**BAYERO UNIVERSITY, KANO**

**SOCIAL SCIENCES**

**SOCIOLOGY**

**BSC SOCIOLOGY**

**PROPOSED 30% ADDITION TO THE CCMAS COURSE STRUCTURE/SUMMARY**

1. **Level 100**
2. CCMAS 70% (CORE) 18 credits
3. The students shall register 12 credits from other Departments within the Faculty of Social Sciences namely; Economics, International Relations and Political Science.
4. Total **30** Credits
5. **200 LEVEL**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Course Code** | **COURSE TITLE** | **UNITS** | **STATUS** | **LH** | **PH** |
|  | BUK-SOC2211 | Foundation of Sociology | 3 | Core | 45 |  |
|  | BUK-SOC 2214 | Foundation of Social Work | 3 | Core | 4 |  |
|  | BUK-SOC 2216 | Media and Society | 2 | Elective | 30 |  |
|  | **Other Depts.** | | **6** | **CORE** | **45** |  |
| **Sub-Sit Credits** | | | **12** | **CORE** | **45** |  |
| **CCMAS 70% (CORE)** | | | **18** | **CORE** | **45** |  |
| **Grand** **Total** | | | 30 | CORE |  |  |

1. **Level 300**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SN** | **Course Code** | **COURSE TITLE** | **UNITS** | **STATUS** | **LH** | **PH** |
|  | BUK-SOC 311 | Classical Sociological Theory I | 3 | Core | 45 |  |
|  | BUK-SOC 314 | Sociology of Urban Life | 2 | Elective | 30 |  |
|  | BUK-SOC 218 | Sociology of Nonviolent Change | 2 | Elective | 30 |  |
| 1. 1 | BUK-SOC 321 | Classical Sociological Theory II | 3 | Core | 45 |  |
|  | BUK-SOC 323 | Sociology Rural Life | 3 | Core | 45 |  |
|  | BUK-SOC 324 | Intergroup Relations | 3 | Core | 45 |  |
|  | BUK-SOC328 | Social Network | 2 | Elective | 30 |  |
|  | **Other Depts.** |  |  |  |  |  |
|  | **Sub-Total** |  | 12 | CORE | 45 |  |
|  | **CCMAS 70%** |  | 18 |  |  |  |
|  | **Grand Total** | | **12** |  |  |  |

1. **LEVEL 400**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SN** | **Course Code** | **COURSE TITLE** | **UNITS** | **STATUS** | **LH** | **PH** |
|  | BUK.SOC412 | Population Problems | 3 | Core | 45 |  |
|  | BUK.SOC 415 | Urbanization and Labor Migration | 2 | Elective | 30 |  |
|  | BUK.SOC 416 | Sociology of Health Care Delivery | 3 | Core | 45 |  |
|  | BUK.SOC 421 | Sociology of Work and Occupation | 3 | Core | 45 |  |
|  | BUK.SOC 423 | Applied Demography | 2 | Core | 45 |  |
|  | BUK.SOC 424 | Law and Society | 2 | Elective | 30 |  |
|  | BUK.SOC 425 | Sociology of Health and Illness | 3 | Core | 30 |  |
|  | BUK.SOC 426 | Sociology of Informal sector | 3 | Core | 45 |  |
|  | **Sub-Total** |  | **11** | **Core** | **45** |  |
|  | **CCMAS 70%** |  | **19** | **Core** | **45** |  |
| **Grand Total** | | | **30** |  |  |  |

**BAYERO UNIVERSITY, KANO**

**SOCIAL SCIENCES**

**SOCIOLOGY**

**BSC SOCIOLOGY**

**BUK-SOC 223 ELEMENTS OF SCIENTIFIC THOUGHT**

**Senate approved Relevance**

To produce graduates equipped with knowledge and skills to face challenges of the society of the immediate community and Nigerian at large in consonance with the vision and mission of Bayero University. Also, to provide competent individuals capable of initiating relevant social changes in the catchment area, Nigeria, and the World at large, especially the Economic, social and political problems of the society and its impact on the lives and culture, culture and tradition of the people. Hence the need of relevant training of resourceful students equipped with knowledge and leadership skills to improve the economy and uplift the socio-economic condition the society at large.

**Overview**

Social interactions and progressive development of the society is usually guided by an objective scientific knowledge of the needs of the society, which determines the welfare and general improvement of the society. The scientific thought produce and strengthens the process of social interaction. Government at all levels attaches great importance to peaceful coexistence of the society in order to meet the changing needs of the society and mitigate the effects of unchecked social changes in the society. The Federal government had taken several initiatives, such the NYSC Scheme in order to train and inculcate nationalism and national integration in order to boost the national cohesion and development.

This course is designed to educate students on the importance of the taking having regards to peculiarities of a multi-lingual/religious society with s view to achieving social stability development in the society. It educates the students on the different forms of culture, tradition of the people. Also, the impact of social change on the society and the people are examined; introduces the students to the history and complexity of the people, such as ethnic composition of the area, population and culture/tradition with a view to understand the enormous impact they have on the social institutions and the society in general.

**Objectives**

1. Understand the concept of Community, society and the processes of change and transition from traditional to modern societies.
2. The Changes and means of peaceful co-existence and reconciliation of divergence in the society.
3. Appreciate the efforts of the main contributors to social thought, the rise and development of Modern Sociology;
4. Assess the history/basis of the claim of sociology as a science and not a humanistic discipline;
5. Discuss the elements of science (what is science and scientific methods)

**Learning Outcomes**

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

1. Identify the main contributors to social thought, the rise and development of

Modern Sociology;

1. Appreciate the historical contributions to scientific thought; the pioneer's contributors

Include, Emile Durkheim, Auguste Comte, parsons, Karl Marx, Max Weber, Malinowski, and Cooley;

1. Evaluate science, i.e. Its parameters and whether sociology as a discipline in social sciences Can be regarded as any of the one in the physical and biological sciences;
2. Recognize the limit of sociology in “science” as a discipline
3. Identify the logic in sociological analysis.

**Course Contents**

This is an introduction to theoretical approaches to the study of social structure and process namely Functionalism, symbolic interaction, conflict theories. Element of social structure including power, economic organization and production, social movements, population etc are emphasized/ The historical contributions to scientific thought of the pioneers of sociology and social sciences such as Emile Durkheim, Auguste Comte, Parsons, Karl Marx, Max Weber, Malinowski, Cooley, and many others. The historical and aims of scientific explanations of scientific progress. Understand the history/basis of the claim of sociology as a science and not a humanistic discipline. Elements of science (what is science and scientific methods). Science, i.e its parameters and whether sociology as a discipline in social sciences can be regarded as any of the ones in the physical and biological sciences. Discussion of the components of scientific thought ( ways of knowing aims, and assumptions of science, methodology, and the scientific revolution); Limitations in sociology being regarded as “science” like discipline in the physical and biological sciences. How and why work/research by sociologists can also be regarded as scientific.

**Minimum Academic Standard**

**BAYERO UNIVERSITY, KANO**

**SOCIAL SCIENCES**

**SOCIOLOGY**

**BSC SOCIOLOGY**

**BUK-SOC207 (FOUNDATION OF SOCIAL WORK)**

To produce graduates equipped with knowledge and skills to face challenges of managing social problems and pathologies in the society in the immediate community and Nigerian at large in consonance with the vision and mission of Bayero University. Also, to provide competent individuals capable of initiating appropriate social orientation, training on correcting social maladjustment and related social services for reformations and reintegration of the persons with social pathologies for peaceful co-existence in the catchment area, Nigeria, and the World at large, especially social pathologies associated with non-medical therapy and others that are better handled by psychologists and other social scientists Accordingly, the students would empowered with the relevant skills to be resourceful facilitate social cohesion harmony in the country at large.

**Overview**

Social work services are indispensible in both developed and developing societies. The course is designed to facilitate the production competent and qualified social service providers with a view to addressing the problems of social problems in the immediate community and the country at large. The Government had taken established many and varied institutions to facilitate effective and efficient healthcare and related services in the country.

**Objectives**

1. To train the students on the importance of social work and its relevance in the society.
2. The need to be critical and to factors local peculiarities and circumstances in fashioning community-based solution to the social problems.
3. Appreciate the efforts by the pioneers and other contributors to social work service the world over rise and development of Modern Sociology
4. Assess the history of social work services and
5. Examine the elements of social work of the immediate community and the society in general.

**Learning Outcomes**

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

1. Appreciate the concept of social pathology; major contemporary problems in Nigeria;
2. Identify causes and possible solutions of the problems/pathologies; and
3. Discuss theories of social work relevant to social work
4. Examine the dynamics of Social Work
5. Discuss the best practices in social work

**Course Contents**

The study of the causes and effects of problems, such as poverty, delinquency, crime, family discord, industrial, racial, and nationality conflicts, mental disorders, and theories of social work relevant to social work practices. Topics include Contemporary Nigerian Social work. Organization, function, and practice in public and private agencies, including social security systems. The study of social causes and effects of such problems as poverty, delinquency, crime, family discord, industrial, racial, and nationality conflicts, mental disorders, and theories of social work relevant to social work practices. Contemporary Nigerian Social work. Organization, function, and practice in public and private agencies, including social security systems.

**Minimum Academic standard**

**BAYERO UNIVERSITY, KANO**

**SOCIAL SCIENCES**

**SOCIOLOGY**

**BSC SOCIOLOGY**

**BUK-SOC2209 MEDIA AND SOCIETY**

**Senate Approved Relevance:**

To produce graduates with sound sense of judgment who competent and qualified to contribute to public discuss and education honestly and sincerely. In line with the vision and mission of Bayero University of producing morally and intellectually sound ambassadors with great capacity to contribute to social development. In all human societies, the mass media has always been a significant tool used in molding public opinion, which in turn influence mass behavior and an undeniable catalyst for social change.

**Overview**

The importance of both print and electronic media in facilitating social change, influencing mass opinion, and affecting global economic, political, and social relations is undoubtedly required. In addition to producing, distributing, consuming, and representing information, the mass media remain an important tool for both governments and individual members of the society.

Sociology of mass communication is designed to examine the relationship between mass media, technology, and society. It seeks to understand how media and communication shape various social structures, such as culture, politics and the economy. Similarly, the course examines how society interacts with, and responds to, media messages, and how these interactions impact individual attitudes and behaviours, as well as broader trends in culture and society. It provides students with a broad framework for understanding the complex interconnectivity between the media and the society. It is further designed to provide students with a broad view of the key issues relating to the study of the media as an important institution of a modern society. It considers the social organization,

**Objectives**

The objectives of the course are to:

1. explain sociology and the media
2. examine the subject matter of sociology of the media;
3. review the historical evolution of the media in the catchment area and beyond;
4. examine the role of social media in the formation of mass opinion; and
5. Analyze the emerging trends in the mass media digital space.

**Learning outcome**

On completion of the course, students should be able to:

1. Have a broader understanding of the intersections of the media, culture, and society.
2. Apply the sociological perspectives to the production, content, reception of various forms of media such as the news, television, film, social media, etc
3. Analyze the implication of the growth of the mass media in addition to social media.
4. Understand the concepts of misinformation, disinformation and fake news.
5. Discuss how the media generally shape views and modify behavior.

**Course Content**

The course provides some basic foundations for the study of human communication. It is designed to aid students in better understanding the nature, functions, and concepts of Mass and Social Media and their institutions. The theoretical, conceptual, and evaluative aspects of human communication will be examined. Also to be considered, are the implications of the growth of Mass Media institutions and Social Media, how they shape views, modifying behavior, and help fashion society now and in the future.

**Minimum Academic Standard**

**BAYERO UNIVERSITY, KANO**

**SOCIAL SCIENCES**

**SOCIOLOGY**

**BSC SOCIOLOGY**

**BUK-SOC323 SOCIOLOGY OF RURAL LIFE**

**Senate-approved relevance**

In line with the vision and mission of Bayero University, Kano to train graduates with sound knowledge in contemporary Nigeria including the life in the rural areas, rural communities are increasingly vulnerable to new forms of social problems that compound the problems already affecting both urban and rural areas. The problems of insecurity in Northern Nigeria, such as cattle rustling, banditry, kidnapping, etc. have connections with rural areas. This course educates students' understanding of rural life and the limitations of erstwhile rural development policies. Hence, there is need to broaden the knowledge of our students on rural development and interpersonal relationships within the rural community.

**Overview**

A wide gap exists between rural and urban areas, which continue to expand. Consequently, the rural is being neglected; development policies focused more on urban centers, at the detriment of rural areas, where a majority of the population lives. The students would receive a deeper understanding of the unique characteristics of rural communities and be able to apply various sociological theories in explaining condition of the rural areas and the problems facing them in Nigeria. Accordingly, teach students the appropriate methodology for the study of rural communities. Also, the students would be educated on the design and implementation of policies aimed at mitigating rural problems.

**Objectives**

The objectives of the course are to:

1. explain the concept and needs of rural community;
2. explain the factors affecting rural development;
3. examine the various national policies of rural development in Nigeria;
4. Discourse the factors responsible for the increasing gap between rural and urban areas and
5. identify important institutions in the rural areas in Nigeria.

**Learning Outcomes**

**At the end of this course, students will be able to:**

1. Apply theoretical and conceptual analysis to the understanding of the rural settings.
2. Understand the major research areas in contemporary rural sociology.
3. Discuss the substantive issues in rural settings such as social inequalities, agriculture, demographic change, climate change and development.
4. Analyze the impact of social change on rural societies.
5. Discuss the factors affecting rural development.

**Course Content**

Consideration is given to the nature of rural societies and the processes of structural transformation undergone by these societies. Attention is also focused on comparative peasant and plantation structures, problems of rural employment and poverty, description and analysis of government and international approaches to develop and improve the quality of rural life; social change in rural societies, rural social institutions and how they adapt to changes.

**Minimum Academic Standards**

**BAYERO UNIVERSITY, KANO**

**SOCIAL SCIENCES**

**SOCIOLOGY**

**BSC SOCIOLOGY**

**BUK-SOC324 INTERGROUP RELATIONS**

**Senate-approved Relevance**

To produce knowledgeable and highly skilled and competent to design, manage and plans for promotion of intergroup and interpersonal relationships for a sustain peace, harmony and mutually beneficial developments in accordance with international best practices with a view to improving lives and livelihoods of people in communities in line with vision of Bayero University, Kano to adequately equip its graduates with knowledge, skills and competence in the interest of the catchment area and the nation at large.

**Overview**

The course is designed to train the students to appreciate the existence various groups and individual in the society. the nature of the group influences its relationship with another group and the relationship among the individual member of a group as well as the relationship among or between individual members of a group.

This agrees with the vision of Bayero University to lead in the identification and resolution of issues or problems in order to foster peace in the society. Hence the need to propagate tolerance and mutual understanding among the various ethnic nationalities and religious groups in Nigeria..

**Objectives**

The objectives of the course are to:

1. define intergroup relations;
2. explain the philosophy of Intergroup relations
3. examine the components of intergroup relations the components of Social Standards;
4. explain the rights of the cultural heritage of the native and settlers in a relationship;
5. Discourse the requirements for intergroup relations; and
6. Analyze, monitor and evaluate factors responsible dispute among groups

**Learning Outcomes**

At the end of this course, students will be able to:

1. Understand the dynamics of intergroup transactions.
2. Discuss the relationship between people of different cultures, religions, ethnicities, ideologies, etc. with special reference to plural Nigeria.
3. Define the different types of intergroup relations: amalgamation, expulsion, and genocide.
4. Explain different intergroup relations, from the extreme levels of intolerance such as genocide to tolerance (pluralism).
5. Describe the historical and contemporary examples of each type.

**Course Contents**

This course examines the nature and intergroup relations which range along a spectrum between tolerance and intolerance. It explores the nature and dynamics of intergroup transactions, the relevance of tolerance form of relation in pluralism in which there are no distinctions between minority and majority groups. It examines relations between peoples of different cultures, religions, ethnicities, ideologies, etc., with special emphasis on plural Nigeria.

**Minimum Academic Standards**

**BAYERO UNIVERSITY, KANO**

**SOCIAL SCIENCES**

**SOCIOLOGY**

**BSC SOCIOLOGY**

**BUK-SOC311 CLASSICAL SOCIOLOGICAL THEORIES I**

**Senate approved Relevance**

To produce graduates who are well equipped with sound knowledge and adequate skills in sociological analysis in consonance with the vision and mission of Bayero University to produce well trained and competent manpower who will be productive in the study and analysis of situation as deemed relevant or necessary to formulate and develop action through the application sociological theories for Nigeria and the world at large. This is the need and relevance of training resourceful graduates who will be well groomed and skillful social relationships and public administration.

**Overview:**

The course covers definitions and types of theories, historical evolution of social thoughts, different strands of sociological theories, and contributions of the classical sociological theorists (such as Ibn Khaldun, Auguste Comte, Emile Durkhiem and, Karl Marx, Max Waber. It also covers the applications of sociological theories in everyday life.

**Objectives**

The objectives of the course are to:

1. Expose students to the history and development of sociological theories.
2. Teach students the major contributions of the leading sociological theorists to the development of social thoughts.
3. Guide students to apply sociological theories in understanding social issues and contemporary world.

**Learning Outcomes**

At the end of this course, students will be able to:

1. Understand the concept of sociological theory and sociological analyses.
2. Examine the development of sociological thoughts
3. Examine the application of sociological to shape and explain the contemporary world.
4. Discuss the contributors to social thought;
5. Analyze the rise and development of modern sociology and its evolutionary root.

**Course Content**

An introduction to the main contributors to social thought and the rise and development of modern sociology, including its historical background (both Western and Islamic), modern classical sociologists, and contemporary African theories about society. The course will expose students to the development of social thoughts through the writings of the founding fathers of sociology. Major theories that serve as the core of sociological tradition such as Ibn Khaldun, Durkheim, Marx, Tocqueville, Parsons, Mead, etc will be given attention. Emphasis is placed on the historical, political, and economic context in which they were developed as a basis for evaluating their relevance to African existential experiences.

**Minimum Academic Standard**

**BAYERO UNIVERSITY, KANO**

**SOCIAL SCIENCES**

**SOCIOLOGY**

**BSC SOCIOLOGY**

**BUK-SOC321 CLASSICAL SOCIOLOGICAL THEORIES II**

To produce graduates who are well equipped with sound knowledge and adequate skills in sociological analysis in consonance with the vision and mission of Bayero University to produce well trained and competent manpower who will be productive in the study and analysis of situation as deemed relevant or necessary to formulate and develop action through the application sociological theories for Nigeria and the world at large. This is the need and relevance of training resourceful graduates who will be well groomed and skillful social relationships and public administration.

**Overview:**

The course is an extension of Classical Sociological Theories I. It covers the contributions of some classical sociologists and their influence on contemporary social thoughts.

These include Georg Simmel, Talcott Parsons, Robert K. Merton, George Herbert Mead, etc. African social thoughts and contributions of African social thinkers will also be taught.

**Objectives**

The objectives of the course are to:

1. Teach students to historical evolution of classical theories
2. Get students acquainted with classical roots of the contemporary sociological theories.
3. Expose students to the contributions of some social thinkers

**Learning Outcomes**

At the end of this course, students will be able to:

1. Describe sociological theories and be able to apply them to sociological analyses.
2. Understand the development of central sociological thoughts and how they shape the contemporary world.
3. Discuss the main contributors to social thought and the rise and development of modern sociology, including its historical background.

**Course Content**

An introduction to the main contributors to social thought and the rise and development of modern sociology, including its historical background (both Western and Islamic), modern classical sociologists, and contemporary African theories about society. The course will expose students to the development of social thoughts through the writings of the founding fathers of sociology. Major theories that serve as the core of sociological tradition such as Ibn Khaldun, Durkheim, Marx, Tocqueville, Parsons, Mead, etc will be given attention. Emphasis is placed on the historical, political, and economic context in which they were developed as a basis for evaluating their relevance to African existential experiences.

**Minimum Academic Standard**

**BAYERO UNIVERSITY, KANO**

**SOCIAL SCIENCES**

**SOCIOLOGY**

**BSC SOCIOLOGY**

**BUK-SOC314 SOCIOLOGY OF URBAN LIFE**

**Senate-approved relevance**

Urban life is one of the biggest threats to humanity in Nigeria and beyond, especially in the twenty-first century. Previously, attention was focused on the planning and prevention rural-urban drift. In the recent time human society has realized the collective vulnerability to many and varied challenges and the need for coordinated efforts to protect and preserve many and varied problems which manifest in different forms and are capable of not only truncating, destroying and shattering civilization that existed for many centuries. Accordingly, this course is designed to prepare and equip students with necessary skills needed to understand, explain the complex relationship between human societies, especially the urban life. The students will become grounded in applying sociological knowledge to examining the societal bases of urban problems to identify the appropriate mechanisms that would be employed to avert or mitigate the problems of urban life in Nigeria and beyond.

**Overview**

Complexities of urban communities coupled with moral and environmental degradation have devastating consequences effects on people. There is need to examines literature on urban life, especially from the experts, policy makers, societal needs to change public attitudes toward the establishment and survival in urban life. This will introduce students to the key theories, debates and analysis in the sociology of the environment and urban settlements. With special emphasis on the immediate community and the country at large; examines social factors facilitating the emergence of the varied challenges in urban.

**Objectives**

**Learning Outcomes:**

At the end of this course, students will be able to:

1. Discuss the theoretical approaches to the study of urban development and urban life in Nigeria.
2. Understand urban processes and consequences of urbanization on social relationships.
3. Analyze the structures, processes, changes, and problems associated with urbanization.
4. Describe the functions of the suburbs, exurbs, and concentric zones.
5. Examine how the socioeconomic and ecological organization as well as the political structure of a city impacts the pattern of inequality.
6. Understand the problems associated with urban life and migration such as social inequality, unemployment, increase crime rate, etc.

**Course Content**

The course would examine the influence of urban interactions on group relationships, from both a dynamic and structural perspective. The course will explore the social, demographic, and economic significance of urban migration. Issues relating to the urban population, economic dislocation, minority/majority cultural conflicts, and the role of pressure groups will also be discussed. Discusses theoretical approaches and research literature on urban development and urban life; emphasis on the urbanization process and consequences of the society and social relationships.

**Minimum Academic Standard**

**BAYERO UNIVERSITY, KANO**

**SOCIAL SCIENCES**

**SOCIOLOGY**

**BSC SOCIOLOGY**

**BUK-SOC 218 SOCIOLOGY OF NON-VIOLENT CHANGE**

**Senate Approved Relevance**

In all human societies conflict is evidently in evitable. Therefore, Bayero University in accordance with it vision and mission of to produce graduates who advance peace and social stability and respect for one another in the society through mediation, conciliation and other means of conflict resolution will encourage peace building for positive development and behavioural changes in various institutions within Nigeria and the world at large. This can be achieved if students are carefully and intelligently exposed to Passivity and withdrawal and non violent resistance.

**Overview**

The course will introduce the students to the concepts of what actually constitutes violence, with special emphasis on change on issues that are deeply rooted in the culture, religion and ways of life of various nationalities and independent nations; regard will be given to rights, duties, accountability between or among members of the society. The students will be exposed to theories of conflict and its resolution; economic inequality and its consequences will also be analyze for broader and deeper understanding of issues responsible for conflict in order to fashion out modalities for thei resolution devoid of rancor.

**Objectives**

1. Examine the concepts of non-violent change and peaceful relationships between groups, classes, and nations.
2. Explain the theories of peace and conflict, the institutions and the approaches to conflict resolution.
3. Discuss aspects of responsiveness and accountability in complex organizations for peaceful change in plural societies.
4. Examines different perspectives on economic inequality and its association with peaceful changes and resistance to violence.
5. Analyze non-violence versus collective violence including their causes, processes means of resolution.

**Learning Outcomes**

At the end of the course, students would:

1. Be introduced to the concepts of non-violent change and peaceful relationships such as between groups, classes, races, nations and international blocks, ideologies and religions.
2. Be able to explain the theories of peace and conflict, the institutional and psychological applications of approaches to conflict resolution.
3. Acquire knowledge on the aspects of responsiveness and accountability in complex organizations and the educational imperatives of peaceful change in plural societies.
4. View different perspectives on economic inequality and its constraints on peaceful changes and forms of resistance to violence.
5. Be able to differentiate and analyze non-violence versus collective political violence such as riots, coups and revolutions including their causes and processes.

**Course Content**

An examination of peaceful relationships between groups, classes, races, nations, and international blocks, ideologies, and religions. Theories of peace and conflict; the development of the notion of just society and its significance for a peaceful social order; institutional and psychological applications of approaches to conflict resolution. Problems of responsiveness and accountability in complex organizations; the educational imperatives of peaceful change in plural societies; freedom of political choice in plural societies. Economic inequality and its constraints on peaceful changes; forms of resistance to violence. Non-violence versus collective political violence e.g. riots, coups, and revolutions – their causes and processes seen as a failure to accommodate strategies of non-violent change

**Minimum Academic Standard**

**BAYERO UNIVERSITY, KANO**

**SOCIAL SCIENCES**

**SOCIOLOGY**

**BSC SOCIOLOGY**

**BUK-SOC 4312 POPULATION PROBLEMS**

**Learning Outcomes**

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

1. Familiarize themselves with population concepts as it relates to the fundamentals regarding the key components of demography: fertility, mortality and migrations including their implications.
2. Discuss demographic transition as it relates to health and mortality, fertility, migration, age structure, urbanization, family and household structure.
3. Understand the mechanisms underlying demographic transitions and how to translate to everyday life
4. Discuss demographic trends in relation to poverty, health, environment, aging and population crisis and migration
5. population growth and change and increase their awareness of what is happening and why and to help prepare them to cope with a future that will be shared with billions more people than there are today

**Course Contents**

This course exposes students to population issues, concepts, theories and methods by encompassing the concepts of demography, including principle and practice. It offers an overview of various aspects of demographic growth and transition relating to changes in health and mortality, fertility, migration, age structure, urbanization, family and household structure. Issues such as population concepts, Population/demographic transition, Epidemiological transition, Population processes, Population and security, Population growth and poverty, Population and health, Population and environment, Population crisis and migration, Population aging, including various demographic perspectives and their modern implications, environmental impacts, and population policy.

**BAYERO UNIVERSITY, KANO**

**SOCIAL SCIENCES**

**SOCIOLOGY**

**BSC SOCIOLOGY**

**BUK-SOC 425 URBANIZATION AND LABOUR MIGRATION**

**Senate-approved relevance**

Evidently, many towns and communities in the catchment area in fact the entire northern Nigeria are rapidly becoming urban, leading to many push and pull factors attracting rural urban migration and associated challenges. Projection had it that by 2050, 70% of Nigerian population will live in the urban centers. This implies that there is the need to initiate action plans and programmes with a view to improving the existing infrastructural facilities. Therefore, in accordance with the vision an mission of Bayero University, the course is designed to equip students with requisite knowledge of the problems that may accompanied the process of urbanization in Northern Nigeria to understanding the intricacies of urbanization to enable students to apply the knowledge to provide pragmatic solution to the challenges.

**Overview**

The is the sociological study of life and human interaction in metropolitan areas and it is a sub-discipline of sociology that study the structures, environmental processes, changes and challenges of urbanization the planning and policy making.

**Objectives**

The objectives of the course are:

1. explain the concepts of urbanization;
2. state the character of urban life;
3. explain the effect of urbanization on rural development;
4. explain the theoretical perspectives on urbanization; and
5. explain the challenges of urbanization

**Learning Outcomes:**

**At the end of the course the students would:**

1. Knowledgeable of urban life and social issues.
2. Life experiences in the community linked to the processes of interactive learning.
3. Integrate the theory and practice/experience to raise awareness on health, social and political problems.
4. Break down stereotypes and promoting diversity.
5. Integrated learning and provides strong theoretical and methodological foundation for understanding the unique nature of urban settlement and the development of sound social policy to address the problems of urban life.
6. Understand the impact of social fabric in urban life. Such as contemporary social; explore the ecology of Nigerian cities; neighborhoods, marginalized populations.

**Course Content**

The course introduces students to the process of urbanization and the nature of urban society. will expose students to theoretical perspectives and methodological approaches to the study of urban society and the history of cities and urban development. Substantive urban changing social and spatial patterns of cities and metropolitan life will be examined. The contributions of early and contemporary urban life; explore the social-psychological and ecological organization; the political and economic structure of urban centre, focus on the patterns of inequality related to the mediations class, ethnicity and gender; examine social inequality as a social problem and a source of urban social problems, such as homelessness, poverty, crime, immigration, prostitution, divorce, unemployment, etc. Globalization, political economy, gentrification, urban sprawl and sustainable development.

**Minimum Academic Standard**

**BAYERO UNIVERSITY, KANO**

**SOCIAL SCIENCES**

**SOCIOLOGY**

**BSC SOCIOLOGY**

**BUK-SOC423 APPLIED DEMOGRAPHY**

**Senate-approved Relevance**

To produce graduates who are well-equipped with sound knowledge in population Studies is in consonance with the vision and mission of Bayero University to produce well-trained and competent individuals who will be relevant in the necessary development in Nigeria and the world at large. One of the most challenging issues is the problem of population explosion which remains a great threat to the nation instead of a blessing. Over population could lead to a number of social problems such as poverty, hunger, and diseases. This justifies the need and relevance of developing resourceful graduates who will be fit in educating the populace about need for family planning and childbirth spacing in order to curb the challenges brought about by population explosion.

**Overview**

This course provides an introduction to demography, population studies as well as the application of demographic knowledge for the development of the society. Broadly speaking, most scholars agree that demography is the study of human populations (size, spatial distribution, composition) and the processes through which populations change (fertility, mortality, migration), and population studies address the causes and consequences of population change. Also, demography is associated with statistical description and the mathematical techniques used to study population. What demographers actually “do” extend well beyond just study of population, to conduct researches extensively like other disciplines, such as anthropology, economics, public health and sociology.

**Objectives of the Course**

The objectives of the course are to:

1. explain the concept of demography and the reasons for its study;
2. identify and explain the relevant sources of demographic data;
3. describe the components of demographic change in the country;
4. explain the perspectives and theories of demography
5. explain the trends of fertility and help for the provision of effective fertility control measures; and

**Learning Outcomes**

1. To develop the skills of the students to use the knowledge of demography to address problems facing human groups
2. To understand the process of population projection and estimation
3. To develop the capacity to use measures in demography to address population related problems
4. To understand the process of fertility planning, health, and diseases, divorce; unemployment; housing problems, and population policy.
5. Lean to identify a peculiar population problem and recommend a way out

**Course Content**

The course uses the knowledge of demography to address problems facing human groups, particularly population-related problems. Thus, attention will be focused on fertility planning, health, and diseases, divorce; unemployment; housing problems, and population policy.

**Minimum Academic Standard**

**BAYERO UNIVERSITY, KANO**

**SOCIAL SCIENCES**

**SOCIOLOGY**

**BSC SOCIOLOGY**

**BUK-SOC416 Sociology of Health Care Delivery in Nigeria**

**Learning Outcomes**

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

1. Understand the organization of Health Care Delivery system in Nigeria.
2. Discuss the relationship between providers and patients, Doctor/Physician-Patient relationship
3. Analyze the efficiency of health care delivery in Nigeria.
4. Appreciate Human Right and health care delivery.
5. Familiarize themselves with Models of health care delivery

**Course Contents**

The sociology of health and illness behaviour as it relates to social structure. Medical organizations, progressions and the professionalization of medicine. The politics of medical care, Traditional and modern forms of health delivery systems in Africa, their uses, and social effects. On public health policies in Nigeria. The hospital as a social system, and the mental hospital as a total institution. The poor, the doctor, and the society. The course also exposes students to Models of health care delivery such as: Disease oriented medical model, Nursing process model, Health professional model and Patient Evaluation of health care delivery. In addition to the use of Data Envelopment Analysis (DEA) in calculation of input efficiency, and theory of just distribution of health.

**BAYERO UNIVERSITY, KANO**

**SOCIAL SCIENCES**

**SOCIOLOGY**

**BSC SOCIOLOGY**

**BUK-SOC419 SOCIOLOGIES OF INFORMAL SECTOR**

**Learning outcomes**

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

1. Understand the relationship between the Formal and the Informal Sector

2. Trace the origin of the concept of the informal Sector

3. Explain revolutionary trends in Third World cities

4. Appreciate the nature and contribution of the Informal Sector

5. Analyze the economic Structure of Third World cities and the role of informal sector in Nigeria

6. Understand occupational mobility, barriers and opportunities and participants of informal sector in Nigeria

9. Gender dimension of the sector with reference to Nigeria.

10. Earning levels and contribution to National Economy

11. Vulnerability /challenges of the sector and Prospects for growth.

**Course Content**

**BAYERO UNIVERSITY, KANO**

**SOCIAL SCIENCES**

**SOCIOLOGY**

**BSC SOCIOLOGY**

**BUK-SOC 4221 LAW AND SOCIETY**

**Senate-approved relevance**

Bayero University is concerned with the issues of arising from the conflict among the various laws operating in the immediate community and the nation at large. Consequently much emphasis is place on the production of vibrant law graduates who are versatile in both the English law and the Islamic Law competent and qualified to contribute the study and resolution of the variety of conflicts in judicial decision in accordance with its vision of producing high quality graduates to spearhead and abide by the laws of the state with absolute respect for the rule of law, and thereby encourage rapid and positive changes in various institutions in Nigeria and the world at large. Accordingly, the students are exposed to the relevance of laws and clear understanding of the reasons why various laws were made in order to provide intellectual exposition of the prospective that scholars need to know.

**Overview**

Every facet of life is governed by laws. Adherence to law and respect for rule of law is one of the major solutions to social problems hindering the development of any nation of the world, especially in Africa. Study of law and society envisions the tension between the indigenous judicial institutions and the multiple customary processes of social control that are a basic and certain fact of human life, and the regulations. Students will be enlightened on the place of legal systems from the perspective of social theory. This course is aimed at making students aware of the fact that laws are indispensable in human activities.

**Objectives**

The objectives of this course are to:

1. explain the concept of law from general, legal, and sociological perspectives;
2. Explain correctly the sociological perspective of legal reasoning and law-making process in Nigeria;
3. explain the relationship between law, custom, and morality;
4. identify the problem of law enforcement against the background of sociology;
5. discourse the sources of Nigerian laws; and

**Learning Outcome**

Students are expected to learn:

1. The place of law in the society
2. The functions of law
3. Types and classification of law as they apply to specific situations
4. How different scholars conceptualize law
5. The relevance of law on the social structure.

**Course Content**

The course describes the nature of law and its place in the society. It explains why law is important in the smooth functioning of the major institutions that make the social structure. It describes the types of law and how it develops in both traditional and modern societies. These include customary, Islamic and common law in society. It contains analysis of theories that explain the functions of law in society. These include functionalism, conflict/Marxism and socio-legal approaches. It also examines the relationship of law to custom, rules and rights. The nature of the legal institution and its functions are examined. An explanation of the major arguments of the school of sociology of law is also contained in the course.

**Minimum Academic Standard**

**BAYERO UNIVERSITY, KANO**

**SOCIAL SCIENCES**

**SOCIOLOGY**

**BSC SOCIOLOGY**

**BUK-SOC422 SOCIOLOGIES OF HEALTH AND ILLNESS BEHAVIOUR**

**Senate Approved Relevance**

To produced graduates who are well-equipped with sound knowledge and adequate skills in health, illness, and health care delivery which is in consonance with the vision and mission of of Bayero University to produce well trained and qualified individuals who. One of the challenging issues is in the problem of health care service delivery, illness affecting developing nations and the impact on development. This explains the need and relevance in developing resourceful graduates who will be fit in support services to the health care service delivery, health promotion, and illness prevention.

**Overview**

Health is an important pre-requisite for the development of any society. Government at all levels attached importance to the issue of health, illness and health care for the general welfare of its citizen, societal growth, progress and development. This course is designed to educate students on variations in the socio-cultural perception of health, ill health, disease and health care. It aims at educating students on responses of patients to health, ill health and diseases, types of illnesses affecting developing nations and the impacts on development.

**Objectives**

The objectives of the course are to:-

1. Understand and explain health, illness and disease;

2. Explain health behaviour, illness behaviour;

3. Identify some socio-cultural variations in perception of health and illness in catchment area and the nation at large;

4. Discuss some 2 models of illness behaviour;

5. Discuss the source and nature of some illnesses affecting developing nations and their impact on growth and development;

**Learning Outcomes**

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

1. Understand the organization of the Health Care Delivery system in Nigeria.
2. Discuss the relationship between providers and patients, Doctor/Physician-Patient relationship.
3. Analyze the efficiency of health care delivery in Nigeria.
4. Appreciate Human rights and health care delivery.
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**Course Contents**

The sociology of health and illness behavior as it relates to social structure. Medical organizations and progressions; the professionalization of medicine. The politics of medical care. Traditional and modern forms of health delivery systems in Africa, their respective uses, and social effects. Public health policies in Nigeria. The hospital is a social system, and the mental hospital is a total institution. The poor, the doctor, and society. The course also exposes students to Models of health care delivery such as disease oriented medical model, Nursing process model, Health professional model, and Patient Evaluation of health care delivery. In addition to the use of Data Envelopment Analysis (DEA) in the calculation of input efficiency, and the theory of just distribution of health.