO and regional trade arrangements, with a focus on the East African Community. The course will provide an overview of how trade can contribute to achieving economic growth and development when framed by the appropriate domestic and international policies and measures. It will analyse how the EAC integration has evolved and how it is impacting on the trade and development of her member states.

ITPL 03: QUANTITATIVE METHODS FOR TRADE POLICY ANALYSIS

This course provides students with a range of quantitative techniques for analyzing trade and other economic data used in the formulation and

analysis of international trade policy. The course requires a basic understanding of mathematics and statistics. Students should consult any introductory mathematics or statistics text as a refresher. Students are expected to know the following: **Statistics** – measures of central tendency (mean, mode, etc) and dispersion (variance, standard deviation, etc), **Mathematics** – differentiation of a function, matrices (addition, subtraction, multiplication and inversion). A basic knowledge of computers and computer programs would also be required for the course. During the course students will be shown how to use ***Stata and Eviews software for Trade Policy Analysis.***

ITPL 04: CONTEMPORARY INTERNATIONAL TRADE POLICY ANALYSIS

The times when international trade policy issues were left to a few technocrats in trade ministries have long gone by. Currently these issues are directly pertinent to people from all walks of life including business people, politicians, medics, educationist, and more especially those in Foreign Service.

ITPL 06: INTERNATIONAL BUSINESS STRATEGY

The module International Business Strategy is aimed to enable the student appreciate international strategy business operations. The course is based on the notion of business expanding outside the natural borders, changing various business perspectives. The course aims at closing the knowledge gap between the textbook based strategy to informed and realistic perspectives, hence a student will be able to formulate and implement and international business strategy.

DIS 1008 RESEARCH METHODS

The first part of this course will be quantitative methods while the second will be qualitative. This course introduces the student to basic methods of empirical inquiry in the social sciences research. The overwhelming majorities of studies that test hypotheses, empirically fit models, produce predictions, or estimate policy impacts are based upon some form of quantitative or statistical analysis. The level of mathematical treatment will be moderate (some algebra).

ITPL 07: INTERNATIONAL NEGOTIATIONS AND ADVOCACY

Students should be able to:

- a) Gain a deeper understanding of theories about the processes and outcomes of international negotiations.
- b) Understand the origins of negotiation and aspects resolving disagreements.
- c) Improve personal negotiation, advocacy and lobbying skills.
- d) Develop ability to analyze international conflicts and disagreements.
- e) Analyze some critical factors affecting international negotiation, advocacy and lobbying.

ITPL 08: INTERNATIONAL TRADE LAW

Ubi societas, ibi ius (where society is, there is law). This old saying is also true with regard to international trade, for international trade law can be traced back to many of the ancient societies such as Mesopotamia, Egypt, Kush, China and India, through the Middle Ages to the present modern

times. There has always been and there will always be some form of law to ensure order in international trade.

ITPL 09: APPLICATION OF ETHICS IN INTERNATIONAL TRADE

The recent discoveries in technology, and particularly in information and communication technology, and the consequent process of globalization, have substantially modified the traditional way of doing trade. Not only have they led to new products, new services, new forms of organization and communication, but also have overcome the limits of space and time, as the countries are becoming more and more interdependent, thus making trade more global. Today there is increased mobility of the people and exchange of commercial goods and stock markets. All this not only imposes new opportunities but also new challenges unknown before. A mistake done in one part can easily affect the entire world, given the global link. This shows the need for a typically ethical reflection on international trade since the science of economics alone, given its method, does not have within itself the criteria for judging the good and bad. Thus ethical principles or standards are needed to guide all those engaged in international trade and policy makers.

ITPL 10: ECONOMETRICS

Econometrics provides the interface between economic theory and the real world. It provides the tools with which to test hypotheses and to generate forecasts of economic activity. The skills you will develop in this course are vital in any applied economic work, and will constitute an essential ingredient in most jobs in the field of economics, whether in the

public, private or academic sector. More immediately, econometrics may prove very useful for your Research projects.

This course is intended to offer a solid grounding in the fundamental techniques of econometrics. It assumes that students have studied basic mathematics and statistics courses and builds on the Quantitative Methods course. Those of you who are new to econometrics will need to work particularly hard at the start to catch up. The course is highly applied, with all the theory learnt in lectures being put into practice in the computer lab using EViews econometrics software.

SDIS 2004: GLOBAL COMMUNICATION II LANGUAGES: FRENCH

This course examines the dynamics of communication in institutions and organizations especially where communication, through the use of Information Communication Technologies (ICT), fosters understanding in international affairs.

The course aims at equipping the learners with basic communication skills in French. Such skills are situational; speech acts will thus be carefully selected to suit specific situations, relevant to the learners' domain

CENTER FOR AFRICAN STUDIES

INTRODUCTION

Africans should be studying Africa not simply for the legitimate purpose of rebutting inaccuracies and misrepresentations that abound in African studies made elsewhere in the world but, even more importantly for the fact that the development of a robust scientific understanding of Africa in its mutations and transformations is a duty which Africans owe themselves first and foremost, and that must be undertaken with all the rigour and seriousness it deserves. Self-understanding is a pre-requisite for the understanding of

others (Adebayo Olukoshi, Director of the United Nations African Institute for Economic Development and Planning - IDEP).

The Center for African Studies (CAS) falls under the School of Arts and Social Sciences at Uganda Martyrs University – a private Catholic-founded university located at the Equator in Uganda. CAS is a semi-autonomous unit headed by the Chair of CAS and staffed by fellows both from within the university and without.

The Center was created in 2015 to address the need to promote and deepen the study and generation/documentation of knowledge about Africa's multifaceted realities. Whereas we acknowledge the significance of pursuing universal knowledge through the best standards of academic excellence, we emphasise that it would be odd and irresponsible for an African university to pursue such knowledge without a rigorous integration of its African environment and context into the universal.

As observed by Professor Molefi Kete Asante, "our African universities are the repositories and dispensers not of our ancestral knowledge and philosophy but of Europe's. The fact that European knowledge is in the system is not the problem, but that such knowledge is at the center of most African curricula is an immediate danger that privileges white [Western] scholars in those institutions and marginalises Africans and African knowledge". Through various historical and contemporary local and international machinations, the politics of knowledge has underprivileged contributions in almost all fields of knowledge. As such, the task of studying African knowledge and practices and repositioning them from the periphery is both a grand and urgent one.

One would ask what difference it makes whether to study Africa from Africa as viewed by Africans or from the various centers for African studies in Europe and America. There is certainly knowledge to be

acquired either way, but it may not be the same. Although researchers often underline their objectivity, research and politics of knowledge are often informed by interests and positionality. Our study of Africa is rooted in the interest of achieving self-understanding through a pursuit of knowledge mainly driven from within Africa and guided by endogenous imperatives and lenses. This does not rule out working with other people from outside Africa, but we are keen on holding the concerns of the African world as our priority. On the admission of the above ideal, we are open to working with a healthy synergy of local and external scholars to animate scientific life in initiating and furthering enriching on Africa and generating insights that could as well inform social policy and practice.

MISSION

To promote quality research, documentation, and exchange of ideas on Africa and her relations with the outside world

OBJECTIVES

- To facilitate research on and collection of elements of Africa's cultural heritage and their relevance in contemporary times;
- Facilitate respectful dialogue/ conversations among African and foreign researchers on African issues with a view to enhance knowledge pluralism;
- To address misrepresentations and underrepresentation of Africa through rigorous research, public debates, and publication;
- To promote the appreciation and utilisation of relevant African cultural precepts and knowledge

ACTIVITIES

Research and Publication

Our research focus cuts across the disciplines but mainly inclined towards the arts and social sciences. We privilege interdisciplinary research as a way of overcoming the limitations of disciplinary boundaries. CAS runs a monograph publication series called **Mtafiti Mwafrika** (African Researcher) and publishes thematic anthologies based on seminars, dialogues, and African research conferences. Currently the Center is working on an anthology on the theme: *Identity and Development: Interrogating the Implications of Images of Africa*.

Collection and Archiving

The Center houses the **Uganda Martyrs University Museum** which was set up in 1996 as a collection of indigenous cultural artefacts and sculptures from Uganda and Africa. Its mission is to preserve and promote African culture, as well as to facilitate research on its significance in the present African and world development contexts. It is one of the few anthropology museums in Uganda.

Fellowships

The primary purpose of the CAS research fellowship/affiliation will be two-fold: to marshal collaborative endeavours through joint research and disseminations, as well as to assist specific research affiliates with getting support for registration with UNCST plus access to the UMU library and other scholarly resources.

Dialogues

The Center organises periodic workshops and dialogues on debates facilitated by guest speakers who are researchers in the area of African studies. CAS also holds Policy Dialogues involving fellows engaged in

policy-oriented research targeting the state, cultural and religious institutions.

DEPARTMENT OF DEVELOPMENT STUDIES (DDS)

PROGRAMME CONTENT

BACHELOR OF DEVELOPMENT STUDIES

The programme content greatly reflects the learning outcomes of the Bachelor of Development Studies programme. The content of each course unit is arranged in such a way that it spirals into the preceding one; and forms the basis for the successive content. For the practical subjects the corresponding content is aligned with the relevant practical activities.

YEAR ONE

SEMESTER ONE

BEDS1101

BASICS OF CRITICAL THINKING

YEAR: 1

SEMESTER: 1

COURSE DESCRIPTION

This course is intended to teach and impart on students the skills of thinking critically. It will assist students to explore different sources and kinds of knowledge, distinguishing between statements or assertions of perception opinion, fact and value judgements. The course thereafter, lead students into the thinking process, distinguishing between inductive

and deductive reasoning to aid students grasp the validity and invalidity of both the formal and material content of argumentation. In this course, students will be aided to effectively engage in generating accurate or informed conclusions using different levels of academic competence including factual recall, analysis, interpretation, evaluation and applications relating to the phenomena they experience in a bid to prepare them for their university studies.

BEDS1102 INTRODUCTION TO ETHICS

YEAR: 1
SEMESTER: 1

COURSE DESCRIPTION

All around us, we are jammed with moral norms that tend to influence practically every aspect of our lives. Societies today face so many moral challenges. Most people have lost a sense of moral responsibility and this has led to moral degradation in society. We do often condemn certain acts as unethical/immoral and praise others as ethically commendable. Nonetheless, we are in most cases not conscious of such moral norms and we tend to take them for granted, yet they continue to exist. These norms are mostly unwritten, and they usually lack an enforcer. Wherever we go, we cannot run away from these norms. It is then expected that being so much around us as they are, these norms should be known to everyone, but this is not the case. It is therefore upon this background that this course tries to assess the human moral development and moral reasoning within the social environment as it introduces students to Ethics, its foundations, the theories that inform ethics, and finally on how human acts can be judged.

BEDS1105**RESEARCH METHODOLOGY I****YEAR: 1****SEMESTER: 1****COURSE DESCRIPTION**

Research in general terms, is the search for knowledge. This search for knowledge involves collecting and analysing data in order to get pertinent information to answer specific questions or to solve particular problems. In this sense, we can say that we are always doing research, although many times we do not realise this and we never write it up. However, at University, research is an academic activity that involves a scientific and systematic process aimed at providing dependable solutions to problems or answers to questions. Research is not only important in generating new knowledge but also in improving practice and informing policy. Therefore it is important that University students, who often have to provide answers to questions or solutions to problems as they pursue their studies, and later in work life, be equipped with the necessary knowledge and skills that will enable them to conduct good research. This course is a general introduction to social research. It will give the students an opportunity to understand basic research concepts and the process of social research. It is meant to provide the foundation for the next course unit in Research Methodology which will be taught next semester.

BEDS1106**BASIC COMPUTER LITERACY****YEAR: 1****SEMESTER: 1**

COURSE DESCRIPTION

This Course provides a fundamental understanding of computer hardware and software. The course will be in line with UMU policy of using free and open source software. Students will be covering the basic concepts in Computer Hardware, Software, Operating Systems, Telecommunications, Databases, as well as the usage of the Internet and conversion of open document file format into various other file formats (Adobe PDF) and Microsoft compatibility. Students should be able to appreciate that there is a computer world outside the popular Microsoft computer products.

BEDS1107 ENGLISH LANGUAGE GRAMMAR

YEAR: 1

SEMESTER: 1

COURSE DESCRIPTION

Given the importance of English as the language of communication in Uganda and as the medium of instruction in all institutions, this course is designed to awaken the English Language Grammar that will equip the students with the language competence that is imperative to university students in order to compete favourably in all university academic pursuits. More so, this course unit tackles various study methods in which grammar has to be applied by a well grounded learner.

YEAR ONE SEMESTER TWO

BEDS1208 AFRICA, CULTURE AND SOCIETY

YEAR: 1

SEMESTER: 2

COURSE DESCRIPTION

This course presents an overview of the study of the major aspects of the African society. It seeks to explore some aspects of culture, society and the African religions. The course will draw lessons from a wide range of scholarly responses to the questions of culture and the African society in general. It should be noted that understanding the components and regional variations of cultural patterns and processes is critical to human geography.

The course shall examine the meaning of culture and society; and endeavour to show how we can apply this knowledge to our own African background. Africa is caught up in a changing world situation; it must find ways of how to meaningfully adjust itself. Africa has been forced to abandon its ways, and to take on what is "new". It is therefore, important that Africans learn about their culture, values and history, so as to be aware of what can be preserved as the heritage of Africa.

BEDS1209 INDEGENOUS KNOWLEDGE

YEAR: 1

SEMESTER: 2

COURSE DESCRIPTION

The course on Indigenous Knowledge (IK) is a back-and-forth movement in methodology seeking to discover and clarify in order to appreciate and utilize the great resources embedded in the people's local understanding and usage of the world around them. It revisits the past in order to study the core values, beliefs and practices associated with the people's worldviews that can be adapted as a guide to today's generations. The

lessons from such studies can benefit everyone, as we look for a more rational and sustainable way to live on this planet in harmony with other fellow beings. Furthermore, in developing countries, where formal education continues to be culturally undemocratic and does not recognize the way the majority of learners communicate, think and learn, IK comes in to reduce on this unfair situation and to advocate for the de-colonization of the school curriculum and pedagogy, through more critical reflection of what schools are actually offering students.

In this course unit, it becomes clear that for indigenous peoples themselves, their systems of knowledge creation and transmission are worthy of study in their own right, and must be part of what is worthwhile to learn in schools. This must be so because this is knowledge based on the social, physical and spiritual understandings which have informed and still informing the people's survival and contributed to their sense of being in the world. It is important for the conservation of cultural diversity.

BEDS1210 RESEARCH METHODOLOGY II

YEAR: 1

SEMESTER: 2

COURSE DESCRIPTION

Building on Research Methodology I, this course is essential for students of development studies to practical understanding of the intricacies of a representative range of research techniques. This course sets to help students to problematise the practices of academic research and the mechanics that constitute a rigorous research agenda.

The course will provide our students with adequate research and analytic skills and knowledge that will enable candidates to carry out original and independent research in Social Sciences in general and development

studies in particular. The students will be equipped with the tools required for managing social sciences research. They will learn to formulate research problems, prepare Research Designs that are appropriate to their area of study, data collection techniques, data processing techniques, data analysis, presentation and dissemination techniques.

BEDS1211 DEVELOPMENT ECONOMICS

YEAR: 1

SEMESTER: 2

COURSE DESCRIPTION

Development Economics is a branch of economics which deals with economic aspects on development process in low-income countries. Its focus is not only on methods of promoting economic growth and structural change but also on improving the potential for the mass of population, for example, through health and education and workplace conditions. Development Economics is the study of how economies are transformed from stagnation to growth and from low-income to high-income status.

BEDS1212 PRIMARY HEALTH CARE

YEAR: 1

SEMESTER: 2

COURSE DESCRIPTION

The module starts by defining health and the determinants of health. The difference between the holistic approach of Primary Health Care and the

reductive one of mere "medical care" is illustrated. The Uganda National Health Policy and the management tools available in the national context (Health Sector Strategic Plan, Health Sector Performance Reports, policy statements and policy papers, Health Management Information System, district work-plans, Demographic and Health Surveys, Multi-indicator Cluster Surveys etc.) are analysed in detail. The current state of international health policy is also discussed. Health managers, from the Ministry of Health, national and international organisations, districts and health sub-districts, are invited to discuss the theory and practice of health policy, planning and management in Uganda. The purpose of this course is to familiarise potential development agents without a medical background, with the principles and policies of health care.

BEDS1213 RURAL SOCIOLOGY

YEAR: 1
SEMESTER: 2

COURSE DESCRIPTION

This course is designed to offer students an in-depth understanding of the inherent nature of, characteristics of, livelihoods in, life and behaviour of people living in, rural settings. In depth understanding of rural settings and the behaviour of the inhabitants therein is very crucial to development studies since the majority of people, and indeed the majority of the poor, live in rural areas and thus any attempt to meaningful development must consider the rural people and their rural settings.

Students will be made to understand the inherent characteristics of rural areas vis-à-vis life in urban settings. They will then be introduced to the three main sociological theories that can enable us (sociologically) interpret reality. Then a deeper analysis of the rural people, their

livelihoods, challenges, social relationship/behaviour in rural environment will be made. Finally the course will also look at the possible dynamics of a social change process (of a rural setting).

BEDS1214 LITERATURE AND COMPOSITION

YEAR: 1

SEMESTER: 2

COURSE DESCRIPTION

This course is a study of the principles of composition with emphasis on reading analysis, the mechanics of writing, documentation and research. The course is designed to help students develop the skills in reading, writing and spoken English that they will need to succeed in their academic and professional life. This course employs literary texts to provide examples for students to refine writing, reading and analysis skills, grammar and common punctuation as well as students' ability to relate literature written text to the real world. Modern and contemporary readings: plays, pomes, short stories, and personal essays will be critically reviewed and analysed.

BEDS1215 DEVELOPMENT COMMUNICATION

YEAR: 1

SEMESTER: 2

COURSE DESCRIPTION

The last five decades witnessed an improved and fast communication networks and channels that impact on the development process. This realisation accords development practitioners, an important ingredient for

fostering quick mobilisation and easier means of participating or partaking in community development activities and projects.

In the past, commonly used means of communication were roads, footpaths, word of mouth and symbols. Nowadays, the combination of cell phones, internet, television and fast moving airplanes has made the continents one global village, easing the benefits of interdependence. Knowledge and information are essential for people to successfully respond to the opportunities and challenges of social, economic and technological changes. But to be useful, knowledge and information must be effectively communicated. This course aims at exposing students to the crescendo of communication in fostering holistic development in society.

YEAR THREE SEMESTER I

BEDS2116 SOCIAL TEACHINGS OF THE CHURCH

YEAR: 2

SEMESTER: 1

COURSE DESCRIPTION

The course seeks to underscore the contribution and global application of the social teaching of the Catholic Church in confronting the fundamental economic, social, political, cultural, juridical and anthropological problems of today's society. Basing on the Church's millennial experience and interdisciplinary approach, it proposes an integral and solidary humanism which can help in the organization of social life in a humane and relational manner, based on freedom, justice and love.

BEDS2117 PROJECT PLANNING MANAGEMENT

YEAR: 2

SEMESTER: 1

COURSE DESCRIPTION

Project planning and management course is meant to prepare students to confront the challenges of organization's project's success. More often than not, most projects are started but never live to their expectations. This is the very reason why most developing world countries are poor, because they have inadequate knowledge, skills and capacity to organize their activities and resources into meaningful ventures. When they do organize their resources they always fail to manage them, the result is waste of resources and frustrations of implementers.

Therefore, the course will expose students to dynamics of planning and management skills that will foster student's abilities to think through ideas, which they will later translate into managing development ventures. It is hoped that all students of project planning and management will by the end of the course plan and write an implementable project. The course will take the following into consideration: the emerging challenges that many planners and project managers' experience, why most project fail, discuss the project development cycle and examine the dynamics of project management and lastly expose students to project write ups and budgeting.

BEDS2118 ETHICAL FOUNDATIONS OF AFRICAN DEVELOPMENT

YEAR: 2

SEMESTER: 1

COURSE DESCRIPTIONS

The course seeks to underline the connection between ethics and development in the African context. Whereas the tendency has been to consider only the economic, political and social issues, it argues that there are very important ethical issues underlying African development. On the one hand, the course presupposes that there is such a thing as ethical foundations for African development without considering outside influence. On the other hand, it shows the impact of the contact with the Arabs and the West to African development. Thus, some values in the African and religious heritage, which are to serve as the basis for authentic human development, will be examined. Some of these values include a holistic approach towards life, the importance attached to promoting and defending life in its personal and communitarian dimension, and the "relationship imperative" which goes hand in hand with removing all that hurts relationships and life. The course will also explain how the African ethical system promotes the use of resources to satisfy human needs, by making sure that wealth and possessions are shared. It will put emphasis on the fact that Africa is endowed with a lot of material and human riches which have often been mismanaged by Africans themselves and outsiders. The course will also demonstrate that Africa can extricate itself from all kinds of poverty only if it works to be self reliant, accepting assistance on its own terms.

BEDS2119 ELEMENTS OF POLITICAL ECONOMY

YEAR: 2
SEMESTER: 1

COURSE DESCRIPTION

This course aims at helping students to understand the relationship between politics and economics on the one hand; and between society, economy and political power on the other. It focuses on the phenomena of development, underdevelopment and poverty, with emphasis on Africa. It will introduce students to the political economy analysis of development problems, with the view of enabling them to find solutions, *where possible*.

The course will help students to understand the different concepts as well as examine different ways in which internal and external factors influence development and/or underdevelopment. The various schools of thought that have attempted to explain the linkages between social development, economy, and power relations will be examined.

BEDS2120 COMMUNICATION SKILLS

YEAR: 2

SEMESTER: 1

COURSE DESCRIPTION

Communication is an indispensable skill which everybody, professional and otherwise should obtain. Many students and professionals in different fields have faced challenges in academics, places of work and relationships because they failed to communicate. Equipping the students with oral communication skills focuses on the global need to communicate effectively through speaking and listening.

BEDS2121 GENDER ISSUES AND DEVELOPMENT

YEAR: 2

SEMESTER:

1

COURSE DESCRIPTION

The world has for many years been caught up in a conceptual trap where issues of justice, fairness, human rights, and gender have not come to the fore as human concerns in society and societal relations. Today, gender and gender relations are concepts that have take centre stage in different fora and in the academia. We cannot discuss development today without looking at issues concerning the relations of the male and female gender and how each of these groups are situated in the discussion on national and international development.

Gender equality is a core development issue-a development objective in its own rights. A number of other gender concerns and realities form part of gender studies and gender interventions. Gender and development as a course seeks to pick all the issues that have a bearing on how men and women should stand, on how and to what extend should they take part in the development discourse and benefits to both the male and female gender, are thus calibrated to be in development planning and realization in order to bridge the gender gap in all areas of human life.

BEDS2122 ENTREPRENEURSHIP I

YEAR:

2

SEMESTER:

1

COURSE DESCRIPTION

One of the world's concerns is the rate of unemployment among the graduates especially the school dropouts and leaves. As such various governments including Uganda are recognizing entrepreneurship as a

possible solution to unemployment. Every effort therefore, should be made to equip students with skills to counteract its possible undesirable effects to society. Also, there is global competition, which must be effectively handled through entrepreneurial activities. Furthermore, entrepreneurial efforts are likely to provide viable alternatives for solving numerous economic problems and challenges.

BEDS2123 RISK AND DISASTER MANAGEMENT

YEAR: 2

SEMESTER: 1

COURSE DESCRIPTION

Global trends indicate that disasters especially in Africa are on the increase and their effects can erode years of development gains at different levels. Disasters have led to serious human, economic and environmental losses and if not adequately addressed they can render organizations, communities and families dysfunctional. These disasters are naturally triggered while others are induced by human action. Examples of these disasters commonly experienced in Uganda and most of the African countries are earthquakes, landslides, floods, construction accidents, fires, wars, drought and pests.

This course is focused on the providing and equipping necessary and useful fundamental knowledge and skills in disaster risk management to community development workers and other stakeholders at different levels of community development management.

YEAR II SEMESTER TWO

BEDS2224 DEVELOPMENT IN PRACTICE

YEAR: 2

SEMESTER: 2

COURSE DESCRIPTION

Students who take this course unit have spent a whole year looking at development from different perspectives but generally using a purely theoretical approach. For long we have talked about development as a *people centered* concept. The positive change that is supposed to take place, starting with the people, unfortunately is repeated so often by development students making it sound like it is concerned with other people. It is as if we are doing what we can to bring about change in the lives of others. Remember that charity begins at home. The course unit is, therefore, based partly on the truism: *Every man has to take care of and multiply not only the wealth without him, but even the wealth within him. "The discovery of the riches within one's own self is greater than the most acclaimed discovery of science.*

Development during this period is going to be referred to an "*I*" centered concept. Here development refers to your development. This calls, among others, to know yourself and the world around you in order to make the best out of them. "*Learning to use what we are and already have is the most helpful learning for life. It gives us a chance to show what is in us.*" Hence the course unit is going to hang on and keep swinging between two pillars: **the I** and what I can *do* with the available resources to bring about a positive change in my life and eventually in that of others. We shall therefore devote some time on the importance of, self-discovery, self-knowledge, self-affirmation and maximizing our potential and practical utilization of resources.

BEDS2225 PEACE AND CONFLICT MANAGEMENT

YEAR: 2

SEMESTER: 2

COURSE DESCRIPTION

Conflicts are a fact of daily living but its deterioration to large-scale violence and systematized social injustices undermine human wellbeing and social development. ***Peace and Conflict Management*** introduces students to the concepts, methods, frameworks and findings, which peace scholars, policy makers and activists use to produce conflict data and to address the causes of armed violence. The course unit creates a supportive environment where course participants reflect deeply on ideas and programmes at local level, state level and global level, which are deployed to create or sustain harmonious coexistence at interpersonal, societal and state level.

Furthermore, the course unit introduces students to potential links between factors of trans-border significance (environment, religion, media and linguistic intractability) and the incitement or sustenance of armed violence that undermines development. As such, this course unit is essentially, a cross disciplinary examination of and reflection on ideas and programmes aimed at mapping violent conflicts, preventing violent conflict, resolving violent conflicts and reconstructing societies emerging from war with peace dividends (development outcomes) that function as incentives to prevent a relapse into violence.

BEDS2226 INTERNATIONAL RELATIONS AND DEVELOPMENT

YEAR: 2

SEMESTER:

2

COURSE DESCRIPTION

This course provides an over view of the subject matter, major concepts, and philosophical, theoretical and methodological approaches of the field of International Relations. The course aims to give students analytical skills to write and speak critically about international issues and their impact on development. The course aims to help students connect the practical reality with the academic study of international relations, makes that connection by focusing on the core historical subject-matter of IR, modern sovereign states and the international relations of the state system.

BEDS2227 ADMINISTRATIVE LAW

YEAR:

2

SEMESTER:

2

COURSE DESCRIPTION

This course introduces the modern administrative and regulatory state. You will come to understand both the tremendous power exercised by administrative agencies and the significant constraints (legal and political) under which they operate. You will learn to identify the design features that might make an agency constitutionally problematic, the factors that make one type of decision more appropriate than another, the prerogatives and limits of agencies in interpreting the statutes as they are charged with the administering, and agencies' prerogatives and limits in adjudicating facts and exercising policymaking discretion. You will also learn to identify the factors that affect the availability and timing of judicial review agency.

BEDS2228 ORIGINAL AND CRITICAL LANGUAGE SKILLS

YEAR: 2

SEMESTER: 2

COURSE DESCRIPTION

Original and Critical Language Skills is a course intended to provide the students with an opportunity to explore and exercise their cognitive ability. In the process, the students will be exposed to a variety of writings which they – the students will have to academically appreciate through critiquing and tabling their criticisms through an academic style of writing.

BEDS2229 ENTREPRENEURSHIP II

YEAR: 2

SEMESTER: 2

COURSE DESCRIPTION

This course unit further enables students to the major theories and concepts of entrepreneurship. The course aims to acquaint the students with challenges of starting new business. It enables them to investigate and understand the process of setting up a business. This course integrates knowledge and skills ranging from economics, finance, marketing, and human resource management.

BEDS2230 AFRICAN THOUGHT

YEAR: 2

SEMESTER: 2

COURSE DESCRIPTION

This course will review the foundations for African world view on the African societies and social life. Its main interest will be in a delineation of social, cultural and psychological challenges confronting Africans and how those experiencing these challenges have responded to them in the past in the African cultural setting. African thought will be presented as the way Africans conceptualize their world, including relationships with people, nature and the "spiritual world". This way you will appreciate that "thought" is not restricted to mental operations but also includes feelings, emotions and perceptions. African thought also finds its expression in symbols, dances, language, art. It is affected by what Africans think about themselves and what others think about them and take them to be.

Different systems of African social organizations will be examined to include but not limited to leadership and political systems, cultural values, music, dance, art and religion. The course will raise fundamental questions about the African experiences. This course is expected to illustrate that the African continent and a people with such incredible potential can rise to meet any challenge, provided that their worldview and/or thought must become truly their own, separated from the enslaving thoughts of those who have sought racial domination.

YEAR III SEMESTER ONE

BEDS3131 BUSINESS ENGLISH

YEAR: 3

SEMESTER: 1

COURSE DESCRIPTION

In the world today, success in business is determined by how effectively people communicate to or with one another. This course therefore aims at enabling students acquire the acumen of Business Communication in order to cope professionally in the work place. This course is designed to help students build upon their fundamental English language communication skills by using professional and formal business tool such as letters, reports, and oral presentations in structured business environments.

BEDS3132 DEVELOPMENT ETHICS

YEAR: 3

SEMESTER: 1

COURSE DESCRIPTION

The field of social development studies incorporates vast theories and arguments with regard to development. All these are informed and directed towards various ends through the use of the means deemed fit by these theories and approaches to development. In the midst of all these development theorizations and execution, this course unit comes in to highlight the place that ethics occupies in development. It attempts to comprehensively demonstrate the centrality of ethics in development theory and practice if development is to have meaning. Broadly put, it seeks to provide a synoptic overview of the contemporary moral challenge of sustainable development and the similarities and differences in its interpretation by ethicists throughout the world.

The course unit therefore poses questions like: What should we call development? What should be the right goal of development? What means are acceptable and unacceptable for development? Who is morally responsible for beneficial change/development? What are the obligations

of rich societies to poor ones and poor ones to themselves? How should the burdens and benefits of development be distributed? In answering all these questions in this course, we shall analytically employ ethical principles, theories, and argumentation.

BEDS3133 HUMAN RIGHTS AND DEVELOPMENT

YEAR: 3

SEMESTER: 1

COURSE DESCRIPTION

The course introduces students to the concepts of human rights and development, as well as key issues, debates and controversies surrounding their realization. The course presents the historical context within which human rights have evolved; and also introduces to students the major instruments, international, regional and domestic, designed to protect and promote human rights. The course further presents the understanding of human rights from an African perspective, and also examines the political, legal and institutional framework necessary to make human rights effective in practice. It then examines the political, social and economic constraints that stand in the way to the full realisation of human rights at the global, regional, continental and national levels. Finally, the course presents a strong case for the need of human rights in the development processes.

BEDS3134 CONTEMPORARY AFRICA: ISSUES AND CHALLENGES

YEAR: 3

SEMESTER: 1

because of its high share of economic activity and its strong growth linkages with the rest of the economy, including the rural non-farm economy.

The course therefore underscores the importance of agriculture in rural development. It provides knowledge and analysis on how agricultural transformation can contribute to poverty reduction and consequently lead to rural development in developing countries. The focus will be on processes of agricultural and rural development within the context of developing countries, while emphasising their implications for development strategies and policies at local, national and international levels. Key issues to be addressed include the level and nature of inter-relationships between agriculture and rural development, processes of agricultural transformation in developing countries, and the role of institutions and policies in processes of agricultural and rural development.

BEDS3137 MANAGEMENT SKILLS FOR DEVELOPMENT

YEAR: 3

SEMESTER: 1

COURSE DESCRIPTION

The concept of management is as old as the human race itself. The concept of family itself required that life be organised and resources of food be apportioned in a manner so as to maximise their usefulness. It would be natural to assume that all functions of modern management, i.e., planning, organising, directing, staffing, and controlling etc., has always played a role in managing progressive change.

All development organizations both private and public need proper management for effective service delivery. Learning from history and

from new trends that emerge out of contemporary management experiences, development managers need to identify and combine several methods and skills in order to achieve organizational goals and to bring about remarkable change in societies. This will be our interest as we consider development practice in our world today. The overall aim of this course is to expose students to management thought and practice especially in development organisations. It is hoped that this exposure will enable students not only to understand concepts of management but also apply them in real life situations.

YEAR III SEMESTER TWO

BEDS3137

BIO-ENVIRONMENTAL ETHICS

YEAR: 3

SEMESTER: 1

COURSE DESCRIPTION

The increased interest in knowledge of earth's linked physical and biological systems (atmosphere, oceans, soils, minerals, fresh water, and living organisms) has created more awareness of environmental problems such as microbial threats, air pollution, toxic waste, climate change, population growth and overconsumption, shortage of natural resources, deforestation, alteration of the genes of species, and extinction of species. The advent of industrial revolution, the development of the chemical industry, and the introduction of nuclear technology had already markedly changed the relationship between human beings and environment. But, recent advancement in molecular biology, recombination technologies, genetics and biotechnology could have adverse effects on the environment if there is no vigilance in ethical oversight. The

acknowledgement that these environmental issues directly impact human being necessitates ethical reflection and policy oversight.

This course is designed to introduce students to the different ways of moral thinking about the importance and interdependent of all forms of earth's biological and physical systems; and to provide guidance towards critical engagement with new trends in bio-environmental ethical concerns for purposes of sustainable development.

BEDS3239 PUBLIC POLICY AND ADMINISTRATION

YEAR: 3

SEMESTER: 2

COURSE DESCRIPTION

The course intends to bring the learner to a deeper understanding of public policy, and the entire public making process; right from the time an issue is conceived as a public problem, to the time when a public policy to solve the problem is implemented and evaluated. The course also looks at the role of public administration as well as the public budget in policy implementation.

BEDS3240 RELIGION AND DEVELOPMENT

YEAR: 3

SEMESTER: 2

COURSE DESCRIPTION

The course seeks to highlight the link between religion and development, particularly in the African context. Religion has always been at the core of

development since time immemorial. Religion renders human beings frameworks that determine how they understand the world, and thus religion plays a vital role in creating the basic guidelines and values, that in the end structure the discourses on development and its practice. In many developing countries religion is an important shaper of the political space and decisions. In the different societies, religion plays a big part in forming identity and values that influence human beings in many significant ways in their quest for development. In many respects, religion may be perceived as a positive facilitator of development and in other areas it has been, on the contrary, perceived as an unnecessary deterrent to social change and to development. This important realization will be a point of reflection and discussion in the course. In this course, particular attention will also be paid to the impact of non-African religions on the continent's development.

BEDS3241 LAW, JUSTICE AND CONSTITUTIONALISM

YEAR: 3

SEMESTER: 2

COURSE DESCRIPTION

The course is meant to introduce to student the importance of law and also to appreciate the need to have law and justice in society for the co-existence. The course is also meant to equip students with the skill and knowledge so that they can be in position to solve our day to day legal dilemmas. It is designed to look at a number of conventions and agreements, some of which are international in nature and others municipal. The course is also designed to look at Ugandan laws especially the constitution of Uganda so that students can appreciate the need to have laws and justice and how the laws come about and how they ought to be implemented.

BEDS3242 SUSTAINABLE DEVELOPMENT

YEAR: 3

SEMESTER: 2

COURSE DESCRIPTION

This multi-disciplinary course offers an introduction to the concept of Sustainable development and its relevance to the modern world. The concept of sustainable development seeks to create a balance between economic prosperity, environmental and social equity. Therefore the 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.

The course will involve some lecturing, significant small group and class discussions, team projects, and point/ counter point debates. Students will be asked to give an oral presentation, to participate in class discussions and write assignments and take one essay exam at the end of the semester. The class will depend so much on interactive dialogue and therefore class attendance and participation are critically important. Attendance of all lectures/classes is mandatory for all students. If a student is to miss, he/she should inform the course facilitator(s) in advance. Time management for classes and other activities is very paramount.

BEDS3243 HUMAN RESOURCE MANAGEMENT

YEAR: 3

SEMESTER: 2

COURSE DESCRIPTION

Wherever we are, we find ourselves with people and we deal with people. For anyone looking ahead to undertake any responsibility in organisations, communities, and in other groupings, the importance of people and how they relate and interact, and how they perceive and respond to certain situations in a working and organisation environment, will always be important.

In all our responsibilities as leaders and members in organisations and communities we find ourselves working with people and through other people to achieve desired goals. The effective management of people is recognised as challenging and crucial to the success of all organisations. It becomes imperative then, that time and academic space be given to the very important people factor in our day to day living and processes. This course is designed to help students to prepare and to make their contribution to the discourse and practice pertaining to this person-centred management undertaking.

BEDS3244 DISSERTATION

YEAR: 3

SEMESTER: 2

COURSE DESCRIPTION

A dissertation or final year project, as a form of assessment differs from other module assessments. The expectation is that the student assembles his or her academic skills gained from the entire programme into an area of development or Ethics of his or her interest. As such the student is assigned a mentor or supervisor but takes responsibility for his or her

own learning in a process of supervision and produces a literature review, a method for undertaking field study, writing up his or her findings, discussing the outcomes and giving development related policy recommendations. Ultimately, the student will be drawing together issues of theory, method and methodology and bringing them to bear on the dissertation report.

Those BA dissertations that can best accomplish this integration or even synthesis are often the most conceptually and methodologically accomplished pieces of work which are undertaken with regard to UMU's guidelines on plagiarism, the ethics of research and supervisory regulations (which are all provided in the student academic handbook). Each Year, the IEDS faculty chooses thematic areas on which they are pursuing research and students are encouraged to choose topics and situate other problems around that thematic area to enable them receive maximum and more beneficial guidance in the research and writing process.

BACHELOR OF ARTS DEMOCRACY AND DEVELOPMENT STUDIES

THE BEGINNING OF THE BA DDS PROGRAMME AT UMU

The Bachelor of Arts programme in Democracy and Development studies was started as Associate degree programme in 2001 until 2006 when it was changed to a diploma (two years) and those who were interested could continue for the Bachelors Degree (four years).

RATIONALE FOR THE PROGRAMME

The programme was begun with the realisation that governance is so much central to development in the world today. Many development problems are attributed to “bad Governance” that leads to poor policies and prioritisation of strategies. The programme was therefore designed to make a marked and distinctive link between development and democracy, in which people are in different ways drawn close to deliberate on their own development and to be the same recipients of the benefits of development.

The programme is meant to give an in-depth treatise of democracy and thereafter underscore the nexus between democracy and development. In all its constituent courses, the programme aims to equip the students with the ability to critically assess the competing theories of development and to analyse the content and historical evolution of democracy. The programme will help students to make informed judgements about the positionality of democracy in development and to think about the nature of democracy one would be proposing for a particular context.

MODE OF DELIVERY

The Bachelor of Arts programme in Democracy and Development studies is delivered in the mode of distance learning. This mode is run for four academic years. It was developed to offer first-class quality education especially to democracy and development practitioners, both Ugandan nationals and foreign students. It is distance learning programme and targets students who are already employed mainly in the civil service but had completed at diploma level.

PROGRAMME OBJECTIVES

1. To train professionals who will have a role to play in the development of their country.
2. To provide a comprehensive education that is not only theoretical but also practical and geared towards employment openings in various professional sectors.
3. To equip students with an all round body of knowledge that opens up a multiplicity of avenues for employment and creativity in bettering life for oneself and for others in our communities.

ENTRY REQUIREMENT

The programme is accessed through the following entry requirement:

- i. A candidate must have obtained the Uganda Certificate of Education (UCE) with six credits of which one credit must be in English; and at least two principle passes in the relevant subjects at A' Level (Uganda Advanced Certificate of Education) obtained at one sitting.
- ii. Diploma Entry: A candidate must have obtained a diploma (at credit/distinction level) in the relevant field from a recognized institution.

Students to be admitted on the DDS programme must have at least two years of practical experience in the field and not directly from A level

DURATION OF THE COURSE

Programme	Duration
BA DDS	4 Years

COURSE CONTENT

MODULE 1

DDDS-101 INTRODUCTION TO DEMOCRACY

YEAR: 1

SEMESTER: 1

MODULE DESCRIPTION

This course gives a general overview of the development of democracy. It then examines the theories, ideologies and principles of democracy, and some case studies which demonstrate changes in the political systems of a country. It goes on to describe specific components necessary for the building of a functional democracy. These include the principles of democracy, party and no-party system democratic systems, decision making in government and elections.

MODULE 2

DDDS-102 INTRODUCTION TO DEVELOPMENT

YEAR: 1

SEMESTER: 1

MODULE DESCRIPTION

This course introduces students to the subject of development. It addresses the conceptual issues in development and the evolution of development thinking. It then examines the theories of economic growth,

relevance of culture and religion to development, education and development and the human development paradigm and its link to development policy and administration.

MODULE 3

DDDS103 DEVELOPMENT ETHICS

YEAR: 1
SEMESTER: 2

MODULE DESCRIPTION

This module seeks to provide a synoptic overview of the contemporary moral challenge of development and its interpretation from an ethical point of view. It asks and tries to answer the following questions: What should the right goal of development be? What means are acceptable and unacceptable for development? What is ethically/morally responsible for beneficial development? What are the obligations of rich societies to poor ones? How should the burdens and benefits of development be distributed? At the end of this module, a student will be able to answer the above questions and at the same time apply ethical analysis to the development debate and practice.

MODULE 4

DDDS104 GENDER AND DEVELOPMENT

YEAR: 1
SEMESTER: 2

COURSE DESCRIPTION

This module is concerned with gender relations and we aim to show that without gender equality, development will remain a good goal that is beyond our reach. The world has for many years been caught up in a conceptual trap where issues of justice, fairness, human rights, and gender have not come to the fore as human concerns in society and societal relations. Today, gender and gender relations are concepts that have taken centre stage in different fora and in the academia. We cannot discuss development today without looking at issues concerning the relations of the male and female gender and how each of these groups are situated in the discussion on national and international development.

Gender equality is a core development issue—a development objective in its own right. A number of other gender concerns and realities form part of gender studies and gender interventions. Gender and development as a course seeks to pick all the issues that have a bearing on how men and women should stand, on how and to what extent should they take part in the development discourse and benefits to both the male and female gender, are thus calibrated to be in development planning and realization in order to bridge the gender gap in all areas of human life.

MODULE 5

DDDS-205 RESEARCH METHODS AND WRITING SKILLS

YEAR: 2

SEMESTER: 2

MODULE DESCRIPTION

This course deals with methodology as a research tool which enables one to gather correct information and make correct dissemination–reporting for development purposes.

(At the beginning of the third year of study, each student shall write a comprehensive proposal about one of the areas chosen by the Institute. In the second semester of the third year of your studies, all Third year students shall have to attend a feedback workshop where their proposals will be discussed with different module tutors. As part of their final examination, year three students shall write a report of their findings on the topic they wrote about in their proposal course work).

This unit will introduce students to the basic concepts of research, its characteristics, and research ethics. In social research as opposed to other types of research, we are very much interested with the humans and its surrounding environment. We therefore concentrate in the aspects of social issues and try to 'discover' why, how and when they happen. At the end of this unit, students are expected to understand what research is.

MODULE 6 DDDS206 YOUTH AND DEVELOPMENT

YEAR: 2

SEMESTER: 1

COURSE DESCRIPTION

Youth is a process through which young adults acquire the cognitive, social and emotional skills and abilities required to navigate life. Culture, gender and socioeconomic class are important influences on building the character and development of the youth. The module recognises that

society has changed over the years and one of the significant changes is youth development and the role of the youth in socioeconomic development process. The issues covered in the module include youth leadership, empowerment, employment, migration, health and HIV/AIDS to mention and the students will be introduced to political advocacy and lobbying on issues of concern for youth development.

MODULE 7

DDDS-207 PEACE AND CONFLICT MANAGEMENT

YEAR: 2

SEMESTER: 2

COURSE DESCRIPTION

This course enhances the knowledge of the students in the field of peace and conflict by providing a broad understanding through teaching. The teaching and assessment will also enhance the skills of the students in the field of peace and conflict. This course will also produce positive attitudinal changes towards peace. Therefore, this course will prepare the students to learn more advanced concepts within other relevant courses in the field of peace and conflict. Furthermore, the course will prepare the students to engage in various peace-promoting activities.

The contents of the course cover different aspects of peace and conflict including different types of conflict, conflict analysis, dynamics of conflict, issues relating to natural resources, human rights and humanitarian issues, gender, religion, development, international cooperation, as well as peace-building at different levels. The main goal of the course is to enhance the knowledge, skills, attitudes and values relating to conflict and peace; and allow the participants to effectively participate in peace-

building at the community, local, national, regional and international levels.

MODULE 8

DDDS208 SUSTAINABLE DEVELOPMENT

YEAR: 2

SEMESTER: 2

COURSE DESCRIPTION

We are starting to see that a number of activities that we are currently involved in our pursuit of development are coming with a number of unacceptable effects. Among other such effects is the increasing gap between the rich and the poor, environmental degradation, global warming, and endangering the generations to come after ours. It is after this realisation that concern for sustainability in development is growing. This is what this module tries to address by: explaining the meaning of sustainable development, its background, indicators, justifications, and theories behind.

This module will explain the concept of the environment and role of the environment in development; it will analyze the state of the environment and the various environmental traditions, ethical theories, and attitudes of people towards the environment; it will handle the concept of sustainable development and the various associated theories, values, and strategies, as well as the challenges one is likely to grapple with on the road to sustainable development in a given sector or life. The role of sustainable living (and livelihood) will be emphasized.

MODULE 9

BDDS310 LAW, JUSTICE, AND CONSTITUTIONALISM

YEAR: 3

SEMESTER: 1

COURSE DESCRIPTION

This module explores the link between law, justice and constitutionalism and their impact on ethics and development. It discusses what law essentially is, the sources and functions of laws the relationship between law and morality, the court system and justice in its multifarious. The course is meant to introduce to student the importance of law and also to appreciate the need to have law and justice in society for the co-existence.

The course is also meant to equip students with the skill and knowledge so that they can be in position to solve our day to day legal dilemmas. It is designed to look at a number of conventions and agreements, some of which are international in nature and others municipal. The course is also designed to look at Ugandan laws especially the constitution of Uganda so that students can appreciate the need to have laws and justice and how the laws come about and how they ought to be implemented.

MODULE 10

BDDS311 CIVIL SOCIETY AND DEVELOPMENT

COURSE DESCRIPTION

Civil societies engage citizens, Non-Governmental Organisations, and government bodies to work in partnership to improve their communities, foster good governance and development. After a good discourse of the

nature and prerequisites of development, the course will duly highlight the link between civil society and development theorization and practice. This course seeks to explore the nature of civil societies in Africa and in Uganda specifically. Students will be presented with the ministrations, and dynamics of civil organizations as non-profit organizations involved in bringing change to communities. Looking at this domain of social activity, the students will be led to discover the strengths of civil organizations and will be helped to look at the nature and engagements of civil society with a critical approach to be able to make constructive contributions to the development endeavors of civil organizations in their respective countries.

MODULE 11

BDDS312 HUMAN RIGHTS AND DEVELOPMENT

YEAR: 3

SEMESTER: 1

COURSE DESCRIPTION

The course introduces students to the concepts of human rights and development, as well as key issues, debates and controversies surrounding their interrelatedness in the realization of development outcomes. The course presents the historical context within which human rights have evolved; and also introduces to students the major instruments, international, regional and domestic, designed to protect and promote human rights. The course further presents the understanding of human rights from an African perspective, and also examines the political, legal and institutional framework necessary to make human rights effective in practice. It then examines the political, social and economic constraints that stand in the way to the full realisation of human rights at the global, regional, continental and national levels. Finally, the course

presents a strong case for the need of human rights in the development processes.

MODULE 12

BDDS313 PUBLIC POLICY AND ADMINISTRATION

YEAR: 3

SEMESTER: 1

COURSE DESCRIPTION

The course intends to bring the learner to a deeper understanding of public policy, and the entire public policy making process; right from the time an issue is conceived as a public problem, to the time when a public policy to solve the problem is implemented and evaluated. The course looks at the conception of public administration from variegated angles and gives a good analysis and critique of the different perspectives to come to the real essence of public policies. The different approaches to be considered are to mention a few; public administration as a phase in the public policymaking cycle, public administration as implementing public interest, public policy as doing collectively what cannot be done individually, public policy as regulation, and public policy as law in action. The course explores the different theories of public administration with a critical stance.

The course also looks at the role of public administration as well as the public budget in policy implementation. As public administration is applied social science, the course will include some opportunity for learning by doing in which students will engage with the community in looking at the theories forwarded in the course in relation to the reality of policy implications and consequences in the communities.

MODULE 13

BDDS314 THE STATE AND HUMAN SECURITY

YEAR: 3

SEMESTER: 2

COURSE OVERVIEW

This module delves into security issues from a holistic point of view whereby development is not only equated with the goal of poverty reduction and security with the protection of state sovereignty but a recognition that “development retrogresses if people do not feel secure and lasting security cannot be achieved if people do not see development taking place. The module builds on Amartya Sen’s understanding of development as “freedom from want and freedom from fear.”

MODULE 14

BDDS415 RELIGION AND DEVELOPMENT

YEAR: 4

SEMESTER: 1

COURSE DESCRIPTION

Does religion prevent or advance development? The module answers this question by building the understanding that religion has a strong contribution to both physical and spiritual development of the individuals and society. It focuses on religious institutions, movements, religious practices and faiths to show ways in which religion interacts with and influences political, economic and social development.

The course seeks to highlight the link between religion and development, particularly in the African context. Religion has always been at the core of development since time immemorial. Religion renders human-beings frameworks that determine how they understand the world, and thus religion plays a vital role in creating the basic guidelines and values, that in the end structure the discourses on development and its practice. In many developing countries religion is an important shaper of the political space and decisions. In the different societies, religion plays a big part in forming identity and values that influence human beings in many significant ways in their quest for development. In many respects, religion may be perceived as a positive facilitator of development and in other areas it has been, on the contrary, perceived as an unnecessary deterrent to social change and to development. This important realization will be a point of reflection and discussion in the course. In this course, particular attention will also be paid to the impact of non-African religions on the continent's development.

MODULE 15

BDDS416 PROJECT PLANNING AND MANAGEMENT

YEAR: 4

SEMESTER: 1

COURSE DESCRIPTION

This module looks at development in project framework. It also discusses the management concept in development projects. The module also analyses the project cycle and the guidelines to project proposal writing.

Project planning and management course is meant to prepare students to confront the challenges of organization's project's success. More often than not, most projects are started but never live to their expectations. This is the very reason why most developing world countries are poor, because they have inadequate knowledge, skills and capacity to organize their activities and resources into meaningful ventures. When they do organize their resources they always fail to manage them, the result is waste of resources and frustrations of implementers.

Therefore, the course will expose students to dynamics of planning and management skills that will foster student's abilities to think through ideas, which they will later translate into managing development ventures. It is hoped that all students of project planning and management will by the end of the course plan and write an implementable project. The course will take the following into consideration: the emerging challenges that many planners and project managers' experience, why most project fail, discuss the project development cycle and examine the dynamics of project management and lastly expose students to project write ups and budgeting.

MODULE 16

BDDS417 HUMAN RESOURCE MANAGEMENT

YEAR: 4

SEMESTER: 1

COURSE DESCRIPTION

Wherever we are, we find ourselves with people and we deal with people. For anyone looking ahead to undertake any responsibility in organisations, communities, and in other grouping, the importance of people and how they relate and interact, and how they perceive and respond to certain situations in a working and organisation environment, will always be important. In all our responsibilities as leaders and members in organisations and communities we find ourselves working with people and through other people to achieve desired goals. The effective management of people, is recognised as challenging and crucial to the success of all organisations. It becomes imperative then, that time and academic space be given to the very important people factor in our day to day living and processes. The course in Human Resource Management sets out to help the learner in recognising the “people” factor in organisations.

If we look for effectiveness and efficiency in our establishments and undertakings in all sorts of businesses and non-business settings, we need to understand that “people matter”. We cannot deem people as just cogs in wheel, or just a pair of hands to squeeze results from. This course will give a new and critical stance to get the balance between people’s interests and our own interests in organisations imprinted in our organisations goals and objectives. The course also seeks to equip students with an ability to think out and forward new approaches to managing people at work places of all calibres.

MODULE 17

BDDS418 INDIGENOUS KNOWLEDGE AND DEVELOPMENT

YEAR: 4

SEMESTER: 2

MODULE DESCRIPTION

The course on Indigenous Knowledge (IK) is a back-and-forth movement in methodology seeking to discover and clarify in order to appreciate and utilize the great resources embedded in the people's local understanding and usage of the world around them. It revisits the past in order to study the core values, beliefs and practices associated with the people's worldviews that can be adapted as a guide to today's generations. The module equips the student with the skills and capacity to understand the nature of Indigenous Knowledge (IK), identify its uses and the role it could play in the development process of the local and global community. Emphasis is put on African Indigenous Knowledge. The lessons from such studies can benefit everyone, as we look for a more rational and sustainable way to live on this planet in harmony with other fellow beings. Furthermore, in developing countries, where formal education continues to be culturally undemocratic and does not recognize the way the majority of learners communicate, think and learn, IK comes in to reduce on this unfair situation and to advocate for the de-colonization of the school curriculum and pedagogy, through more critical reflection of what schools are actually offering students.

MODULE 18

BDDS419 COMMUNICATION SKILLS AND ADVOCACY

COURSE DESCRIPTION

After a lot of work has been done in development work there remains the task of communicating results, convincing the recipients to see the essence of the account put across, selling a new idea or approach to the community and much more. The success of development processes are clearly pegged on the success of good communication. This Module is intended to develop communicative competence among the students studying development and preparing to work with communities at different levels.

It will explore the language skills relevant for communication as they are crucial for everybody in society. The course will help the students to get acquainted with the different official communication modes to convey messages that must solicit action, debates, discussions or rebuttals. It will also equip the students with the skills and knowledge to construct effective advocacy messages for the promotion and advancement of *democracy and development*.

MODULE 19

DPP 3205 THE STATE AND HUMAN SECURITY

YEAR: 4

SEMESTER: 2

COURSE DESCRIPTION

This module delves into security issues from a holistic point of view whereby development is not only equated with the goal of poverty

reduction and security with the protection of state sovereignty but a recognition that “development retrogresses if people do not feel secure and lasting security cannot be achieved if people do not see development taking place. The module builds on Amartya Sen’s understanding of development as “freedom from want and freedom from fear.”

BACHELORS DEGREE PROGRAMME IN DEMOCRACY AND DEVELOPMENT STUDIES

Modules 1 to 8 are the foundational modules for both the Diploma and Bachelors Degree programmes. Upon successfully completing these modules, a student taking a diploma has the option of graduating with a diploma in Democracy and Development Studies by writing the end of diploma programme long essay (by the end of two academic years) on a thematic issue in Development and or Democracy. Alternatively, an enrolled student may submit a research proposal in lieu of the long essay (7500 words) for a BA dissertation in Democracy and Development Studies and be re-admitted to proceed into the BA programme, lasting two more academic years and covering modules 9 to 18 and the writing of the end of programme dissertation.

DEPARTMENT OF LANGUAGES AND COMMUNICATION STUDIES

COURSES IN ENGLISH

DIPLOMA PROGRAMME

Year One: Semester 1

COURSE TITLE	GRAMMAR AND STRUCTURE
COURSE CODE	DENG 101
COURSE LEVEL	DIPLOMA
CREDIT UNITS	3

Course Description

That issues of effective communication cut across all disciplines, this course was carefully designed to rejuvenate the English Grammar in students by providing strategies for revising it. It is imperative that students who know grammar can play with the language and differentiate themselves from the rest of the world. Students here are to realize that apt grammar is the fundamental tool self expression.

Year One: Semester 2

COURSE TITLE	LANGUAGE AND COMMUNICATION
COURSE CODE	DLCOS 102
COURSE LEVEL	DIPLOMA
CREDIT UNITS	3

Course description

It is widely believed that speech nourishes the written form. However, it is always wondered why many students do not write what they say! Many students spew out sentences without thought. This course is designed to entice students to pay close attention to their word usage both in spoken and written form. In answer to the question why students normally

construct ambiguous statements, this course will help the students with issues pertaining coherence, clarity and precision.

BACHELOR'S PROGRAMME

Year One Semester One

ENG 1101 ENGLISH LANGUAGE AND GRAMMAR

COURSE CODE	<i>ENG1101:</i>
COURSE TITLE	<i>English Language and Grammar</i>
COURSE LEVEL	Bachelor
CREDIT UNITS	3

Course Description

Given the importance of English as the language of communication in Uganda and as the medium of instruction in all institutions, this course is designed to awaken the English Language Grammar that will equip the students with the language competence that is imperative to university students in order to compete favourably in all university academic pursuits. More so, this course unit tackles various study methods in which grammar has to be applied by a well grounded learner.

Year One: Semester Two

LIT 1201: LITERATURE AND COMPOSITION

SUBJECT: English

COURSE TITLE: Literature and Composition

COURSE CODE: LIT 1202

Course Description

This course is designed to emphasize the importance of reading and mastery of language and its use in different contexts and for different

purposes. It also aims at helping students to cope academically in their day to day lives.

YEAR TWO: SEMESTER ONE

COS 2101

COMMUNICATION SKILLS

COURSE CODE	<i>2101:</i>
COURSE TITLE	<i>Communication Skills</i>
COURSE LEVEL	Bachelor
CREDIT UNITS	3

Course Description

Communication is an indispensable skill which everybody, professional and otherwise should obtain. Many students and professionals in different fields have faced challenges in academics, places of work and relationships because they failed to communicate. Equipping the students with oral communication skills focuses on the global need to communicate effectively through speaking and listening.

YEAR TWO: SEMESTER TWO

CLS 2201

ORIGINAL AND CRITICAL LANGUAGE SKILLS

COURSE CODE	<i>CLS 2201:</i>
COURSE TITLE	<i>Original and Critical Language Skills</i>
COURSE LEVEL	Bachelor
CREDIT UNITS	3

Course Description

Original and Critical Language Skills is a course intended to provide the students with an opportunity to explore and exercise their cognitive ability. In the process, the students will be exposed to a variety of

writings which they – the students will have to academically appreciate through critiquing and tabling their criticisms through an academic style of writing.

YEAR THREE: SEMESTER ONE

BEN 3101

BUSINESS ENGLISH

COURSE CODE	<i>BEN3101:</i>
COURSE TITLE	<i>Business English</i>
COURSE LEVEL	Bachelor
CREDIT UNITS	3

Course Description

This course is designed to enable students explore the importance of communication in the business world other than establishing a favourable bargaining ground in the business environment. This course also aims at developing in students an awareness of the significance of business communication through unfolding their interpersonal skills that contribute to effective and satisfying personal, social and professional business interaction.

BACHELORS IN SOCIAL DEVELOPMENT AND COUNSELLING

COURSE CONTENT

SDC 1101 DEVELOPMENT PERSPECTIVES

A development perspective is a course designed to instil and expose students to the culture, value and worthiness of internalizing development concepts and issues. A student who participates in the course is expected to come out as a critical analyst of development thinking and probably

develops his/her own development thinking for others to appreciate. Students taking this course are encouraged to start viewing development from different facets other than those inscribed in the known development theories.

The course aims at instilling a culture of critical analysis of development issues and trends in the world among learners so as to form their own understanding of development

SDC 1102 INTRODUCTION TO SOCIOLOGY

The course is aimed at enabling the students gain a sophisticated awareness of their social reality and make scientific observation, analysis and synthesis of social behaviour, social interaction and social phenomena. This will enable them build a modern civil society and contribute to social progress.

SDC 1103 INTRODUCTION TO ETHICS

Ethics is one of the words that feature in our everyday talk. We do often condemn certain acts as unethical and praise others as ethically commendable. But if one asked what ethics means to us, we might not be well positioned to give a precise answer. Despite the fact that we always make ethical judgement, we may not even be in position to lay down our criteria for such judgement. At times we condemn certain forms of behaviour simply because they are not acceptable in our societies. Beyond that we may have no other reason whether for the goodness or for the badness of those acts. But none of us can dispute the significance of ethics in society. It is for the above reasons that we as students of social development and counselling need to distinctly know what ethics means; what we should base on in making ethical judgement; and how to reason about ethical issues. It is that task that this course unit embraces.

SDC 1104 INTRODUCTION TO PSYCHOLOGY

The course is designed to introduce students to basic concepts in psychology and to offer an understanding of the relevance of psychology in our day to day life.

SDC 1105 INTRODUCTION TO SOCIAL WORK

The course unit is aimed at enabling students acquire knowledge and understanding of social work theory and its relevance to development work

SDC 1106 ECONOMIC CONCEPTS

This course is designed to introduce and expose to students the importance of economic concepts in everyday life of the individual and the community.

ENG 1101 ENGLISH LANGUAGE AND GRAMMAR

This course is intended to awaken the English Language Grammar that will equip the students to cope with the University programmes which require accuracy in language use. It is also intended to help the students cultivate good study habits that enable them be successful in their various fields of study.

SDC 1107 COMPUTER SKILLS

Computer Skills or *Computer Literacy or introduction to computer* is a course designed to introduce students to the computer and the digital world. The course defines what a computer is, how it works and its various applications in the different fields. At the same time, the course

focuses on computer hands-on practice, so that at the end the student feels at ease working with a computer.

SDC 1201 SOCIAL PSYCHOLOGY

This course unit will introduce to students how Social psychologists commonly use experimental and other scientific methods to dissect the sources, variations, and implications of everyday behaviors. As students critically assess social psychology's accomplishments and weaknesses they will inevitably reflect on their own lives. What social behaviors do they assume are natural, inevitable, desirable, or fair? Where did their own assumptions and behavior patterns come from, and what are the consequences of what they believe to be true? If they succeed, by the end of this course they may understand themselves and others a little better. Perhaps they will become more thoughtful about the choices they make as individuals and as members of society.

SDC 1202 SOCIAL WORK SERVICES

This course is designed to give students knowledge and practical skills regarding the services offered by social work agencies. These include services offered in schools, in medical care, child welfare services and for the elderly. The course gives students strong background and skills in working in agencies that provide social services. Generally the course will give knowledge on the importance of social work services in the welfare and social development of society.

SDC 1203 DEVELOPMENT ECONOMICS

This course is designed to expose students to a range of analytical tools to examine in detail the key developmental issues in today's third world

countries. The basic focus is how to eradicate mass poverty and improve opportunities for human welfare.

SDC 1204 LIFE SKILLS

This course is designed to enable students acquire personal and social skills required or young people to function confidently and competently with themselves, with other people and with the wide community.

The course is also designed to demonstrate understanding and knowledge of life skills.

SDC 1205 ETHICS AND DEVELOPMENT

This course is designed to expose learners to ethical lived experiences and how these experiences shape people in developing their society.

The course also aims at instilling in learners the spirit of rational development in discerning between development that is pro and anti people.

SDC 1206: REFUGEES AND FORCED MIGRATIONS

The course aims at enlightening students about the plight and conditions of a refugee and all those facing forced migrations.

The course is designed to help learners in enhancing their knowledge and in changing their attitude toward refugees.

The course will also go a long way in analysing various causes of refugee-ship in our society and suggest possible strategies to curtail further forced migrations.

LIT 1201: LITERATURE AND COMPOSITION

This course emphasizes the importance of reading and mastery of language and its use in different contexts and for different purposes. It involves writing which results from what one has read; i.e. comprehending and deriving meaning from texts, as well as applying it in different situations. It is a great guide in the academics and day to day life. It deals with introduction to literature; novel analysis and criticism, style, meaning, literary appreciation, e.t.c.

SDC 2101: GENDER AND DEVELOPMENT

The course is designed to enlighten and improve students' knowledge on gender issues and to ensure their full participation in Gender matters.

SDC 2102 CONFLICT DEVELOPMENT AND MANAGEMENT

This course aims at helping students learn and acquire the dynamisms of conflict in development process

The course will explore and analyse causes of community conflict with the view of finding possible solutions.

SDC 2103 PRINCIPLES OF MANAGEMENT

To course is designed to enable students understand management, its aspects, principles and their rules and regulations as future managers.

SDC 2104: HUMAN RIGHTS AND DEVELOPMENT

The course is designed to offer students basic knowledge values concerning human rights in general but focusing on Africa and Uganda in particular. The course also explores human rights as a development issue whose absence would mean the absence of the other. Hence the human

rights approach which is becoming very popular in development work especially by NGOs is given prominence in this course. The course also introduces students to the various human rights conventions both at international and continental levels and how these have or are being implemented.

SDC 2105: HUMAN GROWTH AND DEVELOPMENT

Human growth and development concerns the mental, physical, emotional and social development of a person /human being.

Success in helping people which is the aim of social development workers calls for an understanding of human behavior .It is therefore expected that this courses unit will enable social development trainees to meet that needs of humanity through the understanding of the various dimensions of human growth and existence.

COS 2101 COMMUNICATION SKILLS

COURSE DESCRIPTION

Communication is an indispensable skill which everybody, professional and otherwise should obtain. Many students and professionals in different fields have faced challenges in academics, places of work and relationships because they failed to communicate. Equipping the students with oral communication skills focuses on the global need to communicate effectively through speaking and listening.

SDC 2201 TRAUMA AND COUNSELLING

Psychosocial nature of human beings makes and determines socialization process of a community. It is on this background that, a lot of information sharing about psychosocial needs is needed in communities because this

will go a long way to addressing development failures accruing from unmet psychosocial needs.

SDC 2202 ORGANIZATIONAL PSYCHOLOGY

The scope for the examination of behavior in organizations is very wide and complex. There is a multiplicity of interrelated factors which influence the behavior and performance of people, as members of work organizations. People and organizations need each other and most importantly the manager should learn and understand the main influences of behavior in work organizations. How people's behaviors affect and effect the achievement of organizational goals. It's due to the above fact, that the students taking the above degree be given a chance to study organizational psychology.

The course is designed to create awareness to students the importance and effect organizational psychology at work places.

SDC 2203 PROJECT PLANNING AND MANAGEMENT

The neo classical approached have left a lot to be desired as far as development is concerned. This paper introduces the new and somewhat successful paradigm in the vocabulary of development. This course provides the mechanisms through which development can be afforded and have positive implications to communities.

SDC 2204 PUBLIC HEALTH

Public Health deals with the complete well-being of an individual, groups, families and the community in general. The subject looks at the individual in the community as the subject of development whose way of living is continuously being improved through health awareness and participation.

SDC 2205 COUNSELLING THEORIES

This course is to enable the learners understand and demonstrate the knowledge of counseling theories. The course will enable learners to relate the theories to counseling situations and be able to handle different counseling issues effectively.

The course aims to help students identify the differed psychological theories and show their application in counseling situations.

SDC 2206 RESEARCH METHODS

Social research is very important in social work because research informs practice. This course is intended to give social research knowledge and skills to students. In this course we will go through the different research approaches (qualitative and quantitative), designs, sampling techniques, data collection methods, data collection tools, data analysis and report writing. At the end students must be able to write a research proposal that can be implemented.

CLS 2201 ORIGINAL AND CRITICAL LANGUAGE SKILLS

COURSE DESCRIPTION

Language usage is important in day-to-day life and in the academic world. The ability to be original in writing and to critically evaluate what one reads is a sign of maturity in the field of academics. It leads to independence and objectivity in what one does. This course, therefore, aims at equipping students with both skills and knowledge to facilitate their academic work, much of which will be presented in written form.

SOCIAL DEVELOPMENT SPECIALISATION: YEAR III

SDC 3101 HUMAN RESOURCE MANAGEMENT

Human Resource Management function focuses on the people aspect of management at their work places/organization/companies etc. It consists of practices that help the organization deal effectively with its people, the employees during the various phases of the employment cycle; pre-selection, selection and post selection.

Although the management of other resources like land, capital and equipment are important, but a business can never succeed without managing its human resource, who is the chief engineer in the organization. A lot depends on the effectiveness and efficiency of the human resource. Thus the choice of human resource management as a suitable course to BA-Social Developing and Counseling

SDC 3102 NGOS AND COMMUNITY DEVELOPMENT

This course combines two important subjects in development work namely NGOs dynamics and community development. The justification is that most NGOs are development actors whose contribution in the field of community development is very immense. Therefore one cannot study NGOs operations without examining their contribution towards community development.

SDC 3103 ENTREPRENEURSHIP SKILLS

This course provides practical experience to students towards development through enterprises. It tries to develop a point of view, concepts and approaches for generating ideas, and for finding what should be done and how to go about it. Development is the function and

contribution of business enterprise and the reason for its existence. This course provides the means to achieve development.

SDC 3104 DEMOCRACY AND GOOD GOVERNANCE

Democracy and Good Governance is a branch of a broad leadership strategy and effective organization and administration of government and institutions. The study of Democracy and Good Governance helps learners penetrate the psychology of leaders and they and how governance relates to development. The course aims at exposing learners to the dynamics of Democracy and Good Governance and how best they can be used in fostering peace, harmony and co-existence among citizens.

SDC 3105 FIELDWORK 1

As part of the course, students are exposed to a field practical training in the selected development programmes during each year. In this the students are expected to get hands on experience of the nature of , processes and challenges of the social work practice while they can still incorporate them into their learning and theoretical studies. The field work experience also helps the student develop appropriate cognitive and social attitudes required of the profession and provides him an opportunity for practicing them.

The course aims at enabling students experience and practice skills in the areas of:

- Needs identification, analysis and planning
- Mobilization and organizing groups and the community members for development work.
- Implementation of solutions with the target groups.
- Demonstration of the use of animation skills.
- Practicing skills in social case work, group work and community empowerment.

The course is designed to;

- Expose students to various practical issues relevant to the social development profession.
- Enable students apply theoretical social work knowledge and skills to real life situations.
- Enable the students develop appropriate attitudes required of the profession, and practice qualities of a skilled practitioner.
- Induct students into leadership, managerial and administrative skills as practiced in social development projects /programs.
- Provide trainees with opportunity to identify needs and use the community resources available in meeting prevailing needs.

The fieldwork practice also provides an opportunity for the above skills to be exhibited observed and assessed.

SDC 3201 SOCIAL POLICY AND PLANNING

The course aims at helping students understand the context and processes that shape social policy goals and choices; and the provisions for social welfare in Uganda so as to enhance social planning and program implementation

SDC 3202 DEVELOPMENT COMMUNICATION

Development communication is an important subject in development work. A communication shape the very nature of social changes which unless is done makes development efforts meaningless. As development practioners and change agents, students of social development must be well versed with better communication skills to avoid preaching to the converted and giving wrong messages to a wrong audience.

SDC 3203 ENVIROMENT AND SUSTAINABLE DEVELOPMENT

Environment and sustainable development are valuable call to all who are involved in development process. The issues of environment and development do not segregate between developed and developing word they are simply a concern for everyone man and woman, children and adult. Having this course taught is one way of informing people who are/may work with communities raise concern of sustainability so as to take of the future.

SDC 3204 ADULT EDUCATION AND DEVELOPMENT

Community awareness and sensitization is the most common way of promoting development in the community. Adult education goes beyond the usual giving of literacy skills and encompasses provision of functional skills and information so as to help the individual and the community function better and improve their lives. This course will offer students a general understanding of development education and help them acquire skills that can be used in promoting change in communities through education and community awareness programmes. It will also provide them with knowledge and skills necessary for facilitation of adult learning programmes.

SDC 3205 FIELD WORK II

Students are attached to ongoing development programs that are running programs related to social work from which they can learn and acquire the necessary experience. While on practice they are given daily and weekly assignments and are supervised by the program coordinator or any other responsible officer in the organization. During the fieldwork exercise a supervisor from UMU shall be appointed to guide and assess the students' work.

SDC 3206 RESEARCH PROJECT

There is need for students to enhance students' ability to identify social problems, investigate them and add to the pool of knowledge in the social sciences.

This will be done through actively engaging in a research survey exercise, based on an identified topical social problem, analyzing the data collected, and giving findings and giving recommendations.

This course is designed to:

- Enable students practice the theoretical research methodology knowledge which they will be taught in the social research course unit.
- Enhance student's skills in research report writing through the authoring of a professional research report.

COUNSELLING SPECIALISATION: YEAR III

SDC 3106 FAMILY AND GROUP COUNSELLING

Everyone has had some experience with what could be called a family. Few things are more universal than the family. Most of us grew up in one. While it may have been happy and secure, broken or unhappy everyone has had someone who nurtured them in their childhood and who they call 'family'.

A family is defined as a basic social unit which exists in all societies. The family provides very important support for the individual in the society. It

caters for their physical, effective and emotional needs of the individual. It provides the individual with social and educational support.

SDC 3107 CHILDREN AND ADOLESCENT COUNSELING

The word 'adolescence' comes from the Latin (adolescere) meaning 'to grow into maturity', as well as being a time of enormous physiological change, adolescence is also marked by changes in behavior, expectations and relationships with both parents and peers. Relationships with adults in general and parents in particular, must be renegotiated in a way that allows the adolescent to achieve greater independence. This process is aided by changing relationships with peers.

Historically, adolescence has been seen as a period of transition between childhood and adulthood. But writers today are more likely to describe it as one of multiple transitions, involving education, training employment and unemployment, as well as transition from one set of living circumstances to another (Coleman and Roker, 1998).

The course aims at enabling students understand the timing of adolescence, its subdivisions, its outstanding characteristics, and the developmental tasks of this period.

SDC 3108 MARITAL COUNSELLING

The course looks at helping individuals understand their families of origin and build successful marriage relationships. The information and knowledge covered is to benefit every time of intimate and family relationships because a health family can be a valuable resource during difficult time and unhealthy or dysfunctional family can create problems for family members and to persist from one generation to another.

SDC 3109 COUNSELLING WORKSHOP I

This course will enable the students to practice the counseling skills through role play practice.

The course is designed to enable students/learners;

- Show understanding and knowledge of good counseling relationships.
- Identify the basic counseling skills and their applicability in counseling situations.
- Show knowledge of the different counseling techniques and how they are pride in different counseling situations.

SDC 3110 PRACTICUM 1

This course is intended to help students/counselors train to develop a knowledge, skills and abilities as well as personal characteristics necessary for hands on practical counseling.

The course aims at exposing students/Learners to the knowledge and skills in Needs Assessment and programme development and implementation.

BEN 3101 BUSINESS ENGLISH

NOTE: (FOR BOTH SOCIAL DEVELOPMENT AND COUNSELLING SPECIALISATIONS).

In the world today, success in business is determined by how effectively people communicate to or with each other. This course therefore aims at enabling students acquire the acumen of Business Communication in order to be able to cope professionally in the work place.

SDC 3207 HIV/AIDS AND OTHER INCURABLE DISEASES, CARE AND COUNSELLING

In Uganda today, it is the order of the day to find a grandparent surrounded by a fleet of grandchildren, families headed by adolescents, dying adults being nursed by their children and children scattered among relatives.

AIDS affects people who are responsible for the support and care of the children and the elderly. This has increased the number of dependants. Millions of children worldwide have been and continue to be traumatized by the loss of their parents. These children and the elderly have been and many more continue to be left destitute, families disintegrate and the survivors are left homeless. There is therefore need for counseling services to be strengthened in order to hand HIV/AIDS and other incurable diseases effectively.

The course is designed to enable students acquire knowledge, skills and positive attitude towards HIV/AIDS patients with incurable diseases.

SDC 3208 OCCUPATIONAL AND CAREER GUIDANCE AND COUNSELLING

This course is designed to expose learners to different career and guidance techniques, the challenges associated with it and how to help clients come out/cope with those challenges.

The course aims at;

- Providing students/learners with knowledge and skills in handling clients faced with occupation and or career choice challenges.
- Expose students/learners to various issues associated with career guidance as well as career theories and how they are applied in counseling.
- Providing students/learners with knowledge about organization theory as well as career change in mid-life and how they relate to occupation and career guidance and counseling.

SDC 3209 COUNSELLING IN PALLIATIVE CARE

Palliative care is active, compassionate and comprehensive care that comforts and supports individuals and families who are living with a life limiting illnesses. The purpose of palliative care is to meet the physical, psychological(emotional),social and spiritual needs of the individuals and families while remaining sensitive to personal, cultural and religious/spiritual value, beliefs and purposes.

SDC 3210 COUNSELLING WORKSHOP II

Students continue to practice and develop counselling skills and intervention strategies through role plays, discussion, and relaxation exercises and guided discovery. (*Follow counseling workshop I*).

SDC 3211 PSYCHOMETRIC ASSESSMENT

Psychometric assessment course is designed to expose students/learners to different types of Psychological tests, their application, as well as personality measurement theories.

The course aims at;

- Exposing students/learners to different elements of psychometric assessment and theories of personality measurement and their application in counseling.
- Exposing students/learners to the meaning and application of psychological tests.
- Introducing students/learners to the techniques of problem solving in real life situation.

SDC 3212 PRACTICUM/INTERNSHIP II

This is intended to help the students/counselor trainer to further sharpen their knowledge, skills and personal characteristics for dealing with a broad range of guidance and counseling issues.

OBJECTIVES:

Upon completion of this course unit the students should be able to:

- Apply theoretical knowledge and skills to real life situations.
- Develop appropriate attitudes required of the profession, develop and practice qualities and ethics of a skilled counselor.
- Exhibit all the skills as they are observed and assessed.

GENERAL INFORMATION FOR THE SCHOOL OF ARTS AND SOCIAL SCIENCES

DISSERTATIONS

QUALITY OF THE DISSERTATION

It is important to note that the SASS is not only interested in the fact that you can accomplish writing a dissertation, but in the quality of the type of work that is contained in your work. Students are asked to note that it is the view of the SASS that they be encouraged to undertake fundamental research in the field related to their area of study and specialisation. In the whole process of writing a dissertation, the candidate is required to show ability to conduct an original investigation, to test ideas (whether his/her own or those of others). Candidates are required to show appropriate ability in the organisation and presentation of the materials in a dissertation. If a dissertation is based in whole or in part on collaborative work, the extent of the collaboration should be indicated by the candidate.

INFORMATION FOR DISTANCE LEARNING STUDENTS IN ALL COURSES

It is important to mark that some courses are all done in the mode of distance learning and are offered on a modular basis. Students under these programmes are to take note of two basic things; on-campus attendance and assignments given under each module.

ON CAMPUS SESSIONS (FACE-TO-FACE)

Attendance and participation in on-campus sessions is compulsory. The purpose of the residential on-campus sessions is to provide more detailed information on selected topics from the course. The format will be a mixture of formal and semi-formal presentations, tutorial sessions, group discussions, interactive question and answer sessions, and library reading. The course tutors will be available for individual consultation during the workshops.

You are requested to bring bed-sheets and a towel. Mattress and blanket are provided. You will be accommodated in student rooms with shared bathrooms. Please remember to bring your module guides and sufficient stationery with you. The on-campus sessions are a compulsory part of the course. You must sign in for each session.

ASSIGNMENTS FOR DISTANCE LEARNING STUDENTS

Each module is received with assignments. You are advised to read widely for assignments. In addition to the reading materials provided, please source other relevant materials. As registered students of UMU, you are entitled to use the library facilities at Nkozi and Rubaga. You may also join the British Council resource centre at a subsidized fee.

We further encourage working in groups. This can be physical or via the internet. Assignments are given to determine the extent and depth of your knowledge of a specific subject and to improve specific skills like logical and critical thinking.

Note that your assignment should be your own work. If we find that you have copied your assignment from any part thereof from someone else's work, both you and the other person will not receive any marks for that specific assignment. Copying from books (including the module materials) and other sources that are unacknowledged shall result in a zero mark. Do not quote directly without acknowledgment. The pass mark for all assignments is 50%.

1. Analyse the questions carefully. This will help you to identify the aspects in the study guide which relate to the question. Do not make the mistake of reading the question too quickly to find a few "key words" to concentrate on. You might come to the wrong conclusion or interpret the question wrongly. Generally, more than one issue must be discussed, explained, etc. and you will only know what they are after you have read the question several times.

2. Focus on the operative verbs and nouns. Do not, for example, discuss an issue in broad outline if the question expects you to address a specific issue. It often happens that students write page after page without really answering the question. Please do not fall into this trap.

3. Be concise and to the point. Although you have free access to your notes, textbooks, study guides and other sources of reference, do not include irrelevant details. Do not make sweeping general statements. Every statement should be justified, that is: supported by facts, experience, or the view of experts in the field.

4. Your answers must convince the lecturer/examiner that you have mastered the subject. By showing that you understand the specific question, by offering a logical and relevant exposition, by including the relevant facts or theories and by using examples, you prove that you have mastered the subject matter.

5. The following aspects are also taken into consideration when marks are allocated: your language skills; the way in which you construct your argument/exposition and length you allow for each subsection; your interpretation and the application of the theory given in the study material; your application and acknowledgment of sources used on the subject. Please remember to append a bibliography (the books and other scholarly resources used in the compilation of the assignment).

SUBMISSION OF ASSIGNMENTS

Completed assignments can be delivered either to Nkozi or to the university offices in Rubaga. The coursework can also be posted on your department email address (The department emails are given in this handbook).

For those on part-time and full time students, the various course work should be submitted directly to the lecturer.

Upon submission of your assignments, ensure that you keep a copy in case in case another copy is required. Late assignments will not be accepted. Results for the course work for the previous modules will be available when you come to Nkozi for the on-campus sessions, when you will have the opportunity to discuss your work with your module tutors.

ASSIGNMENT LAYOUT

Please use A4 size paper for all assignments submitted. Each assignment should have a separate cover page that indicates: the title and number of the question answered; your name, address, and student registration number; the date of submission. Assignments must be typed. The number of pages required as you write your assignment is at the

discretion of individual tutors. In case that is not provided, your assignment should not be longer than 8-10 pages, 1.5 spacing, Times New Roman (font type), font size 12.

HONESTY AND ASSIGNMENTS

All students are expected to follow the general rules of academic honesty. Assignments and research papers should be the work of each individual. Any form of dishonesty, cheating, or plagiarism is a serious violation of the norms of academic honesty, and will be dealt with severely. Assignments which are copied are considered cases of academic irregularity. In this case, a number of measures are taken considering the depth of copying, either to automatically receive a zero and repeat the assignments, or repeat the module, or face the academic irregularities committee and face the outcomes from the proceedings of the committee. Therefore, be sure to document all sources you quote, paraphrase, and/or summarize in your writing. Note that putting other people's ideas into your own words is borrowing and you must cite your sources.

In dissertations and projects please acknowledge all sources. Direct copying without acknowledgement will result in the work being either rejected (failure) or forwarded as a case of irregularity. If a lecturer/supervisor suspects plagiarism (whether intended or not), you will have to face the consequences as aforementioned. This defence will determine whether your work will be accepted or not.

All written work and assignments submitted must conform to appropriate academic standards. As a rule, course works must be computer printed (handwritten work or type written are not allowed). Work which contains many spelling or grammatical mistakes or is badly written or presented shall normally be resubmitted for assessment. Avoid using pens or pencils

in correcting the typed work. Better reprint the work than having hand corrected work.

ASSESSMENTS

Senate has ruled that students will be assessed continually throughout each course in at least three assessment exercises, one of which will be the final assessment exercise. Each assessment exercise may be made up of more than one assessment category. These may include essays, seminars, tests, assignments, group work, practical, book reviews, tutorials, orals, debates, and written examinations. Assessment methods for each course will be communicated at the beginning of the course. Students will be given adequate notice regarding the nature and timing of assessment exercises.

Final assessments will be administered at the end of each academic year. Final assessments are written examinations for each module or course covered that year.

- The pass mark is 50%.
- All components of the programme shall contribute to the final mark for each module.
- Individual assignments per module: 50%
- Assessment per module: 50%
- All modules contribute to the final degree mark.

Course work and final assessment must be passed independent of each other. A student will not be allowed to sit the final assessment before passing the course work for the module in question.

SUPPLEMENTARY AND SPECIAL EXAMINATIONS

Students who do not present themselves for a final assessment without informing the department in advance will not automatically take a supplementary assessment at the next scheduled examination session. If the department is notified in advance and the request is supported by acceptable documentary evidence, the department may recommend sitting special assessments upon payment of the requisite fee.

If you fall sick during the examination session, you must request in writing permission to take special examinations right before the beginning of the following semester. The cost per supplementary examination is shs 40,000 for undergraduates and shs 50,000 for post graduates

Students who do not present themselves for special or supplementary examinations without prior notice to the department (giving details which must be valid and serious), will normally be considered to have discontinued themselves from the university. However, in serious circumstances (to be judged valid by the department board) a student who misses a special or supplementary examination may, upon written application, be permitted to take a supplementary examination, or repeat the course when next offered. A student who misses a supplementary/special automatically repeats the course and pays for it.

THE EXAMINATION BOARD REQUIREMENTS

DISTANCE LEARNING STUDENTS

For each module being examined, students are required to have marks for all the course work for the module. In their final year, the Masters' students will have to submit a guided dissertation of 15,000 words. Examination Boards will normally be held at the end of the final assessment. This Board will determine whether the student has passed or failed. It will forward its

recommendations to the University Senate which will approve the results. It is after the Senate approval that results can be released to the student.

Candidates who fail to satisfy the Examiners in a module/course unit may, at the discretion of the Examination Board and with the approval of the University Senate:

- a) Be permitted to be assessed or reassessed in one or more modules/ Course units or part(s) thereof as prescribed by the Examination Board
- b) Be required to repeat the module/ course unit
- c) Be recommended for the award of partial transcript

It should be noted that assessment in any module/ course unit or part thereof may be undertaken on no more than four occasions.

If the dissertation is deemed by the Examiners to be unsatisfactory for the award of a Master's degree, the student may, if eligible:

- a) be required to revise the dissertation or to present another one, on one further occasion only, within a time limit specified by the Examination Board with the approval of the Senate
- b) be recommended for the award of a partial transcript
- c) be failed.

SICKNESS DURING ASSESSMENT

All students with medical problems during the time for assessments are required to submit a medical certificate from a recognized medical practitioner. Students who do not inform the university authorities in advance about any illness or condition which could lead to failure of courses, cannot submit medical certificates retrospectively. Students who are sick during the time for assessment exercises and who do report their condition, are advised to sit for special examinations in August of that year.

COURSE FAILURE

A course is considered failed if the score is below 50%. However there is a second chance given to a failed module by either qualifying for a supplementary or for a retake. To qualify for a supplementary examination, one's mark must be between (30%-50%), otherwise, a student repeats the course. If a student fails with a mark of between (0%-29%), s/he is requested to repeat that course.

Supplementary and special examinations for all modular courses are held once a year in the Month of August. Students are to note that permission to sit a special examination cannot be given retrospectively. Supplementary exams are taken upon payment of the requisite fee. To pass a failed course, a student must receive at least 50% in the supplementary examination. If a student fails one supplementary examination only, s/he will normally receive permission to repeat that module in the next academic year or when the course is next offered.

A student is allowed to carry a maximum of two modules if they are failed in separate semesters. A student, who fails a supplementary examination while repeating the programme or course, shall be discontinued from studies.

APPEALS CONCERNING ASSESSMENT

The University operates a system of appeal against academic assessment. The decisions of an Examining Board may be challenged on the following grounds:

1. That there exist circumstances materially affecting the student's performance which were not known to the Board of Examiners when

its decision was taken and which it was not reasonably practicable for the student to make known to the Board beforehand;

2. That there were procedural irregularities in the conduct of the examinations and/or assessment procedures, including assessment of coursework, of such a nature as to create a reasonable possibility that the result might have been different had they not occurred;
3. That there was evidence of prejudice, bias or inadequate assessment on the part of one or more of the examiners.

Any appeal citing medical factors must be supported by an appropriate medical certificate from a qualified medical practitioner. Medical certificates should normally be submitted at the time of the illness or disability; retrospective certificates will be accepted at the complete discretion of the Examination Board.

No appeal shall be on the grounds that although the decision of the Examiners was properly made the Board of Examiners is alleged to have erred in its judgement of the academic standard achieved by the student. Notices of appeal must be made in writing, and addressed to the Academic Registrar copied to Academic Irregularities Committee stating ground of the appeal.

CLASSIFICATION OF AND GRADING OF CERTIFICATES

The University will award

Certificates and diplomas as follows:

Distinction: 75 and above

Credit: 60-74

Pass: 50-59

Bachelor's Degree

Class	CGPA
First Class Honours	A = 4.4-5.0
Second Class (Upper)	B+ = 4.0-4.3
Second Class (Lower)	B = 3.0-3.9
Pass	C = 2.0-2.9
Fail	D = 0-1.9 or less

Masters Degree

Distinction: 70 and above

Credit: 60-69

Pass: 50-59

Grading of Marks

Each course completed in a semester shall be graded using grade point average (GPA) number. That figure shall be given a letter to identify the grade at which a course has been passed. The GPA for all semesters shall be computed at the end of the final year to get the cumulative grade point average (CGPA) which shall determine the class award.

Letter grade	Range of marks in %	Numerical
A	80-100	5.0
B+	75-79.9	4.5

B	70-74.9	4.0
B-	65-69.9	3.5
C+	60-64.9	3.0
C	55-59.9	2.5
C-	50-54.9	2.0
D+	45-49.9	1.5
D	40-44.9	1.0
D-	35-39.9	0.5
E	Below 35	0.0

NB. All marks obtained shall be rounded off in the final computation to one decimal point.

WITHDRAWAL, TEMPORARY WITHDRAWAL AND DISCONTINUATION FROM THE UNIVERSITY

If a participant wishes to withdraw or temporarily withdraws from the University, they should approach the Head of Department to discuss the reasons for this or/and to the Registrar through the Head of Department. Students who withdraw from the University or who are discontinued from studies are required to settle all outstanding bills with the Finance Department and must return their Identity Card to the Registrar's Office.

RESPECT AND GRIEVANCES

All students are reminded that Uganda Martyrs University upholds a policy of respect and non-discrimination on the grounds of social status, sex, race, tribe, or disability. Academic freedom is an important element in the life of any academic community. Students and staff alike are reminded that such freedom cannot be compromised. Please listen carefully to your

colleagues and respect their viewpoints. Try to express your opinion in a respectful manner and you will be listened to.

Students who do not comply with University policy will face strict disciplinary sanctions. Students who feel they have a grievance against or have been unfairly treated by a member of the University staff, should in the first instance outline the nature of their complaint in writing to the Head of Department. Students who are the victims of sexual or other forms of harassment or bullying are encouraged to consult with the Registrar, the Head of Department, or any other staff member. All details of such complaints will be kept strictly confidential.

TRANSCRIPTS, REFERENCES, AND CORRESPONDENCE

Final transcripts will be issued with the degree certificate at the graduation ceremony in November each year. Duplicate transcripts or degree certificates can be obtained from the Registrar's office upon payment of the required fee.

Students who require a member of the university staff to act as referee are requested to consult the person concerned **before** the completion of CV and application forms. Please write or phone before coming to Nkozi to collect references.

UGANDA NATIONAL ANTHEM

O, Uganda, may God uphold thee,
we lay our future in thy hands.
United free, for liberty
together we'll always stand.

O, Uganda the land of freedom,
our love and labour we give
And with neighbours all
At our country's call
in peace and friendship we'll live.

O, Uganda the land that feeds us,
By sun and fertile soil grown
For our own dear land
We'll always stand
The Pearl of Africa's crown

UGANDA MARTYRS UNIVERSITY ANTHEM

Inspired by those by whose name we are called
the Martyrs of Uganda:
source of our strength, our courage and our hope:
guide us in virtue to lead the world
Virtute et sapientia!

May we remain faithful to the name;
Uganda Martyrs University;

a place of love, where it is good to be:
guide us in wisdom to lead the world.
Virtute et sapientia!

STATEMENT ON ACADEMIC DISHONESTY

Adopted from UB

Dear Student,

Academic dishonesty is unacceptable and of grave consequences:

- **Harms the good name of the Institute and of the University**
- **Affects your integrity, the integrity of your family and of those you associate with**
- **Is a barrier to the knowledge, skills and attitudes you would have acquired at the end of your study here**
- **Decreases your worth in the eyes of your future employers**
- **Is tantamount to stealing (academic theft)**
- **Leaves indelible signs on your name and name of those close to you**
- **Has a heavy penalty**
- **Is a *suicidal attempt* to yourself and to those close to you**
- **The Institute of Ethics *by its very nature has ZERO tolerance* to academic dishonesty**