

**THE OPEN UNIVERSITY OF TANZANIA  
THE FACULTY OF ARTS AND SOCIAL SCIENCES  
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK**

**UNDERGRADUATE  
COURSE OUTLINES FOR SOCIOLOGY AND SOCIAL WORK**

**Prepared By:  
The Department of Sociology and Social Work**

**THE OPEN UNIVERSITY OF TANZANIA**  
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**COURSE OUTLINES FOR SOCIOLOGY AND SOCIAL WORK**

**1. Introduction**

Sociology and Social Work is a two in one degree programme wherein, students will graduate either as social workers or as sociologists. The degree programmes have been designed in such a way that, in the first two years, all these two courses will be started next year. From third year, students will select either to opt for Social work studies or for Sociology studies, hence the difference in the output.

As a starting point, the MA degree course to be offered is for Social Work. Courses for MA Sociology will be designed later as demand for the programme arises.

**2. Entry Qualification**

Candidates for Social studies will be admitted on the basis of the University regulations, which govern admission process.

**3. Subject Combination and Units Coverage**

There are 19 core courses for each fields of study. Each of these courses has two units. The core courses thus accounts for 38 units. An addition of 8 units can be obtained from elective courses opted from various course including their respective departments. A total of 46 units will have to be covered by a student in order to qualify to graduate.

Besides opting for elective courses from their respective departments, students also can take courses from the following recommended courses: To get the additional minimum requirement, students will be obliged to take optional subjects from within Sociology and Social work elective subjects or from other faculties such as FBM (Labour law and Business law), and within FASS departments such as Political Science (Public Administration) and Courses such as ODS (Concepts of Social Development)

#### 4. Assessment Procedure for BA Sociology and Social Work

##### 4.1. Course work for BA

Sociology and Social Work course work will accounts for 40% which includes two assignments and two timed tests. The Annual Examination accounts for 60%, thus making a total of 100% score.

##### 4.2. Students Field Practice

After successful completion of the first two years courses, students will participate in field practice in third and fourth year. Part I and Part II field practice will be counted as one course each carrying 50%, thus making a 100% score for the two.

The Courses for Sociology and Social Work Programme are as shown below in the table:

#### YEAR 1

COURSE CODE	COURSE TITLE	ELECTIVE/ CORE	NO.OF UNITS
OSS 101	Introduction to social work	core	2
OSS 102	Introduction to sociology and anthropology	core	2
OSS 103	Introduction to field instruction and practice	core	2
OSS 104	Introduction to Social aspects of population and gender	core	2

#### YEAR 2

COURSE	COURSE TITLE	ELECTIVE/ CORE	NO. OF UNITS
OSS 105	Social Psychology	core	2
OSS 106	Social welfare services	core	2
OSS 107	Guidance and Counselling	core	2
OSS 108	Social Research Methods and Computer Application	core	2

## SOCIAL WORK OPTION

### YEAR 3

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>ELECTIVE/ CORE</b>	<b>NO.OF UNITS</b>
OSS 201	Social Work theories and Methods	core	2
OSS 202	Youth, Development and Entrepreneurship	elective	2
OSS 203	Social Work Professional Ethics, Morals and Field Work Practice	core	2
OSS 204	Block field Practice 1	core	1

### YEAR 4

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>ELECTIVE/ CORE</b>	<b>NO.OF UNITS</b>
OSS 204	Block field Practice II	core	1
OSS 205a	Youth, Crime and Deviance	core	2
OSS 206a	Population, Health, and Development	core	2
OSS 207	Social Aspect of Criminology	core	2

### YEAR 5

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>ELECTIVE/ CORE</b>	<b>NO.OF UNITS</b>
OSS 301a	Gender, Power and Development	core	2
OSS 302	Family Law	core	2
OSS 303	Social Change, Welfare and Aging	core	2

### YEAR 6

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>ELECTIVE/ CORE</b>	<b>NO.OF UNITS</b>
OSS 304	Social Policy, Planning And Evaluation	core	2
OSS 305a	Social Research Project Paper	core	2

## SOCIOLOGY OPTION

### YEAR 3

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>ELECTIVE/ CORE</b>	<b>NO.OF UNITS</b>
OSS 208	Rural and Urban Sociology	core	2
OSS 209	Cultural Anthropology	core	2
OSS 210	Field Practical I	core	1
OSS 211	Industrial Sociology	core	2

### YEAR 4

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>ELECTIVE/ CORE</b>	<b>NO.OF UNITS</b>
OSS 205b	Youth, Crime and Deviance	core	2
OSS 206b	Population, Health, and Development	core	2
OSS 210	Field Practice II	core	1
OSS 212	Community, Cooperative theory and Development	core	2

### YEAR 5

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>ELECTIVE/ CORE</b>	<b>NO.OF UNITS</b>
OSS 301b	Gender, Power and Development	core	2
OSS 306	Medical Sociology and Anthropology	core	2
OSS 307	Anthropological analysis of East African Population	elective	2

### YEAR 6

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>ELECTIVE/ CORE</b>	<b>NO.OF UNITS</b>
OSS 308	Globalization and Current Social Problems	core	2
OSS 305b	Social Research Project paper	core	2

For further information please contact the Open University of Tanzania, Faculty of Arts and Social Sciences (FASS), Department of Sociology and Social Work.

Our Faculty email:dfass@out.ac.tz

Please contact: OSS Head of Department Dr. M.D.N. Kitula: Mobile Phone No.0754319997

## **5. MA SOCIAL WORK PROGRAMME**

### **5.1. Course work for MA**

The MA Social Work course work will account for 50% while research project will likewise carry 50% for both students opting either for Face to face evening classes or ODL mode.

The courses offered for the MA are mainly seven including the dissertation course. These are as listed below.

### **5.3 Proposed Courses for Masters Programme**

A list of courses for the Masters degree programme, is as shown below:

**OSS 601:** Social work theories and methods

**OSS 602:** Social security and social policy

**OSS 603:** Population, Gender, Food and Environment

**OSS 604:** Social work and disaster management

**OSS 605:** Population, health and Development

**OSS 606:** Advanced Social research methods and Computer applications

**OSS 607:** Dissertation

For further information please contact the Open University of Tanzania, Faculty of Arts and Social Sciences (FASS), Department of Sociology and Social Work.

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Please contact

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# **COURSE OUTLINES**

## **YEAR ONE**

### **OSS101: INTRODUCTION TO SOCIAL WORK**

#### **Course Description**

This course introduces students to the nature of social work. It exposes students to the goals, functions and methods of social work; the basic concepts of social work; and essential components, assumptions, values and principles. The course also introduces students to the social work methods and tools in addressing issues of social welfare in the communities.

#### **Course Objectives:**

These are to:

Enable students define social work

Make students be able to analyze the nature of social work

Enable students to acquire knowledge about the development of social work profession.

#### **Course Contents**

##### **Module 1: The Meaning and Nature of Social Work**

- Historical Background
- Social Work and Social Welfare
- Basic concepts of Social Work
- Goal, function, method of Social Work

##### **Module 2: Social Work Components**

- Essential components
- Social relationships
- Social Work Objectives
- Social Work assumptions, values and principles
- Social work tools

##### **Module 3: Direct Social Work Methods**

- Social case work with individuals
- Social case work with families
- Social case work with groups

##### **Module 4: Community Work**

- Social work with communities
- Social work with organizations

## REFERENCE

- Compton and Galaway (1989): Social work processes  
The wadsworth Pub Co. CA
- Supes Mary-Ann & Wells, Carollyn (2000): The Social Work Experience  
McGraw, Hill, USA
- Wells, C (1999): Social Work day-to-Day  
Addison Wesley, Longman. N.Y.
- Konradi, A. & Schmidt, M (2001): Reading between the lines:  
Towards an understanding of current social problems  
Mayfield Pub: Co. U.S.A.
- Germain C. & Gitterman, A (1996) Advances in Theory and practice  
The Practice of Group Work Practice: Books/Cole, Pub. USA
- Morales, A & Sheafor, B Ally & Bacten, (1997): Social work: A profession of  
many aces, London U.K.
- Cox, F, Erlinch, J. Rothman, J & Tropman J (Eds) (1987): Strategies of  
Community F.E. Peacock Organization-Macro Practice Pub Illinois
- Schwatz, W & Zalba, S (Eds), (1971) The Practice of Group Work  
Columbia Univ. Press

## **OSS 102; INTRODUCTION TO SOCIOLOGY AND ANTHROPOLOGY**

### **Course Description**

The course explores basic concepts, definition, meaning and methods used by both sociologist and anthropologist. As far as sociology is concerned works of classical sociologist will be discussed as well as examination of concepts like social change, inequality, social institution and interaction. The anthropology aspects will dwell in the study of mankind in all its breadth, not only in the issues that are reflected upon and discussed (culture, marriage, religion, death, gender, witches etc), but also in forms of representation and knowledge through which ideas find expression.

This is an introductory course in sociology and anthropology. The course introduces students to basic concepts central themes, perspectives, historical development and methods in the field of sociology and anthropology

### **Course Objectives**

These are to:

- Introduce students to sociological tools of analysing societies, social change and their culture.
- Acquaint students to anthropological understanding societies, social change and their culture.

### **Course Content**

#### **Module 1: Introduction to Sociology**

- Definition of sociology
- Distinct concepts: culture and society
- Emergence of western sociology
- Introduction to the classical sociologists
  - Karl marx 1818-1883
  - Emile durkheim 1858-1917
  - Marx weber 1864-1920

#### **Module 2: Theories of Inequality**

- Emile durkheim: foundation of functionalism
- Marx's concept of class
- Marx weber: social division and power
- Gender theories and social inequality
- Ethnicity and race

#### **Module 3: Theories of Social Change**

- To mechanical solidarity
  - Karl marx: social revolution
  - Marx weber consciousness and change
- Modernization theories
  - Dependency theory

Modes of production theory  
World systems theory

**Module 4: Introduction to Anthropology**

Anthropology perspectives themes and specialites  
Concepts, methods and theories  
Theory in anthropology

**Module 5: The Craft of Anthropology**

- The tools of the trade
- Methods in anthropology

**Module 6: Culture**

What is culture  
Social organisation  
Kinship descent  
Marriage and reproduction

**Module 7: Anthropology, Development and Colonialism**

Applied anthropology  
Anthropology and development

**REFERENCE**

- Fargains, J.ed.,(1996).reading in social theory:the classic tradition to Post-Modernism,(McGraw-Hill Co.,inc.,)
- Giddens,A.(1989),sociology.Cambridge,Polity Press,
- Haralambos M.&M.Holborne [1980],sociology;Themes and perspectives, university Tutorial press manual
- Sivalon , j. ed [2000], introductory sociology, Dar es salaam university press.
- Worsley,p. ed [1991], The New Modern sociology Readings penguin Books.
- Keesing ,R.M, [1981]. Cultural Anthropology; A contemporary perspectives N.Y....
- Kottak,c.[2000].Anthropology; An Exploration of human Diversity, macGraw hill.
- KUPER,A.[1999]. Anthropologists and Anthropology; The modern british school Routledge.
- MOORE S. F [1994].Anthropology and Africa;Changing perspectives on a changing scene university of Virginia press.
- Nanda, s. [1991]. Cultural Anthropology Belmont; Wadsworth publishing co.

## **OSS 103: INTRODUCTION TO FIELD INSTRUCTION**

### **Course Description**

Social work profession deals with not only the theories of the profession but also the practice in the field of work. This course is designed to expose the student to various human needs, social problems as well as people's attitudes and their protection

### **Course Objectives**

#### **These are to:**

- a) Expose the student to basic knowledge of human needs
- b) Introduce students to social problems and their relevance to social service agencies

### **Course Content**

#### **Module 1. The Meaning and Nature of 'Human Needs'**

- Existence and extent of human needs.
- Meaning and types of human needs.
- Implications of human needs to human survival growth and development and social functioning
- Human beings responses to meeting human needs.

#### **Module 2: The Meaning and Nature of Social Problems**

- The existence and extent of social problems in society.
- Meaning and dimensions of social problems
- Impacts of social problem to:
  - Individual
  - Family
  - Groups
  - Community

#### **Module 3: Societal Responses Towards Social Problems**

- Social Functioning.
- Societal responses towards understanding and dealing with social problems
- Attitudes
- Defense mechanisms

#### **Module 4: Fitting-in Social Services Agency**

- Meaning of social services agency in social work.
- Meaning of 'fitting-in' in a social services agency and its implications in field work practice.
- Social services agency structure.

#### **Module 4: Social Work Records/Report Writing**

- Meaning of record/ Report in social work
- Types of Reports
- Purposes for Recording/Reports

#### **REFERENCE**

- Sheafor B. and Jenkins L. (1982): Quality field instruction in social work  
Longman inc.NY
- Morales,A. and sheafor B. (1997): Social work; A Profession of many faces.  
Ally and Bacon, boston.
- Murphy ,Band Dillion,C (1998): Interviewing in action:process and practice  
Books/code pub.AC.U.S.A
- Kagle.Jill (1996): Social work records.waveland press/Illinois
- German,c and gillerman/a.(1996): The life model of social work practise.  
Columbia university press,NY
- Chang, V.and scott s.(1999): Basic interviewing skills : A handbook for practioners.  
Nelson hall pup
- Lukas susan (1993): Where to start and what to ask  
Norton and co.

## **OSS 104: SOCIAL ASPECTS OF POPULATION AND GENDER**

### **Course Description**

The course intends to provide learners with Basic concepts of population and gender from a social perspective. The course introduces to students the concepts of social institution, social relations and socialization. Basic population concepts and gender issues are also introduced and are related to social issues. Lastly, population, gender and social issues are discussed to demonstrate their relationship. The course thus exposes learners to populations and gender concepts from a social perspective.

### **Course Objectives**

These are to:

- a) Provide learners with background knowledge on social institution, relations and socialization processes.
- b) Introduced learners to basic concepts and theories of population.
- c) Introduce learners to gender issues.
- d) Expose learners to the relation ships of population and gender from a social perspective.

### **Course Content**

#### **Module 1: Social Institutions Relations and Socialization**

- Basic Concepts in Sociology and Social Work
- Family and Kinship Relations
- Values, Ethics, Moral formation and Culture
- Socialization and its Agents

#### **Module 2: Basic Concepts of Population**

- Population Components and Fertility Measurements
- Mortality Measurements
- Migration Measurements
- Basic Characteristics of Population

#### **Module 3: Introduction to Some Basic Theories of Population**

- History of Population theory formulation
- Malthusian theory
- Demographic Transition Theory
- Introduction to some theories of Fertility and Mortality
- Migration: Concepts and Theories

#### Module 4: Social Relations, Gender and Reproduction

- Matriarchy and Patriarchy System
- Gender differentiation and Inequality
- Culture, Gender, and Fertility Control
- Power Relationship and Gender

#### REFERENCE

	Cough K(1975). “The Origin of the Family” in Rayna R. Ruter ed (1975), <i>Towards an Anthropology of Women</i> . Monthly Reviews Press, London 1975.
	Engels F. (1844, 1981). <i>The Origin of the Family, Private Property and the State</i> . Laurence and Wishart, London.
	Goode, W.J. (1964). <i>The Family</i> Apprentice Hall Inc. Inglewood Cliffs. New Jersey.
	Garmanikov, E ed (1983) <i>Gender, Class and Work</i> Gower. Eldershot. 1983.
	Gapal G and Salum M (1997). <i>Gender and Law. East Africa.....</i> Conference Organized by World Bank and the Economic Commission for Africa. Addis Ababa
	Hartman H (1975). “Capitalism Patriarely and Job Segregation by Sex” in Blaxal M and Reagon ed(1975). <i>Women and Work Place</i> . University of Chicago Press.
	Middleton C. (1988). “The familiar fate of the family: Gender Divisions in the History of Wage Labour” in Pahl, R. E. ed (1988). <i>On Work, Historical Comparative and Theoretical Approaches</i> . Basil BlackWell Oxford Press.
	Ruth Meena ed (1992). <i>Gender in Southern Africa Conceptual and Theoretical issues</i> .
	UNFPA ( 1985) <i>Population Handbook</i> .

## YEAR TWO

### OSS 105: INTRODUCTION TO SOCIAL PSYCHOLOGY

#### Course Description

This course is designed to enable learners to acquire the knowledge and understanding on the various concepts and theories of the social behaviour and thought so that they can be able to analyze the different causes and attributes of such behaviors and thought. The course is also designed in a manner that at its completion, learners will be able to design appropriate behavioral therapies for various forms of pro and anti social behaviours demonstrated by different individuals in the different socio-cultural settings.

#### Course Objectives

These are to:

- a) Explain various concepts and theories guiding the study of social psychology
- b) Identify the underlying causes of particular Individuals, groups and communities' behaviour and life styles.
- c) Apply knowledge and skills of social psychology in preventing and mitigating psychosocial and socio-cultural problems facing and threatening individual groups and communities.
- d) Internalize and apply values and norms essential in the delivery of psychosocial services to individuals, groups, and communities

#### Course Content

##### Module 1: Social Psychology

- Meaning of social psychology and other related concepts
- Behavior of individuals
- Causes of social behavior and thought

##### Module 2: Social Perception: Understanding others

- Attribution
- Theories of attribution
- Basic sources of error in attribution
- Basic communication channels
- Nonverbal cues and detection of deception

##### Module 3: Social Cognition: Thinking Others and the Social World

- Schemes and prototypes
- Types of schemes
- Impact of schemes on social cognition
- Heuristics as mental shortcuts in social cognition
- Interdependence of affect and cognition
- Potential sources of error in social cognition
- Counterchecking errors in social cognition

#### **Module 4: Attitudes**

- Evaluating the social world
- Influence of attitudes on behavior
- Persuasion as a process of changing attitudes
- Cognitive dissonance

#### **Module 5: Prejudice and Discrimination**

- Nature of prejudice and discrimination
- Perspectives on origin of prejudice
- Prejudice based on gender
- Prejudice based on race
- Countering effects of prejudice and discrimination
- Breaking the cycle of prejudice

#### **Module 6: Aggression in Social Context**

- Schools pertaining to aggression
- Aggression in a social context
- Personal causes of aggression
- Social determinants of aggression
- Child abuse
- Domestic violence
- Workplace violence

#### **Module 7: Pro-Social Behavior**

- Disposition influence on pro-social behavior
- Social influence on pro-social behavior
- Responding to emergencies
- Volunteering to the needy
- Effect of –ve and +ve mood on helping

### **REFERENCE**

- Baron R. A and Byrne D. (1997);. **Social Psychology**. Allyn & Bacon. Boston.
- Feldman.R S (1997); **Social Psychology;Theories,Research and Application**,Mc Graw Hill,U.S.A.
- Frazoi S.T. (2000); **Social Psychology,Second Edition**,Mc Graw Hill,Boston.
- Horowitz I.A.and Bordens K.S (1995); **Social Psychology**,Mayfield Publishing Company,London.
- Kossyn S.N. and Rosenberg R.S (2001); **Psychology;The Brain,The Person,The World**,Allyn and Bacon, London.

## **OSS 106: INTRODUCTION TO SOCIAL WELFARE SERVICES**

### **Course Description**

Social Welfare Services course provides a general introduction to the theoretical foundations, value orientations, settings and methods of social welfare services within the broad field of social work. The purpose of this course is to introduce students to different ways of understanding the context of social and personal problems and the interventions social workers use in working with people to bring about change. Students therefore are expected to acquire knowledge, values and skills which will form the foundation of their future practice.

### **Course Objectives**

These are to:

- a) Describe, analyze, give specific examples of, and evaluate the history and present status of the concepts and practices of social welfare.
- b) Identify, delineate, demonstrate the ramifications of, and assess and criticize the general categories of welfare services with a focus on exemplary agencies in the private sectors and government sector in Tanzania.
- c) State and evaluate the basic components of the social welfare field --beneficiaries and agents of society.
- d) Describe and evaluate the theoretical and philosophic foundations of the social welfare concept.
- e) Describe the development of social welfare institutions and their response to need.

### **Course Content**

#### **Module 1: Introduction to Social Welfare Services**

- Definition of terms
- Anatomy of social welfare
- Internationalizing social welfare
- Scope and rationale for social welfare services

#### **Module 2: The Historical Development and the Roots of Social Welfare Services**

- The Elizabethan Poor Law
- The Fabianism and Fabian society
- Community v/s state responsibility v/s private
- Changing concepts of social welfare

#### **Module 3: Social Welfare Needs, Program and Policy Issues**

- Economic needs and social provisions; ie social security and
  - social Justice
- Social welfare and political economy
- Social welfare and human development
- Social welfare policy and economic growth

#### **Module 4: Sources of Help**

- The Family

- The State: - for services to special categories such as elderly,
  - Children, physically handicapped, and mentally disabled, etc
- Place of employment

### **Module 5: Service Delivery Approaches**

- Institutional and Residual Approaches to Service Delivery
- Financing social welfare services
- Stigma and Social welfare services

### **Module 6: Redistribution**

- Normative and Positive theories of efficient redistribution
- Measurement of distribution and redistribution

### **Module 7: The Welfare State**

- Welfare state and welfare society
- Choice and the welfare state
- Models of externalities
- Health services
- Education
- Housing

### **Module 8: Planning**

- Definition of social planning
- Types of planning

## **REFERENCES**

- Ruck, SK. London government and the welfare services. Liverpool and London: Charles brirchall and Sons ltd, 1963.
- Culyer, AJ. The political economy of social policy. Oxford: Martin Robertson, 1980.
- Spicker, P. Stigma and social welfare. 1984
- Bornet,VD. Welfare in America. Norman: University of Oklahoma Press, 1960
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- Webb, A et al . Social work, social care and social planning. London & New York: Longman, 1987.
- Romanyshyn, JM. Social Welfare charity to justice. New York: Random House
- Callan, T et al. Poverty, income and welfare in Ireland. Paper no. 146, Dublin: The Economic and social research institute
- Brenner, MH. Estimating the effects of economic change on National health and social well-being. Joint Economic committee, Congress of the United States, Washington, DC: US Government Printing Office, 1984
- Popple, RP et al (ed). The policy based profession; An intriduction to social welfare policy for social workers. Needhan Heights: Allyn & Bacon, 1998.

# **OSS 107: GUIDANCE AND COUNSELING**

## **Course Description**

This course is designed to enable learners acquire basic and elementary counseling knowledge, skills and values that will enable them work with individuals, groups, and communities in preventing and/or solving social problems affecting and/or threatening their lives. Given the fact that HIV/AIDS continues to pose serious effects in all walks of life, this course is therefore designed to enable learners to acquire specific knowledge and skills on how to effectively conduct HIV/AIDS counseling.

## **Course Objectives**

### **These are to:**

- (a) Ability to explain the meaning, evolution and essence of guidance and counseling
- (b) Analyze the major types, approaches
- (c) Provide principles and ethics of guidance and counseling
- (d) Understand and analyze major challenges characterizing Guidance and counseling
- (e) Conduct different types of guidance and counseling including HIV/AIDS Counseling

## **Course Content**

### **Module I: Conceptualization of Guidance and Counseling**

- Meaning of the terms guidance and counseling
- Theories of guidance and counseling
- Principles of guidance and counseling
- Types of guidance and counseling

### **Module 2: Counseling Skills**

- Basic skills
- Supportive skills
- Communication skills

### **Module 3: Counseling Interview**

- Types of counseling interviews
- Parts of counseling interview
- Principles of counseling interview
- Referral problem Networking
- Requirements of counseling sessions

#### **Module 4: Community Counseling Model**

- Meaning of community counseling
- Tenets of the Community counseling model
- Direct and indirect Community counseling services
- Application of community counseling model in different settings

#### **Module 5: Identification and Clarification Skills of a Counseling Problem**

- Characteristics of a counseling problem
- Distinction between client's presenting problem and actual client's problem
- Structural skills
- Questioning skills
- Confronting skills
- Understanding context skills
- Managing clients initial resistance skills

#### **Module 6: Counseling Intervention**

- Counseling intervention approaches
- Choosing a counseling intervention
- Planning a counseling intervention
- Implementing a counseling intervention
- Monitoring and evaluating a counseling intervention

#### **Module 7: Ethics of Counseling**

- Values of a counselor
- Personal characteristics of effective counselor
- Basic rights of a client
- Privacy and Confidentiality of the Client's problem

#### **Module 8: HIV/AIDS Counseling**

- Concepts of HIV/AIDS
- Theories on the origin of HIV/AIDS
- Stages of HIV/AIDS infections
- HIV testing
- Pretest HIV counseling
- Post HIV/AIDS test counseling
- Follow up supportive counseling
- Home based care
- Community based care counseling
- Palliative care counseling

## REFERENCES

- Allen, E.I. (2003); *International interviewing and counseling; Facilitating Client Development*, Thomson, Australia.
- Corey G. (1977); **Theory and Practice of Counselling and Psychotherapy**, 5<sup>TH</sup> Edition, Cole books publishing company London
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- York M.W. and Cooper, G.D. (2001); **A unifying Approach to the theories and practice of psychotherapy and counseling**, Allyn and Bacon, Boston

# **OSS 108: SOCIAL RESEARCH METHODS AND COMPUTER APPLICATIONS**

## **Course Description**

Social research methods course is designed to cover the entire research process including: research question formulation, sampling (probability and non-probability; measurement and research design. This course will also address the major theoretical and philosophical process of social research.

## **Course objectives**

### **These are to:**

- a) Introduce students to the subject matter of social research.
- b) Orient students to the theory and philosophical process of social research.
- c) Enable students understand research methods; techniques and the social dimension of research.
- d) Enable students to understand the relationship between theory, methods and methodology
- e) Enable students formulate, design and implement qualitative and quantitative research projects.
- f) Introduce students with the basic principles of sampling and statistical analysis.
- g) Adequately expose students to the techniques of ordering, analyzing and interpreting data.

## **Course Content**

### **Module 1: Introduction to social science research**

- The meaning of research
- Historical Knowledge in social sciences research, objectivity and Human Errors in inquiry
- The roles, tasks and importance of researches
- The researcher and research
- Characteristic of social researches
- Types and Strategies of social research

### **Module 2: Qualitative and Quantitative Researches**

#### ***Qualitative Research Design***

- What is Qualitative research?
- The nature and practice of qualitative inquiry
- Features and characteristics of qualitative research
- Types of qualitative researches

#### ***Quantitative Research Design***

- What is Quantitative research?
- The Nature and practice of quantitative researches

- Measurements in Quantitative research
- Quantitative research design

### ***Qualitative VS Quantitative***

- Views about Qualitative and Quantitative researches
- Integrating Qualitative and Quantitative researches
- Ethical issues in research

### **Module 3: Theory and Practice of Social Research**

- The meaning of theory
- Features and Characteristics of theories
- Criteria for Evaluating theories
- Linking Theory and Research
- Traditional and Logical Models of Scientific Inquiry
- Social Research Proposal Formulation Process
- Steps in research proposal formulation and design

### **Module 4: Research Methods and Techniques**

- Why study research methods and techniques
- Research methods: experiment, observation, survey, documents, focus group discussion and interview methods
- Interview method: semi structured interview, structured interview and unstructured interviews

### **Module 5: Sampling and Sampling Techniques**

- Definition of sampling
- Need for sampling
- Non random sampling/non-probability sampling.
- Random sampling/probability sampling

### **Module 6: Data analysis and basis statistics**

- Statistics in social sciences
- Validity of the statistical methods
- Principle of statistical reasoning
- Social Variables and Measurements
- Analyzing qualitative and quantitative data

### **Module 7: Computer Programmes**

- 4:1 SPSS
- 4:2 Epi Info
- 4:3 Open Code

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# SOCIAL WORK OPTION

## YEAR THREE

### OSS 201: SOCIAL WORK THEORIES AND METHODS

#### Course Description

Social Work Theories and Methods is one of the fundamental courses candidates have to undertake leading to the qualification of Generalist Social Work Practitioners. The course is about what and how social workers conduct their business.

The theory of social work is concerned with the concepts, phenomenon, perspectives and/ or paradigms that explain the nature and scope of the profession. This includes

- (a) *Models* that describe what happens during practice in a general way, in a wide range of situations and in a structured form, so that they extract certain principles and patterns of activity which give practice consistence, such as task centred practice.
- (b) *Perspectives* that express values or views of the world which allow participants to order their minds sufficiently to be able to manage themselves while... perspectives help practitioners to think about what is happening in an organized way such as Systems theory.
- (c) *Explanatory theory*: this account for why an action results in or causes particular consequences and identifies circumstances in which it does so, eg. Cognitive – behavioral theory.

Social Work Methods focus on the ways of practice as spread across from micro, mezzo, and macro levels. It might include such methods as Social Case Work, Group work, and community work respectively. Further penetration into the three main methods brings up examination and analysis of the skills, techniques, activities and intervention strategies in the total helping process. Social Work Methods are in fact referred to as practice “theories”.

#### Course Objectives;

These are to:

- a) Analyze theories of what social work is; nature and purposes of welfare
- b) Explain theories of how to do social work; case work, family therapy, community organization
- c) Analyze theories of *the client*; social science theories and empirical data of the client in the social environment, such as personality, the family, marriage

## Course Content

### Module 1: Introduction to Social Work

- Defining Social work
- Mission, purposes and objectives
- Ethical Principles and Values in Social Work
- The knowledge base for practice

### Module 2: Social Work Practice and Methods – Direct Methods

- Micro Social work: Direct Practice
  - Case work
  - Family therapy
  - Group work
- The Helping Process
- Exploring, assessment and planning
- Implementation and goal attainment
- Termination and evaluation
- The Interviewing Process - Structure and Skills
- Operationalizing Social Work Values
- Developing and utilizing resources
- Affirming the worth and dignity of clients
- Affirming uniqueness and individuality
- Affirming problem solving capacities and self determination
- Safeguarding confidentiality

### Module 3: Social Work Practice and Methods – Indirect Methods

- Mezzle level Social Work- Minimal face to face contact with the client
- The process of administration
- The theory of organization
- Defining formal organization
- Characteristics of formal organizations
- Weberian model of bureaucracy
- Leadership, Communication and Decision making
- Macro Social Work ( Solving social problems and making social change)
- Social Problems
- Defining Social problems
- Analysis of social problems

### Module 4: Assumptions about social problems

- The Rational – Problem solving Method
- The Rational – Problem Solving Cycle
- The Generalist Practice
- The Generalist Intervention Model
- Planned change steps in the GIM
- Social Work Planning

- The Process of Social Work Community Planning
- Community Development: Characteristics and Principles
- Community Development Corporation
- Building CDC

#### **Module 5: Social Work Theories**

- Psychodynamic Perspective – Ego Psychology
- Crisis Intervention and Task – Centred models
- Cognitive – behavioral theories
- Systems and Ecological Perspectives
- Social Psychology and Social Constructionism
- Radical to Critical Perspectives
- Feminist Perspective
- Empowerment and advocacy

#### **Module 6: The Politics of Social Work**

- Conventional Social Work
- Developmental Social Work
- Perspectives of Social Development
- Techniques and strategies for Social Development

## **REFERENCE**

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- Dominelli, L. 2002a, *Feminist Social Work Theory and Practice*, Basingstoke: Palgrave Macmillan
- Compton, B.R, and Galaway, B. (eds) 1999, *Social Work Process* (6<sup>th</sup> Edition) Pacific Grove, CA: Brooks/Cole.

# **OSS 202: YOUTH DEVELOPMENT AND ENTREPRENEURSHIP**

## **Course Description**

This course has been designed to develop students' theoretical and practical capabilities in the field of youth development and entrepreneurship. The youths are the backbone for the development of the economy. A good understanding of entrepreneurship will make the youths more enterprising and hence use the energy they have in productive activities.

The course examines topics in the development of entrepreneurship, youth education and employment status, entrepreneurial planning, initiating entrepreneurial ventures, growth and development of the entrepreneurial ventures, contemporary issues in entrepreneurship and small and medium business enterprises.

## **Course Objectives**

These are to:

- (a) Assess your own potential as an entrepreneur and the viability of new venture opportunities.
- (b) Acquire skills that facilitate to recognize business opportunities.
- (c) Learn the importance of marketing research in identifying the requirements of the target markets
- (d) Learn skills in writing a working business plan and approaches in search for finances
- (e) Acquire skills in business resources allocation management, and marketing strategies.
- (e) Learn skills on how a business enterprise operates, processes of entrepreneurship, and setting and, running business.

## **Course Content**

### **Module 1: Nature and Development of Entrepreneurship.**

- Meaning of entrepreneurship and its historical development
- Approach to entrepreneurship
- Characteristics/qualities of entrepreneurs
- Developing creativity and understanding innovation.

### **Module 2: Entrepreneurship and youth employment.**

- An overview of youth education and employment status in Tanzania.
- Quality of life of youths and their future in Tanzania.

### **Module 3: Entrepreneurial planning**

- Preparation of a new venture - environmental assessment.
- Marketing research for a new venture.
- Financial planning for entrepreneurial venture.
- Developing an effective business plan

**Module 4: Initiating entrepreneurial ventures.**

- Assessment and evaluation of new ventures
- Structuring the new business venture.
- Legal issues related to emerging ventures
- Sources for capital for entrepreneurs
- The role of small scale financing in promoting economic development

**Module 5: Growth and development of entrepreneurial ventures.**

- Strategic planning for emerging ventures.
- Managing entrepreneurial growth.
- Valuation of business ventures
- Management succession and continuity, a family business perspective

**Module 6: Contemporary issues in entrepreneurship.**

- International opportunities for entrepreneurs.
- Ethical and social responsibilities challenges for entrepreneurs.
- Total Quality Management, continuity for entrepreneurs

**Module 7: Small businesses.**

- Characteristics of small and medium sized enterprises
- The role of small businesses in Tanzanian economy
- Failure and success of small businesses.

## **REFERENCE**

Hisrich, R.D and Peter, M.P (1998). Entrepreneurship  
4<sup>th</sup> edition, Boston, McGraw-Hill.

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6<sup>th</sup> edition, South Western/Thomson Learning Mason, Ohio, USA.

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development. DUP (1966) LTD, University of Dar es salaam, Tanzania.

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perspective.

# **OSS 203: SOCIAL WORK PROFESSIONAL ETHICS MORALS AND PRACTICE**

## **Course Description**

This course is designed and intended to enable students to understand the process of professionalism of Social work in the world in general and Tanzania in particular.

The course will also enable students to acquire knowledge on and analyze social work code of ethics as per International Federation of Social Workers (IFSW) and International Association of Schools of Social Work (IASW). The course will further enable students to relate the social work international code of ethics with Tanzanian's situation from a socio-economic perspective.

## **Course Objectives**

These are to:

- a. Understand social work processes of professionalism
- b. Acquire knowledge on social work codes of ethics, morals at as per international federation of social workers
- c. Analyze social work professional codes of ethics and international level in relation with those practiced in Tanzania.
- d. Impart practical social work skills of working with clients and to enable students to integrate theory with practice.
- e. Develop students ability to work in multidisciplinary teams and to collaborate with other helping systems in the community.
- f. Develop the capacity of students to initiate independent learning activities including the ability to seek consultation and supervision.
- g. Enable and foster professionalism in accordance with social work values, principles and ethics.

## **Course Contents**

### **Module 1: Underlying Professional Factors, Rewards and Values**

- Underlying factors to the growth of social work profession.
- Professional rewards
- Social work values

### **Module 2: Social work code of ethics and ethical dilemmas:**

- Conduct and behaviour as a Social Worker
- Social worker's ethical responsibilities to clients
- Social worker's ethical Responsibilities to colleagues
- Social worker's ethical Responsibilities in practice settings
- Social worker's ethical responsibilities as a professional
- Social worker's Ethical Responsibilities to the Social work profession
- Social worker's ethical Responsibilities to the broader society

### **Module 3: The place of field work in Social Work Education and Training.**

- Meaning of Fieldwork in Social Work
- The importance of Fieldwork
- The nature of fieldwork placements
  - Observation visits
  - Concurrent Fieldwork
  - Block Field work

### **Module 4: The Nature and Approaches to field learning**

- The Apprenticeship Approach
- The Academic Approach
- The Articulated approach

### **Module 5: Roles and Responsibilities of key participants in Fieldwork**

- Fieldwork co-ordinator/Director
- Fieldwork consultant
- Fieldwork Instructor
- Fieldwork supervisor
- Agency Administrator
- Student
- Clients

## **REFERENCES**

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## **OSS 204: BLOCK FIELD PRACTICE 1**

### **Course Description**

Fieldwork practice is part of the total subjects of field instruction in the education and training of professional social workers. The other part is classroom teaching of Social Work theories and concepts that underlie the field practicum elements.

### **Course Objectives**

#### **These are to:**

- (a) Impart practical social work skills of working with clients and to enable students to integrate theory with practice.
- (b) Develop students ability to work in multidisciplinary teams and to collaborate with other helping systems in the community.
- (c) Develop the capacity of students to initiate independent learning activities including the ability to seek consultation and supervision.
- (d) Enable and foster professionalism in accordance with social work values, principles and ethics.

### **Course Content**

**Learners will participate in the compulsory field practical applying theories and Concepts learned in Course OSS 203. Practical learning should take place in third and fourth year. At the end of each practical, students are required to produce a report paper for marking. The practical course carries 50% for each thus making 100% after the second practical. Instructions for the practical programme is provided in a study manual format.**

## **YEAR FOUR**

### **OSS 205a: YOUTH, CRIME AND DEVIANCE**

#### **Course Description**

This course is designed to provide students with a detailed understanding of issues surrounding youth deviance and crime. It is concerned with various aspects of deviant and criminal behaviour among young people and society's responses to those behaviours. The course will therefore examine deviance & delinquency among youth, including the nature and extent of youthful deviance, specific types of deviant activity by youth, the range of institutional influences affecting youthful deviance and current responses to address issues of delinquent youth. The course will also examine theories of crime, the extent of youth crime and deviance, and various issues related to specific groups of young people labelled as deviant. The purpose of the course is to provide students with an up to date overview of theory and research in the field of crime and youth

#### **Course Objectives**

These are to:

- a) Provide in-depth knowledge of youth and deviance
- b) Understand concepts of deviance and crime as they relate to youth.
- c) Understand the politics of youth deviance and its construction and representation
- d) Analyze selected contemporary issues and debates in policing, punishment and the legal institutions relating to young people.

#### **Course Content**

##### **Module 1: Introduction**

- Definition of terms such as youth, crime and deviance
- Extent and nature of youth crime
- Principle of youth justice

##### **Module 2: Theories of youth offending**

- Sociological theories of youth offending and juvenile offending
- Psychiatric theory of deviant behaviour
- Psychological theories of youth offending

##### **Topic 3: Social Deviation**

- Social Deviation
- Deviant behaviour as social behaviour
- Urbanization, urbanism and deviant behaviour
- The slum and deviant behaviour
- Poverty, Anomie and deviant behaviour

#### **Model 4: Crime**

- Delinquent and criminal behaviour
- Types of criminal Offenders
- Drug addiction
- Deviant sexual behaviour
- Alcohol and delinquency crime
- Suicides
- Conflict in marital and family roles
- Discrimination and prejudice

#### **Module 5: Social Control of Deviance and Criminal Behaviour**

- Prevention of deviant behaviour
- Group approach to social reintegration
- The use of total institution
- Gender and race issues in youth justice

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## **OSS 206a: POPULATION, HEALTH, DISPLACED POPULATION AND DEVELOPMENT**

### **Course Description**

The debate about the linkages between population and development is an old one and has led to the emergency of a number of schools of thought. Some scholars have blamed population growth for persistence of poverty where as others consider population increase as an asset. A more neutral and wider perspective, maintains that the relationship between population, health, poverty and development is linked with the interaction of social, economic, technological and political factors in a society. An example a consequence of political conflict is forced migration, which increase the impact of poverty.

The course is divided into six main topics. In the first section the course examines population and its characteristics at global level as well as its trend. It also analyses the various schools of thought on population and finally emphasizes on population as a vital resource for development.

This is followed by other topics which include population and health, health and environment, health and development, population and poverty, and population, poverty and development.

On both poverty and development and health and development issues, HIV/AIDS is discussed and related to issues of development and poverty.

### **Course Objectives**

#### **These are to:**

- (a) Introduce students to the concepts of population, displaced population,
- (b) Enable learners to have knowledge about the various health problems and their impact on development
- (c) Enlighten students on the linkages between population and health, population and poverty as well as population and development.
- (d) Enable students to apply knowledge in the management of population as a resource for sustainable development.

### **Course Content**

#### **Module 1: Population**

- Population, components and characteristics
- Population Theories
- Schools of thought on population and development
- Population as a resource
- Sources of Population data
- Global status of population and its trend

## **Module 2: Module 1: Migration and displaced populations**

- Concept definitions (forced migration, displaced population, refugees)
- The Principle of Non-Refoulement
- Solution to the Refugee Problem
- Traditional Solution to the problem (repatriation, integration, resettlement)
- New solution to the refugee problem (safe zone creation, prevention, reconciliation)
- Impact of the Refugees in the Host Country (torture and trauma, social and political stability, economic development and burden sharing)
- Special needs for women, female youth and children refugees

## **Module 3: Population and Health**

- Basic definition and concept of health, diseases and illness
- Spatial patterns of chronic diseases and spread of diseases
- Spatial patterns of mortality and morbidity
- Health services delivery systems and related facilities
- HIV/AIDS and its impact on health pattern
- Health policies and planning in Tanzania
- Reproductive health

## **Module 4: Health and Environment**

- Major component of environment and their relation to health
- Influence of population activities on environment components ie water, air, land, vegetation and on health of population
- HIV/AIDS and its impact on environment management
- Environmental degradation and health related issues
- Global climatic changes, drought, floods, global warming and health

## **Module 5: Health and Development**

- Development definitions, concepts and theories
- Health threats (pathogenic and epidemiological)
- Health and socio-economic development ie economic of health
- Morbidity and quality of life
- Impact of technological development on health related problems
- Case studies of health related problems with development: HIV/AIDS, Malaria and the like

## **Module 6: Population and Poverty**

- Poverty definitions and concepts
- Types and categories of poverty (Income poverty, Human poverty)
- Theories of poverty (deficiency, structural)
- Causes of poverty (Primary and proximate causes)

- World status of poverty
- HIV/AIDS and poverty
- The relationship between population and poverty

### **Module 7: Inter-Relationship of Population, Health and Development**

- Strategies for sustainable development
- Empowering the poor
- Enhancing growth and reducing Inequality
- Population and environmental management
- The Interrelationship of population, health and Development

## **REFERENCE**

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## **OSS 204: BLOCK FIELD PRACTICE 1I**

### **Course Description**

Fieldwork practice is part of the total subjects of field instruction in the education and training of professional social workers. The other part is classroom teaching of Social Work theories and concepts that underlie the field practicum elements.

### **Course Objectives**

#### **These are to:**

- (e) Impart practical social work skills of working with clients and to enable students to integrate theory with practice.
- (f) Develop students ability to work in multidisciplinary teams and to collaborate with other helping systems in the community.
- (g) Develop the capacity of students to initiate independent learning activities including the ability to seek consultation and supervision.
- (h) Enable and foster professionalism in accordance with social work values, principles and ethics.

### **Course Content**

**Learners will participate in the compulsory field practical applying theories and Concepts learned in Course OSS 203. Practical learning should take place in third and fourth year. At the end of each practical, students are required to produce a report paper for marking. The practical course carries 50% for each thus making 100% after the second practical. Instructions for the practical programme is provided in a study manual format.**

# OSS 207: SOCIAL ASPECTS OF CRIMINOLOGY

## Course Description

The course aims at exposing students to the social aspects of criminology. It focuses on the social factors determining and/or influencing criminology. Students will understand the meaning, origin and task of criminology. Moreover, the course will enable students to understand the sociological explanation of crime, as well as the relationships of criminology to other natural and social science disciplines.

## Course Objectives

These are to:

- (a) Introduce students to various concepts related to criminology
- (b) Enable students explain theories of crime
- (c) Empower students with knowledge on types of criminal behaviour

## Course Content

### Module 1. The meaning of concepts

- Crime, Criminology, Deviance, deviant behavior and social control
- Phenomenology
- Etiology

### Module 2. Sociological Theories of Crime

- Functionalist:(Durkheim, Robert, King, Merton)
- Conflict – Karl Marx on crime and social control
- Symbolic interactionism – Labeling Theory

### Module 3. Patterns and types of criminal behavior

- Types of crime committed in particular society
- Who commits crime
- Impacts of crime on society
- Societal reaction to crime and how it deals with crime

### Module 4. Coming to grips with crime

- Policing
- Prevention
- Improvement of social aspects perpetuating crime
- Law, Society and Crime

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## YEAR FIVE

### OSS 301: GENDER, POWER AND DEVELOPMENT

#### Course Description

Gender, Power and Development is a course which address various theories of gender, how gender is constructed, and possible ways of deconstruction, about power and how power becomes a gender issue and its contribution to construction and deconstruction of gender. Lastly the course will address issues of development and how gender is central in the development of a society.

The course will therefore equip learners with required knowledge and expose them to various theories based on various schools of thought, be aware of principles of gender construction and deconstruction, and the relationship of gender and both power and development.

#### Course Objectives

The Objectives of the course are to:

- (a) Expose learners to theories of gender based on various schools of thought
- (b) Equip learners with knowledge on how deconstruction principle build gender in our societies and be able to discuss possible strategies of deconstructing gender
- (c) Enable learners to understand how power is a gender issue
- (d) Enable learners to relate gender issues and their relationship to development Issues

#### Course Content

##### Module 1: Situational Analysis of Gender: An Overview

- Definition of concepts: Gender, Sex and sex categorization, empowerment, Women Status, Gender inequality and Gender mainstreaming
- The prevailing situation of gender and gender inequality
- The role of patriarchy system in sustaining gender inequality
- Principles of Gender Construction
  - Gender doing, gender display, gender roles, gender identity, sex categorization, gender accountability
- Mechanisms of enhancing gender differences

##### Module 2: Debates and Theories of Gender and Feminism

- Gender and Feminism
- Debates and Theories:
  - Theory of gendered organization
  - Feminist theories, Bourgeois theory, conventional economic theory
- Feminist research strategies
- Feminist Politics

### **Module 3: Power and Gender**

- Definition of Concepts
- Power is knowledge
- Power Relations
- Role of power in gender equality
- Patriarchy, power and gender equality

### **Module 4: Gender and Development**

- Definition of concepts: Development
- Role of women in development
- Importance of gender equality in development

### **Module 5: Cross Cutting Issues of Gender, Power and Development**

- Gender Deconstruction
  - Can gender be deconstructed?
  - Revisiting production and property relations' Family structure and household
  - Social roles, Sexuality,
  - Advocacy Activities
- Women in Leadership, Politics and governance
- Mainstreaming gender
  - Integration of gender concepts into all social, economic, cultural welfare and in all the planning and implementation activities of all sectors
- Gender Policy, Planning and Development
  - Practical and Strategic Gender Needs and the Role of the State

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## OSS 302: FAMILY LAW

### Course Description

This course is meant to expose students to the law regulating the family and the related social policy objectives underpinning the law.

Students will have opportunity to acquaint themselves with fundamental principles governing regulation of the family in East Africa, understand the connection between family law and social, economic and cultural changes; and also between the family law and family relations,. The course is expected to give students knowledge and experience which will facilitate them to various family issues in the field as social workers.

### Course Objectives

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

- (a) Acquire knowledge about family law and how it is associated with social, economic, cultural and issues that touch peoples' daily welfare
- (b) Apply knowledge of family law in addressing issues of family welfare in the communities where they go to work

### Course Content

#### Module 1: Historical Background of Family Law

- History of law of marriage in Tanzania
- Origin of family as social institution
- Types of families existed in Tanzania (traditional structure: Extended Family, Patrilineal, Family System, Matrilineal Family System)
- Type of conjugal unions (Polygamous, Monogamous)
- Structure of Family in East Africa.
- Legal instruments [The Tanganyika Order in council 1920, The Uganda order in Council, 1902, The Judicature Act No. 11 of 1961 (U), The Judicature Act No. 16 of 1967 (K)]
- The Judicature and Application of Laws Act, R.E. 2002(T)]
- Cases [Mawji v. R. (1957) A.C. 126: 23 EACA 609 (T), Gwao Kilimo v. Kisunda Ifuti, (1938) 1 TLR (R) 403, Rajab Abdallah v. Aziza Mbusha (1970) HCD n. 127, Jerome, Resho v. Angwenda [1906-8] vol. 2 EACA 21]

#### Module 2: Formation of Nature of Marriage

- Marriage and Cohabitation
- Marriage: definition of marriage
- Formalities and essential elements of marriage(capacity, sex, consent, age, Prohibited decree)
- Presumption of marriage
- Types of marriages under the law of Marriage Act (Customary Marriages,

## Religious, Marriages, Civil Marriages)

- Legal instruments [Customary Law Declaration (GN 277/63, Law of Marriage, (esp. ss. 25(i) (d) & 32), The Customary Marriage (Registration) Decree No. 16 of 1973 (U), The Customary Marriage (Registration), Prescription of Forms and Fees) Regulations, 1974 (S. 1 No. 1074) (J)]
- The Customary Marriage (Regulation Commencement) Order. 1973 (S. 110/73)(U)
- Cases [Mistry Amar Singh v. Hazara Singh (1946) 13 EACA 18 R.S. v. S.S. & Anor, (1969) E.A. 229, Wongo Vs Dominiko Manano (1958) E.A 124, Pazi Vs Hamis Mohamed (1968) H.C.D]

### Module 3: Void and Avoidable Marriages and Their Differences

- Void and Voidable Marriages, Foreign Nullity Decree
  - Legal Instruments (Law of Marriage Act s. 38-41: s 96-98 and Tanzania LMA s.40)
  - Cases [De-Reneville v. De-Reneville (1948) 1 All E.R. 56(UA), R.v. Algar (1953) 2, All E.R. 1381, (1954) 1qb 279, Wiggins v. Wiggins (1958) All E.R. 553, Eaves v. Eaves (1940) Ch. 109]
- Grounds for Nullity or Voidable
  - Non Consummation (**Cases:** Baxter v. Baxter (1947) 2 All E.R. 886: (1948) A.C. 274, White v. White (1948) 2 All E.R. 151)
  - Lack of Parental Consent (**Cases:** Robert v. Robert 22 (2) K.L.R. 6, Ally Mfaume v. Alkaum 1974 LRT n. 67, Johnston v. Parker 161 E.R. 1251)
  - Venereal Diseases (**Cases:** Moss v. Moss (1897) p. 263, C. v. c. (1963) 106 Sol. Jo. 959 (Syphilis- decree granted), Butler v. Butler (1917) p. 24)
  - Pregnancy by Third party (**Cases:** Stocker v. Stocker (1966) 1 W.L.R. 190: (1966) 2 All ER 147, Jackson v. Jackson (1939) P. 172; (1939) 1 All, E.R. 71, Smith v. Smith (1943) P. 77 (1947) 2 All E.R 741)
- Grounds for Nullity or Void
  - Lack of Consent by Spouse (**Cases:** Prajeic v. Parajeic (1959) 1 All E.R. 1, Hussein v. Hussein (1938) P. 159; (1938) 2 All E.R 344, Buckland v. Buckland (1968) p. 296, (1967),
  - Prohibited Degree (**Cases:** Cheni v. Cheni (1965) P. 85; (1963) 2 W.L.R. 17; Michael Mangawe v. Mangona Saluba 1976 LRT n. 19, Reneville v. De-Reneville (1948) P. 100 at 110)
  - Existing Marriage (**Cases:** King v. King (1963) 3 All E.R. 561, Hyde v. Hyde (1866) L.R. IP. and D.
  - Parties of Same Sex (Change of sex and its effect on law of marriage- Corbett v. Corbett (ORSE Ashley) (1971) p. 83. (1970) 2 W.L.R 1306 (1970) 2 All E.R. 33)
- Legal Effect of Marriage: Rights and duties of Husband & Wife
  - Duty to cohabit; Consummation, The duty of maintain and
  - Parental rights and duties over Children
  - Legal instrument (Tanzania MA ss. 56-62 ) [**Cases:** Steward v. Steward,

947) 2 All E.R. 813, Balfour v. Balfour (1919) 2 K.B. 571, Williams v. Williams (1957) 1 All E.R. 305, Zubeda Daudi v Alimia Inusimia 1978

- Property Rights between Spouses  
Legal instrument: Tanzania LMA ss. 58, 60 114 [Cases: Rimer v. Rimer (1952) 2 All E.R. 863; (1959) 1 Q. B 63, Silver v. Silver (1958) 1 All E.R. 528; (1938) 1 W.L.R 259, Shipman v. Shipman (1923) 2 Ch 140, Jones v. Maynard (1951) Ch. 572; (1951) 1 All E.R. 802

### Module 3: Matrimonial Conflict

- Separation
- Types of Separation (Voluntary Separation, Judicial Separation )
  - Legal instruments: Tanzania LMA ss. 64,99,108, 134-137
  - (Cases: De-Souza v. De-Souza (1937) 17 KLR 78, Owens v. Owens (1959) E.A. 909
- Divorce
  - Desertion (Cases: Pardy v Pardy (1939) 3ER779, Beeken v Beeken (1948) P302
  - Simple Desertion (Cases: Pulford v. Pulford (1923) P.18 (D.C.), Smith v Smith (1939) 4 All E.r. 533, Walker v. Walker (1952) 2 All E.r. 138)
  - Constructive Desertion (Cases: Mohamed Mtuu v. Zainabu Mwanga Civ. App. No. 30/74, Pulford v. Pulford (supra), Saunders v. Saunders (1965) 3 W.L.R 35 Rex v. Saidi (1948) E.A.C.A 110)
  - Mutual Desertion (Cases: Mallinson v. Mallinson (1961) E.A. 185, Beigan v. Beigan (1956) p. 313, Lang v. Lang (1954) 3 All E.R. 571, Spence v. Spence (1939) 1 All E.R.
  - Termination of Desertion
  - Resumption of cohabitations/reconciliation ( Cases: Abercromble v. A. (1943), 2 All E.R. 465, Perry v. Perry (1952) 1 All E.A 1676, Pezey v. Pezey (1961) 2 All E.R. 658
  - Removal of Animus Deserendi/offer to Return (Cases: Pratt v. Pratt (1939), A.C. 419HL0 (Everitt v. Veritt (1949) P. 374, Slawson v. Slawson (1942) 2 All E.R. 527.
- Defences
  - Mistaken but reasonable belief in the spouses misconduct. (Cases: Glenister v. Glenister (1945) 1 All E.R. 513
- Adultery (Cases: Sapsford v. Sapsford & Furtado (1954) P. 394, MacLennan v. MacLennan (1958) S.L.R. 12
- Evidence of Adultery: Cohabitation with a third party and Bigamy (Cases: Kristina d/o Hamisi V. Omari, Ntalala (1963) E.A 463 ambunga v. Lugaijamu (1972) H.C.d n. 19
  - Birth of Child (Cases: Patel v. Patel, Divorce Cause Nos. 2 of 1971 (U).Perston – Jones v. Preston – Jones (1951) 1 All E.R. 124)
  - Venereal Diseases (Cases: Gleen v. Gleen (1900) 17 T.L.R. 6, Andrew v. Cordiner (1947) 1 All E.R. 777

- Confession (**Cases:** Ker v. Ker (1942) 20 (1) K.L.R 20, R. v. Manyakutama (1948) E.A.C.A 95 Patel v. Patel (supra)
- Spending Night in Hotel (**Cases:** Woolf v Woolf (1931) P.134, Rapirs v Raspein, (1953) P. 230, Visiting Brothel (**Cases:** England v. England (1953) 2 All E.r. 784)
- Conviction of Bigamy or Incest
- A finding of Adultery in a former decree
- Defences
  - Rape (**Cases:** Redpath v. Redpaty & Milligan
  - Respondents Virginity (**Cases:** Rutherford v. Rutherford (1922)P. 144 Thompson v. Thompson (1938)P 162)
  - Co-respondents physical inability (**Cases:** Dennis v. Dennis (supra)
  - That marriage is not proved (**Cases:**Owens v. Owens (1959) E.A. 909 (K).
- **Cruelty** (**Cases:** Jarnieson v. Jamieson (1962) 1 All E.r. 875, Gollins v. Gollins (1963) 2 All E.r. 966, Russel v. Russel (1897) SA.C. 395, Said Mohamed v. Zena ally (1985) T.L.R. 13, Charles Aoko v. Dorina Gibon (1988) T.L.R 44
  - Mental Cruelty: Nagging (**Cases:** Kamulindwa v. Kamulindwa (Misc Civ. 9/73), Kind v. King (1953) A.C. 124,Waters v. Waters (1956) 1 All E.R. 432
  - Intention to be Cruel (**Cases:** Gollins v. Gollins (Supra), Lauder v. Lauder (1949) 1 All E>R. 76
  - Cruelty to Children (**Cases:** Cooper v. Cooper (1954) 3 All E.R. 446)
- Insanity (**Cases:** Williams v. Williams (supra)
- Venerial Diseases (**Cases:** Broconing v. Broconing (1911)p. 161)
- Sexual Intercourse: Malpractices, Sterilization (**Cases:** Walsham v. Walsham
  - (1949) 1 All E.R. 774.Cackett v. Cackett (1950) 1 All E.R. 677
- Philandering & Unnatural offences, Buggery (Bestiality). Sodomy, Lesbianism
  - (**Cases:** Crawford v. Crawford (1955) 3 all E.R. 592, Watson v. Watson (1957) , imes, April 11<sup>th</sup>, Gardner v. Gardner (1947) 1 All E.R. 630)
- Habitual Misbehavior – Gambling, drinking excessively, cruel neglect to
  - Maintain (**Cases:** Colbeck v. Colbeck (1961) E.a. 431, Parameter v. Parameter (1962)
- Change of Religion
- Features of Divorce Law in Tanzania under the Law of Marriage Act, 1971
- Limitation to Divorce under L.M.A
- The Conciliatory Boards (**Cases:** Zinat A. Khan v. Abdulla s. Khan (Matr. Cause . 10 of 1971), Selemani A. Dadi v Fatu Dadi(Mat. Civ. App No. 45 of 1972)
- Bars to Divorce (Descretionary), ss. 85-88, 107 92) 9a)
- Islamic Divorces (Faskhi Divorce, Ila Divorce, Tafrik Divorce
- Effects of Muslim Divorce
- Adjustment after divorce

- Maintenance after marriage: Tanzania L.M.A ss 106(1) (f); 114-124 (**Cases:** Festina Kibutu v. Mbaya Ngajimba(1985) T.L.R 42)
- The Matrimonial Home: Tanzania L.M.A. ss.59-61 (**Cases:** Omari Chikamba v. Fatuma M. Malunga[1989] T.L.R. 39, Robert Aranjo v. Zena Mwinjuma (1984) T.L.R. 7, Mohamed Abdallah v. Halima Lisangwe[1988] T.L.R. 197 Bi Hawa Mohamed v. Ally Sefu [1983] T.L.R. 32)
- Dissolution of Marriage: Death, Presumption of Death, Court Decree  
Legal instruments: Tanzanian – ss 161, 94 and 95 LMA; also s. 68 L.M.A  
(**Cases:** Thompson v. Thompson (1956) 1 All E.R. 603, Chard v Chard (1955) 3 All E.R. 721, Parkinson v. Parkinson (1939) 3 A.L.L. E.R. 112)

## Module 5: Family Related Issues

- The aspects of Adoption Affiliation and Inheritance
- Definitions: Adoption, Guardianship
- Circumstances under which adoption is possible, Restrictions, Consent to adoption, The Welfare Principle, customary law vs adoption: Adoption of Children Act. Cap 335  
(**Cases:** C(L) (an infant) (1965) 21 QB 449, M(an infant) (1955) 2 QB. 47)
- Parent and Child Relationship
- Custody and guardianship of children:
- Section 125-137 of Law of Marriage Act, Chapter IV of G.N. 279/63  
(**Cases:** Waryoba d/o Katara v. Kirimi Wangari(1969) H.C.D n. 6  
Bramly v. Bramly (1962) H.C.D n. 512, :**Custody cases-**Kisuda v. Mji (1967) H.C.Dn. 322, Maziku v. Nzunya (1969) H.C.D n.4)
- Maintenance of Children(cases: Mrish v Halima (1971) H.C.D n256, Salim v Shemodoe (1968) H.C.D N. 129)
- Child delinquencies
- The background to the study of legitimacy under English law: Bromley: Chapter 9  
(**Cases:** Paulett v. Peerage (19043) A.C. 395, Preston Jones v. Preston Jones (1951) 1 All E.R. 124, Knowles v. Knowles (1962) 1 All E.R. 659)
- Act, 1967 – s. 121, Judicature and Application of  
Laws Ordinance – s.9 (3A) (as amended), G.N. 279 of 1963 chapter IV
- **Cases:** Theofrida v. Kanisius (1971) H.C.D n. 29, Birigi v. Wojamu (1971) H.C.D 266, Mtaki v. Mirambo (1970) H.C.D n. 188, Saidi v. Msamila (1970) H.C.D n.288, Hamisi Ungaunga v. Omari Said 1973 (**Cases:** Loijurus v. Ndiinga (1971) H.C.D n. 331, Kidianye v. Kilama, (1971)' H.C.D. n. 355)

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## **OSS 303 SOCIAL CHANGE, WELFARE AND AGING**

### **Course Description**

The vision of social profession is to bring about change to human life whether individuals, groups or in communities. Hence, it is concerned with helping people change in relation to some aspects of their environment. People and the social system of which they are part require motivations to change, especially when such people and systems have not been able to interact favorably with their changing environment. It is for this reason that, the social workers need to be knowledgeable about the concept of change and the process by which change occurs.

The course introduces students to concepts of change in the first part. The second part covers issues which influence change to occur in the community. Part three dwells on Brills attributes for change at micro and macro levels.

Part four covers stages of the change process, while part five demonstrates the main actors involved in the change process, and part six stipulates the changing roles of a social worker (change agent) during the change process.

### **Course Objectives**

#### **These are to:**

- a) Equip learners with a wide understanding of the meaning, types and reasons for change
- b) Make learners acquire sound knowledge and skills on how to design, execute and evaluate change processes, facilitate changes at different levels (individual, groups, community)
- c) Equip learners with knowledge base on the concept and theory of aging
- d) Enable learners to acquire working knowledge about development and nature of security programs which include private pensions and social security
- e) Enable learners to acquire knowledge about aging as a life-long process

### **Course Content**

#### **Module 1: Change Related Concepts**

- Change, Planned changed, Change agents (Advocate, Mediator, Broker, Enabler, Conferee)
- Theories of Social Change
  - Influences (Physical, Political, Cultural, Socio – economic)
  - Need for Stability and continuity

**Module 2: Brills attributes for Micro and Macro changes:**

- Self fulfillment, Segregation
- Learning different ways of behaving
- Requirement for adopting changing demands

**Module 3: Main Actors in the Change Process and Evaluation**

- Change plan implanters Client for change
- Targets for change
- Assessing the situation to be changed, making initial contacts
- Planning and contracting
- Intervention and monitoring
- Evaluation and termination

**Module 4: Aging**

- About Aging (Biological, Physical, and sociological)
- Chronological and functional age, life stages etc
- Theories of Ageing:
  - Programmed and Error theories
  - Mutation accumulation theory
  - Pay later/Antagonistic theory
- Issues of Ageing in both developed and developing countries
- Ageing in Tanzania

**Module 5: Being Aged**

- Characteristics of older people (males vs females)
- Participation of old people in social, economic and political affairs
- Coping with age
- Problems facing old people (health, finance, gender etc)

**Module 6: Social Welfare for Old People**

- Welfare needs (income, health, gender, institutions for older people)
- Social Policies regarding the aged and the participation of the elderly in politics
- Informal institutions (family or community based)
- Institutional vs community based care for the elderly

**Module 7: Social Security for Older People**

- Importance of Social Security for older people
- The Rights of Elderly
- HIV/AIDS and its impact on the security of older people
- Social security schemes for older people (origin and development trend)
- Challenges facing social security scheme for older people

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## YEAR SIX

### OSS 307: SOCIAL POLICY PLANNING AND EVALUATION

#### Course Description:

The course introduces students to social policy concepts, scope and structure. It also discusses policy formulation, social planning and evaluation process of social policies. Furthermore, it exposes students to specific social policies as case studies.

#### Course Objectives:

The general objectives of this course is to expose students to necessary knowledge and analytical skills in Social policy, planning and evaluation. Specifically, the course;

- a) Built and develop knowledge on basic concepts and central theories which provide the intellectual foundations to the debate about the focus and aims of social policy, Planning and evaluation.
- b) Enables students to understand policy formulation processes as well as policy planning
- c) Analyze and evaluate different social policies

#### Course Content

##### Module 1: Introduction to social policy

- Definition of social policy
- Key concepts in social policy
  - Social welfare
  - Social Needs
  - Social problem
- Objectives, Principles and scope of social policy.
- Key perspectives of social policy; Neoliberal, Socialist, social democratic
- Values in social Policy: Equality, Rights, Equity, Altruism e.c.t.

##### Module 2: The Discipline of Social Policy:

- Origins and developments of social policy
- Developmental tendencies and its determinants
- Approaches and methods
  - Social issues

- social problems
- Social groups older people, children valuable groups
- Service – based e.g. income protection, Health, education employment

**Module 3: Social policy context:**

- Social policy and Economic policy
- Social policy in a globalizing world
- Social policy and political process
- Social policies in Tanzania

**Module 4: The role of comparative study in social policy:**

- Why comparative policy
- Approaches to comparative policy
- Challenges facing comparative policy

**Module 5: Introduction to Social Planning and Evaluation**

- Definition of the concepts – social planning and Evaluation
- Rationale to social planning and evaluation
- Domains and levels of social planning
- Introduction and significance of planning task

**Module 6: Policy Formulation, the Standing Plan**

- Dimensions of policy plan
- Types and levels of interventions – Issues of Redistribution,
- Universalism- selectivity and equity

**Module 7: Programming/Planning**

- Coordination of Policy and Programs/Plans
- Organization for planning;
- Staffing
- Structures
- Emerging principles
- Program budgeting
- Programming problems in social service delivery.

**Module 8: Social Policy Analysis, Evaluation.**

- Methods of social policy analysis
- The role of the policy analyst
- Evaluating social policy and social program
  - Evaluating theory
  - Program evaluation
  - Skills in evaluation report

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## **OSS 305: SOCIAL RESERCH PROJECT PAPER**

### **Course Description**

This course is meant to develop learners' skills in research process. The course requires the students to put in practice what they learned theoretically in OSS 108 course. Learners will practice to identify a problem, develop a research proposal, plan for field work, collect data, process it and write a research report.

Each learner will be assisted by a lecturer of his or her choice to facilitate in the process of developing the research proposal, collecting data and writing the report. The project report carries two (2) units.

### **Course Objectives**

These are to:

- (a) equip learners with skills in preparing a research proposal
- (b) Enable learners to acquire skills in carrying out research projects
- (c) Train learners in writing research reports

### **Course Content**

Students will have to prepare a concept paper of one page explaining their problem area on which they want to research. After the supervisor have approved it, students will move ahead to develop their research proposals. Upon approve of the research proposal, they will start collecting data and later write their reports under close supervision of their lecturers.

There will therefore be three stages the learners will have to go through. These will be as listed below.

- (i) Preparing a concept paper and approval from supervisor (one page)
- (ii) Preparing the research proposal and approval by the supervisor
- (iii) Analyzing data , and writing of the research report for submitting to the supervisor for grading

# **SOCIOLOGY OPTION**

## **YEAR THREE**

### **OSS 208: RURAL AND URBAN SOCIOLOGY**

#### **Course Description:**

The course introduces the student to the subject of rural sociology. The major themes in rural sociology are outlined. The important concepts and theories in rural sociology are introduced. The focus of the course is on the rural society and its various aspects like the peasantry, land tenure, the agrarian question.

This course also introduces students to the subject matter of the sociology of urbanization and the fundamental issues pertaining to urban life. The course examines key theoretical assumptions and conceptual issues on the process of urbanization that have been developed over time. Different experiences or urbanization (trends and related structures) in the world will also be explored to enrich the course with comparative analysis. Attention will also be paid to specific types of social and political relations in the city and its environment. Case studies from the African context will be extensively used to give the course a more practical grounding.

#### **Course Objectives**

##### **These are to:**

- (a) Enable students understand the idea of rural sociology
- (b) Equip students with tools to analyze rural society.
- (c) Acquaint students with major sociological approaches in urban sociology
- (d) Enable students to understand key factors contributing to urbanization in different parts of the world
- (e) Equip students with analytical skills/tools for conceptualizing and researching on 'the urban' issues

#### **Course Content**

##### **Module 1: Classical Theories on the Peasantry**

The Agrarian Question

(Chayanov V.I; Kautsky K; Lenin, V.I; Juirus B; Byres T.J; Henry, B; Brass, T)

Sociological and Anthropological Definitions of the Peasantry

The Nature and Logic of the Peasant Economy

(E. Wolf, R. Redfield, G. Dalton, T. Shanin)

Theory of Urban Bias in Development and its Critique (Liptons)

Peasant Economics (Frank Ellis)

## **Module 2: Gender and Peasant Agriculture**

- Male and Female" Agriculture (Ester Boserup)
- Women in Agriculture and Food Production in Tanzania
- Women and Class in Peasant Households
- Division of Labour vs Patriarchy Theories in Peasant Economies
- The Theories of Cris Middleton

## **Module 3: The Major Land Tenure Systems of the World**

- Capitalist Commercial Farming
- Latin America's Latifundia Land Holding system
- Land Alienation in Africa.
- Collective farming in Eastern Europe and China
- The Evolutionist theory of Land Rights as applied to Tanzania
- Land Laws in Tanzania
- Environmental Problems in Tanzania.

## **Module 4: Populism as a Rural/National Ideology and Movement**

- Narodnik views on the Agrarian Question
- Examples of Populism in Africa - African Socialism
- The Collapse of African Socialism (Ujamaa) in Tanzania.

## **Module 5: Introduction to Urban Sociology**

- The Sociology of Urbanization – an overview
- Key concepts and terminologies ('urban', urbanization, urbanism)

## **Module 6: Comparative experiences of urbanization in the world**

- Ancient urbanization
- Urbanization experiences of Western/industrialized societies
- Urbanization in non-industrialized societies/the 'Third World'

## **Module 7: Sociological approaches to the study of urbanization and 'the urban'**

- Theories of space and community
- Urban ecological approaches
- Socio cultural/psychological or micro-level approaches

## **Module 8: The city – Urban dynamics and urban life in the 3<sup>rd</sup> 'World'**

- The city in the 3<sup>rd</sup> World
- Social organization and social structure in urban areas
- Urban economy and production systems and livelihoods
- Politics and power of/in 'the urban'
- Migration and the rural-urban continuum debate

## Module 9: Other Sociological Issues Related to the Urban Environment

- Urban planning, land use and settlements
- Urban environmental issues
- Gender issues in urban areas of the 3<sup>rd</sup> World

### REFERENCE

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Palen, J.J. (1992). *The Urban World*. 4<sup>th</sup> Edition. Virginia Commonwealth University. McGraw-Hill, Inc

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Saunders, P. (1981). *Social Theory and the Urban Question*. Hutchinson University Press.

Wirth, L. (1938). "Urbanism as a Way of Life", *American Journal of Sociology*, Vol. 44. 1-24, July 1938

## **OSS 209: CULTURAL ANTHROPOLOGY**

### **Course Description**

The course introduces students to the breadth of anthropological study which encompasses not only the study of human diversity, but how human societies are related to other forms of life and subject to many of the same forces. Various customs are studied. Anthropological perspectives, theories and concepts are introduced to help the student understand different cultures and how human cultures change through cultural evolution.

### **Course Objectives**

These are to:

- (i) Enable student identify the distinguishing characteristics of cultural (social) anthropology and the anthropological perspective.
- (ii) Enable students to define cultural and biological evolution in order to understand their influence on social, political and economical organizations
- (iii) Make students to be able to explain the sub disciplines of anthropology like physical or biological anthropology/primatology, archaeology, linguistic anthropology and cultural (social) anthropology.
- (iv) Equip students with knowledge on anthropological methods and their application .

### **Course Content**

#### **Module 1: Anthropology and the Study of Culture**

- The historical development of anthropology (Darwin and the idea of evolution)
- The sub disciplines of anthropology (physical anthropology, primatology, linguistic anthropology, social anthropology)
- The attributes of culture

#### **Module2: The Development of Anthropological Theories**

- Humans in the evolutionary process
- Early and recent cultural evolutionists
- Structural functionalism
- French structuralism
- Psychological anthropology
- Diffussionism (Culture area approach)

#### **Module 3: Human Societies and Culture**

- Hunting, pastoralism, intensive agriculture, industrial society
- Biology, culture and the individual
- The anthropology of language
- Social groups and stratification, kinship, marriage and household organization

- Economy: resources, production and exchange
- Politics: social control, political organization
- Magic, rituals and religious belief
- Cultural change and development

#### **Module 4: Contemporary Theoretical Perspective in Cultural Anthropology**

- Cultural anthropology and complex intersections between human societies and environment
- Cultural ecology
- Marxist anthropology
- Cultural materialism
- Sociobiologist

#### **Module 5: Methods of Cultural Anthropology**

- The process of anthropological research
- Types of anthropological researches
- Designing research
- Preparing for the field and fieldwork experience
- Sampling,
- Problems of field research
- Analysis
  - Qualitative data analysis
  - Quantitative data analysis

#### **Module 6: Decisions, Adaptation and Evolution**

- Evolutionary Ecology
- Ecological systems
- Human food – procurement systems
- Ongoing human evolution

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- William A. Lessa & Evon Z. Vogat (1972), Reader in Comparative Religion: An Anthropological Approach, Harper & Row, New York.
- Raymond Scupin (2003), Cultural Anthropology: A Global Perspective, Prentice Hall, Upper Saddle River New Jersey.
- Conrad Kottak (2003), Anthropology: The Exploration of Human Diversity, McGraw-Hill, New York.

## OSS 210: FIELD PRACTICAL 1

### Course Description

Fieldwork practice is part of the total subjects of field instruction in the education and training of professional social workers. The other part is classroom teaching of Social Work theories and concepts that underlie the field practicum elements.

### Course Objectives

**These are to:**

- (i) Impart practical social work skills of working with clients and to enable students to integrate theory with practice.
- (j) Develop learners' students ability to work in multidisciplinary teams and to collaborate with other helping systems in the community.
- (k) Develop the capacity of students to initiate independent learning activities including the ability to seek consultation and supervision.
- (l) Enable and foster professionalism in accordance with social work values, principles and ethics.

### Course Content

**Learners will participate in the compulsory field practical applying theories and Concepts learned in Course OSS 203. Practical learning should take place in third and fourth year. At the end of each practical, students are required to produce a report paper for marking. The practical course carries 50% for each thus making 100% after the second practical. Instructions for the practical programme is provided in a study manual format.**

# OSS 211: INDUSTRIAL SOCIOLOGY

## Course Description

The course is intended to introduce students to the Sociological study of work settings and organizations. Students will also be introduced to issues of personal interaction, relationships and institutions and how they affect economic transactions. The issues of authority, decision-making, control and power in organizations will also be discussed.

## Course Objectives

These are to:

- (a) Enable students understand the concept, nature and historical development of Industrial Sociology
- (b) Enable students understand pre-requisites for Industrial production and organization of labour
- (d) Expose students on the nature and impact of organization conflicts/ and disputes
- (e) Expose students to management of Industrial disputes in various socio economic and political systems.

## Course Contents

### Module I: Introduction to the Basic Concept of Industrial Sociology

- Origin and Development of Industrial Sociology
- Historical background for the rise of working class movement

### Module 2: Work Organisation

- Organisation of Labour
- Organisation theories
- Weber and organisation Bureaucracy and the legal rational type of authority.
- F. Taylor and scientific management; efficiency, productivity, control
  - and motivation of individual worker.
- E. Mayo and the Human Relations school. work groups, morale,
  - leadership and incentives.
- Maslow: Motivation and Human Needs.
- H. Fayol and fourteen principles of management
- Structure of Organisation, Organisation effectiveness
- Leadership styles/types

### Module 3: Organisation Conflicts and Disputes

- Definition and forms of Industrial conflicts/ disputes
- Theories on the nature of Industrial conflict and disputes.
- Strike and lock out
- Impact of Industrial conflict and disputes

#### **Module 4: Management of Industrial disputes**

- Disputes/grievance handling mechanisms
- Joint consultation
- Worker's participation
- Social dialogue
- Collective bargaining and wage determination,
- Grievance handling procedures: mediation/conciliation, arbitration and adjudication.

#### **Module 5: Labour conditions in Tanzania**

- Nature of labour movement: the state and labour movement, past and present time.
- Problems and challenges to the labour movement

### **REFERENCE**

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- Trebilcock, A. et al (1994) Towards social Dialogue. Tripartite cooperation in National Economic and Social policy making. ILO. Geneva.
- Weber, M (1947) The Theory of Social and Economic organisation. Free Press. U.K.

## **YEAR FOUR**

### **OSS 205b: YOUTH, CRIME AND DEVIANCE**

#### **Course Description**

This course is designed to provide students with a detailed understanding of issues surrounding youth deviance and crime. It is concerned with various aspects of deviant and criminal behaviour among young people and society's responses to those behaviours. The course will therefore examine deviance & delinquency among youth, including the nature and extent of youthful deviance, specific types of deviant activity by youth, the range of institutional influences affecting youthful deviance and current responses to address issues of delinquent youth. The course will also examine theories of crime, the extent of youth crime and deviance, and various issues related to specific groups of young people labelled as deviant. The purpose of the course is to provide students with an up to date overview of theory and research in the field of crime and youth

#### **Course Objectives**

These are to:

- a) Provide in-depth knowledge of youth and deviance
- b) Understand concepts of deviance and crime as they relate to youth.
- c) Understand the politics of youth deviance and its construction and representation
- d) Analyze selected contemporary issues and debates in policing, punishment and the legal institutions relating to young people.

#### **Course Content**

##### **Module 1: Introduction**

- Definition of terms such as youth, crime and deviance
- Extent and nature of youth crime
- Principle of youth justice

##### **Module 2: Theories of youth offending**

- Sociological theories of youth offending and juvenile offending
- Psychiatric theory of deviant behaviour
- Psychological theories of youth offending

##### **Topic 3: Social Deviation**

- Social Deviation
- Deviant behaviour as social behaviour
- Urbanization, urbanism and deviant behaviour
- The slum and deviant behaviour
- Poverty, Anomie and deviant behaviour

#### **Model 4: Crime**

- Delinquent and criminal behaviour
- Types of criminal Offenders
- Drug addiction
- Deviant sexual behaviour
- Alcohol and delinquency crime
- Suicides
- Conflict in marital and family roles
- Discrimination and prejudice

#### **Module 5: Social Control of Deviance and Criminal Behaviour**

- Prevention of deviant behaviour
- Group approach to social reintegration
- The use of total institution
- Gender and race issues in youth justice

### **REFERENCES**

- Smandych, Russell C. (ed.), *Youth Crime: Varieties, Theories, and Prevention*. Toronto: Harcourt Canada, 2001.
- Smandych, Russell C. (ed.), *Youth Justice: History, Legislation, and Reform*. Toronto: Harcourt Canada, 2001
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- Muncie, J., Hughes, G. and McLaughlin, E. (Eds.) (2002) *Youth and Crime: Critical Readings*, London: Sage.
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## **OSS 206b: POPULATION, HEALTH, DISPLACED POPULATION AND DEVELOPMENT**

### **Course Description**

The debate about the linkages between population and development is an old one and has led to the emergency of a number of schools of thought. Some scholars have blamed population growth for persistence of poverty where as others consider population increase as an asset. A more neutral and wider perspective, maintains that the relationship between population, health, poverty and development is linked with the interaction of social, economic, technological and political factors in a society. An example a consequence of political conflict is forced migration, which increase the impact of poverty.

The course is divided into six main topics. In the first section the course examines population and its characteristics at global level as well as its trend. It also analyses the various schools of thought on population and finally emphasizes on population as a vital resource for development.

This is followed by other topics which include population and health, health and environment, health and development, population and poverty, and population, poverty and development.

On both poverty and development and health and development issues, HIV/AIDS is discussed and related to issues of development and poverty.

### **Course Objectives**

#### **These are to:**

- (a) Introduce students to the concepts of population, displaced population,
- (b) Enable learners to have knowledge about the various health problems and their impact on development
- (c) Enlighten students on the linkages between population and health, population and poverty as well as population and development.
- (d) Enable students to apply knowledge in the management of population as a resource for sustainable development.

### **Course Content**

#### **Module 1: Population**

- Population, components and characteristics
- Population Theories
- Schools of thought on population and development

- Population as a resource
- Sources of Population data
- Global status of population and its trend

**Module 2: Module 1: Migration and displaced populations**

- Concept definitions (forced migration, displace population, refugees)
- The Principle of Non-Refoulment
- Solution to the Refugee Problem
- Traditional Solution to the problem (repatriation, integration, resettlement)
- New solution to the refugee problem (safe zone creation, prevention, reconciliation)
- Impact of the Refugees in the Host Country (torture and trauma, social and political stability, economic development and burden sharing)
- Special needs for women, female youth and children refugees

**Module 3: Population and Health**

- Basic definition and concept of health, diseases and illness
- Spatial patterns of chronic diseases and spread of diseases
- Spatial patterns of mortality and morbidity
- Health services delivery systems and related facilities
- HIV/AIDS and its impact on health pattern
- Health policies and planning in Tanzania
- Reproductive health

**Module 4: Health and Environment**

- Major component of environment and their relation to health
- Influence of population activities on environment components ie water, air, land, vegetation and on health of population
- HIV/AIDS and its impact on environment management
- Environmental degradation and health related issues
- Global climatic changes, drought, floods, global warming and health

**Module 5: Health and Development**

- Development definitions, concepts and theories
- Health threats (parthogenic and epidemiological)
- Health and socio-economic development ie economic of health
- Morbidity and quality of life
- Impact of technological development on health related problems
- Case studies of health related problems with development: HIV/AIDS, Malaria and the like

## **Module 6: Population and Poverty**

- Poverty definitions and concepts
- Types and categories of poverty (Income poverty, Human poverty)
- Theories of poverty (deficiency, structural)
- Causes of poverty (Primary and proximate causes)
- World status of poverty
- HIV/AIDS and poverty
- The relationship between population and poverty

## **Module 7: Inter-Relationship of Population, Health and Development**

- Strategies for sustainable development
- Empowering the poor
- Enhancing growth and reducing Inequality
- Population and environmental management
- The Interrelationship of population, health and Development

## **REFERENCE**

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# **OSS 212: COMMUNITY DEVELOPMENT THEORY AND PRACTICE**

## **Course Description**

The course introduces the student to the theory and practice of community development. The approaches of community development are explained. The history of community development in Tanzania is covered. Examples of community development in other countries are presented. The role of women in community development is considered. A critique of community development is made in the course. The current revival of community development in Tanzania is examined.

## **Course Objectives**

These are to:

- (a) Equip student with knowledge on community development
- (b) Enable students to apply the knowledge on community development in practice
- (c) Enable students to mobilize the community for development.

## **Course Content**

### **Module 1: Theory of Community Development**

- The notion of the community
- Origins and purposes of community development
- History of community development
- Directive and non-directive approaches.
- Principles of community development

### **Module 2: Community Development in Tanzania**

- Early community development
- Education and community development
- Decline of the idea of community development in the 1970s.
- Participation and empowerment

### **Module 3: Examples of Community Development in Other Countries**

- The Harambee movement in Kenya
- India and Bangladesh
- Civil Society (CBOs and NGOs)

### **Module 4: The Revival of the Idea of Peoples Participation In Rural Development in Tanzania.**

- Current attempts in community development in Tanzania.
- NGOs and community development in Tanzania.
- People's participation in planning for development in Tanzania.

- Evaluation and research in community development.
- Prosperity and challenges of Community Development in Tanzania

#### **Module 5: Women and Community Development in Tanzania**

- Power and participatory development.
- The marginalization of women in community development

#### **Module 6: An anthropological Critique of Development**

- Participation and empowerment
- External agency and local knowledge
- Appropriation of agency
- Anthropological critique of development

### **REFERENCE**

- Booth, D. ed (1994). *Rethinking Social Development: Theory, Research and Practice*.
- Chamber R. (1983). *Rural Development: Putting the last First*.
- Ghamuruya, F. K. (1997). *The Community Development Process in Tanzania* (Ph.D. Thesis, UDSM).
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- Dore, R. & Mars, Z. (1981). eds *Community Development: Comparative Case Studies in India, the Republic of Korea, Mexico and Tanzania*.
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- Community Development Journal (various)

## **OSS 301b: GENDER, POWER AND DEVELOPMENT**

### **Course Description**

Gender, Power and Development is a course which address various theories of gender, how gender is constructed, and possible ways of deconstruction, about power and how power becomes a gender issue and its contribution to construction and deconstruction of gender. Lastly the course will address issues of development and how gender is central in the development of a society.

The course will therefore equip learners with required knowledge and expose them to various theories based on various schools of thought, be aware of principles of gender construction and deconstruction, and the relationship of gender and both power and development.

### **Course Objectives**

The Objectives of the course are to:

- (a) Expose learners to theories of gender based on various schools of thought
- (b) Equip learners with knowledge on how deconstruction principle build gender in our societies and be able to discuss possible strategies of deconstructing gender
- (c) Enable learners to understand how power is a gender issue
- (d) Enable learners to relate gender issues and their relationship to development Issues

### **Course Content**

#### **Module 1: Situational Analysis of Gender: An Overview**

- Definition of concepts: Gender, Sex and sex categorization, empowerment, Women Status, Gender inequality and Gender mainstreaming
- The prevailing situation of gender and gender inequality
- The role of patriarchy system in sustaining gender inequality
- Principles of Gender Construction
  - Gender doing, gender display, gender roles, gender identity, sex categorization, gender accountability
- Mechanisms of enhancing gender differences

#### **Module 2: Debates and Theories of Gender and Feminism**

- Gender and Feminism
- Debates and Theories:
  - Theory of gendered organization
  - Feminist theories, Bourgeois theory, conventional economic theory
- Feminist research strategies
- Feminist Politics

#### **Module 3: Power and Gender**

- Definition of Concepts
- Power is knowledge
- Power Relations

- Role of power in gender equality
- Patriarchy, power and gender equality

#### **Module 4: Gender and Development**

- Definition of concepts: Development
- Role of women in development
- Importance of gender equality in development

#### **Module 5: Cross Cutting Issues of Gender, Power and Development**

- Gender Deconstruction
  - Can gender be deconstructed?
  - Revisiting production and property relations' Family structure and household
  - Social roles, Sexuality,
  - Advocacy Activities
- Women in Leadership, Politics and governance
- Mainstreaming gender
  - Integration of gender concepts into all social, economic, cultural welfare and in all the planning and implementation activities of all sectors
- Gender Policy, Planning and Development
  - Practical and Strategic Gender Needs and the Role of the State

### **REFERENCES**

- Acker, J** (1990): Class, Gender and the Relations of Distribution  
Sage Publication, London UK 1990.
- Acker, J** (1990): Hierarchies, Jobs, Bodies: A theory of Gendered Organizations  
Sage Publication, London UK 1990.
- Smith, D E** (1990): The Conceptual Practices of Power  
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- Pollert A** (1983): Women Gender Relations and Wage Labour  
Pp. 52-65
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Publication, London UK 1990. Pp. 355-366
- Simmons O G** (1990): Perspective on Development and Population  
Growth in Third World.  
Fordham University, the plenum Press. Newyork. Pp. 180-202.

## OSS 306: MEDICAL SOCIOLOGY AND ANTHROPOLOGY

### Course Content

The course is intended to expose student in the field of medical sociology and anthropology . it explores and discusses basic concepts , definitions perspectives and methods used in the field. It also examines the aspect of culture in relationship to health diseases and illness.

### Course Objectives

#### These are to:

- (a) Enabling student to understand the concepts of medical Anthropology, culture illness and disease.
- (b) Enabling student to examine and analyse the theoretical perspectives of medical sociology and Anthropology.
- (c) Enabling student to understand the role of medical Anthropology in global health problems.
- (d) Enabling student to identify and assess methods that are employed in medical Anthropology

### Course Contents

#### Module 1: Introduction to Basic Concepts

- Definition of medical sociology and anthropology
- The scope of medical anthropology
- The concept of culture, illness and disease

#### Module 2: Theoretical Perspectives

- Political economy in medical Anthropology
- Critical interpretive approach in medical Anthropology
- Psychoanalytic perspective
- Ecological perspective
- Positivism and empiricist perspectives

#### Module 3: Therapeutic Process

- Caring and curing (sectors of health care)
- Ethno medicine
- Ethno psychiatry
- Ethno pharmacology
- Bio medicine
- Nursing and Anthropology

#### Module 4: Health Issues in Human Population

- Disease, ecology and human behaviour
- cultural factors in epidemiology
- Bio-medicine as cultural system

- Culture and pharmacology
- Culture stress and disease
- Cross cultural psychiatry

### **Module 5: Medical Anthropology and Global Health**

- Global health problems
- The role of medical sociology and Anthropology in global health problems
- Methods in Medical Anthropology

### **REFERENCES**

- Anderson R. (1996) Magic ,Science and Health. Harcourt Brace
- Good, B.J.(1994) Medicine Rationality and Experience on Anthropological Perspective . Cambridge university press.
- Hahn,R.A. (1995) Sickness and Healing .An Anthropological perspective. Yale University press.
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- Johnson, T.M. and Sargent ,C.F (eds) (1991) .medical Anthropology. Praeger.
- Kleinman, A .(I980) Patients and Healers in the Context of Culture . University of California Press.

# **OSS 307: ANTROPOLOGICAL ANALYSIS OF EAST AFRICAN POPULATION**

## **Course Description**

The course analyses the old and modern populations of East Africa from an anthropological perspective. Pre-industrial and industrial populations are compared using East African examples and the English model. Some old and special populations in East Africa are considered as case studies. The argument of the vicious circle of low population and archaic technology in East Africa is examined. The concept of culture in population studies is described and related to fertility in East Africa. The relationship between kinship and social mobility and population increase is investigated. Control of fertility in East Africa is examined with a focus on women as producers and reproducers in the division of labour. The concepts of patriarchy and matriarchy in population studies are introduced.

## **Course Objectives**

**These are to:**

- a. Enable the student to understand cultural reasons that sustain high fertility in East Africa
- b. Make students understand fertility, and mortality trends of industrial societies from anthropology perspective
- c. Equip students with tools to analyze reproduction in East Africa

## **Course Content**

### **Module 1: The population of pre-capitalist Societies**

- Types of Primitive Economy
- Population of Non-literate Societies. Natural Increase, Fertility and Mortality. Prehistoric Migrations.
- The Depopulation of pre-industrial societies Peoples
- Tribal Warfare. The Hobbesian Model of Pre-industrial Welfare.

### **Module 2: Difference between Pre-industrial and Industrial Populations.**

- Pre-industrial Populations. Family and Fertility. Mortality. Famine, Pestilence
- Industrial Populations. Mortality and Fertility
- The English Model Transformation of Agriculture and Population
- The Breakdown of Social Order

### **Module 3: Some Old Populations in East Africa**

- Hunters and Gatherers
- Artisanal Fishermen

### **Module 4: Special Populations in East Africa**

- Pastoral and Nomadic Societies
- Low Fertility and High Mortality in Nomadic Societies in East Africa.

### **Module 5: The Current Population of East Africa**

- Population, Food and Archaic Technology

- Demographic Transition in East Africa
- Vicious Circle of Low Population, Poverty and Backward Technology.

#### **Module 6: Culture and the Myths of Culture in the Population of East Africa**

- Is there a Culture of High Fertility.
- The Rituals of Fertility and Death in East Africa.
- Types of Marriage
- Kinship. The Extended Family and Social Mobility

#### **Module 7: Women, Children and Reproduction in East Africa**

- Women as Producers and Reproducers
- The Control of Fertility and the Extended Family
- Division of Labour in Traditional and Modern East Africa. Age Groups, Age Sets, Children, Women, Youth. Patriarchy Matriarchy and Fertility.

### **REFERENCE**

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## YEAR SIX

### OSS 308: GLOBALISATION AND CURRENT SOCIAL PROBLEMS

#### Course Description

The course aims at introducing student to the concept of Globalization as a process and its relationship to the current social problems specifically to the LDC's

The course is divided in several modules which include concepts of globalization, perspectives of globalization, globalization and the position of LDCs, globalization and current social problems and globalization challenges.

#### Course Objectives

##### These are:

- a. The course is intended to equip student with knowledge and analytical tools of globalisation and its dimensions.
- b. Enabling student to analyse and assess various perspectives on globalisation
- c. Enabling student to understand key features, requirements for globalisation and the position of LDC's
- d. Enabling student understand the relationship between globalization and current social problems.

#### Course Content

##### Module I: Introduction to the Concepts of Globalisation.

- Definition of globalization
- Globalisation process and its Dimensions
- The economic, social, cultural and political dimensions.

##### Module 2: Globalisation Perspectives

- Western (capitalist) perspective;
- Local perspective (the African case)
- Radical political economy perspective

##### Module 3: Key Features, Requirements for Globalisation and the Position of LDC's

- New Technologies
- Trade, investment and competitiveness
- Regionalisation and free Labour migration
- Good Governance
- Fiscal financial transactions

##### Module 4: Globalisation and Current Social Problems.

- Unemployment, widening inequality and poverty
- Drug trafficking , addiction and corruption

- Child Labour and street children
- Labour migration and HIV/AIDS spread
- Environmental degradation and global warming
- Global Terrorism and its impact

### **Module 5: Globalisation and popular resistance**

- Nature and source of resistance
- Issues and rationale for the resistance
- Socio-economic and political issues
- Environmental issues

### **Module 6: Globalisation challenges and alternatives**

- Widening poverty and income gap
- Redistribution of global power and wealth

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## **OSS 305b: SOCIAL RESEARCH PROJECT PAPER**

### **Course Description**

This course is meant to develop learners' skills in research process. The course requires the students to put in practice what they learned theoretically in OSS 108 course. Learners will practice to identify a problem, develop a research proposal, plan for field work, collect data, process it and write a research report.

Each learner will be assisted by a lecturer of his or her choice to in the process of developing the research proposal, collecting data and writing the report. The project report carries two (2) units.

### **Course Objectives**

These are to:

- (a) equip learners with skills in preparing a research proposal
- (b) Enable learners to acquire skills in carrying out research projects
- (c) Train learners in writing research reports

### **Course Content**

Students will have to prepare a concept paper of one page explaining their problem area on which they want to research. After the supervisor have approved it, students will move ahead to develop their research proposals. Upon approve of the research proposal, they will start collecting data and later write their reports under close supervision of their lecturers.

There will therefore be three stages the learners will have to go through. These will be as listed below.

- (i) Preparing a concept paper and approval from supervisor (one page)
- (ii) Preparing the research proposal and approval by the supervisor
- (iii) Analyzing data , and writing of the research report for submitting to the supervisor for grading