

NATIONAL UNIVERSITIES COMMISSION

**BENCHMARK MINIMUM ACADEMIC
STANDARDS FOR UNDERGRADUATE
PROGRAMMES
IN NIGERIAN UNIVERSITIES**

ARTS

APRIL, 2007

PREFACE

Decree (Act) No. 16 of 1985 as contained in the National Universities Commission amended Decree (Act) No. 48 of 1988 empowers the Commission to lay down minimum standards for all programmes taught in Nigerian universities. Consequently, the Commission in collaboration with the universities and their staff developed minimum academic standards for all the programmes taught in Nigerian universities in 1989. The Federal Government subsequently approved the documents in 1989.

After more than a decade of using the Minimum Academic Standard (MAS) documents as a major instrument of accreditation, the Commission in 2001 initiated a process to revise the documents. The curriculum review was necessitated by the fact that the frontier of knowledge in all academic disciplines had been advancing with new information generated as a result of research. The impact of Information and Communication Technologies on teaching and learning and the competitiveness engendered by globalization were also compelling reason for the curriculum review.

Other compelling reasons included the need to update the standard and relevance of university education in the country as well as to integrate entrepreneurial studies and peace and conflict studies as essential new platforms that will guarantee all graduates from Nigerian universities the knowledge of appropriate skills, competences and dispositions that will make them globally competitive and capable of contributing meaningfully to Nigeria's socio-economic development.

Cognisant that the content-based MAS documents were rather prescriptive, a decision was taken to develop outcome-based benchmark statements for all the programmes in line with contemporary global practice. To actualize this, the Commission organized a stakeholders' statements were developed for each programme in all the disciplines taught in Nigerian universities. Subsequent to this exercise, it was discovered that the benchmark-style statements were too sketchy to meaningfully guide the development of curricula and were also inadequate for the purpose of accreditation.

Given this scenario, the Commission therefore considered the merger of the Benchmark Style Statements and the revised Minimum Academic standards into new documents to be called Benchmark Minimum Academic Standards (BMAS) as an amalgam that crisply enunciates the learning outcomes and competences expected of graduates of each academic programme without being overly prescriptive while at the same time, providing the requisite flexibility and innovativeness consistent with a milieu of increased institutional autonomy.

Following this decision, the Commission initiated the process to produce the documents. The first, in the series, was the conduct of Needs Assessment Survey of Labour Market for Nigerian graduates. This was carried out for all the disciplines taught in Nigerian universities. The exercise involved major stakeholders particularly employers of Nigerian graduates. The objectives of the need assessment survey included identification of expected knowledge, attitudes and skills for graduates and their ability to fit into the requirements of the new national

and global economy. Secondly, a workshop was held at which academic experts across Nigerian universities including vice-chancellors participated with the objective of effecting the merger. At the end of the workshop, draft BMAS documents were produced for the thirteen disciplines and the General Studies programme taught in Nigerian Universities. The documents were later sent to the Universities offering relevant disciplines for comments and input. Following the return of the inputs and comments from the universities to the Commission, a one-day workshop was held at which invited academic experts studied and incorporated the comments and inputs into the draft document.

To ensure that the documents were free from technical errors, the documents were sent to another set of academic experts for editing who also attended a one-day workshop to finally harmonize the BMAS documents.

Following the aforementioned processes, BMAS documents were produced for the underlisted academic disciplines:

- i) Administration; Management and Management Technology;
- ii) Agriculture, Forestry, Fisheries and Home Economics;
- iii) Arts;
- iv) Basic Medical and Health Science
- v) Education;
- vi) Engineering and Technology;
- vii) Environmental Sciences;
- viii) Law;
- ix) Pharmaceutical Sciences
- x) Medicine and Dentistry;
- xi) Science;
- xii) Social Sciences;
- xiii) Veterinary Medicine.

The process has been a rather long and tortuous one but it is gratifying to note that the BMAS documents will for long be an enduring academic covenant between the universities and the students that will be enrolled to study in their different programmes.

On behalf of the National Universities Commission, I wish to express my sincere gratitude to all Nigerian universities and their staff for their cooperation and immense contribution towards the development of the BMAS documents.

PROFESSOR JULIUS OKOJIE
EXECUTIVE SECRETARY
NUC, ABUJA

APRIL, 2007

TABLE OF CONTENTS

| | |
|--|-----|
| PREFACE | i |
| TABLE OF CONTENTS | iii |
| | |
| 1.0 GENERAL | |
| 1.1 List of programme(s) and degree(s) in view | 1 |
| 1.2 Philosophy and Objectives of the Discipline | 1 |
| 1.3 Basic Admission Requirements and Expected Duration of the Programme(s) | 2 |
| 1.4 Graduation Requirements | 2 |
| 1.5 Evaluation | 4 |
| 1.6 Resource Requirements..... | 5 |
| 1.7 General Studies | 10 |
| 1.8 Definition of Terms..... | 14 |
| | |
| 2.0 DEGREE PROGRAMMES | |
| 2.1 African Languages and Literatures | 16 |
| 2.2 Arabic Studies..... | 23 |
| 2.3 Archaeology..... | 35 |
| 2.4 Classics..... | 42 |
| 2.5 English Language and Literature in English..... | 50 |
| 2.6 History..... | 70 |
| 2.7 History, International Law and Diplomatic Studies | 82 |
| 2.8 Islamic Studies | 97 |
| 2.9 Linguistics..... | 117 |
| 2.10 Modern European Languages | 127 |
| 2.11 Music..... | 139 |
| 2.12 Philosophy..... | 153 |

| | | |
|------|--|-----|
| 2.13 | Religious Studies | 161 |
| 2.14 | African Traditional Religion or Christian Religious Studies or Islamic Studies | 172 |
| 2.15 | Theatre Arts/Performing Arts | 188 |
| 3.0 | APPENDICES | 196 |

1.0 **GENERAL**

1.1 **List of Programme(s) and degree(s) in view**

The following broad disciplines have been identified:

- i) African Languages and Literatures
- ii) Arabic
- iii) Archaeology
- iv) Classics
- v) English Language and Literature in English
- vi) History
- vii) History, Conflict Resolution and Diplomatic Studies
- viii) Islamic Studies
- ix) Linguistics
- x) Modern European Languages
- xi) Music
- xii) Philosophy
- xiii) Religious Studies
- xiv) African Traditional Religion/Christian Religious/Islamic Studies
- xv) Theatre Arts

The degree of Bachelor of Arts (B.A). shall be awarded in all Faculties of Arts in Nigerian Universities. Classes of degree are to be awarded depending on the Cumulative Grade Point Average (CGPA) obtained by students. The classes of degree that may be awarded are First Class (Honours), Second Class (Honours) (Upper Division), Second Class (Honours) (Lower Division), and Third Class (Honours).

1.2 **Philosophy and Objectives of the Disciplines**

The fundamental concern of the Arts Disciplines (Humanities) is with Man and his complex nature, especially his multifaceted relationships with the world around him and beyond. It is in this context that each Arts discipline tries to investigate and explain those aspects of Man's nature that particularly concern or challenge him.

The Objectives of the disciplines are as follows:

- i) To develop and enhance our students' awareness of the values, contributions, and potentialities of their own social, cultural and spiritual environment;
- ii) To equip them to contribute meaningfully towards the attainment of national goals and the satisfaction of national needs.
- iii) To instil in them the spirit of self-reliance, self-pride and self actualization;
- iv) To ensure that all programmes should have a built-in mechanism in which national aspirations are affirmed. Such mechanism should take cognizance of the following issues: Socio-political developments, the economy of the society, the fact of our pluralistic society, and the need to forge a strong and united country.

1.3 **Basic Admission Requirements and Expected Duration of the Programme(s)**

General Admission requirements into the Arts Faculty are as follows:

i) **University Matriculation Examination (UME): 4-Year Degree Programme**

The Senior Secondary School (SSS) Certificate with Credits in relevant subject areas including English Language is the relevant qualification for admission into the 4-year degree programme. The Senior Secondary School (SSS) Certificate should give clear indication of equivalents with the West African School Certificate (WASC) or the General Certificate of Education (GCE) Ordinary Level and the National Examinations Council (NECO). In addition to this, an acceptable score at the Joint Matriculation Examination (JME) is required.

ii) **Direct Entry (DE): 3-Year Degree Programme**

- a) Two passes at the General Certificate of Education (GCE) Advanced Level or its equivalent with three other subjects in the West African School Certificate (WASC) or General Certificate of Education (GCE) Ordinary Level, NECO; or
- a) Two passes at the General Certificate of Education (GCE) Advanced Level or its equivalent, with 3 other relevant subjects in WASC or GCE 'O' Level or NECO.
- b) Two passes at the IJMB Examination or the equivalent with School Certificate Credit passes or equivalent in three other subjects.

1.4 **Graduation Requirements**

A student shall qualify for the award of a degree when he/she has:

- a) completed and passed ALL the courses he/she registered for, including all compulsory courses and required/elective courses as may be offered by the University/Faculty;
- b) obtained a minimum CGPA specified by the University but not less than 1.5
- c) earned the minimum credit units of not less than 120 for UME and 90 for DE candidates.

1.4.1 **Degree Classifications**

The final degree classification shall be based on the appropriate final (CGPA) range set out in Table 1 below:

Table 1: Approved Scoring and Grading System

| i) Credit Units | ii) Percentage Scores | iii) Letter Grades | iv) Grade Points (GP) | v) Grade Point Average (GPA) | vi) Cumulative Grade Point Average (CGPA) | vii) Class of Degree |
|--|-----------------------------|--------------------------|--------------------------------|--|---|-----------------------------|
| Vary according to contact hours assigned to each course per week per semester and according to work load carried by student. | 70-100 | A | 5 | Derived by Multiplying i) and iv) and dividing the sum by total Credit Units | 4.50-5.00 | First Class |
| | 60-69 | B | 4 | | 3.50-4.49 | 2 nd Class Upper |
| | 50-59 | C | 3 | | 2.40-3.49 | 2 nd Class Lower |
| | 45-49 | D | 2 | | 1.50-2.39 | Third Class |
| | 40-44 | E | 1 | | 1.49-0 | Fail |
| | 0-39 | F | 0 | | | |

1.4.2 **Probation:** If a student's CGPA is below 1.00 at the end of a particular year of study, such a student earns a period of probation for one academic session.

1.4.3 **Repeating Failed Course(s) and Withdrawal:**

- i) Subject to the conditions for withdrawal and probation, a student may be allowed to repeat failed courses at the next available opportunity, provided that the total number of credit units carried during that Semester does not exceed 24, and the Grade Point earned at all attempts shall count towards the CGPA.
- ii) A candidate, whose Cumulate Grade Point Average is below 1.00 at the end of a particular period of probation should be required to withdraw from the Faculty. However, in order to minimize waste of human resources, consideration should be given to withdrawal from a programme of study and possible transfer to other programmes within the same University.

1.4.4 **Course Credit System**

Course Credit Unit should be understood to mean a quantitative system of organization of the curriculum in which subject areas are broken down into course units which are examinable and for which students earn credit(s), if passed.

The Courses are arranged in progressive order of difficulty or in levels of academic progress, e.g. Level 1 or Year II courses are 100, 101 etc, and Level II Year II courses are 200, 202, etc.

The second aspect of the system is that courses are assigned weights called Credit Units.

Credit Units consist of specified number of student teacher contact hours *per week per semester*. Credit Units are used in two complimentary ways: one as a measure of course weighting, and the other, as an indicator of student workload.

A Unit is defined as fifteen hours of lectures or forty-five hours of practicals, i.e. approximately a period of one week. Some of the advantages of this system are that all components of courses are taught and examined with organized structuring of the courses. As a measure of work Load “One Credit Unit” means one hour lecture or tutorial per week per semester. For other forms of teaching requiring student-teacher contact, the following equivalents may be applied:

- i) Two hours of seminar;
- ii) Three hours of laboratory, field work, or clinical practice.

1.4.5 Grade Point Average and Cumulative Grade Point Average

The system of continuous assessment through occasional written objective tests, term papers, seminar presentations, oral examinations and take-home examination may be applied to all Arts disciplines. The percentage of the total grading in each course to be allocated to the continuous assessment should be between 30% - 60%. In addition, the theory examination should be continued. A letter grade and a numerical point shall be awarded to each student, based on his/her total scores on all the evaluation criteria. The Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA) are recommended as the yardsticks for evaluating students from year to year.

1.5 Evaluation

Evaluation shall be done from different perspectives: First, students would be assessed through continuous assessment, examination including external examination, field work, SIWES. Second, students will evaluate courses, Staff, Equipment, Space, and other aspect of the programme.

1.5.1 Technique of Student Assessment

The techniques to be adopted in the assessment of students shall be in line with the guidelines in section 1.4.5 above.

1.5.2 External Examiners’ System

External Examiners should be used only in the final year of the undergraduate programme to assess final year courses and projects, and to certify the overall performance of the graduating student, as well as the quality of facilities and teaching.

1.5.3 **SIWES Rating and Assessment**

Students should be exposed to a combination of field experience and office experience both in the public and private sector and/or construction activities relevant to their individual discipline. All students in the relevant disciplines should be exposed to a period of compulsory Industrial Work Experience Scheme (SIWES) in addition to Laboratories/Workshop/Practical/Studio Training as reflected in the individual courses. A minimum period of a semester carrying 18 credit units is considered to be adequate. The student is expected to submit a systematic log-book for assessment at end of the training period.

1.5.4 **Students' Evaluation of Courses**

Motivation/satisfaction of students with programme and equipment etc.

1.5.5 **Maintenance of Curricular Relevance**

Graduates of Archaeology are found in Ministries and Parastatals, Museum and research institutes. Efforts should be made to relate the training programme to societal and students needs. Students should be made to be excited about the academic content of their programme because these programmes reflect their aspirations. Lecturers should therefore outline the aims of each lecture and how these aims will be achieved.

1.5.6 **Performance Evaluation Criteria**

- Adequacy of teaching staff
- Adequacy of competent non-academic staff
- Adequacy of teaching equipment
- Adequacy of library materials

The general performance indices already in use by the National Universities Commission should be constantly monitored, revised and updated. Theatre Arts (or Drama or Dramatic Arts or Performing Arts as the case may be) graduates should go on a 3-6 month attachment programme to any of the existing outlets that engage in theatrical or dramatic activity.

The system of External Examination should be strengthened and emphasized

1.6 **Resource Requirement**

Resource requirement will includes personnel, physical facilities (space and equipment) and library and information resources

1.6.1 Personnel

a) **Academic Staff:**

The following qualifications are necessary for appointment and promotion in the Nigerian Universities.

| | Level | Qualifications |
|------|------------------------------|--|
| i) | Graduate Assistant | A good Bachelors Degree with a minimum of 2.1 (2 nd Class Upper). |
| ii) | Assistant Lecturer | A good Bachelors Degree and a Masters degree |
| iii) | Lecturer II | A Fresh Doctorate degree in addition to Bachelors Degree. Promotion from Assistant Lecturer, should be after a minimum of three years. |
| iv) | Lecturer I | In addition to the qualifications specified for Lecturer II, above, a Lecturer I, should have had at least three years Post-Doctoral teaching experience and demonstrated ability for research work and evidence of scholarship. |
| v) | Senior Lecturer | Basic qualifications for Lecturer II above, plus at least three years of teaching experience as a Lecturer I. (Must have demonstrated research capability through good academic publications. |
| vi) | Associate Professor (Reader) | Basic qualification set out for Lecturer II above, plus at least three years experience as Senior Lecturer. Must have considerable publications resulting from research as well as demonstrated academic leadership ability. To be promoted Associate Professor, external assessment is required, plus evidence of participation in University Administration, Teaching and Supervision at higher level and Community activities. |
| vii) | Professor | Basic qualification as for Lecturer II above. A Professor should demonstrate a clear evidence of scholarship through considerable academic publications. Must have had at least three years experience after Associate Professorship (Readership). To be promoted a Professor, external assessment is required as well as University |

Administrative experience and teaching and supervision at higher levels.

Staff-Rank Mixes and Ratios should be 20:35:45 guidelines, for Professor, Senior Lecturer and Lecturer I and below.

Staff/Student Ratio for Arts should also be 1:30. In addition to the above General Staff requirements, the following should be applicable to the individual departments.

i) **African Language and Literatures**

Following are the major areas of specialization to be provided for:

- a) Language
- b) Literature

ii) **English Language**

To teach a variety of basic course as well as meet the high demands usually made on English Language Departments for service on inter-faculty and other courses, it is essential that they be well staffed the difficulty of getting the right people for all the major areas of the discipline notwithstanding.

Hence:

- a) at least one Senior Academic (Senior Lecturer and above) should be available to take charge of each major area of the discipline, viz:
- b) English Syntax/Semantics
- c) English Phonetics/Phonology
- d) English for specific purposes/linguistics/Stylistics

Communication and Study Skills course for all students in the early years of the degree programmes, whether with English Language, Linguistics, Literature or Combined Honours emphasis in order to enable their students to overcome some of the disturbing deficiencies in their use or application of the English Language, which is the medium of instruction throughout.

- b) At least two or three Junior Academics with appropriate qualifications/specialization.
- c) Provision should also be made to recruit at least three Graduate Assistants yearly to help with tutorials, and for staff development purposes, within National Universities Commission guidelines on staff: student ratio.

iii) **Literature in English**

Each Department which runs a B.A. Literature programme should have at least the following categories of staff:

- a) **Senior Academics:** (i.e. Senior Lecturer and above) possessing a Ph.D. in their area of specialisation.
 - i) One English and American Literature specialist.
 - ii) One Drama specialist
 - iii) One Fiction Specialist
 - iv) One Poetry specialist
 - v) One African Oral Literature specialist
 - vi) One Language specialist

b) **Junior Academics**

At least two Junior Academics who specialize in each of the areas listed above should complement the efforts of each of the Senior Academic in each specialized area.

iv) **Linguistics**

The following are the major areas of specialisation to be provided for:

- 1) Descriptive Linguistics
- 2) Historical/Comparative Linguistics
- 3) Applied Linguistics
- 4) Sociolinguistics
- 5) Psycholinguistics.

v) **Music**

It should first be pointed out that at least for the teaching of practicals – instruments and singing – a one-to-one ratio of teacher and student is the norm in music, so that the student gets a one hour or at least a half-hour individual (private) lesson a week. Consequently, the staff/student ratio generally accepted for the Faculty of Arts cannot apply to Music. By virtue of its being a performing as well as an Academic Art, music generally requires more teachers per student than other courses in the Faculty.

The minimum number of staff necessary to cover the following areas of specialisation is an absolute necessity.

- a) Theory
- b) History
- c) Keyboard and Keyboard Harmony
- d) Singing
- e) African Music Research
- f) Musical Instrument Playing
(European and African) – as many as are available.

Instructions on practical subjects should be offered only in those instruments for which there are qualified teachers.

It is advisable to have more than one specialist in each of the (first) five areas (a-e) none of which should be omitted in a Department of Music. Advantage should be taken of the ability of staff to cover more than one of the specified specialist areas.

Category of staff: There should as much as possible be no less than one senior academic, not below the rank of Senior Lecturer, who will give leadership in the Department. The importance of quality, experience and good leadership cannot be over emphasized in the relatively virgin field of Music. Proper balance between Senior and Junior Academic should be maintained.

Qualifications:

For Theoretical and Historical course, it is important to have teachers who hold Doctorate degree, or at least good Master degrees (from reputable institutions) in the specific branch of Music.

For practical subject, however, a higher degree is not absolutely necessary. A good performing and/or Teaching Diploma in the specific instrument, or voice as the case may be, is adequate. It is important in recruiting teachers for any specific course to choose candidate(s) who are sound both theoretically and historically, and are also competent as performers on one or more instruments or in singing. The well-rounded musician is the ideal teacher.

vi) **Philosophy**

The following are the major areas of specialisation that need to be provided for:

- i) Epistemology/Metaphysics, Logic, Philosophy of Science
- ii) Value Theories (Ethics, Aesthetics, Social and Political Philosophy)
- iii) History of Philosophy, African Philosophy, Comparative Philosophy.

vii) **Religious Studies**

The following are the major areas of specialization for Senior lecturers and above.

- African Traditional Religion
- Old Testament Studies
- New Testament Studies
- Church History
- Philosophy of Religion

- Sociology of Religion
- Comparative Religious Studies
- Religious Ethics

vii) **Theatre Arts**

Efforts should be made to attract adequate qualified staff to cover the various categories of courses with competence and integrity. A minimum of five lecturers with at least one person of the rank of Senior Lecturer or above is needed as starting point for Theatre Arts Departments.

b) **Non-Academic**

- i) **Senior Technical Staff**
- ii) **Senior Administrative Staff**
- iii) **Junior Staff**

1.6.2 **Physical Facilities**

In all instances, the following facilities are needed:

a) **Space:** Adequate office and teaching space as per the National University Commission's guidelines.

i) **Staff Exchange Programme**

In addition to sabbatical leave taken locally a well articulated staff exchange programme between Nigerian Universities to be encouraged and supported.

ii) **Language Development Project**

Every Department of African Languages and/or Linguistics should be encouraged to teach at least one Nigerian Language.

1.7 **General Studies**

The goal, objectives and descriptions of General studies courses and their Credit Units are as follows:

1.7.1 **Goal**

To produce a well rounded morally and intellectually capable graduates with vision and entrepreneurial skills in an environment of peace and social cohesiveness.

1.7.2 **Objectives**

The objectives of the General Studies programme consist of the following:

- a) Acquisition, development and inculcation of the proper value-orientation for the survival of the individual and society.

- b) The development of intellectual capacities of individuals to understand, appreciate and promote peaceful co-existence.
- c) Producing graduates with broad knowledge of the Nigerian Nation and people with a view to inculcating in them mutual understanding and patriotism.
- d) Exposing graduates of Nigerian Universities to the rudiments of ICT for computer literacy and ability to live usefully in this ICT age.
- e) Preparing students for a post university life with opportunities for job creation and entrepreneurial skills.
- f) Production of graduates capable of communicating effectively (both oral and written).

1.7.3 Course Descriptions

1. GST 111: **Communication In English I (2 Units)**

Effective communication and writing in English, Language skills, Writing of essay answers, Comprehension, Sentence construction, Outlines and paragraphs, Collection and organization of materials and logical presentation, Punctuation.

2. GST 212: **Logic, Philosophy and Human Existence (2 Units)**

A brief survey of the main branches of Philosophy: Symbolic Logic, Special symbols in Symbolic Logic-conjunction, negation, affirmation, disjunction, equivalent and conditional statements; Law of Tort. The method of deduction, using rules of inference and bi-conditionals qualification theory. Types of discourse: Nature of arguments, Validity and soundness; Techniques for evaluating arguments; Distinction between inductive and deductive inferences, etc. (Illustrations will be taken from familiar texts, including literature materials, Novels, Law reports and newspaper publications).

3. GST 113: **Nigerian Peoples and Culture (2 Units)**

Study of Nigerian history, culture and arts in pre-colonial times, Nigerian's perception of his world, Culture areas of Nigeria and their characteristics, Evolution of Nigeria as a political unit, Indigene/settler phenomenon, Concepts of trade, Economics of self-reliance, Social justice, Individual and national development, Norms and values, Negative

attributes and conducts (cultism and related vices), Re-orientation of moral and national values, Moral obligations of citizens, Environmental problems.

4. **GST 121: Use Of Library, Study Skills And Information
Communication Technology (ICT) (2 Units)**

Brief history of libraries, Library and education, University libraries and other types of Libraries, Study skills (reference services), Types of library materials, using library resources including e-learning, e-materials, etc, Understanding library catalogues (card, OPAC, etc) and classification, Copyright and its implications, Database resources, Bibliographic citations and referencing.

Development of modern ICT, Hardware technology, Software technology, Input devices, Storage devices, Output devices, Communication and internet services, Word processing skills (typing, etc).

5. **GST 211: Communication in English II (2 Units)**

Logical presentation of papers, Phonetics, Instruction on lexis, Art of public speaking and oral communication, Figures of speech, Précis, Report writing.

6. **GST 221: History and Philosophy of Science (2 Units)**

Man – his origin and nature, Man and his cosmic environment, Scientific methodology, Science and technology in the society and service of man, Renewable and non-renewable resources – man and his energy resources, Environmental effects of chemical plastics, Textiles, Wastes and other material, Chemical and radiochemical hazards, Introduction to the various areas of science and technology. Elements of environmental studies.

7. **GST 122: Communication in French (2 Units)**

Introduction to French, Alphabets and numeracy for effective communication (written and oral), Conjugation and simple sentence construction based on communication approach, Sentence construction, Comprehension and reading of simple texts.

OR

8. **GST 123: Communication in Arabic (2 Units)**

Introduction to Arabic alphabets and writing systems, Elementary conversational drills, Basic reading skills, Sentence construction in Arabic.

9. **GST 222: Peace Studies and Conflict Resolution (2 Units)**

Basic Concepts in peace studies and conflict resolution, peace as a vehicle of unity and development, Conflict issues, Types of conflicts, e.g. Ethnic/religious/political/economic conflicts, Root causes of conflicts and violence in Africa, Indigene/settler phenomenon, Peace – building, Management of conflict and security. Elements of peace studies and conflict resolution, Developing a culture of peace, Peace mediation and peace-keeping, Alternative Dispute Resolution (ADR), Dialogue/arbitration in conflict resolution, Role of international organizations in conflict resolution, e.g. ECOWAS, African Union, United Nations, etc.

10. **GST 223: Introduction to Entrepreneurial Skills (2 Units)**

Introduction to entrepreneurship and new venture creation; Entrepreneurship in theory and practice; The opportunity, Forms of business, Staffing, Marketing and the new venture; Determining capital requirements, Raising capital; Financial planning and management; Starting a new business, Feasibility studies; Innovation; Legal Issues; Insurance and environmental considerations. Possible business opportunities in Nigeria.

11. **ESP 311: Introduction to Entrepreneurship Studies (2 Units)**

Some of the ventures to be focused upon include the following:

1. Soap/Detergent, Tooth brushes and Tooth paste making
2. Photography
3. Brick, nails, screws making
4. Dyeing/Textile blocks paste making
5. Rope making
6. Plumbing
7. Vulcanising
8. Brewing
9. Glassware production/Ceramic, production
10. Paper production
11. Water treatment/Conditioning/Packaging
12. Food processing/packaging/preservation
13. Metal working/Fabrication – Steel and aluminium door and windows
14. Training industry
15. Vegetable oil/and Salt extractions
16. Fisheries/Aquaculture
17. Refrigeration/Air conditioning

18. Plastic making
19. Farming (crop)
20. Domestic Electrical wiring
21. Radio/TV repairs
22. Carving
23. Weaving
24. Brick laying/making
25. Bakery
26. Tailoring
27. Iron welding
28. Building drawing
29. Carpentry
30. Leather tanning
31. Interior decoration
32. Printing
33. Animal husbandry (Poultry, Piggery, Goat etc)
34. Metal Craft – Blacksmith, Tinsmith etc
35. Sanitary wares
36. Vehicle maintenance
37. Bookkeeping

1.8 **Definition of Terms**

The following commonly-used expressions are defined for the avoidance of doubt:

1.8.1 **Core/Compulsory Course:**

A course which every student must compulsorily take and pass in any particular programme.

1.8.2 **Required Course**

A course, which may not necessarily be a core course in a discipline, but which is required to be taken and passed before graduation.

1.8.3 **Elective Course**

A course that students take within or outside the faculty, based on personal choice from a specified list or area of study.

1.8.4 **Optional Course**

A course which students can take, based on personal interest

1.8.5 **Pre-requisite Course**

A course which a student must take and pass before a follow-up course at the same or higher level.

1.8.6 **Minimum Credit Load Per Semester**

The Minimum credit load per semester is the lowest acceptable total number of credit units required to be taken and passed by a student.

1.8.7 **Course Credit Unit System**

This should be understood to mean a 'quantitative system of organization of the curriculum in which subject areas are broken down into unit courses which are examinable and for which students earn credit(s) if passed'. The courses are arranged in progressive order of difficulty or in levels of academic progress, e.g. Level or year 1 courses are 100, 101 etc. and Level II or Year II courses are 200, 202 etc.

The second aspect of the system is that courses are assigned weights called Credit Units.

1.8.8 **Grade Point Average (GPA)**

Performance in any semester is reported in Grade Point Average. This is the average of weighted grade points earned in the courses taken during the semester. The Grade Point Average is obtained by multiplying the Grade Point average in each course by the number of Credit Units assigned to that course. These are then summed up and divided by the total number of Credit Units taken for the semester.

1.8.9 **Cumulative Grade Point Average (CGPA)**

This is the up-to-date mean of the Grade Points earned by the student in a programme of study. It is an indication of the student's overall performance at any point in the training programme. To compute the Cumulative Grade Point Average, the total Grade Points are multiplied by the total Credit Units for all the semesters and then divided by the total number of Credit Units for all courses registered by the student.

2.0 **DEGREE PROGRAMMES**

In the Arts Faculty, there are no faculty-wide common courses.

2.1 **AFRICAN LANGUAGES AND LITERATURES**

(B.A. in Edo, Efik, Hausa, Ibibio, Igbo, Ijo-Ezon, Kanuri, Nupe, Swahili, Tiv, Urhobo or Yoruba, etc)

2.1.1 **Philosophy, Aims and Objectives of the Degree Programme**

- i) To expose students to various aspects of their chosen Language; Linguistics, Literature and Culture with a view to helping them achieve greater competence and sophistication in their understanding and appreciation of the values inherent in those aspects;
- ii) To train them to be able to apply their knowledge for the advancement of their society; and
- iii) To prepare them for further studies in the discipline and/or for relevant careers (e.g. teaching, administration, etc)

2.1.2 **Admission and Graduation Requirements**

As stated in sections 1.3 and 1.4 above.

2.1.3 **Learning Outcome**

- a) Regime of Subject Knowledge
- b) Competence and Skills
- c) Behavioural Attributes

2.1.4 **Attainment Levels**

Students should be provided a course outline and a list of relevant bibliography selected for the course. They should be encouraged to use the library. Students should have regular contacts with lecturers to obtain guidance through lectures which should capture their interest and excite their curiosity.

2.1.5 **Resource Requirements for Teaching and Learning**

- a) **Academic and Non-Academic Staff**
See Section 1.6
- b) **Academic and Non-Academic Space**
See Section 1.6
- c) **Academic and Administrative**
See Section 1.6

Students should have an opportunity to participate in the teaching and learning process through drilling, discussion and tutorial presentation.

Students should be encouraged to work individually and as a group without close supervision.

Students should be encouraged to use the language in most of their activities on campus through seminars, student organization meetings, advertisements and publications. In this case academic members are to serve as role model for the students.

Students should be assessed continuously and corrections of their work with their grades returned to them promptly for individual improvement.

Students should be given the opportunity to use language and phonetic laboratories. Students should be exposed to the internet for the study of the language.

Students should be given the opportunity to listen to and view programmes from the Arabic speaking radio and television stations through powerful radio and satellite dish.

Students should receive objective statements on their progress through grading system.

d) Library and Information Resources (See Section 1.6)

2.1.6 Course Contents and Descriptions

100 Level

Credit Units

Compulsory

| | | |
|---------|---|---|
| ALL 101 | Introduction to the people and the Language | 2 |
| ALL 102 | Introduction to the History of the people | 2 |
| ALL 103 | Advanced Comprehension and Composition I | 2 |
| ALL 104 | Orthography of Nigerian languages | 2 |
| ALL 105 | Introduction to Linguistics I | 2 |
| ALL 106 | Introduction to Linguistics II | 2 |

Required

| | | |
|---------|-----------------------------------|---|
| GST 101 | Use of English I | 2 |
| GST 102 | Philosophy and Logic | 2 |
| GST 103 | Nigerian Peoples and Culture | 2 |
| GST 104 | History and Philosophy of Science | 2 |
| GST 105 | Citizenship Education | 2 |
| GST 106 | Use of English II | 2 |

Elective

A three-credit unit course per semester in Literature (from the Department of English Language and Literature).

200 Level

Compulsory

| | | Credit Units |
|---------|---|---------------------|
| ALL 201 | Survey of Literature in the Language | 3 |
| ALL 202 | Use of the Language | 3 |
| ALL 203 | Phonology of the Language I | 3 |
| ALL 204 | Introduction to the Oral Literature of the Language | 3 |
| ALL 205 | Morphology of the Language | 3 |
| ALL 206 | Varieties of Prose in the Language | 3 |
| ALL 207 | Syntax of the Language I | 3 |
| ALL 208 | Folktales | 3 |

Required

| | | |
|---------|----------------------------------|---|
| CMP 300 | Introduction to Computers | 3 |
| CMP 301 | Application of Computers to Arts | 3 |
| LIN 201 | Introduction to Phonology | 3 |
| LIN 203 | Introduction to Morphology | 3 |

Elective

A three-credit unit course per semester in Literature (from the Department of English Language and Literature) or a course on “African Communication Systems”.

300 Level

Compulsory

| | | Credit Units |
|---------|---|---------------------|
| ALL 301 | Phonology of the Language II | 3 |
| ALL 302 | Varieties of Poetry in the Language | 3 |
| ALL 303 | Syntax of the Language II | 3 |
| ALL 304 | Introduction to Drama in the Language | 3 |
| ALL 305 | Dialects of the Language | 3 |
| ALL 306 | Naming in the Language | 3 |
| ALL 307 | Stylistics I | 3 |
| ALL 308 | Literary Criticism | 3 |
| ALL 309 | Introduction to the Culture of the People concerned | 3 |
| ALL 310 | Thoughts and Beliefs of the people | 3 |
| | TOTAL | 30 |

400 Level

| Compulsory | | Credit Units |
|-------------------|---|---------------------|
| ALL 401 | Issues in the Phonology of the Language | 3 |
| ALL 402 | Social Institutions and Material Culture of the People | 3 |
| ALL 403 | Issues in the Syntax of the Language | 3 |
| ALL 404 | Introduction to the Traditional Music of the People | 3 |
| ALL 405 | Stylistics II | 3 |
| ALL 406 | Contemporary Prose Fiction in the Language (including early major prose writers, e.g. Fagunwa, Pita Nwafy, Balewa) | 3 |
| ALL 407 | Contemporary Poetry in the Language | 3 |
| ALL 408 | Contemporary Studies in the Language | 3 |
| ALL 409 | Project | 6 |

Course Synopses

ALL 101 Introduction to the People and Language

This course introduces the students to the people, their Language, their origin, migration, oral history, and their relationship to other peoples in Nigeria and Africa. The Language component includes: introduction to the orthography and the history of the orthography; history of the development of the Language; its classification: Genetic, Typological and aerial; Scholarship over the years.

ALL 102 Introduction to the History of the people

This is an introductory course on the oral and written history of the people in which the various historical sources are critically examined and discussed.

ALL 103 Advanced Composition and Comprehension I

Composition with emphasis on spelling, punctuation, organization, and language use; comprehension exercises; oral delivery in the language.

ALL 104 Orthography of Nigerian Languages

ALL 105 Introduction to Linguistics I

This course seeks to explain what Linguistics is about, its scope, its application as well as to examine Language, its structure, its nature, and relation to animal Language, and culture.

ALL 106 Introduction to Linguistics II

This course is a continuation of ALL 105, which is a prerequisite. ALL 106 includes introduction to acoustic phonetics and a study of the non-segmental features of speech such as pitch, tone; stress, and intonation. In addition, the students will be expected to apply their acquired knowledge in a practical way through the study, analysis, and transcription of the speech sounds of the Language under study.

ALL 201 Survey of the Literature of the Language

This is a literary survey of written works in the Language: prose, poetry and drama.

ALL 202 Use of the Language

Examination of trends in modern usage of the Language; survey of common errors of usage, discussion of the principles of effective and oral communication in the Language; exercises.

ALL 203 Phonology of the Language I

Elementary phonetic description and phonetic classification of the sounds of the Language, examination of their patterns of occurrence and distribution, discussion of contraction, (assimilation and features like tone, stress and intonation).

ALL 204 Introduction to the Language's Oral Literature

This course deals with the scope of oral literature in the language: its oral and written nature, problems involved in the collection and classification of oral literature, folktales and traditional poetic forms.

ALL 205 Morphology of the Language

A morphological description and analysis of words in the language.

ALL 206 Varieties of Prose Writings

A study of the various prose forms in the Language: novels, romances, short stories, essays, translations, etc.

ALL 207 Syntax of the Language I

In this course, the students are introduced to the word classes or parts of speech of the Language, the sentence and its parts or constituents, the grammatical functions of the sentence parts; the different sentence types.

ALL 208 Folktales

This course focuses on the following: the universality of folktales; types of folktales; motifs in folktales; the world of folktales, characterization, setting, and techniques; performance, the narrator and the audience; the songs in folktales; creativity and originality of rendering, folktales and myths.

ALL 301 Phonology of Language II

A detailed and analytical examination of the phonological processes in the languages: assimilation, nasalisation, epenthesis, vowel harmony, vowel elision, length, tonal processes, and syllable structure.

ALL 302 Varieties of Poetry

A detailed study of the poetic forms of the language, their structure and their functions; a critical appreciation of them.

ALL 303 Syntax of Language II

In this course, an attempt is made to apply the transformational – generative theory to the analysis of the sentences of the language.

ALL 304 Introduction to Drama in the Language

This course covers the concept of drama in the language; a survey of early attempts at play writing and play acting, the influence of traditional and folk drama, and an appraisal of the written plays.

ALL 305 Dialects of the Language

A fairly detailed consideration of the phonological, morphological, lexical and syntactic characteristics of the major regional and social varieties of the language.

ALL 306 Naming in the Language

Among Nigerians, naming is not just an arbitrary affair, it is at once a mental, an emotional, a linguistic and a cultural affair. This course, then, focuses on the linguistic and cultural importance of personal names in the language.

ALL 307 Stylistics I

A theoretical study of stylistics in the language, particularly various theories and ideas of the relationship between stylistics, literature, and linguistics; a discussion of the various literary features or devices of literature in the language.

ALL 308 Literary Criticism

A study of the classic, Western and Marxist theories of literature as they relate to the prose, poetry and drama, and their application to the literature of the language.

ALL 309 Introduction to the Culture of the People Concerned

A survey of the culture of the people in the widest sense of the word Culture.

ALL 310 Thoughts and Beliefs of the People

A detailed and analytical study of the thought, belief and religious systems of the people.

ALL 401 Issues in the Phonology of the Language

A consideration of current and relevant issues in the phonology of the language (e.g. tones, vowel harmony, syllable structure, intonation, etc).

ALL 402 Social and Material Culture of the People

This is a detailed description and analysis of the Social and Material aspects of the people's culture.

ALL 403 Issues in the Syntax of the Language

A consideration of the current and relevant issues in the syntax of the language (e.g. tense, aspect vowel and their relationships, ideophones; pronominalization, relativization, and reflexivization, nominalization adjectives as verbs).

ALL 404 Introduction to the Traditional Music of the People

An introductory study of the forms, functions and the qualities of the traditional music of the people.

ALL 405 Stylistics II

A detailed study of the stylistic features of prose and poetry, both oral and written in the language, applying the principles studies in ALL 307.

ALL 406 Contemporary Prose Fiction in the Language

A detailed and analytical study of prose fiction in the language.

ALL 407 Contemporary Poetry in the Language

A detailed and critical study and appreciation of contemporary poetry in the language.

ALL 408 Contrastive studies in the Language

A systematic examination of the structure of the language as contrasted with those of English and a Nigerian language, with emphasis on those areas requiring special attention in teaching the language to speakers of English and the selected Nigerian language.

ALL 409 Project/Long Essay

Independent research carried out under supervision on a linguistic, literary, or cultural aspect of the language.

2.2 ARABIC STUDIES

2.2.1 Philosophy, Aims and Objectives of the Degree Programme

The aims and objectives of the programme are:

- a) To enable the students to acquire spoken or written competence in the Arabic Language.
- b) To acquaint students with the socio-cultural, commercial, political and diplomatic aspects of the life of the speakers of the language, with a view to promoting international understanding.
- c) To equip students with adequate training for jobs in the fields of teaching, translation and interpretation, administration, journalism and diplomatic service.

2.2.2 Admission and Graduation Requirements

The prospective candidate is expected to have passed five subjects at the Senior Secondary School Certificate (SCCE), or its equivalent with credits. One of the credits should be in Arabic.

Also candidates with a recognized diploma or NCE or their equivalents in Arabic language are also eligible for admission into the programme. In order to satisfy the high demand for graduates in foreign languages, candidates who do not possess a credit in the Arabic language may be admitted into a 5-years degree programme, the first of which is a one-year intensive preparatory course.

2.2.3 Learning Outcome

- a) Regime of Subject Knowledge
 - i) Important abilities are acquired by students in the spoken and written Arabic. Qualities of mind are also developed through a full awareness of the socio-cultural, commercial, political, diplomatic, economic as well as military aspects of the life of the speakers of Arabic which is the most widely spoken mother tongue in Africa in addition to its heart lands in the Middle East. The language has influenced many Nigerian languages through convergence of lexical items through borrowing.
 - ii) Students should be able to appreciate the contributions of Nigerian authors to Arabic scholarship, to show ability to understand the thoughts and the language skills of those scholars in the context of the past and in juxtaposition with the present which sheds light on the dynamics of change and the reality of continuity in spite of change.
 - iii) Students should be able to read and digest all texts critically and emphatically as they pay due attention to form and content, genre and style as well as perspective and purpose. They should be able to imbibe the personal attributes of being critical and yet tolerant.

- iv) Students should be able to acquire basic critical skills: a recognition of distinction between antithesis and synthesis on one hand and balancing on the other; that statements are not all of equal validity, that there are ways of testing them; that what a word must mean in a context is more crucial to knowledge than what it may mean.
- v) Students should be able to demonstrate their mastery of the language through a clear, coherent and appropriate choice of diction's with a sense of economy of expression both in their oral and written work. Their exposure to grammar and rhetoric will inculcate in them qualities of systematic thought and to be good in logic.

b) **Competence and Skills**

The programme is expected to impart such knowledge as required in this benchmarking and indeed to acquire more. Learning outcomes of a degree programme in Arabic are to be seen in the following abilities:

- i) Fluency in oral and written work
- ii) Ability to understand texts and marshalling argument
- iii) Ability to analyse language structures and their appropriate application
- iv) Ability to comprehend dictations and their proper use
- v) Competence in translation from and into Arabic
- vi) Independence of mind and initiative as bedrock of research
- vii) Imaginative insight and maturity
- viii) Ability to identify, find, retrieve, sort and exchange ideas
- ix) Ability to appreciate the massive Nigerian legacy of Arabic
- x) Ability to seek more knowledge through library and electronic media especially the computer

c) **Behavioural Attributes**

Generic skills acquired through the study of Arabic include the following:

- i) Analytical mind
- ii) Creativity
- iii) Initiative
- iv) Independence of mind
- v) Self-discipline
- vi) Self-direction
- vii) Ability to work without close supervision
- viii) Clarity of language
- ix) Appropriate choice of diction
- x) Structure, coherence, clarity and fluency of oral or written expression
- xi) Intellectual honesty, integrity and maturity

2.2.4 **Attainment Levels**

Graduates of Arabic are expected to have reached the following levels of attainment after completing the programme as being benchmarked:

- i) Command of substantial body of Arabic dictions
- ii) Good knowledge of Arabic literary corpus
- iii) Ability to develop and sustain literary arguments
- iv) Ability to analyse rhetorical and prosodic features of a genre
- v) Ability to write or speak Arabic with clarity, fluency, coherence of thought and an economy of words
- vi) Ability to work in collaboration with other students as a group
- vii) Awareness of continuity and change over extended time span in the Arabic literary tradition
- viii) Ability to resolve some Islamic theological and legal problems which are dependent on Arabic language expertise
- ix) Ability to design and carry out research and present an original piece of writing in the discipline

2.2.5 **Resource Requirements for Teaching and Learning**

- a) Academic and Non-Academic Staff (see Section 1.6)
 - b) Academic and Non-Academic Space (see Section 1.6)
 - c) Academic and Administrative
- Students should be provided a course outline and a list of relevant bibliography selected for the course. They should be encouraged to use the library. Students should have regular contacts with lecturers to obtain guidance through lectures which should capture their interest and excite their curiosity.

Students should have an opportunity to participate in the teaching and learning process through drilling, discussion and tutorial presentation.

Students should be encouraged to work individually and as a group without close supervision.

Students should be encouraged to use the language in most of their activities on campus through seminars, student organization meetings, advertisements and publications. In this case academic members are to serve as role model for the students.

Students should be assessed continuously and corrections of their work with their grades returned to them promptly for individual improvement.

Students should be given the opportunity to use language and phonetic laboratories. Students should be exposed to the internet for the study of the language.

Students should be given the opportunity to listen to and view programmes from the Arabic speaking radio and television stations through powerful radio and satellite dish.

Students should receive objective statements on their progress through grading system.

- d) Library and Information Resources (see section 1.6).

2.2.6 Course Contents and Descriptions

There are broadly two types of students who enrol into Arabic Courses as follows:

1. Students with SSSC or equivalent qualification
2. Students with Diploma in Arabic, Hausa, or Islamic Studies or with equivalent qualification.

Levels 100 and 200

- a) The course outlines in level 100 are meant for the first category of students. In their second year these students enrol in all the ‘A’ courses.
- b) Students in the second category and who have obtained distinction or credit are automatically each granted ten credits and are enrolled in all the ‘B’ courses.
- c) GST 100 – 104 to be taken and passed by all in addition to CMP 300-301.

300 and 400 Levels

Students in the two categories are grouped together in their third and fourth years of study. The traditional options of offering are retained as follows:

a) 300 Level

A special honours student takes the following core courses: ARA 3010, ARA 3040, ARA 3050 and ARA 3060 (two credits each) To make up the required 30 credits, he should take 22 credits from the remaining course designed.

A combined honours student takes ARA 3010, ARA 3040 and ARA 3050 (two credits each). In addition he should take six more credits selected from the remaining courses designed.

A subsidiary student should take six credits as follows: ARA 3010, ARA 3040 and ARA 3050 (each two credits).

b) 400 Level

A special honours student takes the core courses ARA 4010 and ARA 4020 (three credits each) as well as ARA 4160 (six credits). He should select additional 18 credits from the remaining courses designed.

A combined honours student should take the core courses ARA 4010 and ARA 4020 (three credits each) and make up the remaining six credits by selecting three courses out of ARA 4030 to ARA 4150.

A subsidiary student should take the following core courses ARA 4010 and ARA 4020 (three credits each).

| List of Courses | Credit Units |
|---|---------------------|
| 100 Level | |
| ARA 1010 Grammar | 2 |
| ARA 1020 Language Drills I | 2 |
| ARA 1030 Study Skills | 2 |
| ARA 1040 Introduction to Arabic Literature | 2 |
| | 2 |
| 200 Level | |
| | “A” |
| ARA 2010 Grammar II | 2 |
| ARA 2020 Language Drills II | 2 |
| ARA 2030 Tests from Pre-Islamic and Early Islamic Literature | 2 |
| ARA 2040 Introduction to Arabic Morphology | 2 |
| ARA 2510 Grammar III | 2 |
| ARA 2520 Morphology of Verbs | 2 |
| ARA 2530 Arabic Literature in the Pre-Islamic and early Islamic Periods | 2 |
| ARA 2540 Contemporary Arabic Prose | 2 |
| 300 Level | |
| *ARA 3010 Grammar IV | 2 |
| ARA 3020 Morphology of Nouns | 2 |
| ARA 3030 Essay Writing | 2 |
| *ARA 3040 Arabic Literature in the Umayyad period | 2 |
| *ARA 3050 Arabic Literature in the Abbasid period | 2 |
| *ARA 3060 Introduction to Arabic Literature in West Africa | 2 |
| ARA 3070 Arabic Literature in Muslim Spain | 2 |
| ARA 3080 A Special Author | 2 |
| ARA 3090 A Literary School | 2 |
| ARA 3100 Quranic Texts | 2 |
| ARA 3110 Hadith Texts | 2 |
| ARA 3120 Classical and Modern Arabic Libraries | 2 |
| ARA 3130 Introduction to Classical Arabic Criticism | 2 |
| ARA 3140 A Novel | 2 |
| ARA 3150 A play | 2 |
| ARA 3160 Rhetoric I | 2 |
| ARA 3170 Prosody I | 2 |
| ARA 3180 Phonetics and Phonology | 1 |
| ARA 3190 Translation II | 2 |
| ARA 3200 Methods of Research | 2 |
| ARA 3210 Comparative Arabic Literature | 2 |
| ARA 3220 Information and Communication Technology for | 2 |

Arabic

400 Level

| | | |
|-----------|---|---|
| *ARA 4010 | Grammar V | 2 |
| ARA 4020 | The Writings of Nigerian Ulama | 2 |
| ARA 4030 | “Substitution” Morphology | 2 |
| ARA 4040 | Modern Arabic Poetry | 2 |
| ARA 4050 | Modern Arabic Prose | 2 |
| ARA 4060 | Introduction to Modern Arabic Criticism | 2 |
| ARA 4070 | A Special Author | 2 |
| ARA 4080 | A Novel | 2 |
| ARA 4090 | A Play | 2 |
| ARA 4100 | Selected Topics in Arabic Grammar | 2 |
| ARA 4110 | Introduction to Arabic Lexicography | 2 |
| ARA 4120 | Rhetoric II | 2 |
| ARA 4130 | Prosody II | 2 |
| ARA 4140 | North African Literature | 2 |
| ARA 4150 | Translation II | 2 |
| *ARA 4160 | Modern Arabic Literature | 2 |
| ARA 4170 | The Assemblies of Hariri | 2 |
| ARA 4180 | Media Arabic | 2 |
| *ARA 4190 | Project | 4 |

*Core Courses

Course Synopses in Arabic

100 Level

ARA 1010: Grammar I

This course entails the study of basic Arabic Grammar including such aspects as types of sentence, some elements and factors that affect the word order therein, as well as the subjunctive (al-Mansubat and Appositives (at-Tawabic).

ARA 1020: Language Drills I

The course consolidates various aspects dealt with in ARA 1010. It will also entail extensive reading as well as comprehension exercises.

ARA 1030: Study Skills

The course is intended to expose students to the areas of reading, note-taking, note-making summarizing, using the library, as well as using the dictionary. Intensive exercise will be given for illustration and testing the level of comprehension.

ARA 1040: Introduction to Arabic Literature

The course is intended to introduce students to the basic concepts of literature, with emphasis on the basic components (such as imagery and music), literary creation and

literary appreciation. Relevant Arabic texts will be used for illustration. The course will also dwell on the division of Arabic Literature into different literary periods, as well as the most outstanding characteristics of and literary figures in each period. Relevant texts will be used for illustration.

200 Level

“A”

ARA 2010: Grammar II

This course is intended to give historical background to Arabic Grammar in addition to the study of some grammatical features related to nouns and verbs, such as the primary and secondary signs of declension (Calamat al-Icrab) as well as the Dual and its concomitants. It will also involve the study of nominative and accusative nouns, such as subject and predicate, the Agent, the Vocative, Specification and Adverbs.

ARA 2020: Language Drills II-3 Credits

This course is designed to consolidate aspects dealt with in ARA 2010. It is also designed for the acquisition of advanced reading and writing skills.

ARA 2030: Texts from Pre-Islamic and Early Islamic Literature 3 Credits

The course is intended to be a textual study of selections from such literary genres as poetry, proverbs, wise saying, folktales, soothsayers' rhymed prose and sermons/addresses.

ARA 2040: Introduction to Arabic Morphology - 2 Credits

This course is designed to be a study of basic Arabic Morphology, treating the structural formations and composition of words. Emphasis will be placed on such aspects as the morphological measure, the naked and compound forms and the defective verbs. The course will also involve the study of morphology of nouns.

“B”

ARA 2510: Grammar III - 3 Credits

The course will deal with a developmental survey of Arabic Grammar, in addition to some grammatical aspects such as Declinables and Indeclinables, Active and Passive Voices, Nominal and Verbal sentences, Pronouns, Relative Particles, Proper Nouns and Verbal emphasis.

ARA 2520: Morphology of Verbs - 2 Credits

This course is intended to give a detailed Arabic verbal morphological analysis. Such aspects as the naked and compound forms as well as the particles of augmentation will be dealt with in a detailed manner.

ARA 2530: Arabic Literature in the Pre-Islamic and Early Islamic Period 3 Credits

The course is intended to give a general overview of the literature of the two periods, with some emphasis on the literary genres and figures. It will also involve a detailed

study of one of the seven codes, some short poems from such collections as Mufaddaliyat, Hamasah AND Jamharah. A lot of relevant, representative texts will also be used for illustration.

ARA 2540: Contemporary Arabic Prose - 2 Credits

This is a textual study course designed to acquaint the students with modern terminologies and expressions as may be cited in selections from literary journals and daily press.

300 Level

ARA 3010: Grammar IV - 2 Credits

The course deals with a study of certain grammatical features such as Numbers, Pronouns, types of declension, the Jussive Mood, Verbs of Approximation, Intensification of Imperfect and Inflection of Defective Verbs.

ARA 3020: Morphology of Nouns - 2 Credits

This course is designed to give detailed morphological analysis of nouns, treating such aspects of the Dimmunitive and the nouns of relation (an-Nisbah) posture (al-Hay'an), place (Makan), tool ('Allah), number (Marrah), etc.

ARA 3030: Essay Writing - 1 Credit

This course will expose the students to the main types of essay writing and will give them intensive exercises thereof.

ARA 3040: Arabic Literature in the Umayyad Period - 2 Credits

This course exposes students to the representative works of the Umayyad period, in addition to a historical survey, which is intended to facilitate the comprehension and appreciation of the works further.

ARA 3050: Arabic Literature in the Abbasid Period - 2 Credit Units

In addition to giving a historical background to this literary period, the course also exposes the students to the study of selections from the works of the representative poets and writers of the period such as Bashshar, Abu Tamman, Abu, Nuwas, al-Mutanabbi, Ibn al-Muqafia' and Sahl b. Harur.

ARA 3060: Introduction to Arabic Literature in West Africa 2 Credit Units

The course is designed to give a historical survey of the sub-region, as well as its contact with Islam and Islamic learning. It will also deal with the study of various Arabic selections from the works of some West African scholars, including as-Sa c di, Ahmad Baba and Shaykh Jibril.

ARA 3070: Arabic Literature in Muslim Spain 2 Credit Units

This course gives a historical survey of Arabic literature in Muslim Spain and exposes the students to some works of the representative poets and writers of this part of the world, such as Ibn Zaydun, Ibn Hani Ibn c Abd Rabbih, Ibn Hazm, and Ibn'Shuhayd.

ARA 3080: A Special Author 2 Credit Units

This course is designed to give insights into the works of an author to be specified. It will also deal with the personality and biography of the author.

ARA 3090: A Literary School 2 Credit Units

The course deals with a study of a literary school, its development, major representatives as well as some works exemplifying it.

ARA 3100: Quranic Texts 2 Credit Units

In addition to surveying the contributions of the Qur'an to the development of Arabic language and literature, this course will develop in students a literary appreciation of the Qur'an through a textual study of some selections of verses.

ARA 3110: Hadith Texts 2 Credit Units

The course is intended to survey Hadith contributions to the development of Arabic Language and literature. This is in addition to a literary study of some selections of Hadith texts.

ARA 3120: Classical and Modern Arabic Libraries 2 Credit Units

This course is designed to expose the students to some important primary sources, classical and modern, in various branches of Arabic scholarship.

ARA 3120: Introduction to Classical Arabic Criticism 2 Credit Units

This course will give a survey of the development of Classical Arabic Criticism, laying special emphasis on AL-Amidi's Muwazarah.

ARA 3140: A Novel 2 Credit Units

This course entails the study and analysis of a novel to be specified.

ARA 3150: A Play 2 Credit Units

The course is based on the study and analysis of a play to be specified.

ARA 3160: Rhetoric I 2 Credit Units

This course is intended to give a short historical survey of Arabic Rhetoric to expose students to the "Bayan" and "Ma'ani" aspects thereof. Such elements as Similes, Metaphors, Ijaz, Idnab, Isnad and Wal will be treated.

ARA 3170: Prosody 1 2 Credit Units

This course gives a historical background to Arabic Prosody, followed by a study of "Zihafat" and "Ilai" i.e. deviations and irregularities in metres. The fourteen metres are also analysed in broad outlines.

ARA 3180: Phonetics and Phonology I 1 Credit Unit

The course is designed to introduce students to the study of phonetics and phonology of the Arabic Language. Among others, such aspects as morphemes, allomorphs, phonemes, as well as the sound system of Arabic will be treated.

ARA 3190: Translation I 2 Credit Units

Besides introducing the students to the basic principles of translation, the course exposes them to intensive exercises in literary translation from and to Arabic.

ARA 3200: Methods of Research 2 Credit Units

The course is designed to expose special Honours students to modern methods of research in Arabic Studies as well as to familiarize them with scientific methods of editing Arabic manuscripts.

ARA 3210 Comparative Arabic Literature 2 Credit Units

The course is designed to expose students to the development of comparative literature and its establishment in Arabic studies. Some basic ideas in comparative literature such as Arabic-Western Literary relations, the influence of Arabic on other literary traditions, translation theory, thematology, Literature and Religion, Literature and the other Arts etc will be surveyed.

ARA 3220 Information and Communication Technology for Arabic 2 Credit Units

The course is intended to familiarize students with Arabic oriented computer hardware and software features. A number of Arabic language and literature softwares will be surveyed. Word Wide Web resources on Arabic language and literature will be surveyed. Library potential of the internet for Arabic studies as well as other ICT resources helpful in Arabic studies research will be examined.

400 Level

ARA 4010: Grammar V 2 Credit Units

The course is designed to expose students to modern critical approaches to traditional Arabic Grammar as contained in such works as Ibrahim Mostapha's Ihyá an-Nahw, Makhazoúmi's 'an-Nahw al-c Arabi: Naqd wa Tawjih' and Ibn Mada's 'Al-Raddc alá al-Nuhát. It also aims at giving a detailed study of some selected topics of Arabic Grammar, such as the Construct, the Appositives, Exception, the Adverb of Condition, the Theory of the Agent, the Vocative, the Verbs of Wonderment, the Verbs of Preeminence and Nomen Relativum.

ARA 4020: The Writings of Nigerian Ulama 3 Credit Units

This course is essentially based on a textual study of some selections from literary works of Nigerian authors such as Usman B. Fodio, Abdullahi B. Fodio, Muhammad Bello, Wazir Junaid and Abubakar C. Atiq for analysis, appreciation and comparison with similar works in the Arab World.

ARA 4030: "Substitution" Morphology

This course is meant to provide a detailed analysis of the substitution (Ibdal and Ic la) aspects of Arabic Morphology.

- ARA 4040: Modern Arabic Poetry 2 Credit Units**
 This is a more advanced course designed to survey the development of major modern schools of poetry and expose the students to their representative selections.
- ARA 4050: Modern Arabic Prose 2 Credit Units**
 The course will survey the growth and development of the modern Arabic prose. It will also expose the students to the representative selections from the works of novelists, playwrights and essayists.
- ARA 4060: Introduction to Modern Arabic Criticism 2 Credit Units**
 This is designed to expose the students to some major approaches and issues in modern Arabic criticism, which thereby enhance their literary appreciation and analytical skills.
- ARA 4070: A Special Author 2 Credit Units**
 This course is designed for an indepth study of a selected special author. In it the students will be exposed to his personality, biography and works.
- ARA 4080: A Novel 2 Credit Units**
 This course entails the study and analysis of a novel to be specified.
- ARA 4090: A Play 2 Credit Units**
 The course is based on the study and analysis of a play to be specified.
- ARA 4100: Selected Topics in Arabic Grammar 2 Credit Units**
 This course is designed to involve a detailed analysis of and discussions on some selected topics in Arabic Grammar.
- ARA 4110: Introduction to Arabic Lexicography 2 Credit Units**
 This course is intended to give a historical background to the development of Arabic Lexicography. Discussions will also centre on the type of the Arabic Lexicon.
- ARA 4120: Rhetoric II 2 Credit Units**
 The course entails the detailed study of the “Badi c” Aspect of Arabic Rhetoric, as well as discussions on new ideas or approaches to Arabic and Rhetoric.
- ARA 4130: Prosody II 2 Credit Units**
 The course involves a detailed study of the aspects of rhymes (al-Qáwafi”). It is also designed to expose students to modern ideas on and approaches to Arabic Prosody in general.
- ARA 4140 North African Literature 2 Credit Units**
 The course will introduce students to some major North African authors surveying both old and modern writers, but will essentially focus on those writings of the North African Region that are very widely read in Nigeria like Hasan Ibn Masud al-Yusi’s Daliya; Busairi’s Burda and Hamziya.
- ARA 4150: Translation II 2 Credit Units**

This course further exposes the students to advanced types of translation from and to Arabic and to intensive exercises thereof.

ARA 4160 Modern Arabic Literature 2 Credit Units

This will provide a wide survey of modern Arabic Literature and its major currents. It will also introduce students to Mahjar currents in the Americas.

ARA 4170 The Assemblies of Hariri 2 Credit Units

The course will briefly introduce students to the evolution of Maqamat literature as one of the genres in Arabic Literature. It will largely focus on studying selections from Maqamat al-Hariri.

ARA 4180 Media Arabic 2 Credit Units

The course will deal with Modern Arabic register through the study of the language of the Arabic print and electronic media.

ARA 4190 Project 6 Credit Units

2.3 **ARCHAEOLOGY**

(B.A. Honours degree in Archaeology)

2.3.1 **Philosophy, Aims and Objectives of the Degree Programme**

The aims and objectives of the B.A. degree programme in Archaeology include.

- ❖ To provide the student with a strong practical and theoretical training in Archaeology, field Archaeology and Museum studies.
- ❖ To broaden the outlook of the student by offering additional subjects in Physical Sciences in addition to those in the Faculty of Arts.
- ❖ To sharpen students' awareness of the socio-cultural content of archaeology through the solving of comparative archaeological problems in both matter and methodology.
- ❖ To train the student in the use of the state-of-the-art equipment for the analysis, study, restoration and preservation of archaeological findings in Nigeria.
- ❖ To encourage research activities by students in the interest of the protection of the nation's valuable archaeological assets.

2.3.2 **Admission and Graduation Requirements**

As stated in 1.3.

2.3.3 **Learning Outcome**

a) Regime of Subject Knowledge

The honours degree programme must have as its integral part a "field trip" of reasonable length whereby students are enabled to go into determined fields to conduct excavations, retrievals and/or restoration of archaeological sites/fields.

b) Competence and Skills

Graduates of Archaeology are found in Ministries and Parastatals, Museum and research institutes. Efforts should be made to relate the training programme to societal and students needs. Students should be made to be excited about the academic content of their programme because these programmes reflect their aspirations. Lecturers should therefore outline the aims of each lecture and how these aims will be achieved.

c) Behavioural Attributes

The acquisition of analytical skills as well as state-of-the-art preservation processes should make the student of archaeology a real repository of the knowledge of our nation's historical past and a strong advocate of our cultural identity. He should be prolific in his knowledge of the nation's past, uncompromising in the protection of our antiquities and a link with the future development of our nation.

3.4 Attainment Levels

Tests, quizzes and examinations should include practical and written modes, continuous assessment should be a compulsory part of the final assessment of a course, making at least 30% of the final grade.

Based on the foregoing, the component subjects of the programme will include:

- (a) Science-based study of Archaeology
- (b) Anthropology, Sociology, Geology and Geography of Archaeology
- (c) Technique of restoration and preservation of antiquities
- (d) Comparative studies in World Archaeology
- (e) Computer aids and digital solution to archaeological processes

2.3.5 Resource Requirements for Teaching and Learning

- Academic staff: - Suggested ratio 1:10 students
- Non-academic staff: - technicians, Laboratory operators, computer operators, computer aided equipment for analysis.
- Library facilities: - books, texts etc.

- a) Academic and Non-Academic Staff (See Section 1.6)
- b) Academic and Non-Academic Space (See Section 1.6)
- c) Academic and Administrative (See Section 2.1.5 (c))
- d) Library and Information Resources (See Section 1.6)

2.3.6 Course Contents and Descriptions

The degree programme in this subject will be based on the following courses:

100 Level

| Compulsory Courses | | Credit Units |
|---------------------------|---|---------------------|
| ARCHY 101 | Fundamentals of Archaeology: Methodology of Archaeology | 3 |
| ARCHY 102 | Introduction to Archaeological Methods | 3 |
| ARCHY 103 | Archaeology – Traditional Industries and Technology | 3 |
| ARCHY 121 | A survey of World Archaeology | 3 |
| Required | | |
| | Basic Photography | 3 |
| | Africa to 1500 | 3 |
| General Studies | | |
| GST 101 | Use of English | 2 |
| GST 102 | Philosophy and Logic | 2 |
| GST 103 | Nigerian Peoples and Culture | 2 |
| GST 104 | History and Philosophy of Science | 2 |
| GST 105 | Citizenship Education | 2 |

GST 106 Use of English II 2

Electives (Not less than 2 Courses = 4 Credit Units) 4

Electives should be taken from related departments of Geology, Geography,
Sociology, Religion or Anthropology

34

200 Level

Compulsory Courses

Credit Units

ARCHY 205 Elementary Typology 3

ARCHY 213 Origins and Physical Evolution of Man 3

ARCHY 214 Pleistocene Geography 3

ARCHY 215 Science in Archaeology I 3

ARCHY 222 A survey of World Archaeology II 3

ARCHY 231 Field Archaeology I 3

ARCHY 241 Museum Studies 3

Electives (Not less than 3 courses) 9

Electives should be taken in any related departments of Geology, Geography,
Sociology, Religion or Anthropology

30

300 Level

Compulsory Courses

Credit Units

ARCHY 303 Food Production and Urbanisation 3

ARCHY 305 Linguistics and Prehistory 3

ARCHY 316 Science in Archaeology II 3

ARCHY 322 Archaeology of Africa I 3

ARCHY 324 Aspects of European Prehistory 3

ARCHY 332 Field Archaeology II 3

ARCHY 341 Techniques of Restoration of Antiquities 3

CMP 300 Introduction of Computer 3

CMP 301 Application of Computers to the Arts 3

Electives 3

Electives should be taken in the following related Departments. Modern
European Languages, Theatre Arts, Religion, History, Anthropology or
Geology.

30

400 Level

Compulsory Courses

Credit Units

| | | |
|--------------------------|---------------------------------------|----|
| ARCHY 404 | Advanced Typology | 3 |
| ARCHY 405 | Interpretation of Archaeological Data | 3 |
| ARCHY 406 | Quantitative Methods in Archaeology | 3 |
| ARCHY 421 | Archaeology of Nigeria | 3 |
| ARCHY 422 | Archaeology of Africa II | 6 |
| ARCHY 451 | Project | 6 |
| Elective (three courses) | | 30 |

Electives

| | | |
|-----------|---------------------------------------|---|
| ARCHY 423 | Archaeology of Southern Africa | 3 |
| ARCHY 424 | Archaeology of North Africa | 3 |
| ARCHY 425 | Archaeology of West Africa | 3 |
| ARCHY 426 | Archaeology of Nile Valley | 3 |
| ARCHY 427 | Prehistory of North and South America | 3 |
| ARCHY 428 | Archaeology of Ancient China | 3 |
| ARCHY 429 | Prehistory of India | 3 |

Course Synopses

ARCHY 101: Fundamentals of Archaeology: Methodology of Archaeology

The first ecological shift, biocultural evolution, the second ecological shift. Archaeology and Society. (This course is suitable for students from other Departments who need to have some knowledge of Archaeology).

ARCHY 102: Introduction to Archaeological Methods

Definitions, aims, techniques and methods of Archaeology. Reconnaissance, excavation, methods of dating, palynology. Historical interpretation of data collected in the field.

ARCHY 103: Archaeology of Traditional Industry and Technology

Environment, technology and culture. Simple machines and weapons. Different methods of making fire. Preparation and manufacture of metals, glass, pottery, mats, bark cloth and fabrics, preparation and preservation of food. Transport and communication. Types of dwellings.

ARCHY 121: A survey of World Archaeology I

A survey of world prehistory from proto-culture to the 'Neolithic Revolution' The pleistocene environment and the ancestral human types. The primary and secondary expansion of man: prehistoric economy during the early prehistory in different parts of the world.

ARCHY 205: Elementary Typology

This course is mainly a practical course in which the students are trained to recognize, describe and classify the artifacts used by early man. Topics to be discussed include: raw materials used by early man in tool-making, natural and human flaking, reconstruction and graphical representation of artifacts.

ARCHY 213: Origin and Physical Evolution of Man

Origin of life, organic evolution, comparative anatomy of typical Pieces, Amphibia, Reptilia, Apes and Mammalia. Speciation, adaptation and radiation. Emphasis on the Primates with special treatment of the Hominidae. Characteristics of Modern races of Man and their origins.

ARCHY 214: Pleistocene Geography

Climatic fluctuations and the environmental instability of the Pleistocene. Methods which the environment of early man is studied. The study of lake and river terraces, raised sea beaches, cave sediments etc. The Pleistocene chronology. Regional reconstruction of selected Pleistocene environments.

ARCHY 215: Science in Archaeology I

This course will deal with the role which the Biological Sciences play in the process of Archaeological analysis. The importance of zoology/palynology, organic chemistry, soil science etc. Biological changes brought about by domestication in both plants and animals. Soil formation, activities of macro/micro organisms in the soil, the relationship of fauna and flora to climate and soils. This course involves laboratory practicals.

ARCHY 222: A survey of World Archaeology II

This course is a continuation of 'ARCHY 121' survey of World Archaeology I. It deals mainly with the later period of World Archaeology. Emphasis will be laid on the earliest civilizations in different parts of the world for example Hindus, the Egyptian, the Inca, the Aztec civilizations etc.

ARCHY 231: Field Archaeology I

The collection of archaeological data. Reconnaissance. Methods of excavation. Recording and field preservation of artifacts.

ARCHY 241: Museum Studies

An introductory course designed to acquaint the students with the origin and types, functions and organization of museums. Topics to be discussed include: the problems of developing museums in Africa, open-air and in-door exhibitions, the modern concept of a living museum.

ARCHY 303: Food Production and Urbanisation

Theories about the origins of food production. Animal husbandry and plant cultivation. Centres of origin of animals and vegetable food concerned. The effects of food production on early human societies. The development of urban centres in different parts of the world.

ARCHY 305: Linguistics and Prehistory

The course is designed to give the students an insight into those aspects of Linguistics relevant to the reconstruction of cultural history. Language families of Africa, lexicostatistics; linguistic borrowing, and vocabulary of crops, animals, number systems etc.

ARCHY 316: Science in Archaeology II

Definition and nature of matter. Isotopes-radio active and stable, carbon 14, potassium-argon and other radiometric dating methods. Thermoluminescence and the dating of pottery, terra cotta and clay smelting furnace. Archaeomagnetism. The application of electricity and magnetism in archaeological reconnaissance. The course involves laboratory practicals.

ARCHY 322: Archaeology of Africa I

The course is designed to acquaint the students with the major developments in the Archaeology of Africa. This first part deals mainly with the earliest evidence for human origins in Africa and the way of life of the earliest people that lived in the African continent. Some important sites will be discussed in details.

ARCHY 324: Aspects of European Prehistory

The Pleistocene environments in Europe. The palaeolithic, and Neolithic periods. The spread of agriculture and the development of metallurgy; the Roman period.

ARCHY 332: Field Archaeology II

Elementary surveying. Production of site plans. Stratigraphy, section drawing, descriptions of natural and archaeological layers. The writing of Archaeological reports.

ARCHY 341: Techniques of Restoration of Antiquities

This course deals with the nature of the different kinds of materials used in the manufacture of ancient and modern artifacts, the conservation antiquities, including treatment, repair and restoration of antiquities and works of arts. This course involves Laboratory practicals.

ARCHY 404: Advanced Typology

This course involves an indepth study of the techniques of classifying stone, metal, bone and ceramic artifacts; recognition of affinities of assemblages, technical drawing of artifacts. This course requires Laboratory practicals.

ARCHY 405: Interpretation of Archaeological Data

The use of archaeological data in reconstructing the prehistory of an area. The interpretation of environmental data, the building up of a chronology, the use of oral tradition and ethnographic data as aids for the reconstruction of prehistory.

ARCHY 406: Quantitative Methods in Archaeology

The course will cover elementary statistics, measurement of artifacts for the purpose of cartographic representation and description; random sampling for the purpose of

quantifying total aspects of an assemblage; seriation and other methods of quantifying the spatial distribution of a particular artifactual trait. Quantification of animal bones with a view to calculating the quantity of meat consumed by prehistory populations.

ARCHY 422: Archaeology of Africa II

It is a follow up of ARCHY 322, Archaeology of Africa I, and deals mainly with the later period of African prehistory. Emphasis will be laid on topics such as village farming, origins of iron, iron technology and their effect on African Societies. Some archaeological sites will be visited.

ARCHY 423: Archaeology of Southern Africa

A detailed documentary study of the Archaeology of Southern Africa from the stone age to early iron age. Emphasis will be laid on the hunters, gatherers and fishers of the last 30,000 years.

ARCHY 424: Archaeology of Northern Africa

The study covers the Maghrib and the Sahara. The quaternary geography of the area. The palaeolithic and Mesolithic periods. The Punic, Roman, Byzantine and Vandal periods.

ARCHY 425: Archaeology of West Africa

Specifically the region includes the Sahel, the Savannah, the forest and the coastal areas. This embraces the stone age and the later periods. Typical sites will be discussed.

ARCHY 426: Nile Valley

The palaeolithic and Mesolithic periods. Early farming and fishing communities. The Archaic periods in Egypt leading to the kingdoms. Political, military and economic interactions between Egypt and her southern neighbours.

ARCHY 427: North and South America

A detailed study of the prehistory of North and South America from the stone Age to the emergence of the great empires and civilization of Peru, Maya, etc.

ARCHY 428: Ancient China

History of archaeological investigation in China. The palaeolithic periods. A survey of evidence of civilization in the different regions of China.

ARCHY 429: India

A detailed documentary study of the prehistory of India embodying the stone age, the earliest settlements, the Indus civilization, the spread of iron and the dawn of Indian history.

ARCHY 451: Special Project

A study in depth of a theme involving field work/museum studies, resulting in the production of a short dissertation.

2.4 CLASSICS

2.4.1 Philosophy, Aims and Objectives of the Degree Programme

The philosophy of the programme may be stated as follows:

The Classics are derived from the civilizations of ancient Greece and Rome. These civilizations constitute the fountain head of Western Civilisation which, for good or ill, has today encircled the globe. A study of the Classics should therefore be seen as a study of the fundamentals (or the, constitutive values) of Western civilization.

The aims and objectives of the programme are:

- i) To expose students to the values and major aspects of the civilization of ancient Greece and Rome.
- ii) To enhance, through that exposure, their awareness and appreciation of the values of their own cultural environment.
- iii) To prepare the students for further studies in the discipline and for relevant careers in administration and other sectors of the society.

2.4.2 Admission and Graduation Requirements

As stated in Section 1.3 and 1.4 above.

2.4.3 Learning Outcome

a) Regime of Subject Knowledge

At the beginning of each Semester, students should be given a clear description of every course in a course outline, setting out its thematic thrust, scope and depth. In the course outline, not only should the course be made to engage the interest of the student, an attempt must be made to ensure that the contents of the course lead to an appreciation of the 'classical' content of the student's own culture. (Egyptian contributions to classical civilization should be a full component of the course). A full bibliography should be included in the course outline and the lecturer should, where possible, inform students about how and where to locate relevant texts.

b) Competence and Skills

At the end of the course, graduates of Classics should have been introduced to all the major currents of the civilizations of ancient Greece and Rome. With the broad horizons opened up by the humanistic thrust of Classical Studies, graduates should be able to fit into administrative and leadership roles in the wider society. Classical studies also expose students to root words and ideas most of which

constitute the epistemology of Jurisprudence making it possible for graduates to pursue further studies in law.

c) Behavioural Attributes

Nowhere is the essence of the tradition of liberal education with its concern with the whole man or woman, better captured than in Classical Studies. Graduates of Classical Studies are distinguished often by their polish, elegance and suavity – both in appearance and in expression.

2.4.4 **Attainment Levels**

A graduate of Classics should be well grounded in ancient Greece and Roman civilizations, with an adequate knowledge of Greece and Latin Syntax and Grammar.

2.4.5 Resource Requirements for Teaching and Learning (see Section 1.6)

- a) Academic and Non-Academic Staff (see Section 1.6)
- b) Academic and Non-Academic Space (see Section 1.6)
- c) Academic and Administrative (see Section 1.6)
- d) Library and Information Resources (see Section 1.6)

2.4.6 **Course Contents and Descriptions**

There are three major areas in which students reading classics may wish to specialize viz: Latin, Greek, or Greek and Roman Civilization. Students wishing to specialize in any of these areas are required to take a minimum of 8 credit units as compulsory courses per semester. They should in addition, take required courses and electives within and outside the Departments to meet minimum credit units prescribed. Also a student is required to take the prescribed General Studies Courses.

Below are the courses for the various areas of specialization:

| Code | Area of Specialization |
|-------------|-------------------------------|
| CLL | Latin |
| CLG | Greek |
| CLC | Greek and Roman Civilization |

It should be noted however that the minimum number of Credit Units required in a semester is 15 and 120 for graduation.

The degree programme in this subject will be based on the following courses throughout the 4 years:

| 100 Level | | Units |
|------------------------|--|--------------|
| CLL 101 | Introduction to Latin I | 3 |
| CLL 102 | Introduction to Latin II | 3 |
| CLG 101 | Introduction to Greek I | 3 |
| CLG 102 | Introduction to Greek II | 3 |
| CLG 103 | New Testament Greek | 3 |
| CLC 101 | Introduction to Ancient Greek Civilisation | 3 |
| CLC 102 | Introduction to Roman Civilisation | 3 |
| General Studies | | |
| GST 101 | Use of English I (1 st Semester) | 2 |
| GST 102 | Philosophy and Logic (1 st Semester) | 2 |
| GST 103 | Nigerian Peoples and Culture (1 st Semester) | 2 |
| GST 104 | History and Philosophy of Science (2 nd Semester) | 2 |
| GST 105 | Citizenship Education (2 nd Semester) | 2 |
| GST 106 | Use of English II (2 nd Semester) | 2 |
| | | 32 |
| 200 Level | | |
| GLL 201 | Latin Language I | 3 |
| GLL 202 | Latin Language II | 3 |
| GLG 201 | Greek Language I | 3 |
| GLG 202 | Greek Language II | 3 |
| CLC 201 | Greek and Roman Epic Poetry, Homer and Virgil | 2 |
| CLC 202 | Greek and Roman Theatre | 2 |
| CLC 203 | Greek History, Society and Institutions | 2 |
| CLC 204 | Roman History, Society and Institutions | 2 |
| CLC 205 | Early Greek Philosophy | 2 |
| CMP 300 | Introduction to Computers | 3 |
| CMP 301 | Application of Computer to Arts | 3 |
| Elective | | <u>3</u> |
| | | 31 |
| 300 Level | | |
| CLC 301 | Classical Lyric and Elegiac Poetry | 2 |
| CLC 302 | Greek Drama | 2 |
| CLC 303 | Roman Drama | 2 |
| CLC 304 | Roman Satire | 2 |
| CLC 305 | Classical Literary Theory and Criticism | 2 |
| CLC 306 | The Classical Background of English Literature | 3 |
| CLC 307 | Classical Influence in 17 th Century French Drama | 3 |
| CLC 308 | Greek and Roman Historiography | 2 |
| CLC 309 | The Greek City States | 2 |
| CLC 310 | The Roman Republic | 2 |
| CLC 311 | Greek Civilisation in Africa and the North East | 2 |

| | | |
|------------------|---|----------|
| CLC 312 | The Roman World under Principate | 2 |
| CLC 313 | The Later Roman World AD 235-640 | 2 |
| CLC 315 | The Philosophy of Plato and Aristototele | 3 |
| ELECTIVES | | |
| CLL 301 | Latin Language | 3 |
| CLL 302 | Latin Language and Literature | 3 |
| CLG 301 | Greek Language | 3 |
| CLG 302 | Greek Language and Literature | 3 |
| CLC 314 | Historical Background to the New Testament | 2 |
| CLC 316 | Greek and Roman Mythology and Religion | <u>2</u> |
| | | 47 |
| 400 Level | | |
| CLC 401 | Long Essay | 6 |
| CLC 402 | Advanced Study in Classical Literature | 2 |
| CLC 403 | Advanced Study in Ancient History | 2 |
| CLC 404 | Advanced Study in Ancient Philosophy | 2 |
| CLC 405 | Hellenistic Epic Poetry and Roman Epic Poetry after virgil | 2 |
| CLC 406 | Ancient History and Archaeology of North East Africa | 3 |
| CLC 407 | Ancient History and Archaeology of the Maghrib | 3 |
| CLC 408 | The Philosophy of the Stoics and Epicureans | 2 |
| ELECTIVES | | |
| CLL 401 | Latin Language | 3 |
| CLL 402 | Latin Language and Literature | 3 |
| CLG 401 | Greek Language | 3 |
| CLG 402 | Greek Language and Literature | 3 |

Course Synopses

(100 Level)

CLL 101: Introduction to Latin I

The sounds of Latin; basic grammar and syntax; reading and translation of increasingly complex Latin passages illustrating important aspects of life and society in the ancient Roman world.

CLL 102: Introduction to Latin II

Grammar, syntax and translation practice; reading of texts.

CLG 101: Introduction to Greek I

The alphabet and sounds basic grammar and syntax, reading and translation of selected Greek pieces.

CLG 102: Introduction to Greek II

Grammar, syntax and translation practice; reading of texts.

CLG 103: New Testament Greek

Greek Grammar and syntax with special emphasis on the features of New Testament Greek; reading and translation of selected works from the Greek New Testament.

CLG 101: Introduction to Ancient Greek Civilisation

The Homeric epics and the world of Homer; the Greek city-state as political, social and economic organism; aspects of classical Greek literature; education, values and beliefs; city-planning and visual arts.

200 Level

CLL 201: Latin Language I

Grammar, syntax, unprepared translation; reading of texts in prose and verse.

CLL 202: Latin Language II

Grammar, syntax, unprepared translation; reading of texts in prose and verse.

CLG 201: Greek Language I

Grammar, syntax, unprepared translation; reading of texts in prose and verse.

CLG 202: Greek Language II

Grammar, syntax, unprepared translation; reading of texts in prose and verse.

CLC 201: Greek and Roman Epic Poetry Homer and Virgil

Introduction to the classical epic genre, study of Homer and Virgil in English translation.

CLC 202: Greek and Roman Theatre

Introduction to Greek and Roman theatre; historical survey, with special reference to tragedy and comedy, study of representative texts in English translation.

CLC 203: Greek History, Society and Institutions

Survey of the political, social and economic history of classical Greece; development and political institutions; classical Greek society.

CLC 204: Roman History, Society and Institutions

Survey of the political, social and economic history of classical Rome; Roman political institutions; Roman society.

CLC 205: Early Greek Philosophy

Traditional Greek thought and the beginnings of philosophical speculation; the Milesian School; Being and Becoming; Heracliteans, Eleatics and other physical philosophers; the antithetical humanistic philosophy of the sophists; normative philosophy of Socrates.

300 Level

CLL 301: Latin Language

Syntax, prosody, stylistics, unprepared translation; reading of texts in prose and verse.

CLL 302: Latin Language and Literature

Unprepared translation, syntax, prosody, stylistics; texts in prose and verse; detailed study of prescribed texts.

CLG 301: Greek Language

Syntax, prosody, stylistics, unprepared translation; detailed study of prescribed texts.

CLG 302: Greek Language and Literature

Unprepared translation, syntax, prosody, stylistics; texts in prose and verse; detailed study of prescribed texts.

CLC 303: Roman Drama

The comedies of Plautus and Terence; the tragedies of Seneca; a selection of texts in English translation.

CLC 304: Roman Satire

Historical background of Roman satire: history of the Lucilian tradition or satire in classical times; literary survey, with representative texts in English translation.

CLC 305: Classical Literary Theory and Criticism

Survey of literary theory with special reference to Aristotle, Horace and Longinus.

CLC 306: The Classical Background of English Literature

Main characteristics of classical literature and influence of the classical tradition in English literature with special reference to epic and drama, from the Middle Ages to the 20th century.

CLC 307: Classical Influence in 17th Century French Drama

Brief survey of classical influence in European literature; influence of classical drama and dramatic theory on the dramatic literature of 17th century France.

CLC 308: Greek and Roman Historiography

Origins and development of Graeco-Roman historiography; philosophy and methodology of the major Greek and Roman historians with special reference to Herodotus, Thucydides, Livy and Tacitus.

CLC 309: The Greek City-States

Rise of the city-states; the archaic polis as political, social and economic system; Greek colonial expansion; aristocracy, oligarchy, dictatorship, democracy; the Greek world in conflict and diplomacy with Near-Eastern powers; internal ideological conflict and hegemonism, society and economy; rise of Macedon and decline of the city-state.

CLC 310: The Roman Republic

Establishment and development of republican institutions and government; from city-state to nation; imperialism and the Roman economy; social conflict and revolutions 146-30 B.C.

CLC 311: Greek Civilisation in Africa and the Near-East

Early outposts of Greek culture in Africa and Asia; Greeks and barbarians; interaction with the indigenes, and impact of these outposts on the mainstream of Greek history. Alexander the Great and the expansion of Hellenism, administrative social and political developments, cultural and economic life of the Hellenistic world, power politics and the Roman conquest.

CLC 312: The Roman World under the Principate

Foundation of the principate; the army and defence; imperial expansion; government and administration; from empire to supranational state; society and economy.

CLC 313: The Later Roman World A.D 235-640

Disorder and the problems of the empire after the Severi; the reforms of Diocletian and the new order; Constantine and the adoption of Christianity; social and economic conditions; the church, the army, and administration; relations with Persia and the rise of Islam.

CLC 314: Historical Background to the New Testament

Graeco-Roman history, society, law and administration in relation to the New Testament.

CLC 315: The Philosophy of Plato and Aristotle

Epistemology, metaphysics, psychology, ethics, aesthetics and political theory.

CLC 316: Greek and Roman Mythology and Religion

Nature and origins of the Greek myths; role of myth in the politics, literature, history and philosophy of Greece; Greek and Etruscan influences in Roman mythology; mythology and the Roman family tradition; myth in Graeco-Roman religion, concept and practice of Graeco-Roman religion mystery religions; Augustan religion.

400 Level

CLL 401: Latin Language

Syntax, prosody, stylistics, unprepared translation; reading of texts.

CLL 402: Latin Language and Literature

Syntax, prosody, stylistics, unprepared translation; detailed study of prescribed texts.

CLG 401: Greek Language

Syntax, prosody, stylistics, unprepared translation; reading of texts.

CLG 402: Greek Language and Literature

Syntax, prosody, stylistics, unprepared translation; detailed study of prescribed texts.

CLC 401: Long Essay

Supervised projects on a topic within or related to Classical Studies.

CLC 402: Advance Study in Classical Literature

Advanced study, based on English translations, of one author or theme in epic poetry; lyric and elegiac poetry; drama, Satire and prose fiction. A related 300 Level course in Classical Literature.

CLC 403: Advanced Study in Ancient History

Advance study of one area or topic based on source materials in English translation. A related 300 Level course in ancient history.

CLC 404: Advanced study in Ancient Philosophy

Advanced study of one area or topic based on source materials in English translation. A related 300 level course.

CLC 405: Hellenistic Epic Poetry and Roman Epic Poetry after Virgil

Study of the epic tradition in the Hellenistic period, with special reference to the Argonautice of Appolonius Rhodious and the Bellium Civile of Lucan.

CLC 406: Ancient History and Archaeology of North-East Africa

Survey of Egyptian political, social and cultural history in the Dynastic, Ptolemaic and Roman periods, major developments in the northern Sudan and northern Ethiopia in classical antiquity; relations of Nubia and Axum with the Graeco-Roman world.

CLC 407: Ancient History and Archaeology of the Maghrib

The sources; archaeological, epigraphic, numismatic, literary; Phoenician colonization and impact; the world of Carthage; indigenous kingdoms; Roman conquest and nature of Roman-African civilization; North African contribution to the Roman world; resurgence of the Barbari and end of Roman power in North Africa.

CLC 408: The Philosophy of the Stoics and Epicureans

Post-Aristotelian Schools of Graeco-Roman philosophy with emphasis on epistemology, metaphysica, psychology, ethics, aesthetics, and political theory.

2.5 ENGLISH LANGUAGE AND LITERATURE IN ENGLISH

2.5.1 Philosophy, Aims and Objectives of the Degree Programme

English Language

The Bachelors degree programme combines both English Language and Literature courses and varies in nomenclature among the universities. The more common degree titles are:-

- (i) B.A. (Honours) English
- (ii) B.A. (Honours) English Studies
- (iii) B.A. (Honours) English and Literary Studies

The philosophy of the programme is as follows:

In a country where English as an added language, a major official language, a lingua franca, and the language of instruction in the educational system, a high level of proficiency in it is usually expected from the graduates of higher institutions, especially the universities. A higher level of competence and communicative skills is expected even more from graduates of English.

This is why there is a need for devoting greater attention to the achievement of improved knowledge of English and the acquisition of adequate oral and written skills in it. English graduates from Nigerian universities should be clearly and positively identified with adequate proficiency in pronunciation, articulateness in speech, correctness of grammar and usage, elegance and style in diction in the choice of an appropriate variety of English for use in the various administrative and professional job opportunities available in the labour market, in literary and creative writing domains, and in postgraduate studies in language and literature.

In addition to the aims and objectives of Arts courses in the preamble to this document, this programme is designed:

- (i) To train students to acquire adequate communicative competence in both the spoken and written varieties of the English language, thereby giving them a good grounding and effective mastery of the Language in its various applications to achieve adequate self-expression and self-actualisation.
- (ii) To equip the students with the knowledge of the forms and features of the varieties of English used in different professional domains such as business communication, legal communication, electronic broadcast media, print journalism, advertising and sports commentaries, book publishing, and biography writing.
- (iii) To equip the students with adequate linguistic knowledge of the English Language through a detailed study of its sound system, its lexicon, its syntax, semantics and usage.

- (iv) To adequately prepare the students to pursue postgraduate studies in English Language, Linguistics, and to take up teaching and research at the appropriate level of education.
- (v) To orient students towards self-employment by a focus on skills such as writing (e.g. of articles in magazines, of speeches; designing and presenting special programs on radio or TV, designing and publishing magazines etc.), creative writing, and other kinds of original output through independent thought, inventiveness and creativity.
- (vi) To enable students to overcome deficiencies in their English.

Literature in English

There are two basic degree titles depending on the peculiar preference of the University:

1. B.A. (Hons) Literature in English
2. B.A (Hons) English (Literature)

In both cases, the substance is the same, the emphasis being on Literature written in English.

The aims of the B.A. (Literature in English) course should be:

- i) To produce graduates who possess an informed literary and aesthetic sensibility and intellectual tools to appreciate any literary stimulus and event.
- ii) To equip students with adequate knowledge of major landmarks in Literature in English in all genres and periods.
- iii) To produce skillful and eloquent users of English for literary and artistic creativity.
- iv) To impart a humanistic perspective to students by acquainting them with literature as an expression of lofty ideas and aspirations.
- v) To train students to relate literary works and experiences to their social environment.
- vi) To stimulate in the students the aptitude for creativity and innovation in the exploration of investment opportunities in the culture and art industry.

2.5.2 Admission and Graduation Requirements English Language

General University requirements, plus

- (i) 5 credit level passes in the SSCE/NECO/GCE (O/L) examinations in relevant subjects including English Language and Literature in English for the 4 - year (8-Semester) programme.

- (ii) A minimum of 2 GCE (Advance Level) passes one of which must be Literature in English for the 3-year (6-Semester) programme.

Literature in English

- i) 5 credit level passes in the SSCE/NECO/GCE (O/L) in relevant subjects including English Language and Literature for the four years programme.
- ii) 3 “A” Level GCE passes including one in Literature and SSS Level pass in English Language (three year programme).

Duration and Unit Values of the Courses

The full degree programme is to last four years. Candidates need a minimum of 120 credit units to qualify for award of a degree. The courses may be rearranged semester wise within the same level/year provided the integrity of the whole programme is maintained.

2.5.3 Learning Outcome

- a) Regime of Subject Knowledge

English Language

The scope and depth of knowledge required in the study of English Language as an academic subject should cover the following areas:

- (i) Language skills knowledge: - These are the basic skills of reading and comprehension, and writing. The main knowledge areas here should include the following topics:
- Oral communication - Public speaking;
 - Elements of effective usage- Lexical and structural;
 - Listening - Cues for comprehension;
 - Reading rates and methods - Contextual cues;
 - Elements of effective Comprehension;
 - Reading - Types of reading.
- (ii) Linguistic knowledge of English:
- Its phonology i.e. inventory of vowel and consonant sounds and how to describe them, stress and intonation features;
 - Its lexical and morphological features i.e. word types and the structure of words and word formation processes;
 - Its syntax, i.e. the grammar or sentence types, forms and structures;
 - Its semantics, i.e. knowledge of the different types of meaning and meaning relations.

- (iii) Sociolinguistic knowledge, i.e. pragmatics, stylistics, discourse analysis, variation in English (accent, regional, social and style variation), the New Englishes (i.e. varieties of English as a second and foreign language).
- (iv) Knowledge of Applied English Linguistics:
 - Theories and methods of learning English as a second language;
 - Theories and methods of teaching English as a second language.
- (v) Knowledge of the Elements of English Usage in various professional domains such as the following:
 - English of Business Communication
 - English for Academic Purposes
 - English for Science and Technology
 - English of Legal Communication
 - English of Print Journalism
 - English of Broadcasting
 - English of Sports Commentary.

Literature in English

The tradition of liberal education is based on a concern with the whole man or woman, such that the acquisition of learning skills goes with a concomitant emphasis on character. Because of its concern with the complexities of human motivation and action, Literature has an in-built tendency to impart moral and spiritual lessons which make graduates of Literature so much more sensitive to, and empathetic with, the plight of others, while developing a critical attitude to society. The problems of individuals and of society with which students of Literature empathise are often imaginatively or creatively projected in works of art (prose fiction, poetry or drama).

b) Competence and Skills **English Language**

It should be emphasized that it is not enough for students of the English Language to know that all the components of knowledge itemized in section 2.5.3.(a) (i) above exist in English. It is important for them to acquire demonstrable competence and skills in those aspects that are taught in the programme.

The following are a few examples:

- ◇ Demonstrable competence and skill in the recognition and use of stress in the pronunciation of words in English involve knowledge of the rules of stress placement in particular groups of words and the ability to pronounce those words correctly in their different contexts of occurrence, e.g. All derived

words which end in -tion or -sion are stressed on the penultimate syllable (a'ddition, vari'ation, ro'tation, exami'nation, di'vision, con'clusion).

- ◇ Demonstrable competence and skill in the English of business communication involve knowledge of elements and features of the English of letter writing, report writing, news reports, as well as the ability to produce well-written business letters, different types of reports, or well structured news reports.

Literature in English

- ◇ At the end of the course, graduates of Literature should be seen to have achieved greater competence and sophistication in all branches of Literature, in critical and creative expression, as well as a better understanding of Literature's relevance to society. Literature being an elaborate instance of resources of language in all its rich complexity, student of Literature, at the end of the under-graduate programme, should have developed more sophisticated skills in writing as well as in speech, together with a greater insight into human nature, a more mature under-standing of human relationships and a greater competence in giving creative expression to them.
- ◇ Generically, Literature is a text-centred discipline. But at the end of the programme, students of literature should have been brought into contact with our local cultures, so that they can tap the vast repertoire of oral cultural practices for which our people are known, for creative and entrepreneurial purposes.

c) Behavioural Attributes

English Language

The scope and depth of knowledge required in the study of English Language as an academic subject should cover the following areas:

- (vi) Language skills knowledge: - These are the basic skills of reading and comprehension, and writing. The main knowledge areas here should include the following topics:
 - ⇒ Oral communication - Public speaking;
 - ⇒ Elements of effective usage- Lexical and structural;
 - ⇒ Listening - Cues for comprehension;
 - ⇒ Reading rates and methods - Contextual cues;
 - ⇒ Elements of effective Comprehension;
 - ⇒ Reading - Types of reading.
- (vii) Linguistic knowledge of English:

- ⇒ Its phonology i.e. inventory of vowel and consonant sounds and how to describe them, stress and intonation features;
 - ⇒ Its lexical and morphological features i.e. word types and the structure of words and word formation processes;
 - ⇒ Its syntax, i.e. the grammar or sentence types, forms and structures;
 - ⇒ Its semantics, i.e. knowledge of the different types of meaning and meaning relations.
- (viii) Sociolinguistic knowledge, i.e. pragmatics, stylistics, discourse analysis, variation in English (accent, regional, social and style variation), the New Englishes (i.e. varieties of English as a second and foreign language).
- (ix) Knowledge of Applied English Linguistics:
- ⇒ Theories and methods of learning English as a second language;
 - ⇒ Theories and methods of teaching English as a second language.
- (x) Knowledge of the Elements of English Usage in various professional domains such as the following:
- ⇒ English of Business Communication
 - ⇒ English for Academic Purposes
 - ⇒ English for Science and Technology
 - ⇒ English of Legal Communication
 - ⇒ English of Print Journalism
 - ⇒ English of Broadcasting
 - ⇒ English of Sports Commentary.

The qualities of precision, conciseness, politeness, elegance and style are some of the major behavioural attributes associated with a good grounding in the study of the English Language. Students of English should be able to demonstrate these qualities in their oral and written communication in English in all domains.

Other behavioural attributes should derive from knowledge of the general functions of language and their application in our daily acts of communicative interactions. Some of these functions impose considerable demands on the competence of both the speaker and hearer.

- The informative function of language involves the passing of information from one individual to another, from government to the governed, and from one organization to another. Good language lies at the root of effective communication of information at all levels;
- The use of language to establish rapport, social contact, and to extend politeness to one's interlocutor is a behavioural function;

- The expressive function of language involves the use of language to express ones internal feelings and emotions and so the choice of words and expressions do sometimes have emotive connotations;
- The recognition of the tone of language is very important because tone of language relates to how the listener or reader perceives the effect of the speaker's or writer's choice of words and the tone of delivery (e.g. friendly, aloof, considerate, critical, condescending, rude, polite, etc.)

Literature in English

The tradition of liberal education is based on a concern with the whole man or woman, such that the acquisition of learning skills goes with a concomitant emphasis on character. Because of its concern with the complexities of human motivation and action, Literature has an in-built tendency to impart moral and spiritual lessons which make graduates of Literature so much more sensitive to, and empathetic with, the plight of others, while developing a critical attitude to society. The problems of individuals and of society with which students of Literature empathise are often imaginatively or creatively projected in works of art (prose fiction, poetry or drama).

2.5.4 Attainment Levels

Literature in English

(See Section 1.6)

Literature in English

The tradition of liberal education is based on a concern with the whole man or woman, such that the acquisition of learning skills goes with a concomitant emphasis on character. Because of its concern with the complexities of human motivation and action, Literature has an in-built tendency to impart moral and spiritual lessons which make graduates of Literature so much more sensitive to, and empathetic with, the plight of others, while developing a critical attitude to society. The problems of individuals and of society with which students of Literature empathise are often imaginatively or creatively projected in works of art (prose fiction, poetry or drama).

2.5.5 Resource Requirements for Teaching and Learning (see Section 1.6)

- a) Academic and Non-Academic Staff (see Section 1.6)
- b) Academic and Non-Academic Space (see Section 1.6)
- c) Academic and Administrative (see Section 1.6)
- d) Library and Information Resources (see Section 1.6)

2.5.6 Course Contents and Descriptions

English Language

The degree programme in this Language shall be based on the following courses throughout the 4 years:

Breakdown of Courses

100 Level

| Compulsory | | Credit Units |
|-------------------|--|---------------------|
| ENG 101 | English Language I | 2 |
| ENG 102 | Practical English Grammar | 2 |
| ENG 103 | Spoken English | 2 |
| LIT 104 | The Origins of Nigerian Literature in English | 2 |
| LIT 105 | Introduction to Nigerian Literature in English | 2 |
| LIT 106 | Introduction to Drama and Theatre in English | 2 |
| ENG 107 | Theatre Workshop | 2 |
| Required | | |
| GST 101 | Use of English I | 2 |
| GST 102 | Philosophy and Logic | 2 |
| GST 103 | Nigerian Peoples and Cultures | 2 |
| GST 104 | History and Philosophy of Science | 2 |
| GST 105 | Citizenship Education | 2 |
| GST 106 | Use of English II | 2 |

Elective

One 3- Credit Unit course in a natural language per Semester.

200 Level

| Compulsory | | Credit Units |
|-------------------|--|---------------------|
| ENG 201 | An Introduction to Syntactic Models | 3 |
| ENG 202 | Advanced English Syntax | 3 |
| ENG 203 | Introduction to General Phonetics and Phonology I | 3 |
| ENG 204 | Introduction to General Phonetics and Phonology II | 3 |
| ENG 205 | Advanced English Composition I | 3 |
| ENG 206 | Advanced English Composition II | 3 |
| ENG 207 | History of the English Language | 3 |
| Required | | |
| ENG 208 | The African Novel | 3 |
| ENG 209 | Language and Society | 3 |
| ENG 210 | Creative Writing I | 3 |
| ENG 211 | English Morphology | 3 |

Elective

Two 3- Credit Unit courses from any or combination of the following: Philosophy, African Languages and Literature, European Language and Theatre Arts.

300 Level

Compulsory

Credit Units

| | | |
|---------|-------------------------------------|---|
| ENG 301 | Contemporary English Usage | 3 |
| ENG 302 | Phonology of English | 3 |
| ENG 303 | Introduction to Applied Linguistics | 3 |
| ENG 304 | Introduction to Semantics | 3 |
| ENG 305 | The English Language in Nigeria | 3 |
| ENG 306 | Discourse Analysis | 3 |

Required

| | | |
|---------|----------------------------------|---|
| ENG 307 | The Socio-linguistics of English | 3 |
| ENG 308 | Creative writing II | 3 |
| ENG 309 | Research Methods I | 3 |
| CMP 300 | Introduction to Computers | 3 |
| CMP 301 | Application of Computers to Arts | 3 |

Elective

Two 3- Credit Unit courses in any or combination of the following: Philosophy, African Languages and Literature, European Language, or Theatre Arts.

400 Level

Credit Units

Compulsory

| | | |
|---------|-------------------------------|---|
| ENG 401 | New Trends in Syntax | 3 |
| ENG 402 | Pragmatics | 3 |
| ENG 403 | Psycholinguistics | 3 |
| ENG 404 | Multilingualism | 3 |
| ENG 405 | English for Specific Purposes | 3 |
| ENG 406 | Project/Long Essay | 6 |

Required

| | | |
|---------|-----------------------------------|---|
| ENG 407 | Language and National Development | 3 |
| ENG 408 | Speech Writing | 3 |
| ENG 409 | Research methods II | 3 |

Course Synopses: English Language

100 LEVEL

ENG 101: English Language I

This course provides a general basic introduction to English Language studies. It will briefly examine its origins from Anglo-Saxon times, sound system, grammar, morphology, meaning system, functions, varieties, and its current status as an international language in different parts of the world today.

ENG 102: Practical English Grammar

This course practically explores the salient features of English grammatical structure. Particular attention will be paid to basic sentence phrase structures, clause types and inter-sentential relations, among others. The aim is to improve the students' proficiency in English by indirectly highlighting their areas of difficulty and helping to sharpen their sense of grammatical correctness vis-à-vis communicative effectiveness.

ENG 103: Spoken English

A single semester course, this will concentrate on classroom and language laboratory exercises on conversational English, using relevant phonological materials [e.g. tapes, record, video films, etc.] to enhance the students spoken English.

ENG 104: The Origins of Nigerian Literature in English

This course explores the origins of Nigerian literature in English. It focuses, in particular in its oral background in poetry, prose and fiction. Early authors such as Amos Tutuola will be examined.

ENG 105: Introduction to Nigerian Literature in English

This course introduces students to the major literary genres of Nigerian literature and the Socio-political conditions that have influenced their development. Attention will also be drawn to the changes in scope and the preoccupations of the Nigerian artists involved over the years.

ENG 106: Introduction to Drama

This course is to focus on the nature of drama and its various elements, forms and artistic features. Selected African and non-African plays will be studied in detail to illustrate these.

ENG 107: Theatre Workshop

This is to be a practical course through which the student can acquire the practical skills of theatre: Speech and voice training, techniques of improvisation, acting and stage construction.

200 LEVEL

ENG 201: An Introduction to Syntactic Models

This course introduces students to the principles and practice of basic syntactic models such as the traditional, structuralist, transformational-generative and systemic-functional models. English will be mainly used for illustration.

ENG 202: Advanced English Syntax

Using one particular model, e.g. the systemic functional model, this course will involve an in-depth study of the syntactic structure of English.
(Prerequisite: ENG 201)

ENG 203: Introduction to General Phonetics and Phonology I

The aim is to introduce students to the principles of phonetic description and taxonomy, illustrated by practical examples and language exercises from a variety of languages, particularly those likely to be of interest to the teaching of English in Nigeria.

ENG 204: Introduction to General Phonetics and Phonology II

This course extends the horizons of ENG 203 with more practical examples.

ENG 205: Advanced English Composition I

This course deals with more specialized composition writing than the essay, e.g. Reports, Long Essays, Minutes of Meetings, Various types of letters, Invitations, Public Announcements, Speech Writing, writing feature articles, writing for magazines, etc. Attention will be paid to correct language use and other technical matters connected with these kinds of writing.

ENG 206: Advanced English Composition II

This course extends the discussions in ENG 205.

ENG 207: History of the English Language

This course is a diachronic study of the development of the English Language, from Old English to its present-day status as a world language. The linguistic and social factors that have influenced its development will be examined.

ENG 208: The African Novel

An examination of the development of the African novel from the beginning to the present day, involving a detailed study of selected texts to highlight features characterizing this literary form.

ENG 209: Language and Society

An examination of the role of language as the sine qua non of society, linguistic vs social categories, the grammar of social interaction; whorfianism; etc. It will examine linguistic and social variation on the basis of parameters such as age, sex, socio-economic status, education, etc. Language change, language attitudes, language and identity, language and education and multilingualism will also be briefly introduced.

ENG 210: Creative Writing I

This course is designed to stimulate the creative potentials of interested students. It will provide instructions on imaginative writing with specific reference to poetry, drama and prose. To be run on a seminar or workshop basis with available writers leading the discussions.

ENG 211: English Morphology

This course examines English morphological processes. Attention will be focused on morphological processes such as inflection and derivation, blending, clipping, acronyms, etc.

300 LEVEL**ENG 301: Contemporary English Usage**

The focus will be on English in use in English-Speaking communities, attitudes to usage, the notion of 'correctness' vs grammaticalness' variations in use and uses and the problem of defining 'Standard English' world wide.

ENG 302: Phonology of English

To study in detail the segmental and non-segmental phonemes of English and their organization in concrete discussion. This will be supplemented with appropriate practical exercises with a view to improving the students' perception and production of these sounds. Students are also to be introduced to various approaches to the description of English phonology [phonemic, prosodic, generative].

ENG 303: Introduction to Applied Linguistics

This course is a survey of the application of linguistic knowledge to language related phenomena. It will practically deal with topics such as contrastive analysis, error analysis, discourse analysis, performance analysis, the acquisition of language in L1 and L2 situations, and language teaching, learning and testing. The practical relevance of linguistics to other areas such as computer assisted language instruction, speech defects, artificial intelligence, etc. will also be briefly surveyed.

ENG 304: Introduction to Semantics

To concentrate on sense properties and sense relations, problem of word. vs. sentence meaning, semantic markedness, etc. and situate the course within the general framework of linguistic semantics. Basic semantic theories such as componential analysis, meaning postulates, transformational generative semantics, etc. will also be introduced.

ENG 305: The English Language in Nigeria

The course is designed to study the history of English in Nigeria, the consequent emergence of virile local varieties and changes leading to the evolution of a Nigerian standard. Also to study the language in relation to the distinctive properties of some Nigerian Languages and how these may affect performance in standard English.

ENG 306: Discourse Analysis

Introduction to the principles and practice of discourse analysis. Emphasis to be on practical analysis study and description of relevant textual materials such as advertisements, obituaries, cartoons, complements, greetings, etc.

ENG 307: The Socio-linguistics of English

This course will first provide a basic introduction to the history, methodology, theoretical thrust, basic concerns and applications of socio-linguistics. It will then examine the differentiation on the basis of English in post-colonial countries like Nigeria, the power of English, English and multilingualism, English and globalization, English and national development, English and global identity, attitudes towards English, the individual and societal functions of English in a second language context like Nigeria including its role as a lingua franca, as an official language, etc.

ENG 308: Creative Writing II

This should be a practical class in continuation of ENG 210, to examine students actual creative works and advise them.

ENG 309: Research Methods I

A prerequisite for the Project/Long [ENG 406], the course introduces students to methods and tools of research work in the discipline.

400 LEVEL

ENG 401: New Trends in Syntax

This course introduces students to new trends in the study of syntax and their applications to English.

ENG 402: Pragmatics

This course is related to ENG 304 which is its prerequisite. It focuses on the scope, goals and principles of pragmatics. Particular attention will be paid to utterance – meaning, as distinct from sentence- meaning, the socio-cultural and linguistic rules that determine correct interpretation of terms in the real world, presupposition, context, locutionary, illocutionary and perlocutionary acts, speech acts in general, intention, inference, conventional and conversational implicatures and emerging theories of pragmatics.

ENG 403: Psycholinguistics

Same as Lin. 408. This course presents the psycholinguist's account of language and the relationship between language and mind. Topics covered include language acquisition and language learning; language, thinking and cognition; language and the brain, language localization; linguistic performance and behaviour, production and comprehension; language impairment.

ENG 404: Multilingualism

This course focuses on multilingualism in general and English and multilingualism in particular. Specific attention will be drawn to the position of English in multilingual

African and other nations. Topics such as language choice, minority languages, language planning and management in the Nigerian multilingual context will be critically examined from the perspective of the roles of English and Nigeria's indigenous languages.

ENG 405: English for Specific Purposes

The course is to study the ways in which English may be adopted to particular circumstances and purposes, with emphasis on specialized varieties of English, the language of journalism, bureaucracy, science and technology, public speaking, ordinary conversation, English for Academic Purposes etc. Students are to write a short project involving fieldwork on any of the areas covered.

ENG 406: Project/Long Essay

Under the direction and supervision of a lecturer, each student is expected to present an original, independent research and exposition on a topic of interest related to the different courses taught throughout the programme. It should be a sustained, well-organised thinking and reasoning that demonstrates sound knowledge of the field as well as the theoretical and methodological issues involved. Appropriate documentation and knowledge of referencing techniques in the field should also be demonstrated.

ENG 407: Language and National Development

This course focuses on the constraints placed on national development by the linguistic situation in developing African nations, language being the most effective means of human communication and also the cornerstone of mass participation in the development process itself.

ENG 408: Speech Writing

This is related to ENG 405, but is designed to focus more closely on speech writing as a communicative skill.

ENG 409: Research Methods II

This is a continuation of ENG 309 to be taught in semester I of the 4th year. Emphasis to be on data analysis and description to prepare students for ENG 406 and future research.

Literature in English

The degree programme in this subject will be based on the following courses throughout the 4-years.

100 Level

| COMPULSORY COURSES | | CREDITS |
|---------------------------|--|----------------|
| LIT 101 | Introduction to Literary Studies | 2 |
| LIT 102 | Introduction to Fiction in English | 2 |
| LIT 103 | Introduction to Poetry in English | 2 |
| LIT 104 | Origins of Nigerian Literature in English | 2 |
| LIT 105 | Introduction to Nigerian Literature in English I | 2 |
| LIT 106 | Introduction to Drama and Theatre in English | 2 |
| ENG 102 | Practical English Grammar | 2 |
| ENG 103 | Spoken English | 3 |

GENERAL STUDIES

| | | |
|---------|--|---|
| GST 101 | Use of English I (1 st Semester) | 2 |
| GST 102 | Philosophy and Logic (1 st Semester) | 2 |
| GST 103 | Nigerian Peoples and Culture (1 st Semester) | 2 |
| GST 104 | History and Philosophy of Science (2 nd Semester) | 2 |
| GST 105 | Citizenship Education (2 nd Semester) | 2 |
| GST 106 | Use of English II (2 nd Semester) | 2 |

ELECTIVES (Not less than 3 courses)

An elective should be chosen from Theatre Arts/Drama, African or Foreign Languages or any art/language-related discipline.

200 LEVEL

Compulsory Courses

| | | |
|---------|---|---|
| LIT 201 | Survey of Epochs in Literature in English | 3 |
| LIT 202 | Introduction to English Poetry | 3 |
| LIT 203 | The English Novel from the 19 th Century | 3 |
| LIT 140 | African Oral Literature in Translation | 3 |
| LIT 204 | Literature, Popular Culture and the Mass Media | 3 |
| LIT 205 | English Drama from Shakespeare to the present | 3 |
| ENG 205 | Advanced English Composition I | 3 |
| ENG 206 | Advanced English Composition II | 3 |

REQUIRED

| | | |
|---------|--|---|
| LIT 231 | History of Theatre: Aeschylus to Shakespeare | 3 |
| LIT 232 | Modern Comedy: Moliere-Soyinka | 3 |

ELECTIVE

An elective from related disciplines

| | |
|--|----|
| | 3 |
| | 30 |

300 LEVEL**COMPULSORY COURSES****CREDITS**

| | | |
|---------|--|---|
| LIT 301 | Nigerian Oral Literature in English Translation I | 3 |
| LIT 302 | African Written Fiction | 3 |
| LIT 303 | African Written Poetry | 3 |
| LIT 304 | African Written Drama | 3 |
| LIT 306 | Nigerian Oral Literatures in English Translation II: Field Work Project | 3 |
| ENG 305 | The English Language in Nigeria | 3 |
| ENG 306 | Discourse Analysis | 3 |
| CMP 300 | Introduction to Computers | 3 |
| CMP 301 | Application of Computers to Arts | 3 |

ELECTIVES**3**

An elective from any of the following: Philosophy, History, Music, Religious Studies, Theatre Arts, Fine/Applied Arts, Foreign Languages.

400 LEVEL**COMPULSORY COURSES****CREDITS**

| | | |
|--|---|---|
| LIT 401 | Literary Theory and Criticism | 3 |
| LIT 402 | Commonwealth Literature | 3 |
| LIT 403 | African-American and Caribbean Literature | 3 |
| LIT 423 | Research Methods | 3 |
| LIT 424 | Project | 6 |
| LIT 421 | Stylistics | 3 |
| Electives: Not less than three courses | | 9 |

ELECTIVES FROM THE FOLLOWING:

| | | |
|---------|---|---|
| LIT 404 | European Continental Literature | 3 |
| LIT 405 | Studies in Fiction | 3 |
| LIT 406 | Studies in Poetry | 3 |
| LIT 407 | Studies in Drama | 3 |
| LIT 408 | Special Author (Shakespeare, or one African Author) | 3 |
| LIT 409 | Literature and Society | 3 |
| LIT 425 | Workshop in Creative Writing | 3 |
| LIT 426 | Introduction to Asian Literature in English Translation | 3 |
| LIT 427 | Folklore in African Literature | 3 |
| LIT 428 | Literature of Travel and Adventure | 3 |
| LIT 429 | Studies in Biographical Literature | 3 |

Course Synopses

LIT 101 Introduction to Literary Studies

This is a general course to introduce students to fundamental elements of literary art, its aesthetic principles, genres, approaches to critical evaluation and appreciation and the interface of literature and allied arts.

LIT 102 Introduction to Fiction in English

This course will introduce students to the major forms of prose fiction, their characteristic features, and the major techniques employed by fiction writers.

LIT 103: Introduction to Poetry in English

An introductory course on the nature, form, and characteristics of poetry. Through selected poems, the student is guided to acquire the tools and techniques of literary analysis.

LIT 104: Introduction to Drama and Theatre in English

An introductory course on the nature, form and characteristics of drama and theatre. Students are guided to acquire the tools and techniques of drama analysis through selected plays.

LIT 201 Survey of Epochs in Literature in English

This course is to introduce students to trends and periods in world literature written in English with emphasis on themes, socio-cultural background and use of language.

LIT 202 Introduction to English Poetry

A study of English poetry from the Romantics to the 20th century. Works of representative authors will be chosen to illustrate the various themes and stylistic nuances.

LIT 203 The English Novel from the 19th Century

A study of the development of the English novel with focus on major authors and the aesthetic features of their works.

LIT 204 Literature, Popular Culture and the Mass Media

The course will deal with the interface of literature and the institutions of popular, folk culture, festival events, radio, television, newspapers (magazines, music, video, film, computers and the electronic media).

LIT 205 English Drama from Shakespeare to the present

In this course, representative samples of the drama of Shakespeare and other major dramatists up to the modern period will be studied.

LIT 231 History Theatre: Aeschylus to Shakespeare

A study of representative dramatic texts of dramatists from Aeschylus but excluding Shakespeare.

LIT 232 Modern Comedy

Selection of comedy texts from Moliere to Soyinka.

LIT 301 Nigerian Oral Literatures in English Translation I

This course will build on the general introduction in LIT 104 and examine the major genres and traditions of Nigerian oral literatures in English translation.

LIT 302 African Written Fiction

A study of the novels by African (and expatriate) authors dealing with African themes, life and experience. The course will cover the major regions of the continent, the representative novelists of each region, and their works.

LIT 303 African Written Poetry

A study of the origin and development of written poetry in various parts of Africa. The pioneer poets will be studied with a view to showing how their approach to poetry differs from that of the younger generation of African poets. Emphasis will be given to the work of the major poets in East, West and South Africa.

ENG 305 The English Language in Nigeria

As in the ENGLISH programme

LIT 306(i) Nigerian Oral Literatures in English Translation II: Field Work Project

This is a practical course involving field work research, data collection, translation, classifications and analysis of samples of any genre/tradition of oral literary expression.

ENG 306(ii) Discourse Analysis

As in the ENGLISH programme

LIT 405 Studies in Fiction

An intensive study of the novel as a form of literary expression. Emphasis will be on close textual analysis of major novels written in or translated into English. Works are to be selected in such a way as to reflect the major landmarks in the development of the novel. Students will be exposed to the major theories of the novel and to the different approaches in the criticism of fiction.

ENG 406 Studies in Poetry

An intensive and analytical study of major poetic forms in English or translated into English. Emphasis will be on a careful study of the different kinds of poetry and on how poetic forms change in response to aesthetic and intellectual movements. As much attention will be paid to poetic language and technique as to the major creative theories and critical documents of poetry.

ENG 407 Studies in Drama

An intensive study of major dramatic works in English or translated into English. Texts which are adjudged to be representative of the major landmarks in dramatic literature

(from Aeschylus to the present) will be studied. Emphasis will also be placed on the critical theory of dramatic literature.

ENG 423 Research Methods

A prerequisite for the project (ENG 424), the course introduces students to methods and tools of research.

ENG 424: Project

This is a paper from twenty-five to forty pages, researched and written under the guidance of a supervisor. Its purpose is to give final-year students an opportunity to engage in independent research in an area in which they are especially interested.

Optional Courses

LIT 402: Commonwealth Literature

This course will concentrate on a study of the major themes and literary trends in the following areas of the Commonwealth: Australia, Canada, India, New Zealand and the West Indies. Attempt will be made to determine the issues common to writers in the Commonwealth. The course will be thematically organized and will examine, among other things, the problem of language in creative writing in the Commonwealth.

LIT 403 African-American and Caribbean Literature

The course will present a comprehensive survey of the literature produced by writers of the Black diaspora in North America (USA and Canada) and the English-speaking Caribbean. Lectures will focus on the literary response to the history, socio-economic and political movements during the last three hundred years and in more recent trends in Afro-American and Caribbean literature.

LIT 404: European Continental Literature

This course will deal with European continental literature in translation. While concentrating in detail on one specific genre or period, it will aim at giving a broad view of selected national literatures, including their major literary movements and social and cultural impulses. Areas of selection will include modern European drama, the 19th century French novel, the Soviet novel and Modern German Literature.

LIT 408 Special Author (Shakespeare, or one African Author)

A survey of Shakespearean drama and poetry, emphasizing contemporary critical approaches; or a survey of the writings of one major African Novelist, Poet or Dramatist.

LIT 409 Literature and Society

Contemporary views on relationship between imaginative literature and the societies that produce and read it.

LIT 425 Workshop in Creative Writing

LIT 426 Introduction to Asian Literature in English Translation

This is a general survey of major trends and authors of Asian literature in English translation. The course will help students to have a comparative knowledge of universal elements in imaginative writing.

LIT 427 Folklore in African Literature

This course will examine the influence of folklore and oral traditions on African literature. Students will be required to identify folklore themes, narrative genres, structures and oral fictive representation and idioms.

LIT 428 Literature of Travel and Adventure

The course aims at exploring the literary features of works dealing with travel, adventure, space and other worlds. Authors to be studied include Daniel Fagunwa, Amos Tutuola, Cyprian Ekwensi, Jonathan Swift, Ernest Hemmingway. The course will stimulate interest in the links between the literary acts, travel and tourism business.

LIT 429 Studies in Biographical Literature

The course will introduce students to the thematic and stylistic elements in autobiographical and biographical writings in comparison with fictional literature.

2.6 HISTORY

2.6.1 Philosophy, Aims and Objectives of the Degree Programme

The subject matter of History, distinguishing it from other Humanities and Social Sciences, consists of the attempts of human beings in the past to organize life materially and conceptually, individually and collectively, while the object of studying these things is to widen students' experience and develop qualities of perception and judgement. History provides a distinctive education by providing a sense of the past, an awareness of the development of differing values, systems and societies and the inculcation of critical yet tolerant personal attitudes. History's reciprocal relationship with other disciplines can have an important influence on the experience of the student of the subject.

History teaching in Nigerian Institutions should aim at:

- i) Giving students a thorough understanding of Nigerian history and historiography planted firmly in the context of African history and historiography.
- ii) Educating students on historical movements of global importance from other continents to enable them acquire better knowledge of the world and thus promote world peace.
- iii) Making students comprehend the historical forces and developments which have shaped and are still shaping the lives of the peoples of Nigeria, Africa and the world entirely.
- iv) Developing a sense of commitment and capacity to consciously relate to these forces and developments in such a way that Nigerian and African unity, independence and prosperity can be achieved.
- v) To provide the students with advantages usually associated with historical training, viz: critical and analytical faculty and balanced judgement needed particularly in administrative and managerial responsibilities.

Note: To achieve these objectives, history teachers should draw on the expertise of relevant disciplines in the humanities, social sciences and natural sciences to explain the historical forces and developments with which they deal.

2.6.2 Admission and Graduation Requirements

The admission requirements are basically the same as general faculty requirements. Credits in English language and in History or Government at Senior Secondary School Certificate level or equivalents are required.

The degree programme has a 4-year (8 Semester) duration in the case of SSCE holders and lasts 3-years (6 Semesters) for those who enter with 'A' level qualifications or equivalents.

2.6.3 Learning Outcome

a) Regime of Subject Knowledge

The study of History at the undergraduate level is characterized by a diversity of periods, cultures, methodologies and conceptual assumptions but there are a number of central requirements which can be specified. These are: time frame, geographical range, contemporary sources, reflexivity, diversity of specialisms and on extended piece of written work.

b) Competence and Skills

It should be taken as axiomatic that students must progress and that well-designed programmes facilitate their progression. History programmes do not impart knowledge and skills to be passively absorbed: reading, discussion and writing, and engagement, exploration and discovery are essential. But the importance of historical knowledge must be stressed. The historian's skills and qualities of mind are developed through the processes of acquiring, evaluating and discussing historical knowledge in the courses and the independent study that History degree programmes demand.

The learning outcomes of a History degree programme have to be seen in terms of particular pieces of student work – either written or spoken – in which crucial tests are understanding texts and marshalling an argument. Accordingly, the ability to deploy ideas and information, to show conceptual grasp and to shape argument becomes difficult to separate in assessment practice from the ability to display appropriately relevant, wide and diverse historical knowledge.

The generic skills acquired through the study of History, in addition to those items for the Arts disciplines as a whole, are:

- i) Self-direction and initiative;
- ii) Ability to work with others, and have respect for others' reasoned views;
- iii) Ability to gather, organize and deploy evidence, data and information; and familiarity with appropriate means of identifying, finding, retrieving, sorting and exchanging information;
- iv) Analytical ability, and the capacity to consider and solve problems, including complex problems;
- v) Structure, coherence, clarity and fluency of oral expression;
- vi) Structure, coherence, clarity and fluency of written expression;
- vii) Intellectual integrity and maturity;
- viii) Empathy and imaginative thought.

The graduate of History is expected to carry out field work effectively and to take full advantage of computer literacy, numeracy and develop the life-long learning capacities enumerated above.

c) Behavioural Attributes

In addition to the minimum acceptable ethics and other behavioural attributes consistent with the particular discipline and with the tenets of a liberal education, all graduates in History should show evidence of the following:

- i) custody of a substantial body of historical knowledge;
- ii) the ability to develop and sustain historical arguments in a variety of literary forms, formulating appropriate questions and utilizing evidence;
- iii) an ability to read, analyse and reflect critical and contextually upon historical texts;
- iv) an appreciation of the complexity of reconstructing the past, the problematic and varied nature of historical evidence;
- v) an understanding of the varieties of approaches to understanding, constructing, and interpreting the past; and, where relevant, a knowledge of concepts and theories derived from the Humanities and Social Sciences; and other source materials;
- vi) the ability to gather and deploy evidence and data to find, retrieve, sort and exchange new information;
- vii) a command of comparative perspectives, which may include the ability to compare the histories of different countries, societies or cultures;
- viii) an awareness of continuity and change over extended time spans;
- ix) an understanding of the development of History as a discipline and the awareness of different Historical methodologies;
- x) an ability to design, research and present a sustained and independently-conceived piece of historical writing;
- xi) the ability to address historical problems in depth, involving the use of contemporary sources and advanced secondary literature;
- xii) clarity, fluency, and coherence in written expression;
- xiii) clarity, fluency, and coherence in oral expression;
- xiv) the ability to work collaboratively and to participate in group discussions;
- xv) competence in specialist skills which are necessary for some areas of historical analysis and understanding, as appropriate.

2.6.4 Attainment Levels (applicable in other related disciplines)

2.6.5 Resource Requirements for Teaching and Learning (see Section 1.6)

- a) Academic and Non-Academic Staff (see Section 1.6)
- b) Academic and Non-Academic Space (see Section 1.6)
- c) Academic and Administrative (see Section 1.6)
- d) Library and Information Resources (see Section 1.6)

2.6.6 Course Contents and Descriptions

| 100 Level | | Credit Units |
|-------------------|--|---------------------|
| Compulsory | | |
| HIS 101 | Nigeria from the 1500 to 1800 A.D. | 3 |
| His 102 | History of Africa from the 1500 to 1800 A.D. | 3 |
| HIS 103 | History of West Africa from 1500 A.D. to the present | 3 |
| HIS 104 | North Africa from the first conquest of Egypt to 1500 A.D. | 3 |
| HIS 105 | Introduction to Economic History | 3 |
| HIS 106 | Islamic Revolutions in West Africa | 3 |
| HIS 107 | Archaeology of the Nok, Benin and Oyo Areas | 3 |
| Electives | | |
| HIS 108 | Major world civilizations | 3 |
| HIS 109 | Europe to the Age of Revolutions | 3 |
| HIS 110 | Blacks in the Diaspora | 3 |
| 200 Level | | |
| Compulsory | | |
| HIS 201 | Nigeria from 1800 – 1900 | 3 |
| HIS 202 | Economic History of Nigeria in the 19 th Century | 3 |
| HIS 203 | History of Southern Africa from Circa 1400 to the present | 3 |
| HIS 204 | History of Latin America from 15 th Century to the 20 th Century | 3 |
| HIS 205 | History of US since 1877 | 3 |
| HIS 206 | History of Russia in the 19 th Century | 3 |
| HIS 207 | African and European Imperialism | 3 |
| HIS 208 | History of East and Central Africa since 1000 A.D. | 3 |
| Electives | | |
| HIS 209 | History of the Ottoman Empire and North Africa since 1590 | 3 |
| HIS 210 | Europe from the French Revolution to the 2 nd World War | 3 |
| HIS 211 | Economic History of West Africa in the 19 th and 20 th Centuries | 3 |

Required

A minimum of eight credit courses taken in the Social Sciences, Business/Management Studies and any other Arts disciplines.

300 Level

Compulsory

| | | |
|---------|--|---|
| HIS 301 | Nigeria from 1900 | 3 |
| HIS 302 | History Research Methodology I | 3 |
| HIS 303 | Nigeria during the Inter-War period | 3 |
| HIS 304 | USSR from 1905 – 1950 | 3 |
| HIS 305 | Economic History of the USA in the 19 th Century | 3 |
| HIS 306 | Comparative Industrial Growth USA, USSR, Japan, China and Britain | 3 |
| HIS 307 | History of the Commonwealth | 3 |
| HIS 308 | Africa and the outside world in the 20 th Century | 3 |
| HIS 309 | Problems and Prospects of Regional Economic Development in West Africa | 3 |

Electives

| | | |
|---------|---|---|
| HIS 310 | Japan from the Tokugawa to the Meji restoration | 3 |
| HIS 311 | Problems and issues in African Historiography | 3 |
| HIS 312 | Capitalism, Communism and Mixed Economy | 3 |

Required

Courses selected and taken in the Social Sciences, Business/Management Studies, or other Arts Disciplines.

400 Level

Compulsory

| | | |
|---------|--|---|
| HIS 401 | Nigeria from 1970 to the present | 3 |
| HIS 402 | History Research Methodology II | 3 |
| HIS 403 | Economic History of Nigeria in the 20 th Century | 3 |
| HIS 404 | O.A.U. A study of African International Relations | 3 |
| HIS 405 | Comparative Parliamentary Studies (Nigeria, Britain, France & India) | 3 |
| HIS 406 | Contemporary History of the Middle East | 3 |
| HIS 407 | Special Paper (Local History) | 3 |
| HIS 408 | War and Peace in the 20 th Century | 3 |
| HIS 409 | Long Essays (Total credits 5) | 3 |

14. Electives

| | | |
|---------|--|---|
| HIS 410 | History of Science and Technology from 1500 – 1980 | 3 |
| HIS 411 | Land and Labour in Africa 1850 – 1950 | 3 |
| HIS 412 | Philosophy of History | 3 |
| HIS 413 | Modern African Political Thoughts | 3 |
| HIS 414 | Post Cold War | 3 |

Required

If necessary, course/courses taken in the Social Sciences, Business/Management Studies or any Arts disciplines.

Course Synopses

HIS 101: Nigeria from 1500 to 1800

3 Credits

The course is to highlight historical developments in the Nigerian region from about 1500 to 1800 A.D. including state formation and inter-group relations in the areas of political, religious, economic and socio-cultural activities.

HIS 102: History of Africa From 1500 to 1800 AD

3 Credits

The course examines some of the internal and external factors of change and reactions to such changes in the Northern, Western, Eastern and Southern regions of Africa.

HIS 103: History of West Africa from 1500 to Present

3 Credits

The course highlights historical developments of the West African kingdoms and empires, the internal factors of change such as politics, agriculture, industry, trade and inter-group relations, as well as external factors of the Arabs and the Europeans, including the role and impact of Islam, Christianity, trade, colonialism, independence and the current struggle for survival.

HIS 104: North Africa from the first Conquest of Egypt to 1500 A.D.

3 Credits

A discussion of Egypt and the beginnings of civilization, its occupation by foreign powers including Libya, the Greeks and the Romans. The spread of Islam, the North African States, and their relations with West Africa will also be examined.

HIS 105: Introduction to Economic History

2 Credits

An examination of the general relevance of economic motivation and economic explanation for political and socio-cultural historical activities.

HIS 106: Islamic Revolution In West Africa

A general discussion of the state of Islam, its stages of development in West Africa as a religion of aliens, the traders, the rulers and the militant Scholars and Masses. The jihads of the Futas, Hausaland, Masinne and the Tukulors.

HIS 107: Archaeology of the Nok, Benin, Oyo and Igbo-Ukwu Areas

3 Credits

Credits

Archaeology, its meaning, development and methods. An exploration of the general principles and techniques of the discipline, the relevance of inter-disciplinary approach to the study of history, reconnaissance, excavation, artifact study and museums.

HIS 108: Major World Civilisations

3 Credits

A general survey of some of the major world civilizations and some of their major contributions to historical developments e.g. the Egyptians, the Arabs, the Greeks, the Romans, the Chinese and the Europeans.

HIS 109: Europe to the Age of Revolution 3 Credits
A survey of European history highlighting fundamental developments such as the early economic and social institutions, feudalism, the Renaissance, Reformation in the Christian Church, the Age of Discoveries, Mercantilism, the New Scientific views of the world, the Age of Enlightenment, the American and French Revolutions.

HIS 110: Blacks in the Diaspora 3 Credits
This is a study of the dark communities found outside Africa in other areas of the world, the factors of their dispersal and their role in contemporary world affairs.

HIS 111: History of Africa from 1000 – 1500 A.D. 3 Credits
The course examines the old empires and kingdoms that existed during this period in the Western Sudan, West Africa, North Africa, East Africa and Southern Africa; and the significance of trans-Saharan and post trans-Saharan contact and impact on the people.

200 Level

HIS 201: Nigeria from 1800 – 1900 3 Credits
The course examines some major developments, including internal and external factors which brought the Nigerian communities into a nation state.

HIS 202: Economic History of Nigeria in the 19th Century 3 Credits
A survey of the major units and institutions of production and distribution and their impact. The interaction and interconnection between economic activities and politics.

HIS 203: History of Southern Africa from C. 1400 to the present 3 Credits
A survey of internal developments in the South Africa region and the external factor of the Europeans as adventurers/explorers, settlers miners and rulers.

HIS 204: History of Latin America from 15th Century to the 20th Century 3 Credits
The early empires and civilizations: The Incas and the Aztecs (Peru and Mexico); contact with Europe from the times of their explorations, the Spanish and other colonialisms, the struggle for independence including the foreign factors. Developments after independence should also be highlighted, including the railway boom, the French adventure, as well as the 20th Century problems of governments in the area: revolutions and instability.

HIS 205: History of the U.S.A. since 1877 3 Credits
A survey of historical developments including the background of colonial America, the War for independence, the Civil war, Reconstruction, Discussion of Industrialisation, Migrations, the Emergence of America as a world power, America in World Affairs as influenced by internal and external factors and developments.

HIS 206: History of Russia in the 19th Century 3 Credits

The course discusses some historical developments in Russia highlighting Russia under Alexander I, Russia and the Ottoman Empire up to the Crimean War, 1853-56 and the effects of the war, Serfdom, and emancipation of 1861 under Tsar Alexander II. The growth of the press and universities and the emergence of a critical intelligentsia and revolutionary Marxism and industrialization in the late 19th century will also be discussed.

HIS 207: Africa and European Imperialism 3 Credits

This course will examine the internal and external factors and developments which created the setting both in Europe and Africa for European imperialism. It will also highlight its impact on Africa and the world generally.

HIS 208: History of East and Central Africa since 1800 A.D. 3 Credits

The course examines efforts of state formation and consolidation in this region analyzing the internal as well as the external factors of warfare and conquests, trade, the Arabs and the Europeans; imperialism, independence movements, regional organizations and the struggle for survival.

HIS 209: History of the Ottoman Empire and North Africa since 1590 3 Credits

The course surveys a general history of North Africa and the Ottoman empire since the 16th Century using the fall of Constantinople as a background, and highlighting subsequent developments of Ottoman Turkey in international relation to the Treaty of Kutchuk Kainarji 1774, affairs of the 19th century, such as the Crimean War, 1853-56 and the other crises, the Young Turks, 1908, the Balkan wars, 1911-1913, the First World War, the Middle East since 1945, the question of Israel, Zier 1956, the Arab League, the Sheiklydoms, Oil and International politics.

HIS 210: Europe from the French Revolution to 2nd World War 3 Credits

Discussion of the impact of the French Revolution on Europe and the subsequent developments leading to the First World War, the inter-war years and the second World War and their impacts.

HIS 211: Economic History of West Africa in the 19th And 20th Centuries

A general survey of the major economic developments and activities of the West African region in the 19th and 20th centuries highlighting the motivating factors of demand and supply from within, and the external factors of the Europeans and their industrial revolution, the pattern and nature of trade and the link between economic activities and political developments.

300 Level

HIS 301: Nigeria from 1900 – 1970 3 Credits

A study of 20th Century Nigeria, highlighting the increasing role of the European factor in the internal developments of the area, the fall of the indigenous state systems,

colonialism, decolonization, independence and the post-independence problems – crises, civil war and survival.

HIS 302: History Research Methods I 3 Credits

A detailed discussion of available sources of information, the methods of collecting, analyzing and evaluating historical data.

HIS 303: Nigeria During the Inter-War Period 3 Credits

A discussion of colonial Nigeria and her experience as a dependency, especially during the period of depression. Nationalism and development of political institutions will also be examined.

HIS 304: USSR from 1905 – 1950 3 Credits

The course examines the Russian Revolution, its antecedents, the roles of social Revolutionaries, Mensheviks and Bolsheviks; Lenin and his leadership; the Revolution of 1917, the Civil War, 1919 – 1920, Stalin and “Socialism in one Country”, Russia in the second world war, and the cold war.

HIS 305: Economic History of the USA in the 19th Century 3 Credits

A survey of economic development in the USA highlighting the issue of slavery, the civil war, and the reconstruction after 1865 and industrialization in the later 19th Century.

HIS 306: Comparative Industrial Growth U.S.A, USSR, Japan, China and Britain 3 Credits

This is to examine the different approaches adopted by the various industrial powers of the world, against their different backgrounds and settings, to achieve industrial development. The third world countries can see these approached as examples.

HIS 307: History of the Commonwealth 3 Credits

The course examines the process, arguments and activities by which the old British Empire ruled from Whitehall and how it has been transformed into a commonwealth of independent and friendly nations – the Imperial Federation idea, colonial conferences, 1897, 1902, 1887, 1911, the first world war and its effects, Imperial Conference 1917, 1921, 1923, 1926, the Balfour Declaration. 1931 statute of West Minister, the Empire – Commonwealth in the 1930s, World War II and its effects, independence of India, Pakistan, Ceylon, Malaya, Ghana, Nigeria etc. Modern Prime Minister, and other Commonwealth Conferences. The case of South Africa and the Commonwealth.

HIS 308: Africa and the outside World in the 20th Century 3 Credits

This course examines political and economic development within Africa as well as the international relations within the African countries on the one hand and between the African States and the outside world on the other. The processes of colonization, independence movements, neo-colonialism are highlighted as well as some of the effects of the African States in regional and continental organizations, to solve the problems of poverty and political instability.

HIS 309: Problems and Prospects of Regional Economic Development in West Africa 3 Credits

The course examines the various regional organizations in West Africa which have been set up by the joint efforts of West African States to facilitate economic developments. The problems encountered and the prospects of such efforts are discussed.

HIS 310: Japan from the Tokugara to the Meiji Restoration 3 Credits

A survey of the early history of Japan up to the era of Emperor Meiji, 1868 – 1912.

HIS 311: Problems and issues in African Historiography 3 Credits

This course examines the Historiography, meaning of History to the African, the written and non-written sources available for historical writing: works of Muslim writers, works of European and African Writers, oral tradition, Archaeology, Linguistics, Anthropology. Inter-disciplinary approach to the study of African history: African history and the Social Science; contemporary African history and politics.

HIS 312: Capitalism, Communism and Mixed Economy 3 Credits

This course examines the three types of economic systems of capitalism, communism and mixed economy, highlighting the modes of production and distribution and the problems associated with each type.

400 Level

HIS 401: Nigeria from 1970 to the present 3 Credits

This is a study of contemporary Nigerian history. The course examines the political, economic and social developments since the end of the Civil War; efforts of reconstructions, the oil boom, the second Republic, the military intervention, economic depression and current transition programme.

HIS 402: History Research Methods II (to be offered in the 1st Semester) 3 Credits

A critical analysis of historical source materials and the various methods and approaches to exposition. This should include practical exposure to the Library, the Archives, and Field Work for the collection of Oral tradition.

HIS 403: Economic History of Nigeria in the 20th Century 3 Credits

The course examines the factors of change and continuity in the patterns of economic activities in Nigeria: The political and economic antecedents, the colonial setting, the new pattern of demand, the infrastructural facilities and the exploitation of agricultural and mineral resources. Manpower needs, training and the issue of labour. The changing patterns of production units including capital accumulation, banking, industries and the role of the entrepreneurs – individuals, companies, multinationals and the government.

HIS 404: O.A.U. – A study in African International Relations 2 Credits

The course examines the origins, emergence, organization and the roles of O.A.U at various levels. The problems and prospects are also analysed and evaluated.

HIS 405: The Development of the Parliamentary Systems (Britain, France and India) 3 Credits

A comparative discussion of the parliamentary systems as practiced by Britain, France and India: Common trends and distinguishing differences are identified and explained against the varying historical experiences of the communities involved.

HIS 406: Contemporary History of the Middle East 3 Credits

This course examines the contemporary history of the Middle East. It highlights the second world war, the creation of Israel and the attendant problems, the Suez crisis, the Arab Leagues, Oil and International politics, the new trends of accord.

HIS 407: Special Paper 4 Credits

This is a documentary study of a historical topic selected from a range of options offered by experts in the department.

HIS 408: War and Peace in the 20th Century 2 Credits

The course examines the major world wars – first and second, the crises in Vietnam, the Middle East, Angola and Southern Africa, the emergence of the world super powers, the Cold War and threat to peace. It also examines the efforts to resolve world crises through international organizations – the League of nations, the United Nations Organisation and its agents and the competing World Block – NATO and the Warsaw Pact. The development of dangerous and expensive weapons by the super-powers against the background of poverty in the third world countries.

HIS 409: Long Essays 6 Credits

Original projects based on research. Topics are selected by students guided by their supervisors and approved by the department.

HIS 410: History of Science and Technology from 1500 – 1980 3 Credits

This is a survey course highlighting the developments which have taken place in Science and Technology.

HIS 411: Land and Labour in Africa 3 Credits

The course examines the issues of land and labour in Africa highlighting the traditional land tenure systems in Africa, the changing patterns of need in response to internal and external dynamics of change, e.g. population explosion, changing agricultural patterns (Plantations and Large holdings instead of small holdings), the European settler problems etc. and the emergence of Landless individuals and communities. It also highlights the history of labour from the stage of self-employment to hired (wage) and organized labour and their unions and government control.

HIS 412: Philosophy of History 3 Credits

The course examines the nature of history, its development as a discipline and its relevance to the society.

HIS 413: Modern African Political Thought 2 Credits

This course examines the origins, influences on, and the contents of modern African Political thoughts through their selected exponents.

HIS 414: Post Cold War

2.7 HISTORY, INTERNATIONAL LAW AND DIPLOMATIC STUDIES

2.7.1 Philosophy, Aims and Objectives of the Degree Programme

The subject matter of History and International Studies/History and Diplomacy Studies/History and Diplomacy/International Studies/Diplomacy is the study of the dynamics of societies and the international environment in which they exist. It seeks to understand the processes of international life and the trajectory of its development, and how it impacts on societies. It also studies the institutions i.e UN, AU, etc and the legal framework that have been introduced to strengthen the effectiveness of the diplomatic engagements among the members of the international community of states.

Note: History and International Studies, History and Diplomatic Studies; History and Diplomacy; International Studies and Diplomacy are the various nomenclatures in use. History, International and Diplomatic Studies (HIDS) is hereby recommended. Each university is free to adopt its own name.

2.7.2 Admission and Graduation Requirements

See Section 1.3 and 1.4

2.7.3 Learning Outcome

a) Regime of Subject Knowledge (As for other disciplines in the humanities).

b) Competence and Skills

The product of the programme should have the following practical skills:

- i) interpersonal skills such as communication skills;
- ii) ability to gather, organize and deploy data and information;
- iii) ability to identify, find, retrieve, sort and exchange information;
- iv) analytical skill and the capacity to consider and solve all kinds of problems;
- v) coherence, fluency, clarity of oral expression;
- vi) coherence, fluency, clarity of written expression.

c) Behavioural Attributes

A graduate of the programme should be able to demonstrate:

- i) knowledge of History, International Relations and Diplomacy;
- ii) knowledge of appropriate theoretical models in the field;
- i) knowledge of appropriate research methods;
- ii) Good and appropriate computing skills;
- iii) Creative knowledge of the socio-economic and political problems of a developing society in a globalizing world;
- iv) A good knowledge of the dynamics of a globalizing world;
- v) The ability to work in cooperation with others;
- vi) Good ethical behaviour.

2.7.4 Attainment Levels

The programme on History and International Studies/History and Diplomatic Studies/International Studies and Diplomacy should have the following components:

- i) provide a coherent core of knowledge in History, International Relations and Diplomacy
- ii) equip the students with knowledge and understanding of the different theories, approaches and perspectives.
- iii) Equip the students with knowledge and understanding of the different methods of data collections and analysis.
- iv) Equip the students with a good knowledge and skill in computing
- v) Equip the students with appropriate statistical and quantitative skills and ability to apply them to the analysis of socio-economic political and international issues.

2.7.5 Resource Requirements for Teaching and Learning

- a) Academic and Non-Academic Staff (See Section 1.6)
- b) Academic and Non-Academic Space (See Section 1.6)
- c) Academic and Administrative (See Section 1.6)
- d) Library and Information Resources (See Section 1.6)

2.7.6 Course Contents and Descriptions

| 100 Level | | Credit units |
|------------------|--|---------------------|
| GST | - Nigerian Peoples and Culture | - 2 |
| GST | - Use of English | - 2 |
| GST | - Introduction to Logic and Philosophy | - 2 |
| GST | - Science and Society | - 2 |
| GST | - Citizenship and elements at Government | - 2 |
| GST | - Introduction to Computer | - <u>2</u> |
| | | 12 |

1. Core Courses

| | | |
|--|---|---|
| African History Up to 1800 | - | 3 |
| Nigeria up to 1800 | - | 3 |
| Introduction to Political Science | - | 3 |
| Principles of Economics | - | 3 |
| History of International Relations and Diplomacy | - | 3 |
| Introduction to International Law | - | 3 |
| Introduction to Nigeria Government and Politics | - | 3 |

| | | |
|--|---|-----------|
| Introduction to African Politics | - | <u>3</u> |
| | | 24 |
| 2. Two Elective Courses out of the following | | |
| French | - | 3 |
| Introduction to Sociology | - | 3 |
| Introduction to Psychology | - | 3 |
| Introduction to Management | - | 3 |
| Nigerian Legal System | - | <u>3</u> |
| | | 15 |
| 200 Level | | 36 |
| Core Courses | | |
| African History Since 1800 | - | 3 |
| Introduction to Entrepreneurship skills | - | 3 |
| Principles of International Law | - | 3 |
| Nigeria Since 1800 to Independence | - | 3 |
| International Political Systems | - | 3 |
| Nigerian Foreign Service and Diplomacy | - | 3 |
| Slave Trade and the African Diaspora | - | 3 |
| European History and Diplomacy in the 19 th and 70 th Centuries | - | 3 |
| American History and Diplomacy in the 19 th and 20 th Centuries | - | <u>3</u> |
| | | 30 |
| Two Elective Courses out of the Following | | |
| Archaeology | - | 3 |
| Intermediate French II | - | 3 |
| African Economic History and International Relations | - | 3 |
| Post-Independence Nigerian Politics | - | 3 |
| Introduction to Bargaining and Conflict Resolution | - | 3 |
| Administrative Law | - | 3 |

300 Level

Core Courses

| | | |
|---|---|-----------|
| The Third World in International Relations | - | 3 |
| Theory and Practice of Modern Diplomacy | - | 3 |
| Research Methodology | - | 3 |
| International Economic Relations | - | 3 |
| Nigeria Foreign Policy | - | 3 |
| International Organisations, Non-State Actors in International Relations | - | 3 |
| International Relations and Diplomacy of the Major Powers | - | 3 |
| Theories of International Relations | - | <u>3</u> |
| | | 24 |

Four Elective Courses out of the following

| | | |
|--|---|---|
| Soviet and Russian Foreign Policy | - | 3 |
| Colonialism and Imperialism in Africa | - | 3 |
| History of Industrial Revolution | - | 3 |
| Regional Integration and International Relations | - | 3 |
| Political Behaviour | - | 3 |
| Foreign Policies of the World Powers | - | 3 |
| Introduction to Contemporary Strategic Studies | - | 3 |
| Modern European Political Thought | - | 3 |
| Modern African Political Thought | - | 3 |

400 Level

Core Courses

| | | |
|---|---|---|
| Research Project | - | 6 |
| History of the Commonwealth | - | 3 |
| Diplomatic and Consular Law | - | 3 |
| The European Union and the Developing Countries | - | 3 |
| The OAU and the AU in African International Relations | - | 3 |

| | | |
|--|---|-----------|
| Multilateral Institutions in World Politics and Economy | - | 3 |
| The United Nations and World Affairs | - | 3 |
| Foreign Policies and Diplomatic Practice of African States | - | <u>3</u> |
| | | 28 |

Four Elective Courses out of the following

| | | |
|---|---|---|
| Politics of Underdevelopment | - | 3 |
| Politics of Francophone Africa | - | 3 |
| Development Administrative and the MDGs | - | 3 |
| Public Policy Analysis | - | 3 |
| Terrorism and International Politics | - | 3 |
| Advanced Bargaining and Conflict Resolution | - | 3 |
| Regional Cooperation and Integration in West Africa | - | 3 |

100 Level Semester I

Core Courses

HIDS Introduction To Political Science

This course introduces students to the nature of politics and how it is played. It emphasizes the issues of political discourse and practice. It also introduces students to the language and basic concepts of Politics. The student is later introduced to the methods of Political Science.

HIDS Africa Up To 1800

This course deals with key issues in the history of Africa up to 1800 such as the origin of man on the continent and the development of early African civilizations-including the Stone and Iron Age developments. Other leading themes examined include the introduction and influence of Islam and Christianity on the continent, the beginnings of European incursion, Ottoman rule in Egypt and the rise of the Mameluks.

HIDS Foundations Of Political Economy 3 Credits

Examination of the relationship between politics and economics. Economics and determinants of politics. Class analysis and political power relations. Production and politics with emphasis on the development of law in any given society.

- HIDS History of International Relations and Diplomacy 3 Credits**
It discusses the meaning and scope of international relations, sources of international law, forms of interaction between nation-states, foreign policy as well as distinction between international relations, international politics and international political system. It also examines the origins, functions and limitations of diplomacy, types of diplomacy: traditional, conference, preventive diplomacy etc. Diplomatic relations, negotiations etc.
- HIDS Introduction to International Law 3 Credits**
The course discusses the meaning, nature and scope of Law as it relates to concepts of morality, justice and religion. It features various schools of thoughts in jurisprudence as it relates to its nature. The course also examines functions of law, its classifications and canons of interpretation. It also touches on its essential features such as legal research, law reporting system as well as the concept of judicial precedent as it concerns the development of law in any given society
- HIDS Introduction To Nigerian Government & Politics 3 Credits**
Survey of approaches to the study of Nigerian Government and Politics as well as the basic features of pre-colonial, colonial and post-colonial systems of government.
- HIDS Introduction To African Politics 3 Credits**
The origins, nature and problems of African Politics; problems of colonialism, neo-colonialism and apartheid. Succession to power, military rule etc, Africa's lingering dependence on the former metropolis, and Africa in International Politics
- Elective Courses**
- HIDS Practical French I 3 Credits**
Introduction to French Alphabets and numeracy for effective communication (written and oral), Conjugation and simple sentence construction based on communication approach, Sentence construction, Comprehension and reading of simple texts.
- HIDS Introduction to Sociology 3 Credits**
Introductory analysis and description of social structure and dynamics of human society. Field of Sociology; Sociology and other Social Sciences. Basic concepts and principles of Sociology.
- HIDS Introduction to Psychology 3 Credits**
Introduction to the relationship between the functioning of social systems and the behaviour and attitude of individuals.
- HIDS Introduction to Mangement 3 Credits**
Basic concepts in management; management principles; functions of the manager; planning and organization; span of control, departmentalization, line and staff

authority; staffing; selection of managers; appraisal of managers; development and training of managers; direction and leading; motivation; leadership, communication, controlling, the system and process of controlling, special control techniques; recent development of control process; the Nigeria environment problems; transferability of the management system.

HIDS **Nigerian Legal System** **3 Credits**
This examines the meaning of legal framework or structure of a given society. It discusses the peculiar features/characteristics of the Nigerian Legal system. It touches on the historical development of legal system and its operation in Nigeria, the sources of Nigerian law as well as the peculiar complex nature of Nigerian legal system. It also looks at administration of justice vis-à-vis the hierarchy of various courts of law in Nigerian society.

200 Level
HIDS **African History Since 1800** **3 Credits**
This is a study of topics such as external influences on Africa in the nineteenth century, the replacement of the slave trade with trade in natural produce, the west African jihads of the nineteenth century, the founding of Liberia and Sierra Leone, the influence of seyyid Said of Oman on the economy of the East African coast, the Mfecane and the Great Trek. Other themes examined include the modernization of Egypt, the Scramble for Africa, the sustenance of Ethiopian independence during the period of European imperialism, the colonization and decolonization of the continent, the problems of nation-building, neo-colonialism, the rise of military dictatorship and arrested development.

HIDS **Introduction To Entrepreneurial Skills** **2 Credits**
Introduction to entrepreneurship and new venture creation; Entrepreneurship in theory and practice; Opportunity and Forms of business, Staffing, Marketing and the new venture; Determining capital requirements, Raising capital; Financial planning and management; Starting a new business, Feasibility studies; Innovation; Legal Issues; Insurance and environmental consideration. Possible business opportunities in Nigeria.

HIDS **Principles of International Law** **3 Credits**
It examines the meaning, nature and scope of International law. It looks into the sources, subjects and the jurisdictions of these subjects of international law as well as international law concepts such as recognition and its legal effects, state immunity, law relating to wars, treaties, diplomatic practices, human rights law, environment law, economic/trade and law of the seas. It also examines the various principles of international law to municipal level.

HIDS **Nigeria Since 1800 to Independence** **3 Credits**
This course discusses themes such as the growth of the palm-oil trade in the Niger Delta and European influence in the region, the establishment of the Sokoto Caliphate, Christian missions in southern Nigeria and their impact, the Yoruba

states in the nineteenth century, British conquest of the indigenous systems, the establishment and practice of colonial rule, the nationalist movement, constitutional developments and decolonization and post-colonial developments such as the political crisis of the 1960s, the advent of military dictatorship, and the civil war. The course also highlights the major developments in post-war Nigeria, up to the dawn of the new millennium.

- HIDS** **International Political Systems** **3 Credits**
Actors and their behaviour within the international political arena. Conflict resolution etc.
- HIDS** **Nigerian Foreign Service And Diplomacy** **3 Credits**
Examines the meaning, origin and development of Nigeria's foreign service. It looks into its roles, problems and prospects in the changing Nigerian environment; the Nigerian ambassador and his tasks; and career Vs Non-Career Diplomats.
- HIDS** **Slave Trade And The African Diaspora** **3 Credits**
This is a study of the black communities scattered outside Africa in other continents of the world, the factors of their dispersal; the era of their emancipation, and their role in contemporary world affairs, as well as African cultural survivals in other parts of the world.
- HIDS** **European History And Diplomacy In The 19th And 20th Centuries** **3 Credits**
The course discusses major themes in the diplomatic and political history of Europe during the period under consideration. These themes include the German and Italian unifications, the Alliance system and its impact on European politics, the First World War, post-war peace treaties, the formation of the League of Nations, the Great Depression, the New Deal, the rise of Fascist regimes in Europe and the problems of security in the inter-war years. Other important issues examined include World War II and the subsequent rise of the Cold War, NATO, the Warsaw Pact and the growth of American influence in Europe. The course terminates with the collapse of Communism and the end of the Cold War.
- HIDS** **American History And Diplomacy In The 19th And 20th Centuries** **3 Credits**
The course examines key issues in Latin American history since the exploration of the New World by Europeans at the end of the fifteenth century. These include the conquest, colonization and decimation of the indigenous society by Europeans; the development of the plantation system and the importation of African slave labour; independence from Spain and Portugal; American influence and the growth of revolutionary movements; the Cuban revolution and its impact on the region.

Elective Courses

- HIDS Introduction to Archaeology 3 Credits**
This is an introductory course. No previous knowledge of the subject is assumed. It addresses such basic issues as the growth of archaeology, archaeological evidence, its potentials and limitations; archaeological theory, concepts and methods, interpretations and reconstruction. The relationship between archaeology and other disciplines, and the uses and abuses of archaeology will be treated.
- HIDS Practical French II 3 Credits**
In this course, emphasis is laid on the objective of the practical use of French language by the students. The course is designed to facilitate the ability of the students to read French texts and freely in the French language.
- HIDS African Economic History And International Relations 3 Credits**
The course reveals the existing range of interest and insight one has come to expect from the African continent. It encompasses a wide variety of subjects from birth control to the impact of Marxism on African ideologies, from energy crisis in world politics to the fortunes of the East African Community, from the Slave trade and the black Diaspora to the fight against dependency. It also stimulates thought, dissension and reading on Africa's relations with USA, Russia, Western Europe, Asia, Middle East, UN, etc.
- HIDS Post – Independence Nigerian Politics 3 Credits**
The federal arrangement and division of power, critical issues in Nigerian politics i.e. Census, elections; education; representation and representativeness, ethnic relations, revenue allocation.
- HIDS Introduction To Bargaining And Conflict Resolutions - 3 Credits**
The course introduces students to the fundamentals of bargaining and conflict resolution in the international system. It surveys the key issues of dependency and vulnerability; power; the concept of core and periphery states; their spin-off effects on the economy and politics, etc, as determinants of bargaining capacity in the international system. The course also explains the basic theories of conflict and the determinants of conflict.
- HIDS Administrative Law 3 Credits**
Evolution of administrative law, sources of Administrative law, the relation of administration to politics and the political process; administrative behaviour in various international settings; interplay of political institutions and administrative patterns of political institutions and administrative patterns of behaviour; study of personnel administration, decision-making in bureaucratic organisations.

300 Level Core Courses

- HIDS The Third World In International Relations 3 Credits**
This is a study of the emergence of the Third World countries and their impact in world politics. Topics for analysis include imperialism, colonialism, decolonization and neo-colonialism, determinants of foreign policy making in Third World countries, the demand for a New International Economic Order (NIEO), the politics of the North-South Dialogue, Non-alignment, the politics of Debt crises, the diplomacy of Afro-Asian blocs in the United Nations and other multilateral international organizations and institutions.
- HIDS Theory and Practice of Modern Diplomacy 3 Credits**
The course deals with the problem of definitions, historical development of diplomatic practice, diplomacy as a foreign policy, the foreign officer, diplomatic representation, function of diplomacy, diplomatic career, etc. It also examines trends in diplomatic practice, diplomatic language and documents, diplomatic immunities and privileges.
- HIDS Research Methodology 3 Credits**
Studies concept and methods of social science, especially of political science; philosophy of science; presuppositions, aims and history of procedures and methods; publication of investigative results; required of all majors.
- HIDS International Economic Relations 3 Credits**
The course begins with a discussion of prominent economic theorists as Adam Smith, Stewart Mill, Milton Friedman, Herbert Stein, etc. The aim is to establish the basis for the present global economic system, the development of macroeconomic policies, trade and industrial policies. The course would further examine the politics of inter-dependence among industrial countries, trade blocs and impact on third world economies.
- HIDS Nigerian Foreign Policy 3 Credits**
Basic principles underlying Nigeria's foreign policy; Nigeria's role in Africa, her relations with the Great Powers, and her role in the UN; and the Commonwealth, ECOWAS etc. Major factors, internal and external, shaping the foreign policy of Nigeria; the role of political parties, the press, parliament, public opinion in formulation of policy, the role of the foreign service, and Federal Executive Council in the foreign policy process; presidential system and Nigerian foreign policy under the Second Republic; the role of the Executive office of the President etc. Nigerian Foreign Policy under Military Rule. Selected key issues in Nigerian Foreign Policy
- HIDS International Organisation and Non-States Actors in International Relations 3 Credits**
The course is a study of the historical origins of international organizations and their roles in the maintenance of international peace and security as well as the

promotion of world development. Beginning with a study of antecedents of international organizations, the course discusses the historical circumstances leading to the formation of modern international organizations as the League of Nations and the United Nations Organizations and the Commonwealth, OAU, ECOWAS, the role of non-state actors in international relations, political movements such as the Palestinian Liberation Organization (PLO), the Irish Republican Army (IRA), the National Liberation Front (NLF) and South West African Peoples Organisation (SWAPO), ANC and multinational corporations as actors in international relations.

HIDS International Relations And Diplomacy Of The Major Powers 3 Credits
This course deals with the evolution of the foreign policies of the major powers, their impact in shaping the international system and Africa's place in their foreign policy considerations. It examines specifically the foreign policies of the United States of America, Britain, the Soviet Union (Russia), France, Germany and Japan, China.

HIDS Theories Of International Relations 3 Credits
An examination of the following basic concepts and theories: Power, Conflict and Cooperation Systems Theory; Linkage Politics; the Theory of Coalitions and alliances; Games and Simulation, Theory of Imperialism, Realist Theory, Behavioural Theory, Radical Theory, etc.

Elective Courses

HIDS Soviet And Russian Foreign Policy 3 Credits
Foreign policy of the Soviet state up to the collapse of the Soviet Union in 1989 African Policy. Emphasis is on the 19th. Russia's role in contemporary world affairs, Soviet and Russian Diplomatic Practice, the Arms Race, Russian African Trade etc.

HIDS Colonialism And Imperialism In Africa 3 Credits
The course examines various theories of colonialism and imperialism, and African reaction. The course ends with a study of the mode of transfer of power from colonial to independent status.

HIDS History of Industrial Revolution 3 Credits
The course deals with the history of Industrial Revolution of Britain and the major continental approach, focusing on the stages, varieties and trans-national interdependence of growth, treating besides industry and technology, the associated revolutions in population, commerce, class structure, social mobility and impact of African.

HIDS Regional Integration And International Relations 3 Credits
This course explores the role of regional integration, functional and neo-functional theories of integration, the formation of the Organisation of African

Unity (OAU), and ECOWAS and other regional organizations, the Prospects of African Economic Union, the Imperatives of the African Union (AU) and NEPAD.

HIDS Political Behaviour 3 Credits
Basic understanding of political culture, and related social aspects of political behaviour like political participation, etc.

HIDS Foreign Policies of The World Powers 3 Credits
Selected foreign policy issues and initiatives of the world powers e.g. USA, Britain, France, former USSR (now Russia) etc. the key issues in their foreign policies, North South Dialogue, International Aid, Conflict Resolution, Peace keeping, Unilateralism, etc.

HIDS Introduction to Contemporary Strategic Studies 3 Credits
The course begins with explanation of the nature of strategic studies, its meaning and assumptions underlying contemporary strategic thought. The course further discusses the evolution of strategic thinking, against the background of the historical circumstances that acted as their determinants.

HIDS Modern European Political Thought 3 Credits
The course deals with the evolution of various modern European political thought, the historical circumstances of their development and impact on the international system. It examines the concept of communism, socialism, democracy, totalitarianism, etc, their features, and how they have shaped the contemporary world.

HIDS Modern African Political Thought 3 Credits
This is an examination of the various schools of African Political Thought. There will be detailed thematic study of the political thought of prominent African leaders: Nkrumah, Azikiwe, Nyerere, Senghor, Samora Marchel, Kenyatta, Mandela etc. Main theories: Liberation, Independence, Human dignity, African Socialism, African Unity, Continental government in Africa, etc.

400 Level Semester I

HIDS Research Project 6 Credits
Designed to allow students to embark upon independent research in such fields and on such topics as may be agreed between the student and his or her instructor.

HIDS History Of The Commonwealth 3 Credits
This course examines the particulars of the Commonwealth as an example of a modern multilateral diplomatic organization against the background of its history, development and changing nature from British domination. The course also examines the place of the Commonwealth in conflict resolution among member states, the significance of its Commonwealth Heads of Government Meeting

(CHOGM), Games and in relation to Africa, the role of the Commonwealth in NEPAD and the aspiration of the Millennium Development Goals (MDGs).

- HIDS Diplomatic and Consular Law 3 Credits**
It deals with the governing diplomatic representation, diplomatic immunity and privileges, consular agents, special missions and representation in international institutions.
- HIDS The European Union And The Developing Countries 3 Credits**
The evolution of the European Union and its relationship with the developing world is the focus of this course. The course discusses how the conflict and alliance system in Europe, especially since the nineteenth century, culminated in the Treaty of Rome through which was born the European Economic Community (later European Union). The activities of the EU and its organs in its efforts to bring about European integration are treated. In its treatment of the relationship between the EU and the developing countries, particular attention is paid to the Lome Convention.
- HIDS O.A.U – A Study In African International Relations 3 Credits**
This is a study of the factors that led to the formation of the O.A.U and the role which the organization has played in the promotion of African International Relations since 1963. The course examines the agencies of the O.A.U. and their roles in the promotion of the ideals for which the O.A.U. was founded. Attention is paid to the role of the O.A.U. in the management and resolution of conflicts in Africa and the promotion of good and peaceful neighborliness, among African States.
- HIDS Multilateral Institutions In World Politics And Economy 3 Credits**
This course examines the view that one of the architects of the Keynesian world order after World War II was the Bretton Woods agreement, which created a number of institutions, including the International Monetary Fund (IMF) and International Bank for Reconstruction and Development (IBRD) – also known as the World Bank – in the immediate post-war period. The course highlights the objectives of these financial institutions and their increasingly central role in shaping the world economy, especially those of the developing countries, based on a neo-liberal ideology. The course also examines the criticisms often made against these institutions, including the claim that they are being used as instruments for the imposition of Western perceptions of development on the developing countries and the aggravation of poverty in these countries through the emphasis on a market-led development model.
- HIDS The United Nations and World Affairs 3 Credits**
This course takes a holistic view of the global situation with the United Nations at the apex of the system. A general overview is given of the origin, structure, functions and powers of the UN. The main organs are studied, including the General Assembly, Security Council, Secretariat, Trusteeship Council, Economic

and Social Council; their role in maintaining world peace in pursuance of UN objectives. The role of the super powers in shaping and implementing UN policies throughout the world. The course raises issues as to the UN lack of progress in Africa during the last few decades. Specific examples are drawn from Angola, Somalia, Rwanda, Liberia and Sierra Leone.

- HIDS Foreign Policies And Diplomatic Practice Of African States 3 Credits**
Foreign policy concerns of African States taking into consideration the sub-regions-West, East, North and Southern African, and the pattern of their diplomatic practice.
- HIDS Politics Of Underdevelopment 3 Credits**
A critical review of political process in development countries including problems arising in transition from traditional societies to modern industrial states and the typical patterns of political change. The centre-center, center-periphery, periphery-periphery analysis.
- HIDS Politics Of Francophone Africa 3 Credits**
Studies government and politics of selected Franco phone African States especially those surrounding Nigeria.
- HIDS Development Administration And The Mdgs 3 Credits**
The context of development administration; developing theories and theories in development administration; development strategies; public enterprises and development processes; development at the national, state and moral levels; international development strategies; capacity building for management and development; administrative and managerial aspects of development; and development administration in Nigeria; Issues, problems and prospects.
- HIDS Public Policy Analysis 3 Credits**
Theories of the policy process. Contemporary problems in policy formulation, implementation and evaluation. Concepts and strategies in planning, programming and budgeting; cost effectiveness and cost-benefit analysis.
- HIDS Terrorism and International Politics 3 Credits**
This course is an exploratory study of the nature, character and manifestations of insurgencies in history and the methods that were adopted to counter them. The aim is to acquaint the student with the prevalence of rebellious uprisings in various ramifications, and the evolution of strategies to tackle them. Issues that would be discussed include: the British civil war, the Spanish Civil War, the American Civil War and the French Revolution, various rebellious uprisings in pre-colonial Africa and post-colonial Africa, etc.
- HIDS Advanced Bargaining And Conflict Resolutions 3 Credits**
Means and Methods of conflict resolution using specific and notable conflicts across the globe.

HIDS

Regional Cooperation and Integration In West Africa

3 Credits

This course begins with an explanation of the concepts of co-operation and integration. It discusses in historical perspective prospects of cooperation and integration in west Africa culminating in the formation of ECOWAS. The course further examines the prospects and problems of ECOWAS as an experiment in regional co-operation and integration

2.8 ISLAMIC STUDIES

2.8.1 Philosophy, Aims and Objectives of the Degree Programme

Islamic Studies has been a subject of study for over ten centuries in different parts of Nigeria. Scholars are still working on it with remarkable successes even outside the university settings. The levels of attainment of such establishments and scholars pose a challenge and serve as a spring board for the academic study of Islam in the universities. They also constitute study areas for the undergraduate students in the universities. Interdisciplinary overlaps do exist between the discipline and others like Arabic, History, Sociology and Anthropology as well as Law. Economics is one recent discipline that has benefited from the cross-fertilisation of ideas with Islamic Studies. Nigeria, indeed, is a favourable environment for the study of the subject. Some universities offer a few components of Islamic Studies with other components of other religions for a degree in Religious Studies.

The philosophy of the programme may be stated as follows:

In a country where Islam is a way of life for a large proportion of its population, where its study is mandatory for every believer, a study of it as an academic discipline becomes significant. A high level of competence in it becomes a great service seriously needed by the Nigerian society.

Islamic primary sources are in Arabic. This explains why proficiency in the language is crucial to the proper understanding and competence in the Islamic Studies discipline. Students should be able to read and digest the primary sources of Islamic Studies which are the Qur'an, the Hadith and Fiqh as they are in the source language.

Proficiency in English is crucial for the purpose of participating in the modern trends in Islam which are usually advanced studies in secondary European sources. A Nigerian graduate of Islamic Studies is one who is capable of obtaining knowledge from the source material and one who can impart it and marshal arguments in a world language.

The aims and objectives of the Bachelor of Arts degree in Islamic Studies should be:

- i) To acquaint the student with the broad outlines of Islam as a religion and as a way of life.
- ii) To prepare the student to understand Islam as a culture and civilization.
- iii) To present Islam to the student as it is in its original sources of the prophets particularly the Qur'an and Sunnah.
- iv) To sustain rigorous academic research into all issues affecting contemporary Muslim communities with focus on Nigeria.

- v) To place Islam in the context of other world religious traditions, especially those that are relevant to Nigeria.
- vi) To prepare the student who will progress to postgraduate level with intellectual capabilities and imaginative thoughts.
- vii) To produce graduates that would adequately fit into establishments of administration, Islamic legal departments, teaching at various levels, and the Foreign Service.

2.8.2 Admission and Graduation Requirements

- i) 4-Year or Eight-Semester Degree programme. The Senior Secondary Certificate (WAEC/NECO), GCE Ordinary level and other recognized equivalents with a minimum of five credit passes including Islamic Studies and English Language.
- ii) 3-Year or Six-Semester Degree programme.
 - a) Two passes at the General Certificate of Education (GCE) Advanced level or its equivalents with credit passes in three other subjects at the Ordinary level or equivalent including English language. One of the Advance level subjects should be Islamic Studies.
 - b) Two passes at the IJMB examination or the equivalent including Islamic Studies with ordinary level or the equivalent including English language.
 - c) Any other relevant two-year post-secondary Diploma recognised by the Senate of the university.
 - d) Students without Ordinary Level in Arabic language should register for a non-credit compulsory Basic Arabic. No student will be allowed to proceed to 200 level without having passed the Basic Arabic courses.

2.8.3 Learning Outcome

a) **Regime of Subject Knowledge**

Students' should have regular contacts with lecturers through lectures.

Student' participation should be encouraged through discussion in the class.

Tutorial part of teaching should be rigorously pursued.

Students' work should be assessed regularly and returned to them for personal improvement. Students should be encouraged to undertake field trips to observe how Islam is practised, and see present and old centres of Islamic learning, edifices and other Islamically based historical places.

Students should be exposed to films relevant to the history and practice of Islam.

b) Competence and Skills

Learning outcomes of the degree in Islamic. Studies will include the following:

- i) Ability to read Islam in the source language.
- ii) Ability to analyse text and pass a sound judgement.
- iii) Ability to understand and justify differences of opinion on the practice or interpretation of Islam.
- iv) Ability to give legal opinion on Islamic judicial matters.
- v) Ability to refute misconceptions that may arise from some scholars' understanding of Islam.
- vi) Ability to evaluate the role of Nigerian non-University scholars to the understanding of Islam.
- vii) Ability to embark on a research with due supervision.

c) Behavioural Attributes

Generic skills that could be acquired after a degree in Islamic Studies include:

- i) independence of mind
- ii) self-discipline
- iii) self-direction
- iv) creativity
- v) initiative
- vi) logical reasoning
- vii) ability to work without close supervision
- viii) intellectual honesty, integrity and maturity

2.8.4 Attainment Levels

The following levels of attainment are anticipated to be reached by graduates of Islamic Studies who are trained through this benchmark:

- a. Command and versatility in the greatest part of the body of Islamic Studies.
- b. Ability to develop and sustain argument on Islamic thought
- c. Capability in Islamic jurisprudence
- d. Good knowledge of Islamic Sufis and its orders
- e. Argue with authority on Islamic history
- f. Awareness of continuity and change over extended time span in the Islamic literary tradition
- g. Ability to work in collaboration with others as a group
- h. Ability to resolve problems of ideological differences
- i. Ability to undertake an independent research project with due supervision

2.8.5 Resource Requirements for Teaching and Learning

- a) Academic and Non-Academic Staff (see Section 1.6)
- b) Academic and Non-Academic Space (see Section 1.6)

- c) Academic and Administrative (see Section 1.6)
- d) Library and Information Resources (see Section 1.6)

2.8.6 Course Contents and Descriptions

100 Level

In the first year, students are to take 10 credit units in Islamic Studies as follows:

- ISL 101 – 2 Credits
- ISL 102 – 2 Credits
- ISL 103 – 2 Credits
- ISL 104 – 2 Credits
- ISL 105 – 1 Credit
- ISL 106 – 1 Credit

Students without “O” Level in Arabic Language have to register for a Non-Credit compulsory Basic Arabic: No student will be allowed to proceed to the course in Level 200 without passing the Basic Arabic Course. Also, all students have to register for and pass compulsory General Studies courses. No student will be eligible for the award of the Bachelors degree without passing these courses.

200 Level

In the second year students take 10 credit units in Islamic Studies as follows:

- ISL 201 – 3 Credits
- ISL 202 – 2 Credits
- ISL 203 – 2 Credits
- ISL 204 – 2 Credits
- ISL 205 – 1 Credit

300 Level

- a) In the third year, students taking Islamic Studies as a Special Honours subject are to take a minimum of 30 Credits in Islamic Studies as follows:

- ISL 301 – 2 Credits
- ISL 302 – 2 Credits
- ISL 303 – 2 Credits
- ISL 304 – 2 Credits
- ISL 305 – 2 Credits
- ISL 306 – 2 Credits
- ISL 307 – 2 Credits
- ISL 308 – 2 Credits

In addition, Special Honours Students are to select fifteen credit units from the following offerings:

ISL 300 – 3 Credits
ISL 310 – 3 Credits
ISL 311 – 3 Credits
ISL 312 – 3 Credits
ISL 313 – 3 Credits
ISL 314 – 3 Credits
ISL 315 – 3 Credits
ISL 316 – 3 Credits
ISL 317 – 3 Credits
ISL 318 – 3 Credits
ISL 319 – 3 Credits
ISL 320 – 3 Credits

- b) Combined Honours students are to take a total of 12 credit hours in Islamic Studies approved by the Department and selected from the following courses: ISL 301 – 2 credits, ISL 302 – 2 credits, ISL 303 – 2 credits, ISL 304 – 2 credits, ISL 305 – 2 credits, ISL 306 – 2 credits, ISL 307 – 2 credits, ISL 308 – 2 credits.
- c) Students taking Islamic studies as Subsidiary subject are to take 6 credits of courses as follows: ISL 303 – 2 credits, ISL 304 – 2 credits, ISL 305 – 2 credits.

400 Level

- a) Special Honours Students are to take ISL: 419 Research Project, 6 credits, in addition to 12 credits of Special papers selected from ISL – 409, 3 credits, ISL – 410, 3 credits, ISL: 411, 3 credits, ISL: 412, 3 credits, ISL: 413, 3 credits, ISL: 414, 3 credits, ISL 415, 3 credits, 416, 3 credits, ISL: 417 3 credits, ISL 418, 3 credits. To make up the required number of credits for the fourth year, the students are also to take 12 credits approved by the Department and selected from ISL: 410, 2 credits, ISL: 405, 2 credits, ISL: 406, 2 credits, ISL: 407 2 credits, ISL: 408, 2 credits.
- b) Combined Honours students are to take 12 credits in Islamic studies as approved by the Department and selected from the following: ISL 401, 2 credits, ISL 402, 2 credits, ISL 403 2 credits, ISL 404, 2 credits, ISL 405, 2 credits ISL 406, 2 credits, ISL 407, 2 credits ISL 408, 2 credits.
- c) Students taking Islamic Studies as subsidiary subjects are to take 6 credits from the following: ISL 401, 2 credits, ISL: 402, 2 credits, ISL: 404, 2 credits.

Detailed Outline of the Four Year Degree Programme in Islamic Studies

1. Qur'anic Studies

a) Level 100: ISL: 102 Studies on the Qur'an (2 credits)

- i) The revelation, compilation and the arrangement of the Qur'an in detail.

- ii) The Makka and Madinan Suwar (Chapters)
- iii) The essence of the Aur'anic Message.
- iv) Selections from al-Aur'an:
 - 1) Surat Al-Muzzammil – Chapter 73
 - 2) Suratal-Muddaththir – Chapter 74
 - 3) Surat Al-cAlaq – Chapter 96

Selections are to be done from the different chapters of the Qur'an from year to year.

b) Level 200 ISL: 202 Textual Studies of the Qur'an Hadith (2 Credits)

- i) Salat
- ii) Zakat
- iii) Sawm
- iv) Hajj

c) **Level 300** Three courses on Quranic Studies: two main and one special course. Each main course carries 3 credits.

ISL 304: Studies on the Qur'an (2 Credits)

- i) Studies of the traditional and intellectual types of tafsir.
- ii) Aspects of the Sunni, Shi'ah and Mu'tazilah tafsir.

ISL 306: Textual Studies of the Qur'an and Hadith (2 Credits)

- i) Tafsir of surat al-Baqarah verses 12-227
- ii) Tafsir of Surat Al-Nisa'l verses 1-25
- iii) Selections of twenty Hadiths from the collections of al-Buhhari and Muslim on various topics.

ISL 316: Advanced Studies of the Qur'an (3 Credits)

Special Honours Courses:

- i) Basic guidelines for the study of the Qur'an
- ii) Various readings of the Qur'an, the development of science of Quira'at.
- iii) The significant characteristics of the Qur'an.
 - 1) Its Universal features.
 - 2) Comprehensiveness
 - 3) Fitra (Suitability to inborn human nature).
 - 4) Unity of Chapters.
- iv) The Qur'an as the basic source of the Shair'ah.
- v) Qur'anic principles for the establishment of good society.

d) **Level 400:** Four courses on Qur'anic Studies, two main courses, one weighing 2 credits, the other weighing 3 credits each.

ISL 404: Studies on the Qur'an (2 credits)

- i) Comprehensive study of Surat al-Ahzab - Chapter 33.

ISL 407: Textual Study of the Qur'an and Hadith (1 Credit)

- i) A comprehensive study of Surat al-Nur chapter 24.
- ii) Selections of (20) twenty Hadith from Sihah al-Sitta.
- iii) Selection from tafsir and commentaries on Hadith especially the contribution of West African Scholars such as Diva al-Ta'wil.

ISL 415: Textual Studies of the Qur'an and Hadith (3 Credits) – Special Honours Course

Special chapters and verses from the Qur'an and selected chapters from the famous six collections of Hadiths to be taken for detailed study.

ISL 416: Selected topic from the Qur'an (Special Honours Course) 3 credits

Topics to be specified for special study in the light of Qur'anic injunctions. Preference should be given to the current issues and urgent problems of Muslim Community e.g.

- i) Family Planning
- ii) Banking and Insurance
- iii) Human Rights etc.

2. Hadith Studies:

a) **Level 100 – ISL 103 Studies on the Hadith 2 Credits**

- i) The definition of Hadith and Sunnah and their importance in Muslim life.
- ii) The development of Hadith from forgery, fabrication and method of sifting Hadith (al-jarh wal-ta'dil).
- iii) Selection from Hadith – 20 Hadith to be taken from Buhkari and Muslim

b) **Level 200:** The course on Hadith is integrated into ISL 202 weighing 2 credits, one credit each for Qur'an and Hadith.

c) **Level 300:** There are two courses on Hadith studies; one course (main), weighing 2 credits and the other special Honours course weighing 3 credits.

ISL 305: Studies on Hadith (2 Credits)

- i) The study of the terminology of Hadith and method of its classification – Mustalah-al-Hadith.
- ii) Studies of the six authentic Hadith collections.
- iii) The attitude of the Muslim Firqah towards Hadith.

- ISL 317: Advanced Studies of Hadith (Special Honours Course) 3 credits**
- i) The position of Hadith in Islamic Law.
 - ii) Elaboration of some significant aspects of Hadith:
 - 1) Tadwin (Collection of Hadith)
 - 2) Isnad (the Chain of Narrator)
 - 3) Authenticity.
 - iii) Hadith Literature: the case for and against Hadith.
 - iv) Critical assessment of the orientalist studies of Hadith.
 - v) Problems facing the students of Hadith (Mashak il cilm al-Hadith).
- a) **Level 100 ISL: 104: Ilm al-Tawhid (2 credits)**
- i) The meaning and scope of Kalimat al-Tawhid.
 - ii) Belief in Allah (His Existence, Unity and attribute).
 - iii) Belief in the Prophets of Allah
 - iv) Revealed Scriptures
 - v) The Angels
 - vi) Pre-destination and freewill
 - vii) Resurrection.
- b) **Level 200:** There are two courses on Islamic Law each weighing 2 credits.
- a) **ISL 203: Ibadat (Rituals) 2 Credits**
- i) A comprehensive and detailed study of all Islamic rituals and their roles in character building:
 - i) Salat
 - ii) Zakat
 - iii) Sawm
 - iv) Haji
- c) **Level 400: ISL – 405 Studies of Hadith 2 credits**
- i) Modern contribution to the study of Hadith
 - ii) Selection of (10 Hadith from Sihah al-Sitta)
3. **Islamic Law (Shari’ah and Usul al-Figh)**
- a) **Level 100: ISL: 104 Lim al-Tawhid (2 credits)**
- i) The meaning and scope of Kalimat al-Tawhid
 - ii) Belief in Allah (his Existence, Unity and attribute)
 - iii) Belief in the Prophets of Allah
 - iv) Revealed Scriptures
 - v) The Angels
 - vi) Pre-destination and Free will
 - vii) Resurrection.

ISL 204: The Sources and Development of Islamic Law (2 Credits)

- i) Definition and scope of Islamic Law
- ii) Sources of Islamic Law
- iii) Development of Islamic Law during the time of the prophet and companions.
- iv) The period of Ijtihad and Taglid.

b) **Level 300:** There are four courses, 2 main each, weighing 2 credits and 2 special honours courses.

ISL 302: Islamic Law of MU'amalat (2 credits)

- i) Introduction to the Law of Mu'amalat, the essential requisites of valid contracts and the modes of making Sighah.
- ii) Doctrines of Majlis al-aqd-meeting place for formulation of contract, contracting parties and subject matter of contract.
- iii) Consideration and the scope of Islamic Law of contract.
- iv) Specific contracts and dispositions:

1. Aqd al-Bai
2. Ijarah/al-kira
3. Al-Salam
4. Qard
5. Hibah
6. Ji'alah
7. Musara'ah
8. Musaqah
9. Ariyah
10. Muzabanah
11. Wadi'ah
12. Rahn
13. Kafalah
14. Hawalah
15. Sharikah

ISL 303: Islamic Family Law (2 credits)

- i) Preliminaries of marriage, marriage contract and the constituents of valid marriage.
- ii) Impediments to marriage and invalid marriages.
- iii) Concept of polygamy, family planning and birth control in Islam.

ISL 310: Advanced Studies of Islamic Theology (al-Tawhid) Special Honours courses 2 credits

- i) The concept of Al-Tawhid in Islam
 1. Al-Tawhid in theory
 2. Al-Tawhid in practice.

- ii) The concept of Al-Iman (belief) in Islam
 1. Its meaning according to the different Schools of al-Mutakallimun
 2. The distinction between Mu c min and Muslim
 3. The creed of al-Manzilah bayna al-Manzilatayn

- iii) God's names and attributes (asma Ullahi wa sidatuhu)
 1. Self-attributes (Sifat al-dhat).
 2. The attributes of action (sifat al-afual)
 3. The Holy Qur'an as the word of God and the views of the Sunnis and the Mu'tazilites on the Qur'an.

- iv) The concept of God's justice:
 1. Al-wa'ad wal al-wa'id (The Promise and the threat)
 2. The opinions of the Qadariyyah, the Jabariyya, the Sunnis on man's action.
 3. The creation of Good and Evil.
 4. The problem of al-salah wal al-aslah
 5. The mercy of God.

- v) The concept of al-Nubuwwah wal al-Risals (Prophecy and Mission)
 1. What is al-Nubuwwah (Prophecy)?
 2. Its qualifications
 3. The attributes of the Prophets
 4. The Mission of Prophets in general
 5. The Mission of Muhammad.

- vi) Al-Shafa'ah (Intercession of the Prophets):
 1. What is al-Shafa'ah (Intercession)?
 2. Sunnis and Mu'tazilites concepts of shafa'ah

- vii) Al-Sam'i yat al-Mugayyabat (Belief in the Unseen)
 1. The Heavenly Angels
 2. Al-Hinn (Belief in Spirits)
 3. The Resurrection (Future Life)
 4. The concept of torture and comfort in the grave.

ISL 314: Advanced Studies of Muslim Law (3 credits) Special Honours Course

- i) Original Sources of Muslim Law
 1. Law in the time of the prophet
 2. The contributions of the Sahaba and the Iabi'um to Legal knowledge.
 3. Ijtihad and the Mujtajidun
 4. Qualifications and conditions of Ijtihad
 5. Categories of Mujtahids.

- ii) Detailed study of Islamic worship (Ibadat) from some of the recognised

texts (e.g. al-Mukhtasar).

- iii) The Shari'ah in modern times:
 - 1. Ijtihad in the modern age.
 - 2. Legislation in modern Muslim countries.
- iv) Contributions of the Sokoto Jihad Leaders to the study of Figh.
 - 1. Shaykh Uthman b. Fudi
 - 2. Abdullahi b. Fuil

c) **Level 400:** There are four courses on Islamic Law, two main, each weighing 2 credits and 2 special honours courses each weighing 3 credits.

ISL 402: Islamic Law of Inheritance (2 credits)

- i) Definition, significance and rationale behind the Law of succession.
- ii) Elements of succession (Arkan al-Mirath) and Impediment of inheritance.
- iii) Rights and liabilities in the estate and its distribution.
- iv) Legal heirs.

ISL 403: Laws of Wasiyah and Wagf (2 credits)

- i) Wasiyah (Wills), Definition, formation, legality and conditions of validity.
- ii) Effects of death-sickness on the validity of wills.
- iii) Waqf, Definition, significance, conditions of validity and its administration.
- iv) Terms of Guarantor (Shurut al-Waqif), its legal personality and its Liquidation.

ISL 413: The Advanced Studies of Islamic Principles of Jurisprudence (Usul al-figh) 3 credits – special Honours Course.

- i) Introduction, definition, scope and evolution of Usul al-Figh.
- ii) Al-Ahkam al-Shariyyah.
 - 1. Al-Hakin (the ruler) nature of the ruler
 - 2. Al-Hukm (the rule) definition, differences between the action or omission and al-Hukm al-wadai.
 - 3. Types of al-Hukm al-Taklifi, wajib, haram, Mandub, Makruh and Mubah.
 - 4. Types of al-Hukm al-wadai; al-Sabah al-sha, al-Mhih and al-Rukha'ah.
 - 5. al-Mahkum bihi or fihi and alaini
 - 6. The legislative principles, the sources of Islamic legislation.
 - a) The original sources on which there is consensus.
 - b) The secondary sources on which there is no consensus.
 - c) Other evidences (Adilla Ukhra).

8. Al-Ijtihad (Human endeavour to ascertain a rule of Shari'a)
 - a) Al-Taqlid (the strict adherence to an authoritative legal school.
9. Al-Ma'caradah wai tar-jjh bayan al-addillah
10. Fatwa (the opinions of a jurist on a legal problem)

ISL 410: Islamic Constitutional Law (3 credits) Special Honours Course

- i) The source of Islamic Constitutional Law
- ii) Fundamentals of an Islamic Constitution
- iii) The concept of an Islamic State
- iv) Constitutional development in Islamic History
- v) Modern attempts at an Islamic State

4. Islamic Thought and Philosophy

a) Level 100 – ISL 105: The Basic of Islamic Thought and Civilisation (1 credit)

- i) A survey of the original sources of Islamic thought.
- i) The essence of Islamic thought and Philosophy
- ii) A survey of contacts of Islamic civilization
- iii) Concept, nature and scope of Islamic civilization.

b) Level 200: ISL 205: Ilm al-Kalam and the development of Muslim Firq (1 credit)

- i) Emergence of Firq in Islam
- ii) The general introduction of the main Muslim Firq and their teachings: Khawarijites, Shi'-ites, Murji'ite.
- iii) Rise and development of Ilm al-Kalam with particular reference to al kindj and his school, al-Farabi, Ibn Sina, Ibn.

c) Level 300: There are four courses, all of them Special Honours and each weighing 3 credits.

ISL 309 Islamic Political Thought and Movements (3 credits)

- i) Islam as a total way of life and Government as an essential part of it.
- ii) General principles of government in al-qur'an.
- iii) The Historical Development:
 1. The Prophet Government in Madinah
 2. The Government of al-Rashidun
 3. The subsequent Governments.
- iv) The Intellectual Developments.
 1. The early political theories developed by the Muslim Firq e.g. Shi'a, al-Khawarij and al-Sunna.

2. The political theories developed by individual Muslim thinkers e.g. a; Mawardi, Ibn Taymiyyah, Ibn Khaldun etc.
- v) Political institution e.g. Khalifa, Wizara, Mazalim, Hisba.
- vi) The Political Thought of the Jihad Movement:
 1. Shaykh Uthman Ibn Fudi
 2. Shaykh Abdullahi ibn Fudi
 3. Shaykh Muhammad Bello
- vii) The encounter with Imperialism
 1. All Abd al-Raziq
 2. Hassan al-Bannah
 3. Abd al-qadir Udah
 4. Al-Mawdudi
 5. Iman Khomeni
 6. Mu'ammam al Qadhafi

ISL 311: Interaction in Living (3 credits)

- i) Introduction to Judaism, Christianity and Islam
- ii) The sources of the three religions with special reference to the history of the texts of:
 1. The Old Testament
 2. The New Testament
 3. The Gospel of Barnabas
 4. Al-Qur'an
- iii) A comparative study of the basic themes with special reference to:
 1. Faith
 2. Worship
 3. Ethics
 4. Contribution to human progress especially in the field of thought and science.
- iv) Impact of both Islam and Christianity in Nigeria (especially on Education).
- v) The place of African traditional religion.
- vi) A survey of the comparative studies of religions in Islamic thought e.g. Abu al-Hassan al-Amiri and al-Biruni.

ISL 312 Islamic Art and Architecture (3 credits)

- i) Introduction of the concept of beauty in Islam
- ii) Calligraphy as an art in Islam.
- iii) The architecture of Mosques and palaces at the peak of Islamic civilisation:
 1. The Mosque of al-Mutawakkil in Samarra.
 2. The al-Hambra
 3. The Taj-Mahal
- iv) Islamic art and architecture in West Africa.
 1. Abu Ishaq al-Sahili
 2. The Sankole Mosque at Timbuktu

3. The Gobarau Minarat in Katsine
4. The Babban Gwani Mosque in Zaria.
5. Qur'anic Calligraphy in Northern Nigeria.

ISL 318: Moral Philosophy in Islam (3 credits)

- i) The Believer's moral qualities in al-Quran.
- ii) The prophet as an (Uswa Hasan).
- iii) Contribution of early Muslim Scholars to moral thought with special reference to al-Mutakallim and Muhaddithun.
- iv) The Muslim Moral Philosophers e.g.
 1. al-Kindi
 2. al-Razi
 3. al-Amiri
 4. Miskawayh
- v) The sufi Ethics with special reference to al-Ghazali.
- vi) The ethical writing of the contemporary revivalist Movements e.g. Jama'ate Islami al-Lkhwana al-Muslimum.
- vii) Muslim ethics in the Modern age.

d) Level 400: There are two courses in Islamic Thought, both are Special Honours Courses each weighing 3 credits.

- a) **ISL 411: Heretical Movements according to Islam (3 credits)**
- ii) Islamic views on heresy
- iii) Its early development
- iv) Modern Movements:
 1. Qadiyaniyyah
 2. Babiyyah
 3. Baha'iyyah

ISL 417 Advanced Studies of the Creed of Ahl al-Sunnah (3 credits)

- i) Introduction: The eight classes of Ahl al-Sunnah and their role in the Muslim Community.
- ii) The major Leaders of the Ahl al-Sunnah and their training.
- iii) The concept of the uprightness of Ahl al-Sunnah.
- iv) The fifteen principles of Ahl al-Sunnah.
- v) The Sunni concept of Divine protection of Ahl al-Sunnah from mutual Takfir.

5. Islamic History including the Development of Islam in Asia and Africa

- a) Level 100: ISL 101: Early History of Islam and Jahiliyyah to the Death of the Prophet
 - i) Arabia during the days of Jahiliyyah
 - ii) A brief survey of the contemporary world of early Islam.
 - iii) Prophet Muhammad at Makkah
 - iv) Prophet Muhammad at Madinah.

- b) **Level 200: ISL 201 – History of Islam from al-Khulafa al-Rashidun to the fall of Umayya dynasty (3 credits)**
- i) al-Khulafa al-Rashidun, Abu bakr al-Saddiq, 'Umar ibn al-Khattab, Uthman ibn Affan and achievements.
 - ii) Ummayyad dynasty: administration, achievements and the causes of their downfall.
 - iii) Abbasid dynasty
- c) **Level 300: There are three courses on the history of Islam, one main weighing two credits and the two special honours courses weighing three credits.**
- a) **ISL 301: Islam in Africa (2 credits)**
- i) Spread of Islam in North, East and West Africa.
 - ii) The development of Islamic Institutions in those regions.
- b) **ISL 315: The contributions of West African Scholars to ISLAM (3 credits) Special Honours Course.**
- i) Early beginning and introduction of Islam to West Africa.
 - ii) The contact with North Africa.
 - iii) Al-Maghili and the Junta 'Ulama'.
 - iv) Abdullahi Suka, Dan Marina and Danmasani.
 - v) The Borno 'ulama, Shaykh Muhammad Addukrahman al-Barnawi etc.
 - vi) The rise of Shaykh Uthman Ibn Fudi and his School.
 - vii) Shaykh Umar al-Futi and Al-Bakhai.
 - viii) Islamic Scholarship in West Africa under colonial rule:
 1. Independent 'ulama' (e.g. Muhammad sulga, Abudbakar Mijinyawa etc).
 2. Islamic Scholarship in Formal Institutions e.g. (the school for Arabic Studies).
 3. Islamic Scholarship in Nigeria today.
- ISL 320: The Sirah and Maghazi Literature (3 credits) Special Honours Course:**
- i) Early biographers of Prophet Muhammad;
 1. Ibn Ishaq,
 2. Al-Waquidi
 3. Ibn Sa 'ad.
 - ii) Later developments in Sirah writings:
 - 1) Ibn Jarir al-Tabari
 - 2) Ibn Kathit
 - 3) Ibn Sayyid al-Nas

- iii) The Prophets' biography in verse:
 - 1) Al-Busirri
 - 2) Al-Fazazi
 - 3) Al-Witriyah
 - 4) Ahmad Shawqi
 - 5) Aliyu Namangi of Zaria

- iv) Contemporary Muslim writing on Sirah:
 1. Muhammad Husayn Haykal
 2. Shibli Nu'mani
 3. Syed Uleman Nadwi

- v) Contributions of the Jihad Leaders to Sirah Literature.

- vi) Critical assessment of orientalist studies on the Sirah:
 1. William Muir
 2. William M. Watt
 3. Tor Andrae
 4. Maxime Rodinson

- d) **Level 400: There are five courses on History of Islam**
 3 main, each weighing 2 credits and 2 special honours courses each weighing 2 credits.
 - ISL 401: Islam in Nigeria (2 credits)**
 - i) The spread and development of Islamic Institutions in Nigeria.
 - ii) Islam under colonial rule especially a comparative study of the penal systems in Islam (hudud) and the penal code in Northern Nigeria.

 - ISL 406 Islam in Kanem-Borno (2 credits)**
 - i) The introduction, spread and development of Islam in Kanem-Borno.
 - ii) Islamization, Islamic Scholarship and Learning.
 - iii) Origin, development, nature and scope of Islamic Literature in Borno.
 - iv) Manuscripts and scope for research.

 - ISL 408 Sokoto Caliphate Literature (2 credits)**
 - i) Nature and scope of the Sokoto Jihad Literature.
 - ii) The Origin, development and decline.
 - iii) A comparative study of Sokoto Jihad Literature and contemporary Islamic Literature.
 - iv) The impact of Sokoto Jihad Literature on the Society.
 - v) Manuscripts on Sokoto Jihad Literature and scope for research.

ISL 409 Islam Interpretation of History with Special Reference to Ibn Khaldun (3 credits) Special Honours Course

- i) Qur'anic concept of history
- ii) Dialectical study of Islamic Historiography and Historiography among the Muslims i.e. Tabri, Miskawayh and al-Biruni.
- iii) Ibn Khaldun: His Life, scholarly career as the father of modern social science.
- iv) A detailed study of Ibn Khaldun's Muquddimah.

ISL 421 Islamic Literature in Vernacular (3 credits) Special Honours Course

The paper will be devoted to the study of Islamic themes written in Nigerian Languages such as Hausa, Yoruba, Kanuri, Nupe and Fulani.

ISL 313: The Research Methods of Muslim Scholars (3 credits)

This is a special Honours course offered at Level three, weighing 3 credits.

- i) The Qur'anic Guiding methods of Inquiry
- ii) The research methods used by:
 1. Al-Muhaddithum (Mustalah al-Hadith)
 2. Al-Fuqaha ('Usul al-Figh)
 3. Al-Mutakallimun Ilm al-Kalam)
 4. Sirah and History (Historiography)
 5. Biography (Tabaqat)
 6. Bibliography (e.g. Fihristis)
 7. The Sufi methods based on insight and Institution (Basira and Hads)

ISL 419: Research Project (6 credits)

Special Honours students are expected in Level four to carry out a research project and write a dissertation of reasonable length on a topic related to Islamic Studies and approved by the Department.

Required Courses:

The required courses are only offered in levels three and four.

1. Social and Religious Movements in Islam
 - a) **Level 300: ISL 300 - Revivalism and Revivalist Movement (1 credit)**
 - i) The concept of Tajdid, its development and early revivalist leaders.
 - ii) The revivalist movements and their Leaders in the 19th Century.
 - iii) Contemporary revivalist movements such as al-khwan al-Muslimum and Jama'ate Islami.

b) **Level 400 ISL 414 - Islamic Education (3 credits) Special Honours Course**

- i) The Concept of Education in the Qur'an.
- ii) The birth and development of Islamic Education under the Prophet's guidance.
- iii) The contribution of Sahaba and Tabi'un to Islamic Education.
- iii) The subsequent history and the development of Islamic Education.
 - a) Institutions: Mosque (Masjid), Madrass including Nizamaiyyah, Cordova, al-Azhar.
 - b) Literature: al-Muhasibi, al-Mawardi and al-Ghazali.
- iv) Influence of Maghribi writers e.g.
 - a) Ibn al-Hajj
 - b) Shawshawi
 - c) The Jihad educational Literature.
- v) Islamic Education in West Africa
 - a) The Qur'anic School
 - b) The Islamiyyah and the 'Ilm School
 - c) Islamic Higher Education in Nigeria.

2. **Sufism and the Sufi Orders:**

There is one course in Sufism which is offered at Level three.

a) **Level 300**

ISL 307 - Sufism-Tasawwuf (2 credits)

- i) A survey of origin, development and the doctrines of Sufism up to the 10th century A.D.
- ii) Studies of the concepts of the Sunni and the philosophical Tasawwuf and their exponents.
- iii) The Sufi orders with special reference to the Qadiriyyah and Tijabiyyah in West Africa.

3. **The Relationship Between Islam and the Non-Muslim World**

There are two courses on the relationship between Islam and non-Muslim world. Both are special Honours courses each weighing (3 credits). One is offered in Level 300 and the other at Level 400.

a) **Level 300**

ISL 319 Orientalism and Islamic Studies (3 credits) Special Honours Course

- i) Introduction: Islam and its General Characteristics.
- ii) The original sources of Islam:
 1. al-Qur'an

2. al-Sunna
- iii) The concept of Ilm (knowledge) in Islam
- iv) The qualification of Alim (Muslim scholar)
- v) The Orientalists and their approach to Islam:
 1. Their main motive and objectives of studying Islam.
 2. Their main qualifications.
 3. The Historical background.
- vi) The Orientalist influence on some “Modern” Muslim scholars e.g.
 1. Ali Abd al-Raziq: al-Islam Wa al Wukm
 2. Taha Hussain: Fi al-Shir ‘al-Jahiliy
 3. Ahmad Amin: Islamiyat.
- vii) Critical Evaluation of the main works of orientalists, e.g.
 1. Gibb: Mohammadanism
 2. Goldzihr: Muslim Studies
 3. Gullaume: Islam
 4. Hitti: History of the Arabs
 5. Lewis, B: Arabs in History
 6. Watt, M. Muhammad, Prophet and Stateman

b) **Level 400**

ISL 410 Islam and the West

- i) The attitude of Islam to Ahi al-kitab in:
 1. al-Qur’an
 2. al-Sunna
 3. Islamic Law.
- ii) The early relationship and the consequent conflict with the West: i.e. Conquests of Roman Empire, Spain and the encounter with the Crusaders.
- iii) The influence of Islam on the West especially in the fields of philosophy and science.
- iv) Western imperialism and the Muslim World:
 1. The Missionaries
 2. The Orientalists
 3. The invasion, colonialisation and exploitation of the Muslim World in the 19th and 20th centuries.
 4. The cooperation between the West and Zionism against Islam (especially the Palestinian question).
- v) The impact of the West on the Muslim Societies especially in the field of secular education, law, economics and politics.

vi) The Muslim reactions against the West, with special reference to the reactions of the revivalist and revolutionary movements e.g. al-Sanusiyyah, Jama'ate Islam, al-Ikhwan al-Muslimum, Islamic Revolutions in Iran and Libya.

4. **Basic Arabic - ISL 106:** This is a non-credit compulsory course, which all students without Arabic background at least 'O' Level must register for and pass before proceeding to the courses in Level II. The course is designed to enable students to read and write Arabic especially from the primary sources of Islamic Studies.

5. **General Studies:** This is a 10 credit earning compulsory courses of the degree programme. No candidate will be eligible for the award of Bachelors degree unless he has passed the prescribed Examination in the General Studies courses of GST 101, 102, 103 and 104, including CMP 300 and CMP 301.

6. **Elective Courses**

There are five elective courses to be chosen by the students offering Islamic Studies. These are:

1. Sociology of Religion
2. Introductory Psychology
3. Introductory Economics
4. Mathematics
5. Logic

These courses are offered in the Faculties of Education, Science and Social and Management Sciences.

2.9 LINGUISTICS

2.9.1 Philosophy, Aims and Objectives of the Degree Programme.

Philosophy

Nigeria is a multi-lingual nation parading over 400 languages. Data provided by the latest manual of orthographies of Nigerian languages (Manual 7) indicate that only 32 languages can boast of officially approved orthographies. Language development is therefore, a crucial need in our national development. Linguistics programmes in Nigerian Universities have the primary responsibility of producing graduates with the competencies required for the scientific study of languages. These graduates need to be properly equipped with the linguistic knowledge and skills for the much needed language development. The philosophy of linguistics in the Nigerian context should be hinged on the need to inculcate skills for language planning and language engineering with a focus on the design and implementation of strategies for;

- the rehabilitation
- the valorization
- the optimal utilization of individual Nigerian languages.

Aims and Objectives

- i. To expose students to the nature of human languages.
- ii. To equip the students with a good knowledge of the main principles of the theories and practices of linguistics.
- iii. To train them to be able to apply the knowledge and skills acquired to language development tasks especially the languages of their environment.
- iv. To prepare them for further studies in the discipline.
- v. To equip them with linguistic skills required for careers in teaching, administration, the media, speech and learning remediation, social engineering, and information technology.
- vi. To prepare them for further studies in the discipline and/or for relevant careers in teaching, administration, the media, speech and hearing remediation, and social engineering.

As a field of study, Linguistics is primarily concerned with the scientific study of the nature, structure and functioning of human language through individual languages. The corpus of knowledge, acquired through the study of Linguistics enables it's graduates to

understand and appreciate the workings of human languages in the attempt to, on one hand, isolate the idiosyncrasies of these languages and on the other hand, establish relationships between them.

The present document is therefore, intended to provide a broad framework within which departments develop functional linguistic programs that will adequately cater for the needs of students of linguistics as regards the scientific study of these human languages. The areas of Linguistics, which will be included in this benchmark statement, are more or less traditional components of Linguistics.

However, it has been observed that new fields hitherto considered as integral parts of these traditional areas are breaking out and standing on their heads as solid fields. Departments offering the program are free to incorporate such new developments into their curriculum as full-fledged courses.

2.9.2 Admission and Graduation Requirements

- a) 5-credit level passes in the SSCE/NECO/ GCE (O/L) examinations including English Language and/or Nigerian languages.
- b) Five credits at Senior Secondary School Certificate Level or equivalent, credit in a Language other than English will be an advantage.
- c) In addition to (a/b) above, an acceptable score in the University Matriculation Examination (UME) is required.

Duration of Program

The B.A Hons degree in Linguistics is a four year (8 semesters) programme.

2.9.3 Learning Outcome

a) **Regime of Subject Knowledge**

As indicated in 1.5 above, flexibility is allowed in drawing up a programme in linguistics to meet the needs of specific institutions. However, there are certain knowledge components that every student of linguistics must be exposed to. These are:

b) **Competencies and Skills.**

At the end of the B.A (Hons) programme in Linguistics, students are expected to possess a wide range of abilities and skills, which may be divided into two categories:

- a. Competency skills: These are basic intellectual skills covering what the students should know. These include;
 - The relationship between various languages.

- The intricacies of the nature of human language.
- The role language plays as the major means of human communication.
- The principle of equality of human languages.
- The applicability of languages in other fields of endeavour.

b. Performance skills: These are skills related to what individuals can do with their knowledge of linguistics. Performance skills include;

- Developing writing systems for unwritten languages.
- Conducting research into (Nigerian) languages.
- Translating news in the media into various languages.
- Translating documents from foreign to Nigerian languages and vice-versa.
- Designing and implementing strategies for language engineering (codification, standardization, modernization, development and reform).
- Teaching languages and linguistics.
- Carrying out lexicostatistical analysis of language dialects.
- Computerizing language programmes.
- Utilizing linguistic knowledge in information technology.

c) **Behavioural Attributes**

The study of language and style based on precision, clarity, articulation and elegance are some of the behavioural attributes associated with Linguistics. Others are based on the:

- The history of language.
- The Notions of language and linguistics.
- Language as Human Communication System.
- The Universal Structure of languages.
- The Fundamentals of Linguistic Analysis.
- Writing Systems and Orthography Development

Others are based on the levels of linguistic knowledge, like:

- Phonology.
- Morphology.
- Syntax.
- Semantics.

The course will also dwell on the fields of linguistics, as in the following:

- Sociolinguistics.
- Psycholinguistics.
- Neurolinguistics.
- Historical and Comparative Linguistics.
- Applied Linguistics.
- Dialectology.
- Lexicography.

2.9.4 **Attainment Levels** (Applicable in other related discipline)

2.9.5 **Resource Requirements for Teaching and Learning**

a) **Academic and Non-Academic Staff**

Academic staff: Trained scholars with Masters and Ph.D. degrees in Linguistics or Linguistics with Nigerian or foreign language as a language of exemplification.

Non – Academic staff:

- Language laboratory technicians.
- Computer operators.
- Office attendants.

b) Academic and Non-Academic Space

Physical space:

- Lecture rooms.
- Language laboratory.
- Seminar rooms.
- Studios/ audio – visual rooms
- Offices.

c) Academic and Administrative Spaces (See section 1.6)

d) Library and Information Resources... Linguistic books, internet facilities

- Language laboratory equipment (tape recorders, tapes, public address system, television, video, etcetera).
- Computers.
- Vehicles.

2.9.6 Course Contents and Descriptions

**Linguistics – B.A. (Linguistics)
B.A. (Language and Linguistics);
B. A. (Education Linguistics)**

c) Status of Course

The degree programme in Language/subjects will be based on the following courses throughout the 4 years.

2. Courses Levels and Distribution Credit Units

100 Level – Compulsory

| | | |
|---------|--------------------------------------|---|
| LIN 101 | Introduction to Linguistics I | 2 |
| LIN 102 | Introduction to Linguistics II | 2 |
| LIN 103 | Introduction to General Phonetics I | 2 |
| LIN 104 | Introduction to General Phonetics II | 2 |
| LIN 105 | Language of the World | 2 |
| LIN 106 | History of Linguistics | 2 |

Required

1. Two courses of 2 credit units, each in General Studies per semester

| | | |
|---------|-----------------------------------|---|
| GST 101 | Use of English | 4 |
| GST 102 | Philosophy and Logic | 2 |
| GST 103 | Nigerian Peoples and Culture | 2 |
| GST 104 | History and Philosophy of Science | 2 |

2. A course of 3 credit units in a natural Language per semester 2

200 Level

Compulsory

| | | |
|---------|---|---|
| LIN 201 | Introduction to Phonology | 2 |
| LIN 202 | The Phonetics of English and Nigerian Languages | 2 |
| LIN 203 | Introduction to Morphology | 2 |
| LIN 204 | Morphologies of African Languages | 2 |
| LIN 205 | Phonemic Analysis | 2 |
| LIN 206 | Writing System: Graphic Representation | 2 |
| LIN 207 | Orthography Design | 2 |

Required

A course of 3 credit units in a language per semester.

Elective

An elective course of 3 credit units per semester chosen from any of the following:

History, English Language and Literature, Sociology, Philosophy, African Languages and Literature, and Religious Studies.

Compulsory

| | | |
|---------|--|---|
| LIN 301 | Introduction to Syntax | 2 |
| LIN 302 | Generative Syntax | 2 |
| LIN 303 | Survey of Applied Linguistics | 2 |
| LIN 304 | Field Methods and Research Methodology | 2 |
| LIN 305 | Introduction to Sociolinguistics | 2 |
| LIN 306 | Generative Phonology | 2 |
| LIN 307 | Introduction to African Linguistics | 2 |
| LIN 308 | Error/Contrastive Analysis | 2 |

CMP 300 and CMP 301 4

300 Level**Elective**

One course of 3 credit units per semester

400 Level**Compulsory**

| | | |
|---------|---------------------------------------|---|
| LIN 401 | Topics in Phonology | 2 |
| LIN 402 | Topics in Syntax | 2 |
| LIN 403 | The problems of a Multilingual Nation | 2 |
| LIN 404 | Semantics | 2 |
| LIN 405 | Historical/Comparative Linguistics | 2 |
| LIN 406 | Dialectology | 2 |
| LIN 407 | Lexicography | 2 |
| LIN 408 | Psycholinguistics | 2 |
| LIN 409 | Project/Long Essay | 2 |

Course Synopses**100 Level****LIN 101: Introduction to Linguistics I**

This course seeks to explain what linguistics is about, its scope, its application, as well as to examine language, its nature and relation to animal language, relationship to culture and structure.

LIN 102: Introduction to Linguistics II

Prerequisite: LIN 101. LIN 102 is a continuation of LIN 101. This course will familiarize the students with linguistic concepts such as the phoneme, distinctive feature, morpheme, etc. and introduce them to the linguistic methodology and a formal description of language.

LIN 103: Introduction to General Phonetics I

LIN 103 and LIN 104 are related. They provide a general introduction to phonetics as part of linguistics. LIN 103 covers the nature of the speech-producing mechanism, articulatory phonetics, practice in the recognition, reproduction and transcription of speech sounds as well as classification of them.

LIN 104: This course is a continuation of LIN 103, which is a prerequisite. LIN 104 includes introduction to acoustic phonetics and study of the non-segmental features of speech such as tone, stress and intonation. In addition, the students will be expected to apply their acquired knowledge in a practical way through the study, analysis and transcription of the speech sounds of languages (preferable African) they are familiar with.

LIN 105: Language of the World

This is a survey of the linguistic descriptions of selected languages throughout the world. Such a survey should emphasise outstanding and linguistically interesting features of each language.

LIN 106: History of Linguistics

This course provides knowledge of the historical development of linguistics as a scientific discipline from the Greek days to the present. It focuses attention on the various 'schools' and models and the outstanding names who have helped to shape the discipline of linguistics. Attention should also be paid to contributions to language study by linguistics and institutions in Nigeria.

200 Level

LIN 201: Introduction to Phonology

This course is a general introduction to phonology in which the relationship between phonetics and phonology in a structural framework and the principles of phonology are discussed. It includes the basic tenets and analysis based on the phonemic theory, the distinctive feature theory and generative phonology.

LIN 202: The Phonetics of English and Nigerian Languages

This is a more detailed phonetic description, classification and analysis of the sounds of the English language in comparison with those of a selected number of Nigerian languages.

LIN 203: Introduction to Morphology

In this course an introduction to morphology is given situating the level in its relationship to phonology and syntax within a structural framework. The course also examines the identification of morphemes, their classification, (e.g. root or affix, or inflectional or derivational), and morphological typology (e.g. isolating, agglutinative, fusional languages).

LIN 204: Morphologies of African Languages

Prerequisite: LIN 203. LIN 204 is an application of the knowledge acquired in LIN 203 to the analysis of the morphologies of selected African languages (e.g. Bantu).

LIN 205: Phonemic Analysis

This course examines the different views of the phoneme and applications of them to language data.

LIN 206: Writing Systems: The Graphic Representation

The aim of this course is to introduce the students to the relation between language and writing and to situate this in the context of the needs of a developing technological and literate society. This will be done by examining a variety of topics including relationship between spoken and written languages, an examination of different types of writing systems, the functions of writing and the relation between language and literacy.

LIN 207: Orthography Design

A practical course focusing on the role of the linguist in designing an orthography for an unwritten language. Students will get a practical (or an unwritten language) based principally on the framework of the Orthographies of Nigerian Languages published by the National Language Centre, Lagos.

300 Level

LIN 301: Introduction to Syntax

This course is an introduction to the analysis of the sentence (as a unit of linguistic description) into parts and the grammatical description of these parts. It is a practical oriented course in which the students are exposed to the skills, techniques and formalisms in syntactic descriptions and analysis.

LIN 302: Generative Syntax

Pre-requisite LIN 301. This is an introduction to the history, theory and practice of the generative transformation model with emphasis on the explanation of the basic assumptions and concepts postulated in the model (e.g. deep and surface structures, base and transformational rules, the lexicon) and practical applications of these concepts and assumptions in the analysis of phonological, morphological and syntactic data.

LIN 303: Survey of Applied Linguistics

This is a survey course on how, where and when general linguistics can be applied both for practical uses and to non-linguistic fields. Such uses include language teaching and language testing, language standardization, planning and development, the creation of orthographies and compilation of dictionaries.

LIN 304: Field Methods and Introduction to Research Morphology

This course and LIN 409 are complementary. In LIN 304 the student is taught how best to approach the gathering of data and the writing up of a grammar of a language totally new to him. The problems, both practical and theoretical, connected with field work are discussed. Simple elicitations from different information are undertaken and the students' methods critically analysed. Students are also introduced to research methods and project design.

LIN 305: Introduction to Sociolinguistics

This course provides an introduction to the history, methodology, basic concepts and applications of socio-linguistics. It considers the relationship between language and society, focusing attention on attitudes towards language varieties and social dialects, and

the problems of multilingualism. It includes discussion on the importance of language in relation to development.

LIN 306: Generative Phonology

This is an introduction to the principles of generative phonology and the theory of distinctive features. Emphasis is on the treatment of phonological processes and rules within the generative framework including tonological processes and rules.

LIN 307: Introduction to African Linguistics

This course examines the findings of various works on African languages with special reference to information on structural characteristics both phonological and grammatical (e.g. tone and Bantu-type noun classification).

LIN 308: Error/Contrastive Analysis

Introduction to the principles, goals and practice of contrastive analysis.

400 Level

LIN 401: Topics in Phonology

This course examines selected topics of relevance or currency such as tone, stress, vowel harmony, rules ordering antosegmental phonology etc.

LIN 402: Topics in Syntax

This course examines the syntactic treatments of topics of relevance and currency. Recommended for inclusion are pronominalisation, complement structures, case marking, thematic roles, negation, grammatical categories (e.g. tense, aspect etc), ‘theta’ marking etc.

LIN 403: The Problems of a Multilingual Nation

In a multilingual nation such as Nigeria, there are a variety of linguistic issues which have social, cultural and even political implications. These include the problems of national languages, official orthographies, languages to be taught in schools and the general problems of language policy and language planning. These problems are identified, studied and analysed in the course.

LIN 404: Semantics

The course introduces the students to the linguistic study of semantics, situating it within the general framework of the linguistic structure of language.

LIN 405: Historical/Comparative Linguistics

This course provides a general introduction to the subject of language classification, touching upon such matters as language change, reconstruction, classification and different methods of use. These are applied in the classification of African languages.

LIN 406: Dialectology

This is a study of the theory of dialect differentiation together with practical applications to the language(s) of the area in which the individual universities are situated.

LIN 407: Lexicography

This course provides a general introduction to words and dictionary making, writing of unwritten languages, phonemic transcription, entries, definitions, frequency and rank, cross references, lexical and semantic fields and types of classification and presentation (mono-, bi- and multilingual glossaries and dictionaries, encyclopedia, specialized glossaries, frequency dictionaries...).

LIN 408: Psycholinguistics

This course presents the psycholinguist's account of language and the relationship between language and mind. Topics covered include language acquisition and language learning; language, thinking and cognition; language and the brain, language localization; linguistic performance and behaviour, production and comprehension; language impairment.

LIN 409: Project/Long Essay

The student's maturity in linguistics should be reflected in this course. Under the direction and supervision of a lecturer, the student is expected to choose a research area of his/her interest within which a specific topic will be decided upon with the assistance of the supervisor. The finished project must be presented in a departmentally approved format.

2.10 MODERN EUROPEAN LANGUAGES (MEL)

There are 5 major subject areas identified in Modern European Languages as taught in the Faculties of Arts in Nigerian Universities. These are:

- a) French
- b) German
- c) Portuguese
- d) Russian and
- e) Italian

2.10.1 Philosophy, Aims and Objectives of the Degree Programme

A country that has French neighbours on three of its four sides may have to accord French a pride of place in its institutions of learning at all levels. As an added language, a major official language, a moderate and high level of proficiency in it is usually expected from the graduates of higher institutions, especially the universities. A higher level of competence and communicative skills is expected even more from graduates of French.

There is therefore the need to devote much attention to the achievement of improved knowledge of and the acquisition of adequate oral and written skills in it. graduates from Nigerian universities should be clearly and positively identified with adequate proficiency in pronunciation, articulation in speech, correctness of grammar and usage, elegance and style in diction in the choice of an appropriate variety of for use in the various administrative and professional job opportunities available in the labour market, the diplomatic service, in literary and creative writing domains, and in postgraduate studies in language and literature.

In addition to the aims and objectives of Arts courses in the preamble to this document, this programme is designed:

- (i) To train students to acquire adequate communicative competence in both the spoken and written varieties of the French language, thereby giving them a good grounding and effective mastery of the Language in its various applications to achieve adequate self-expression and self-actualisation.
- (ii) To equip the students with the knowledge of the forms and features of the varieties of French used in different professional domains such as business communication, diplomatic service, legal communication, electronic broadcast media, print journalism, advertising and sports commentaries, book publishing, and biography writing.
- (iii) To equip the students with adequate linguistic knowledge of the French Language through a detailed study of its sound system, its lexicon, its syntax, semantics and usage.

- (iv) To adequately prepare the students to pursue postgraduate studies in French Language, Linguistics, and to take up teaching and research at the appropriate level of education.
- (v) To orient students towards self-employment by a focus on skills such as writing (e.g. of articles in magazines, of speeches; memoranda of understanding, designing and presenting special programmes on radio or TV, designing and publishing magazines etc.), creative writing, and other kinds of original output through independent thought, inventiveness and creativity.

2.10.2 Admission and Graduation Requirements

General University requirements, plus

- (i) 5 credit level passes in the SSCE/NECO/GCE (O/L) examinations in relevant subjects including English Language and Literature in English for the 4 - year (8-Semester) programme.
- (ii) A minimum of 2 GCE (Advance Level) passes one of which must be Literature in English for the 3-year (6-Semester) programme.

2.10.3 Learning Outcome

a) **Regime of Subject Knowledge**

At the beginning of each semester, students should be given a course outline, which defines the course and sets out its thematic thrust, as well as its scope and depth. The course outline should be such as to generate the interest of students in the course, showing what the aims of the course are and how the teacher intends to achieve them. An attempt, however, should always be made to relate the aims of the course to the society or the life situation of the students to avoid alienating them. A full bibliography should be offered and the lecturer should, where possible, inform students about how and where to locate relevant texts.

b) **Competence and Skills**

At the end of the course, graduates of French should be seen to have achieved greater competence and sophistication in all branches of French Language and Literature, in critical and creative expression, as well as a better understanding of the relevance French of to society. Generically, French Language and Literature is a text-centred discipline. But at the end of the programme, students of French should have been brought into contact with French cultures, in Africa and Europe, so that they can tap the vast repertoire of cultural practices for which the French people are known and for entrepreneurial purposes.

c) **Behavioural Attitudes**

The tradition of liberal education is based on a concern with the whole man or woman, such that the acquisition of learning skills goes with a concomitant

emphasis on character. The study of French has an in-built tendency to impart moral and spiritual lessons which make graduates of French so much more sensitive to, and empathetic with, the plight of others, while developing a critical attitude to society. The problems of individuals and of society with which students of French empathise are often imaginatively or creatively projected in works of French art and creativity (prose fiction, poetry or drama).

2.10.4 Attainment Levels

Graduates of French are often easily identified by their skillful and inspiring command of the French language and a generally humane outlook on life. Generally, a graduate of French with a Second Lower degree and above should be an impeccable user of the French Language, while being logical and coherent in his/her thought.

2.10.5 Resource Requirements for Teaching and Learning

A conducive learning environment with adequate facilities like (modern library, computers, laboratories, tape recorders, video cameras etc.), well-trained staff (teaching and non-teaching) to impart the necessary skills and tools to students. The staff student ratio as exists in the MAS document (1:20) should be reviewed downwards in the case of French to bring out the best in teachers.

- a) Academic and Non-Academic Staff
- b) Academic and Non-Academic Space
- c) Academic and Administrative
- d) Library and Information Resources

For a-d above, see the faculty requirements.

2.10.6 Course Contents and Descriptions

For the teaching of any Modern European Language, the following number of courses and their credit units would apply:

| LEVEL | COMPULSORY | REQUIRED | ELECTIVES | TOPIC |
|--------------|-------------------|-----------------|------------------|--------------|
| 100 | 8 (16) | 9(18) | - | 17(34) |
| 200 | 8(16) | 6(12) | 2(4) | 16(32) |
| 300 | 18(36) | | | 18(36) |
| 400 | 10(24) | 2(4) | 3(6) | 15(34) |

100 LEVEL

1st Semester

| Compulsory Courses | | Credit Units |
|---------------------------|---|---------------------|
| FRE 111 | Corrective French Grammar I | 2 " |
| FRE 113 | Introduction to French Literary Genres: Prose | 2 " |
| FRE 115 | Introduction to Composition writing in French | 2 " |
| FRE 117 | Practical French I | 2 " |

Required Courses

| | | |
|---------|---|-----------|
| FRE101 | Introduction to a second Foreign Language I | 2 Credits |
| GST 101 | Use of English | 2 " |
| GST 102 | Philosophy and Logic | 2 " |
| ENG 101 | An introduction to the English Language | 2 " |

2nd Semester

Compulsory Courses

| | | |
|---------|---|-----------|
| FRE 121 | Corrective French Grammar II | 2 Credits |
| FRE 123 | Introduction to French Literary Genres: Poetry and Drama | 2 " |
| FRE 125 | Composition writing in French: Informal and Formal writing | 2 " |
| FRE 127 | Practical French II | 2 " |

Required Courses

| | | |
|---------|--|-----------|
| FRE102 | Introduction to Second Foreign Language II | 2 Credits |
| GST 101 | Use of English | 2 " |
| GST 103 | Nigerian Peoples and Cultures | 2 " |
| GST 104 | History and Philosophy of Science | 2 " |
| ENG 102 | Practical English Grammar | 2 " |

200 LEVEL

1st Semester

Compulsory Courses

| | | |
|---------|----------------------------------|-----------|
| FRE 210 | Translation: Theory and Practice | 2 Credits |
| FRE 211 | French Grammatical Structures | 2 " |
| FRE 215 | Creative writing in French I | 2 " |
| FRE 217 | Advanced Practical French I | 2 " |

Required Courses

| | | |
|---------|--|-----------|
| FRE 201 | Second Foreign Languages Studies (Practicum) | 2 Credits |
| ENG 205 | Advanced English Composition I | 2 " |
| CMP 201 | Introduction to Computers | 3 Credits |

Elective Courses

| | | |
|---------|--|-----------|
| FRE 231 | Survey of French Literature: 16 th and 17 th Centuries | 2 Credits |
| FRE 233 | Critical Appreciation of Literature | 2 " |
| | One Course in Sociology | 2 " |

2nd Semester**Compulsory Courses**

| | | |
|---------|--|-----------|
| FRE 220 | Translation: "Version" and "Theme" | 2 Credits |
| FRE 221 | Introduction to French Phonetics and Phonology | 2 " |
| FRE 225 | Creative Writing in French II | 2 " |
| FRE 227 | Advanced Practical French II | 2 " |

Required Courses

| | | |
|---------|---|-----------|
| FRE 202 | Second Foreign Language Studies (Practical) | 2 Credits |
| ENG 206 | Advanced English Composition II | 2 " |
| CMP 202 | Application of Computers to Arts | 3 Credits |

Elective Courses

| | | |
|---------|---|-----------|
| FRE 242 | Survey of French Literature: 18 th Century | 2 Credits |
| FRE 244 | Introduction to the Culture and Civilisations of Francophone Africa | 2 " |
| | One course in Sociology | 2 " |

300 Level**1st Semester**

| | | |
|---------|---|-----------|
| FRE 310 | Translation I | 2 Credits |
| FRE 311 | Advanced Studies in French Phonetics | 2 " |
| FRE 313 | Advanced Studies in French Language structures | 2 " |
| FRE 315 | Advanced Formal and Informal Writing in French I | 2 " |
| FRE 317 | Oral Communication skills in French I | 2 " |
| FRE 319 | Comparative study of Nigerian and French Civilisations and Cultures | 2 " |
| FRE 332 | French Literature in the 19 th Century: Poetry and Drama | 2 " |
| FRE 335 | Introduction to African Literature in French | 2 " |
| CMP 301 | Advanced application of Computers to Language I | 2 " |

2nd Semester

| | | |
|---------|--|-----------|
| FRE 320 | Translation II | 2 Credits |
| FRE 321 | The Sociolinguistics of French | 2 " |
| FRE 325 | Advanced Formal and Informal writing in French II | 2 " |
| FRE 327 | Oral Communication skills in French II | 2 " |
| FRE 329 | Comparative African Literature in English and French | 2 " |

| | | |
|---------|--|-----|
| FRE 342 | French Literature of the 19 th Century: Prose | 2 " |
| FRE 345 | Caribbean French Literature | 2 " |
| FRE 348 | Introduction to Project writing/Research | 2 " |
| CMP 302 | Advanced Application of Computers to Language II | 2 " |

**400 Level
1st Semester**

Compulsory Courses

| | | |
|---------|---|-----------|
| FRE 400 | Project | 6 Credits |
| FRE 410 | Advanced Translation I | 2 " |
| FRE 411 | Linguistics Applied to the Teaching of French Language | 2 " |
| FRE 415 | Advanced Creative Writing in French | 2 " |
| FRE 432 | 20 th Century French Literature: Drama and Poetry | 2 " |
| FRE 435 | Post-independence Francophone African Literature: Poetry and Drama | 2 " |

Required Course

| | |
|------------------------|-----------|
| Entrepreneurial skills | 2 Credits |
|------------------------|-----------|

Elective Courses

| | | |
|---------|---|-----------|
| FRE 431 | Cultures and Civilisations of member countries of the Francophonie | 2 Credits |
| ENG 425 | Literature and Society | 2 " |

2nd Semester

Compulsory Courses

| | | |
|---------|---|-----------|
| FRE 420 | Advanced Translation II | 2 Credits |
| FRE 421 | Linguistics applied to the Teaching of French Language II | 2 " |
| FRE 422 | 20 th Century French Literature: Prose | 2 " |
| FRE 425 | Post-independence Francophone African Literature: Prose | 2 " |

Required COURSES

| | |
|------------------------|-----------|
| Entrepreneurial skills | 2 Credits |
|------------------------|-----------|

Elective Courses

| | | |
|---------|---|-----------|
| FRE 441 | Theories of Literary Criticism | 2 Credits |
| FRE 444 | Francophone Literature: Europe and Canada | 2 " |
| FRE 446 | Multilingualism and Language contacts | 2 " |
| FRE 448 | Nigerian Literature in French | 2 " |

100 Level

FRE 101: Introduction to a Second Foreign Language I

This is an intensive course designed to initiate students into a second foreign language course mounted in the department. This could be German, Portuguese, Russian, Italian etc.

FRE 111: Corrective French Grammar I

In this course, emphasis is laid on basic correct French grammatical structures through exercises, practice of structural forms and dictation.

FRE 113: Introduction to French Literary Genre: Prose

This course introduces students to the literary genres in French, using simple French Prose texts particularly from the “Français’ Facile” series.

FRE 115: Introduction to Composition Writing in French

This course provides students with the basic skills in the practice of writing French, on topics related to the students, their lives, families, societies and academic environment.

FRE 117: French Conversation I

In this course, emphasis is laid on the use of French and Francophone documents (songs, short plays, etc) to help the students to communicate and express themselves freely. This will also enable them to increase their vocabulary.

FRE 121: Corrective French Grammar II

This course deals with the characteristics of separate units which can be used as elements of a sentence structure. The course will focus on the verb, noun, adjective and prepositional phrases.

FRE 123: Introduction to Literary Genre II

Using simple poems and plays, the student will be introduced to the main elements of the poetry and drama as literary genres.

FRE 125: Advanced Composition Writing in French

Informal and formal writing with practice in the writing of letters and reporting of simple events. This course enables students to use the various registers of the written French Language.

FRE 127: Practical French

This course will increase the span of students’ lexical acquisition and the fluency level of their spoken French.

FRE 102: Introduction to a Second Foreign Language II

This course is designed to improve and increase students’ grasp of their chosen second foreign language mounted in the department.

**200 Level
First Semester**

FRE 201: Second Foreign Language Studies I

Based on the study of their selected second foreign language, the students will study texts written in the chosen foreign language so as to better understand the structure, usage and registers of the language.

FRE 210: Translation: Theory and Practice

Students are introduced to basic translation theories and guided to translate simple sentences and passages in Modern English and French form and to each of the two languages.

FRE 211: French Grammar

In this course, a normative approach will be adopted and special emphasis will be laid on the practice and identification of verbal forms, sentence structures and grammatical functions.

FRE 215: Creative Writing in French I

The course will enable students to use various registers of the French Language to write simple imaginative stories and report on events taking place around them.

FRE 217: Practical Advanced French I

Students are encouraged to speak on various issues, and using the various registers, tenses, sentences structures etc.

FRE 231: Survey of French Literature: 16th and 17th Centuries

This is a survey course on the major trends of the French literature of the 16th and 17th centuries. Students are exposed to the theory and practice of literary schools such as “La Renaissance Litteraire,” “La Pleiade” and “Le Classicisme”.

FRE 233: Critical Appreciation of Literature

This is an introductory course to the study of literature. It is designed to expose students to the practice of literary appreciation and its written expressions such as “L’explication de texte” “Le resume de texte”, “L’analyse litteraire” and “Le commentaire de texte”.

2nd Semester

FRE 202 Second Foreign Language Studies II

More work is done beyond what has been done in FRE 201.

FRE 220: Translation: “Version” and “Theme”

More translation exercises from English to French and vice-versa.

FRE 221: Introduction to French Phonetics and Phonology

This course introduces students to a systematic description of French sounds, both at the phonetic and phonological levels.

FRE 225: Creative writing in French I:
More work beyond what would have been done in FRE 215.

FRE 227: Advanced Practical French II
This is a follow-up to FRE 217.

FRE 242: Survey of French Literature: 18th Century
This course introduces students to the study of the literary movements of “Le siècle des Lumières” and the “Preromantisme”, through the study of the extracts from the works of such authors of Diderot, Voltaire, Rousseau etc.

FRE 244: Introduction to Cultures and Civilisations of Francophone Africa
This course introduces students to the study of the social, economic, political and cultural life of Francophone African countries, with emphasis on Nigeria’s French-speaking neighbours.

300 Level First Semester

FRE 310: Translation I
This course is designed to equip students with more skills and techniques of translation from French into English and vice-versa, through practical exercises.

FRE 311: Advanced Studies in French Phonetics I
The aim of this course is to bring students to a very high level of French in sound production and discrimination, through oral exercises and Laboratory work.

FRE 313: Advanced Studies in French Language Structure I
The aim of this course is to bring students to a very good level of fluency and understanding of the French language, through intensive exercises in the production and comprehension of complex sentence patterns.

FRE 315: Advanced Formal and Informal Writing in French
The course provides the students the techniques to have more practice in the writing of letters, reports, commentaries etc.

FRE 317: Oral Communication Skills in French I
This course introduces students to oral communication skills in French. These are to be developed with the aid of laboratory work, films, slides, games, songs and constant practice.

FRE 319: Comparative Study of Nigerian and French Civilisation and Cultures
Salient aspects of Nigerian and French social, cultural and traditional lives are carefully identified and compared with one another.

FRE 332: French Literature in the 19th Century: Poetry and Prose

This course introduces students to the French literature of the 19th century through the study of representative works of poets and playwrights.

FRE 335: Introduction to African Literature Written in French

This course deals with definition and nature of African literature written in French as well as the factors that contributed to its birth and that determine its themes, tone, style and specificity.

2nd Semester

FRE 320: Translation II

In this course, students are to translate from and into French more complicated texts. They will also be initiated into the analysis of translation errors.

FRE 321: Sociolinguistics of French

This course will provide students with the history, methodology, theoretical thrust and basic concerns of sociolinguistics. It will then examine the different dimensions of these with regard to the development of French as a mother tongue, an official language and a foreign language (FLE).

FRE 325: Advanced Formal and Informal Writing in French II

More work than what would have been done in FRE 315.

FRE 327: Oral Communication Skills in French

More practice in oral communication skills in French as a follow-up to FRE 317.

FRE 329: Comparative African Literature in English and French

With the careful study of the representative works of major Anglophone and Francophone African writers, students will be guided to appreciate the essence of comparative literature.

FRE 342: French Literature of the 19th Century: Prose

The course deals with the prose works of representative French authors of the 19th century, laying emphasis on the thrusts of the literary movements of the period: “romantisme”, “relaisme” and “naturalisme”.

FRE 345: Caribbean French Literature

The course deals with the works of major Francophone writers of Caribbean origins such as Jacques Roumain, Stephen Alexis, Aime Cesaire, Maryse Conde etc.

FRE 348: Introduction to Project Writing/Research

The course draws the students’ attention to how to write projects: documentation, paragraphing, logical development, punctuation, referencing, table of contents etc.

**400 Level
First Semester**

FRE 400: Project

Under the direction and supervision of a lecturer, each student is guided to present an original, independent research and exposition on a topic of interest that is related to the different courses taught throughout the programme.

FRE 410: Advanced Translation I

Translation from English into French and vice versa at an advanced level.

FRE 411: Linguistics Applied to the Teaching of French language I

Applied linguistics will be used to teach students how to understand and analyse any problem related to the sound, prosody, communicative and grammatical structures of the French language.

FRE 415: Advanced Creative Writing in French

This course is devoted to the writing in French of short stories, plays and poems by students.

FRE 431: Cultures and Civilisations of Members of the Francophonie

The 52 member countries of the Francophonie will form the focus of this course. The different cultures, traditions and different ways of life in these countries shall be carefully examined.

FRE 432: 20th Century French Literature

This course involves a study of the representative works of French poets and playwrights.

FRE 435: Post-independence Francophone African Literature: Poetry and Drama

This course deals with the works written by major Francophone African poets and playwrights after 1960.

2nd Semester

FRE 420: Advanced Translation II

More work on translation, as a follow-up to FRE 410.

FRE 421: Linguistics Applied to the Teaching of French Language II

In continuation with FRE 410, applied linguistics will be used to acquaint students with the socio-pedagogical context of learning lexis, vocabulary and understanding the various problems raised by stylistic forms.

FRE 422: 20th Century French Literature: Prose

The course deals with the evolution of the French novel in the 20th century, with the study of representative works of writers who belong to the following: 'existentialisme', "absurde", "nouveau roman" etc.

FRE 425: Post-independence Francophone African Literature: Prose
Representative texts of the major Francophone African novelists should be studied.

FRE 441: Theories of Literary Criticism
The main literary critical canons shall be carefully studied and applied.

FRE 444: Francophone Literature of Europe and Canada.
Representative writers of Belgium, Switzerland and Canada shall be studied.

FRE 446: Multilingualism and Language Contacts
The definition and manifestations of multilingualism shall be identified. These shall focus in particular on the contact of French with other languages.

FRE 448: Nigerian Literature in French
Representative texts of Nigerian writers who have written in French: Osaji, Ajiboye, Balogun etc. shall be studied, with emphasis on the themes and use of French by the writers

2.11 MUSIC

2.11.1 Philosophy, Aims and Objectives of the Degree Programme

The aims and objectives of the programme leading to B.A. degree in Music include:

- a) To prepare and produce graduate of music who will be competent to musicianship both in the international sense and also in their own African and National tradition. Graduates must have an understanding of the Arts and Science of Music as tools for the appreciation, analysis and practice of world music.
- b) To develop creative skills and talents in students with a view to preparing them for self-employment and entrepreneurship in music industry, broadcasting, communications, entertainment, film cinematography and allied professions.
- c) To lay a foundation for further studies at post-graduate levels leading to advanced engagements in music research laboratory studio and functional exploration of music in relevant organizations and institutions such as Museums, Arts Councils, Religious, Teaching/Pedagogy and Mass Communication Media etc.
- d) To prepare and produce graduates of Music with an understanding of the art and science of Music and tools for the appreciation, analysis and practice of world (Western European) Music and African Music, and an ability to communicate these principles to others.
- e) To prepare students for professions in the practice and/or teaching of Music at various levels of education, broadcasting, media houses and other avenues of private and public music use, and in entertainment.

2.11.2 Admission and Graduation Requirements

Because of the specialized nature of musical training, students of music should meet the following minimum standards prior to admission:

- a) General University Requirements
- b) A credit level pass at the Senior School Certificate level or its equivalent in English and another language (African or European).
- c) Any one of the following:
 - i. A credit level pass in Music at the Senior Secondary School Level.
 - ii. A pass at Grade V or Higher (Local Examinations in Music) of the Associated Board of the Royal Schools of Music (ARRSM) or other comparable body.

- iii. A pass at an Audition or Aptitude Test in Music set by the admitting Department. The test will normally include a demonstration of the ability to sing or play an instrument.
- d) A pass in Mathematics at the Senior Secondary School level will be an advantage.
- e) See Faculty graduation requirements

2.11.3 Learning Outcome

a) **Regime of Subject Knowledge**

The graduate of music should be competent in the history, literature and modes of music and should be skilled in music practice in chosen areas.

In the last year of studies, the student may have a concentration in one or more aspects or branches of music, to enable him/her take his/her place as a practitioner of the art of Music. The Nigerian situation suggests the following possibilities or areas of specialisation – listed in order of priority:

- i. **Music Education** – for the teaching of Music at the Primary, Secondary and Teacher Training Levels.
- ii. **Theory and Composition** – The music creator who will compose new music for community use and for posterity.
- iii. **Musicology** – The researcher into traditional and other Music, who will discover and disseminate information concerning Music to other, specialists and non-specialists.
- iv. **Music Technology** – The builder of musical instruments and maintainer/repairer of existing ones, who may design and develop authentic and “new” instruments for public use, taking into account the need to “standardize” African instruments.
- iv. **Performance** – A person who will reach a professional standard of performance as an instrumentalist, singer or conductor (musical director), to take his place in the world of music making for the entertainment and edification of the community and the world at large.

b) **Competence and Skills**

Cognitive abilities and skills: relating to intellectual tasks including problem solving in the specific discipline.

The graduate of Music should have cognitive abilities and skills in the specific area and the ability to appreciate and in appropriate contents create in Music.

Practical Skills: relating to the conduct of laboratory or field work or both in the specific discipline.

The graduate of Music should be either skilled in vocal and/or instrumental performance or in its appreciation.

General skills: relating to non-subject specific competencies, e.g. computer literacy, numeracy, problem-solving, communication skills interpersonal skills, organizational skills, IT skills and life-long learning abilities.

The graduate of Music of our new twenty-first century should take full advantage of technological development especially the computer revolution that has advanced the study of Music. He/she should also be a problem-solver, a good communicator organizer and innovative.

c) **Behavioural Attributes**

The graduate of Music should be able to retire into solitude to reflect and/or create and should be aware of and respect the needs of fellow musicians especially in the tasks of group creations. He/she should encourage creativity and innovativeness in other people.

2.11.4 **Attainment Levels**

In order to prepare holders of the B.A. (Music) with lifelong skills and versatility the approach to the study of Music should cover six (6) major areas, namely:

- i) Theory of Music;
- ii) History, form and Literature of Western and Oriental Music;
- iii) African Music and Ethnomusicology;
- iv) Practical Musicianship – Performance;
- v) Specialization – Stress area
- vi) Other related courses.

The student will be judged by the combination of theoretical and practical attainments appropriate to Music in the usual categories of Excellent (First Class), Very Good (Second Class Upper) Good Enough (Second Class Lower), Fair (Third Class), Just Fair (Pass). No inadequate candidate can be awarded a B.A. Degree in Music.

2.11.5 **Resource Requirements for Teaching and Learning**

Statements on the minimum expectations of resource capacity to enable effective teaching and learning in respect of the programme.

a) **Academic and Non-Academic Staff**
Academic Staff

Each Department or Unit should have a good component of teachers of history, form, genres and styles of Music and of vocal and instrumental work.

A staff/student Ratio of 1:10 (or even lower) is recommended for effective teaching and guidance through the intricacies of a complex discipline.

Non-Academic Staff

The need for technologists of Music and of basic laboratory and teaching assistants should always be recognized. Full advantage should be taken of the technological resources of our new computer age. In this regard non-academic staff will inevitably be smaller in numbers as the years roll on.

b) **Academic and Non-Academic Space**

Adequate spaces for classroom, laboratory and rehearsal/performance work should be ensured.

c) **Academic and Administrative Spaces**

Adequate space for offices, music and performance studios

d) **Library and Information Resources...** Adequate and up-to-date books, journals, audio tapes, video tapes, video-discs, etc. should be provided for both the teacher and the taught. Music equipment both in the scientific sector and in the ethnic sectors tend to be expensive but their provision is crucial to the successful teaching of Music.

2.11.6 Course Contents and Descriptions

Duration of the Course

Four years or three years in the case of Direct Entry candidates:

Course Requirements

The first three years will be followed more or less by all students, with most of the courses being required of all student majors. In the last year, however, the student will take all the courses pertinent to his concentration or specialization and the courses in African Music, but only elect courses from other areas to complement or complete his programme. It is however to be advised that each student should take at least one course in the Theory of Music in the last (fourth) year.

Performing Groups

Each student is expected to participate in at least two performing groups each year – preferably one vocal and one instrumental. A student may of course take more, even if not (necessarily) for credit towards graduation.

100 Level

Required Courses from Outside the Department

| | | |
|---------|-----------------------------------|-----------|
| GST 101 | Use of English I | 4 Credits |
| GST 102 | Philosophy and Logic | 2 Credits |
| GST 103 | Nigerian Peoples and Culture | 2 Credits |
| GST 104 | History and Philosophy of Science | 2 Credits |
| GST 105 | Citizenship Education | 2 Credits |
| GST 106 | Use of English II | 2 Credits |

| Summary of Courses | 100 Level | | 200 Level | | 300 Level | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| | No. | Units | No | Units | No | Units |
| Courses from outside The Department | | 10 | | 7 | | 6 |
| General/Technology | 101 | 3 | | | 302 | 2 |
| | 111 | 3 | | | | |
| Theory | 121 | 3 | 221 | 3 | | |
| | 122 | 3 | 222 | 3 | 322 | 2 |
| | | | 223 | 3 | 323 | 2 |
| | | | | | 324 | 2 |
| | | | | | 327 | 3 |
| History and Form | 131 | 3 | 231 | 3 | 331 | 3 |
| African Music and Enthnomusicology | 141 | 3 | 241 | 3 | 341 | 3 |
| Practicals | 151 | 1 | 251 | 1 | 351 | 1 |
| | 161 | 1 | 261 | 1 | 361 | 1 |
| | | | 262 | 1 | 362 | 1 |
| | | | | | 363 | 1 |
| Ensemble/Performing Groups | 171 | | 271 | | 371 | |
| | | 1 | 272 | 1 | 372 | 1 |
| (One or More) | 173 | | 273 | | 373 | |
| (One or More) | 174 | 1 | 274 | 1 | 374 | 1 |
| | 175 | | 275 | | 375 | |
| | | - | | - | | - |
| | | 30 | | 30 | | 30 |

400 Level (Recommended Courses for each Area of Concentration)

| Theory & Comp. | | Musicology | | Mus. Ed. | | Mus. Tech | |
|---------------------------|-----------|-------------------|-------|-----------------|-------|------------------|-------|
| 401 | 3 | 401 | 3 | 401 | 3 | 401 | 3 |
| | | | | | | 402 | 3 |
| 421 | 3 | 421 | | | | 421 | 3 |
| 423 | 3 | 423 | 3 | | | | |
| 425 | 3 | 425 | | 425 | | 425 | 3 |
| 427 | 3 | 427 | 3 | 427 | 3 | | |
| | | 431 | 3 | | | | |
| | | 432 | 3 | | | | |
| 441 | 3 | 441 | 3 | 441 | 3 | 331 | 3 |
| | | 442 | 3 | 442 | 3 | | |
| 451 | | | | 451 | 1 | | |
| 461 | 2 | 461 | 1 | 461 | | 461 | 1 |
| 462 | | 462 | 1 | 462 | | 462 | 1 |
| 463 | 2 | | | 463 | 2 | | |
| 471-3 | 1 | 471-3 | 1 | 471-3 | 1 | 471-3 | 1 |
| 474-6 | 1 | 474-6 | 1 | 474-6 | 1 | 474-6 | 1 |
| | | | | 481 | 3 | | |
| | | | | 484 | 3 | | |
| | | | | 485 | 3 | | |
| 490 | 3 | 490 | 3 | | | | |
| | ----- | | ----- | | ----- | | ----- |
| | 30 | 28 | | 27 | | 19 | |
| | | Other 2 | | Educ. 3 | | Phys/Eng. 11 | |
| | ----- | | ----- | | | | |
| | 30 | 30 | | 30 | | 30 | |

Course Description

MUS 101: Music as an Art and Science 3 Units

This is an inquiry into Music as a humanistic expression. The creative genius of man through the ages and in various races and cultures, employing the elemental tools of rhythm, melody, harmony and tone colour shall be studied. It attempts a non-specialized inquiry into the scientific properties of musical sound (such as frequency and intensity) and their psychological counterparts (such as pitch and volume), and an elementary discussion of musical acoustics.

MUS 111: Rudiments of Music 3 Units

This course begins music theory, including notation of rhythms, scales, intervals, chords, and general rudiment of music. It is a study of musical terms and basic musical forms.

Theory

MUS 121: Foundations of Musicianship I 3 Units

Ear Training, including notation of rhythms, scales, intervals, and chords. The course entails sight singing and rhythmic coordination of sight and sound. It will explore melodic, harmonic and rhythmic dictation (including African tunes).

MUS 122: Tonal Harmony I 3 Units

Elementary diatonic harmony in 2, 3 and 4 parts employing a harmonic vocabulary up to and including the chords of the Dominant 7th.

MUS 131: Survey of History of Western Music 3 Units

This is a general survey of the history and development of Western Music and musical forms from the earliest times to the present day.

MUS 141: African Music I 3 Units

This course is a survey of the role and function of music among the peoples of black Africa. There will be a focus on traditional music in society, influences by external forces, African musical instruments and performance techniques.

Practical Performance

MUS 151: Basic Piano 1 Unit

Instruction in basic keyboard skills for beginners is important here. Class piano lessons, with about 4 hours of individual (private) practice per week required of each student.

MUS 161: Elementary Instrument or Voice 1 Unit

Individual or class lessons, with about 4 hours of (private) practice each week required of the student.

Ensemble and Performing Groups

MUS 171: University Chorus 1 Unit

A large (or fairly large) mixed voice chorus performing music by African and Western composers is basic here.

MUS 173: University Glee Club 1 Unit

A fairly large male voice group singing all kinds of music for the male voice, from serious, sacred works to Glees, folk songs (especially those of Africa), and even popular songs.

MUS 174: University Band/Orchestra 1 Unit

Routine band (or orchestra) experience employing material suitable for school and community use. Study and performance of works from the repertory of the orchestra and/or concert band will be carried out.

MUS 175: African Instrumental Ensemble 1 Unit

Utilisation of various combinations of indigenous and other African musical instruments in order to achieve authentic and “new” African orchestral sound will be taught in this course. Opportunities for improvisation and experimentations under the supervision of the instructor will be provided. Traditional and/or choreographed dances may be performed by the group.

200 Level

Required Course from Outside the Department

English Language/Literature

Further Linguistics

African (Nigerian) Languages and Literatures

Western European Languages (French, German, Italian)

Philosophy and Aesthetics

Education.

MUS 221: Foundation of Musicianship II 3 Units

Further Ear Training will be carried out here. There will be higher drills in the coordination of sight and sound. Sight singing and more difficult melodic, harmonic and rhythmic dictation (including African tunes) than in MUS 121.

MUS 222: Tonal Harmony II 3 Unit

Practice in homophonic writing employing an increased harmonic vocabulary than MUS 122, including 7th, 9th, 11th and 13th chords, Suspensions and Modulations.

MUS 223: Modal Counterpoint I 3 Units

Species Counterpoint in 2 or more parts in the five commonly employed ecclesiastical modes. Study of some of the works of 16th Century composers, such as Palestrina, Lassus, Morley and Byrd will take place.

MUS 231: Western Music before 1750 3 Units

The history of Western Music in some detail, including the study of musical forms, from antiquity to the death of Bach and Handel will be taught. The course will be divided into sections:

- a) Antiquity and Medieval,
- b) Renaissance, and
- c) Baroque.

MUS 241: African Music II 3 Units

This is a study of the historical, literary and aesthetic aspects of African music, with particular reference to specific Nigerian culture groups. Similarities and differences among various linguistic and religious groups within Nigeria will be highlighted. Cross-cultural fertilization within and beyond Nigeria, Musical areas, distribution of instruments and performance techniques will be studied.

MUS 242: Music of other World Cultures 3 Units

A survey of the music of various cultures of the (non-Western) world, such as American, Indian, Arabic, Chinese, Hebrew, Japanese and Nordic music will be taught here.

MUS 251: Basic Piano Studies II 1 Unit

Further keyboard work, including the introduction of chord drills and harmonisation of melodies using the material of MUS 121-123, in four voice harmony and free style of accompaniment will be taught in this course.

MUS 261: Primary Instrument or Voice 1 Unit

Individual lessons each week with about 8 hours of private practice per week required of the student. Open only to students with adequate preparation and potential in performance.

MUS 262: Secondary Instrument or Voice 1 Unit

Short individual lessons or longer class lessons, with about 4 hours of private practice per week required of each student. Primarily for students who have demonstrated ability on a second instrument or voice, and for those not advanced enough to take MUS 261.

MUS 271: University Chorus 1 Unit

MUS 272: Madrigal Group/Chamber Chorus 1 Unit

A selected group of 16 to 24 singers capable of performing works of moderate difficulty of all periods. Importance will be attached to a good voice and good sight-singing.

MUS 273: University Glee Club 1 Unit

MUS 274: University Band/Orchestra 1 Unit

MUS 275: African Instrumental Ensemble 1 Unit

300 Level

Required Course from Outside the Department

CMP 300: Introduction to Computers 3 Units

CMP 301: Application of Computers to Arts 3 Units

MUS 302: Introduction to Music Technology 3 Units

A study of the physical properties of musical instruments and an introduction to the care and maintenance of commonly used musical instruments, including the tuning of the pianoforte.

MUS 322: Tonal Harmony III 2 Units

Practice in homophonic writing employing full harmonic vocabulary, including chromatic harmony. A study of the art of combining voices under the conditions of tonal harmony as observed in works from Bach through the Romantic composers.

MUS 323: Model Counterpoint II 2 Units
Students will learn to write for three or more voices in the style of Palestrina and his contemporaries.

MUS 324: Tonal Counterpoint 2 Units
The art of combining vocal and/or instrumental parts with contrapuntal techniques employed from Bach through the Romantic composers, including imitation, canon, invertible counterpoint, augmentation and diminution.

MUS 327: Analysis of Tonal Music 3 Units
The course will through selected works examine the action interaction of harmonic progression, rhythm, metre, motive, and line in a defining and articulating tonal structures. An overview of various methods of musical analysis, with special reference to the works of Tovey and Schenker is pertinent here.

MUS 331: Western Music, 1750 – Present 3 Units
This is a history and forms of Western music in some detail from the death of Bach and Handel to the present. The course will be sub-divided into three main periods: (a) Classical, (b) Romantic, and (c) 20th Century.

MUS 341: African Music III (African Music Theory) 3 Units
A study of the quality of the music of the peoples of black Africa, and an analysis of its theoretical peculiarities with special reference to form, rhythm, melody and scales, harmony, and instrumentation. Problems of notation and transcription will be highlighted.

MUS 342: Afro-American Music 3 Units
This is a survey of the music of the peoples of African descent in the Caribbean and the continental United States of America. Historical and Sociological factors that led to the fusion of European and African musical forms, and the birth of such styles as Blues, Jazz, Rock and Soul music are relevant here.

MUS 351: Elementary Key-Board Harmony 1 Unit
Chord drills and harmonisation of melodies using the materials of MUS 121-123, 221-223, in four voice harmony and free style accompaniment. Transposition, modulation and improvisation are necessary in this course.

MUS 361: Primary Instrument or Voice 1 Unit

MUS 362: Secondary Instrument or Voice 1 Unit

MUS 363: Choral Conducting 1 Unit

MUS 363: Choral Conducting 1 Unit

Students will learn choir work; manual and baton technique, and the analysis and preparation of vocal scores for performance.

| | | |
|-----------------|--------------------------------------|---------------|
| MUS 371: | University Chorus | 1 Unit |
| MUS 372: | Madrigal/Chamber Chorus | 1 Unit |
| MUS 373: | University Glee Club` | 1 Unit |
| MUS 374: | University Band/Orchestra | 1 Unit |
| MUS 375: | African Instrumental Ensemble | 1 Unit |

400 Level

MUS 401: Acoustics and Psycho-Acoustic of Music 3 Units

Here the students will be taught the physics of musical sounds and musical instruments, sound waves, vibrations, fractional vibrations. Frequency, amplitude, harmonics and harmonic series, forma, etc will be focused upon. Thresholds, perception of change-pitch, volume, etc. psychological effects of acoustic features, mathematical calculations of musical sound productions, elementary acoustic phonetics are components of this course.

MUS 402: Music Technology II 3 Units

The arts and science of constructing and building musical instruments will be taught in this course. The concept and design, tools, materials, storage and maintenance, actual design and building of “original” instruments under the supervision of the instructor will be realised.

MUS 421: 20th Century Compositional Techniques 3 Units

A survey of the various processes of musical composition in the present era will be carried out, using atonality, serialism, 12-tone, chance, electronic and computer techniques, among others. Examination of some works of the major composers of this century, such as Bartok, Stravinsky, Schonberg, Berg, Webern, Dallapiccola, etc will take place in this course.

MUS 423: Fugue 3 Units

This course entails the application of the techniques of tonal counterpoint to fugal composition.

MUS 425: Orchestration 3 Units

This is a study of instrumentation with an examination of the possibilities and limitations of the commonly used Western orchestra instruments. Conventions of notation, scoring and arranging for various ensembles, small and large.

MUS 427: Analysis and Analytic Method for 20th Century Music 3 Units

An examination of some contemporary tools of analysis for post-tonal music, including the set complex theory, and the application of computers techniques for the analysis of music in general will take place in this course.

MUS 429: Composition 3 Units

Musical creativity and composition for voices and instruments is the centre of this course.

- MUS 431: Special Topic in the History of Western Music 3 Units**
 Topics will include Bach, Haydn and Mozart, Beethoven, Chamber Music, The Symphony, The Concerto, Opera, English Church Music, The Development of the Pianoforte, 20th Century Composers, etc.
- MUS 432: Historiography of Music 3 Units**
 Students shall carry out a study of the development, systems and techniques of making and documenting the history of music.
- MUS 441: Contemporary African Music 3 Units**
 This is a study of the trends in contemporary African music, including composed art music and popular music. Objectives and techniques employed by African art music composers, and influences leading to the music of today in Africa. Contemporary music makers and their works will be studied.
- MUS 442: Projects in African Music 3 Units**
 Here, a research is undertaken, under supervision, of on an aspect of African music, leading to a fairly long paper or short “dissertation”.
- MUS 451: Key-Board Harmony and Accompaniment 1 Unit**
 Harmonisation of melodies and free style accompaniment, accompanying of vocal and instrumental groups and solos will be taught. Keyboard skills for the classroom teacher will be facilitated.
- MUS 461: Applied Music Coaching 1 Unit**
 This course involves coaching in repertory and recital material for students in their last year of primary instrument or voice.
- MUS 462: Secondary Instrument or Voice 1 Unit**
MUS 463: Choir Training and Choral Arranging 2 Units
 This is advanced choral conducting. Choral repertory and training of choirs will take place. There will be training in elementary phonetic and vocal techniques for the choir director. Arranging of songs for different kinds of vocal combinations- female voices, male voices, mixed voices will be taught as well.
- MUS 471: University Chorus 1 Unit**
MUS 472: Madrigal/Chamber Chorus 1 Unit
MUS 473: University Glee Club 1 Unit
MUS 474: University Band 1 Unit
- MUS 476: Vocal or Instrumental Ensemble 1 Unit**
 Students will be encouraged to participate in a small ensemble of voices and/or instruments, suitable for Chamber Music performances.
- MUS 481: School Music Methods 3 Units**

A survey of the methods of teaching music in the Primary, Secondary and teacher training institutions, with particular reference to Nigeria.

MUS 484: Teaching and Supervision of Instrumental Music 3 Units

Study of basic orchestra and band instruments (and of one in particular), with a view to equipping the student with the principles and practice of teaching and supervising instrumental music at all levels.

MUS 485: African Music in Schools 3 Units

This is a seminar class to discuss and discover solutions to the problems of adopting African music for Schools. It will involve composition and research procedures.

MUS 490: Criticism and Musical Scholarship 3 Units

A look at the theory of Western Aesthetics in the humanities and its relevance and application to Africa is the focus of this course. There shall be evaluation of works and performances, and the communication of this evaluation in good literary style. The bibliography and style, the writing for scholarly journals, editing of articles and scores will be taught in this course.

Key to Courses

Acoustics and Music Technology

- 1 General Courses (Rudiments)
- 2 Theoretical Courses – Harmony, Counterpoint, Analysis
- 3 History and Form of Western Music
- 4 African Music and Ethnomusicology
- 5 Keyboard work – Piano, Keyboard harmony
- 6 Individual performance – instrument/voice
- 7 Group performance – ensembles, choirs, bands
- 8 Music Education Courses
- 9 Aesthetics and Criticism Courses

Related Courses

In addition to General Studies and other specified requirements for each university, students of Music should take courses, where possible and available, in related areas including:

- a) Education
- b) Linguistics
- c) Philosophy and Logic
- d) English and/or other European Languages and Literature
- e) African Languages and Literatures
- f) Theatre Arts and Dance
- g) Mass Communication
- h) Sociology
- i) Fine Arts and Architecture
- j) Religious Studies

Apart from assisting the students in a better understanding of his/her own Discipline of Music, these necessary requirements will ensure a balanced education in the student.

2.12 PHILOSOPHY

2.12.1 Philosophy, Aims and Objectives of the Degree Programme

Philosophy

The programme is designed to provide a solid foundation for thorough instruction in the traditional quadrivium of philosophy viz: Epistemology and Metaphysics, History of Philosophy, Logic and Values, including Ethics and Aesthetics, Social and Political Philosophy.

General Aims and Objectives

The aims and objectives of the programme agree with those set out in the preamble to Arts courses. The programme is also to achieve the following:

- a) To de-emphasise abstractions and system building in the programme and seek instead to bridge between academic/professional philosophy and social practice in Nigeria specially and Africa as a whole.
- b) To seek to discover and/or create and establish the specially African contribution to global philosophy.
- c) To take cognizance of the existence of other “philosophies” and introduce the student to them, e.g. oriental philosophy.
- d) To provide courses which would be of interest to other departments and disciplines, as a way of encouraging an inter-disciplinary approach to the study of philosophy and of recognizing the wide-ranging nature of the subject.
- e) To provide a solid foundation in philosophy for those who want to do professional/academic philosophy.
- f) To provide a thorough instruction in the traditional quadrivium of philosophy, viz: Epistemology and Methaphysics, History of Philosophy, Logic, and Values, including Ethics and Aesthetics, Social and Political Philosophy.

2.12.2 Admission and Graduation Requirements

- a) In addition to the Faculty of Arts requirements, a pass in Mathematics at the SSS O/L or its equivalent is an advantage.
- b) A minimum of 2 GCE A/L passes in any Arts or Social and Management Sciences and 3 O/L papers including pass in Mathematics or a Diploma in Law or Social and Management Sciences.

Requirements for graduation are as stipulated at the Faculty level. The degree programme in Philosophy shall be based on the prescribed courses throughout the 4 year duration.

2.12.3 Learning Outcomes

a) **Regime of Subject Knowledge**

The scope and depth of knowledge required in the study of Philosophy as an academic subject should cover the following:

- 1) Theoretical and logistic study of the subject detailed historical, traditional and modern systematic development of philosophical thoughts would be employed with the examination of various theories propounded by classical and modern scholars.

b) **Competence and Skills**

Demonstrable Competence and Skills

Students of philosophy should be competent in the analysis and demonstration of the effect of the knowledge acquired in their various learning process to be reflected in their life pattern.

c) **Behavioural Attributes**

The internal and practical functions of the student of philosophy should be a reflection of the acquired knowledge and instincts of philosophy. He should be precise, polite, ethical, logical and upright in all spheres of life disposition.

2.12.4 Attainment Levels

As stated in 2.1.4

2.12.5 Resource Requirements for Teaching and Learning

a) **Academic and Non-Academic Staff**

Academic Staff:

(In the ratio of 1 lecturer to 10 students) well trained Scholars in Philosophy with a minimum of M.A; and Ph.D degrees are to be employed.

Non Academic Staff

The Department of Philosophy should have the following: The Secretary-Computer literate, the Staff Assistant, the Clerical Officer, the driver, the cleaner and the messenger

b) **Academic and Non-Academic Space**

There should be adequate classrooms, lecturers' offices, staff common rooms, departmental library.

c) **Academic and Administrative Space**

Adequate spaces should be provided for academic and administrative purposes.

c) **Library and Information Resources**

Adequate copies of books, journals, and other relevant texts in the discipline of philosophy should be provided.

2.12.6 Course Contents and Descriptions

The degree programme in this subject will be based on the following courses throughout the 4 years.

i) **100 Level Courses**

| Course Number | Title | Credit Hours |
|----------------------|---|---------------------|
| PHL 101 | Introduction to Philosophy | 2 |
| PHL 102 | Ancient Philosophy | 2 |
| PHL 103 | Elementary Ethics | 2 |
| PHL 104 | Introduction to Social and Political Philosophy | 2 |
| GST 101 | Use of English | 4 |
| GST 102 | Philosophy and Logic | 2 |
| GST 103 | Nigerian Peoples and Culture | 2 |
| GST 104 | History and Philosophy of Science | 2 |
| GST 105 | Citizenship Education | 2 |
| GST 106 | Use of English | 2 |

200 Level Courses

| | | |
|---------|------------------------------|---|
| PHL 201 | Introduction to Logic | 2 |
| PHL 202 | Mediaeval Philosophy | 2 |
| PHL 203 | Introduction to Epistemology | 2 |
| PHL 204 | Introduction to Metaphysics | 2 |
| PHL 205 | African Philosophy I | 2 |
| PHL 206 | Professional Ethics | 2 |

300 Level Courses

| | | |
|---------|----------------------------------|---|
| PHL 301 | Symbolic Logic | 2 |
| PHL 302 | Early Modern Philosophy | 2 |
| PHL 303 | Theories of Knowledge | 2 |
| PHL 304 | Political and Social Philosophy | 2 |
| PHL 305 | African Philosophy II | 2 |
| PHL 306 | Contemporary Issues in Ethics | 2 |
| PHL 307 | Philosophy of Social Science | 2 |
| PHL 308 | Philosophy of Religion | 2 |
| PHL 309 | Oriental Philosophies | 2 |
| PHL 310 | Existentialism and Phenomenology | 2 |

| | | |
|---------|--------------------------------------|---|
| PHL 311 | Marxist Philosophy | 2 |
| PHL 312 | Philosophy of Language | 2 |
| CMP 300 | Introduction to Computers | 3 |
| CMP 301 | Application of Computers to the Arts | 3 |

400 Level Courses

| | | |
|---------|----------------------------------|---|
| PHL 401 | Further Logic | 2 |
| PHL 402 | Late Modern Philosophy | 2 |
| PHL 403 | Classics in Ethics | 2 |
| PHL 404 | Philosophy of Science | 2 |
| PHL 405 | Philosophy of Mind | 2 |
| PHL 406 | Contemporary Analytic Philosophy | 2 |
| PHL 407 | Seminar | 2 |
| PHL 408 | Seminar | 2 |
| PHL 409 | | |
| PHL 410 | Long Essay | 6 |

100 Level

- 1) **PHL 101: Introduction to Philosophy**
A general introduction to the notions, language, style and method of philosophy. Philosophy and related fields – Science, Arts and Religion. A brief survey of the main branches of philosophy: viz: Epistemology, Metaphysics, Ethics, Logic, Philosophy of Religion, and Social and Political Philosophy.
- 2) **PHL 102: Ancient Philosophy**
The beginnings of Western Philosophy from the Pre-Socratics to Roman times. Special attention to their cosmology, epistemology and ethics.
- 3) **PHL 103: Elementary Ethics**
Some of the fundamental principles of Ethics; a brief introduction to the major ethical theories. Definition of good. The nature of right and wrong; principles of justice and conscience. Knowing the good and doing the good.
- 4) **PHL 104: Introduction to Social and Political Philosophy**
The State and the citizen. The nature of man and the origins of the state. The nature of political obligation. The ideal state.

200 Level

- 5) **PHL 201: Introduction to Logic**
A general introduction to Logic, with emphasis on clarity of thought and expression. Arguments as providing reasons for conclusions. Formal and information fallacies. Deduction and Induction as processes of reasoning.

- 6) **PHL 202: Mediaeval Philosophy**
A study of the philosophical thought of the Middle Ages, with special attention to the key figures of this era from St. Augustine to Williams of Ockham. The influence of the Church on philosophical thought and vice versa during this period.
- 7) **PHL 203: Introduction to Epistemology**
Types, sources, scope and justification of human knowledge; relation of knowledge to belief and truth; scepticism. A study of the major schools of thought, such as Empiricism, Relationalism and Pragmatism.
- 8) **PHL 204: Introduction to Metaphysics**
An outline of the major concerns and scope of metaphysics. A treatment of some traditional metaphysical problems, e.g. the mind body problem, appearance and reality, universals and particulars. The differences between scientific and metaphysical explanations.
- 9) **PHL 205: African Philosophy I**
This course will enter into the current discussion on whether there is such a thing as African Philosophy, what it is, and how it is done. The initial ground-clearing will be followed by a study of some philosophical notions among Africans; for example, the concepts of time, person, fate and destiny.
- 10) **PHL 206: Professional Ethics**
This course seeks to apply principles and methods learned in PHL 103 to the various professions which present moral/ethical problems to their practitioners. It is a practical oriented course which takes in medical ethics, business ethics, engineering ethics, and so on. Pre-requisite: PHL 103.

300 Level

- 11) **PHL 301: Symbolic Logic**
An introduction to the tools and techniques of formal logic, dealing mainly with propositional and first order quantificational logic. The emphasis will be on formal tests for validity of arguments. Pre-requisite: PHL 201.
- 12) **PHL 302: Early Modern Philosophy**
A historical survey of the contributions of the major figures in Western philosophy from the seventeenth to the nineteenth centuries.
- 13) **PHL 303: Theories of Knowledge**
A detailed study of selected areas, topics or figures in Epistemology, such as; the Continental Rationalists [Descartes, Leibniz and Spinoza]; British Empiricists [Locke, Hume, and Berkely] and recent contributions to the theory of knowledge.

- 14) **PHL 304: Political and Social Philosophy**
 A study of the major themes and/or figures in the history of political and social thought covering specified periods. Efforts will be made to relate these themes to contemporary concerns in the African continent.
- 15) **PHL 305: African Philosophy II**
 A continuation of PHL 105, this course seeks to further develop and deepen our understanding of some issues of philosophical interest in the African life experience. The topics will range from metaphysical to social and political issues. Emphasis will be placed on the articulation of points of view peculiar to the African which at the same time will contribute to a fuller knowledge of man. Prerequisite: PHL 2205.
- 16) **PHL 306: Contemporary Issues in Ethics**
 Topics in current moral debates of particular relevance and interest to Africa and Nigeria, e.g. technology transfer, capital punishment etc. will be selected by the lecturer. Such topics will be studied in the light of standard ethical theories or, where these are deficient, new guiding principles formulated.
- 17) **PHL 307: Philosophy of the Social Science**
 A philosophical inquiry into the methodology of the social science, and the problems encountered in the disciplines concerned with man and society. Topics to be discussed will include the meaning of causation, the problem of induction; the use and abuse of statistics; and the place of ideological models in social studies.
- 18) **PHL 308: Philosophy of Religion**
 A critical study of the religious phenomenon as manifested in human experience; the existence and nature of God; natural versus revealed religion; the problem of evil. Atheism and Agnosticism.
- 19) **PHL 309: Oriental Philosophies**
 A broad introduction to the methods and insights of Buddhist, Hindu, and Confucian philosophies, including their world views, ethics and logic.
- 20) **PHL 310: Existentialism and Phenomenology**
 An introductory study of some main themes in Existentialism and Phenomenology. Major authors to be studied will include Kierkegaard, Nietzsche, Sartre, Heidegger and Buber. The themes will include the meaning of life, the individual (or self) versus society; the existence or non-existence of God; freedom and choice.
- 21) **PHL 311: Marxist Philosophy**
 A study of selected works of Karl Marx, with particular attention to their development and influence on African and other Third World Countries.

- 22) **PHL 312: Philosophy of Language**
Contemporary issues in the philosophy of language, including private language, meaning and reference, naming and necessity, theories of description and indexical reference, and the language of thought. Emphasis will be placed on isolating and clarifying the problems, and attempting solutions to them.

400 Level

- 23) **PHL 401: Further Logic**
A continuation of PHL 301. This course will cover the theory of quantification; the logic of identity; definite descriptions; the logic of relations. An optional course. Prerequisite: 6 hours of logic.
- 24) **PHL 402: Late Modern Philosophy**
A study of post-Kantian influences on the philosophies of Merleau-ponty, Heidegger, Husserl and Sartre.
- 25) **PHL 403: Classics in Ethics**
This course will provide a detailed and critical evaluation of some of the most important ethical theories of the modern period. Authors to be studied will be selected by the lecturer but may include Kant, Mill, Marx, Nietzsche and Brandley. The focus will be on a clearer understanding of one self as a moral agent, and how these classics contribute to that understanding.
- 26) **PHL 404: Philosophy of Science**
Philosophical investigation of the nature of scientific knowledge with examples from the physical sciences. The nature of scientific truth; hypotheses, theories, and scientific laws; paradigms in scientific discoveries and scientific revolutions; the experimental procedure; induction and probability.
- 27) **PHL 405: Philosophy of Mind**
An inquiry into the problems of mind and consciousness. The course will investigate such topics as the relation between mental phenomena and the physical world; our knowledge of other minds; the mentalist and physicalist controversies. Additional topics will include Brentano's theory of intentionality and Husserl's Phenomenology.
- 28) **PHL 406: Contemporary Analytic Philosophy**
20th Century analytic philosophy. Attention will be focused on one or more of the more influential figures or issues in this tradition, including Carnap, Wittgenstein, Frege, Russell and Quine.
- 29) **PHL 407 – 408: Seminars**
Each student may register for two Seminar courses, where Departments do not offer or teach courses in the last semester of the programme. The seminars may

be done in small groups or individually. Each Seminar will involve an intensive study and a colloquium on selected problems, issues of interest, notable works or periods as approved by the Department.

- 30) **PHL 409 – 410: The Long Essay (Project)**
The long essay will involve an independent and original research project in an approved area of the discipline. The topic of the Long Essay must have received the approval of the Department and the length, style and format of the essay must conform to standards set by the Department and Faculty.

Electives for 300/400 Levels

It is possible, and indeed desirable, for a large Department with a wide range of research interest to select courses other than some of those listed above as options. The following would be useful. 300 or 400 level options:

- 31) **PHL 300/400 1: Philosophy of Art**
Theories of Art and art criticism. This course examines such topics as what constitutes a work of art; the social and moral functions of art; criteria for the interpretation and evaluation of a work of art; the distinction between form and content in art; the relation between the affective and the cognitive in art production and appreciation.
- 32) **PHL 300/400 2: Philosophy of Law**
Philosophical views concerning the nature of and the basis for legal norms and institutions. Philosophical investigation of views of punishment and justice in the law.
- 33) **PHL 300/400 3: Philosophy of History**
A logical and conceptual analysis of the work and methods of historians. A philosophical investigation of some of the approaches to the writing, interpretation and criticism of history, and various historical theories arising therefrom.

2.13 RELIGIOUS STUDIES

The Bachelor's degree in Religious Studies include the following:

- | | | | |
|------|---|---|------------|
| i) | B. A. (Hons) Religious Studies | - | REL |
| ii) | B. A. (Hons) African Traditional Religion | - | ATR |
| iii) | B. A. (Hons) Christian Religious Studies | - | CRS |
| iv) | B. A. (Hons) Islamic Religious Studies | - | ISS |

2.13.1 Philosophy, Aims and Objectives of the Degree Programme

Philosophy

The Religious Studies programmes are designed to cover all the facets of religious phenomena as they affect the history, tradition, economics, social, political and ethics of man. The effect of this approach is to develop man in his existential reality to produce an all-round society in realizing life objectives.

General Aims and Objectives

The aims and objectives of the programme agree with those set out in the preamble to Arts courses. The programme is also to achieve the following:

- 1) To acquaint students with the main contents of the major religious traditions commonly practised in Africa, namely: Christianity, Islam and Traditional Religion. The programme does not present any religious system as a sui generis exclusivist system, hence it also delves into other world religious phenomena such as Buddhism, Hinduism, Shintoism, Zoroastrianism and Jainism.
- 2) To equip the products of this programme for the teaching career, administration, social work and offer them solid academic background for professional degrees in Journalism and Law.
- 3) To orient students towards developing minds of a broad spectrum conducive to a pluralistic society such as Nigeria.

2.13.2 Admission and Graduation Requirements

a) **4 Year Degree Programme**

General University Requirements plus

- i) 5 Credit level passes in the SSCE/NECO/GCE (O/L) to include English Language, CRK/IRK/BK/Arabic/Government/Its equivalent /Any Nigerian Language.

- b) **3 Year Degree Programme**
- i) Five credits in General Certificate of Education, Ordinary Level and NECO at least two of which must be a GCE Advanced Level including Christian Religious Knowledge/Islamic Religious Knowledge.
 - ii) A pass in two principal subjects at the NCE Level/ A/L plus three subjects at credit level in GCE, SSCE and NECO including English Language General Paper, admits candidates into a Three Year Degree Programme.
 - iii) A Three-Year Diploma in Theology recognized by the University plus three credits at the GCE 'O' Level including English Language admits candidates into a Three-Year Degree programme. A list of such recognized Institutions of Theology should be provided by the University.
 - iv) A minimum of 2 GCE (A/L) passes one of which must be any one of the specified in (i) above, or Diploma in Religious Studies/ Theology of any recognised College of Theology or Seminary or Diploma in Social and Management Sciences at Merit level.

2.13.3 Learning Outcome

- a) **Regime of Subject Knowledge**
The scope and depth of knowledge required in the study of Religious Studies as an academic subject should cover the following:
- i) Theoretical and hermeneutic study of subjects: detailed historical, systematic and logical progressive discussions of the subject as very essential.
 - ii) Various theories and methods of the study of religions in a scientific vein should be employed. The modern hermeneutic and enculturation approach should also be employed.
- b) **Competence and Skills**
Students of Religious Studies should be competent in the analysis and demonstration of the effect of the knowledge acquired in their various learning process to the effect that their life pattern would be affected and so moulded.
- c) **Behavioural Attitudes**
As a follow up to 2.13.3 above, the expressive function of Religious Studies should enable the student to function both internally and publicly in accordance with the tenets of the religious contents. His behavioural attributes should be sharpened and oriented with qualities of precision, politeness, ethics and good morals.

2.13.4 Attainment Levels

As in 2.1.4

2.13.5 Resource Requirements for Teaching and Learning

a) Academic and Non-Academic Staff

Academic Staff:

This should be according to the ratio of 1 lecturer to 10 students. Well trained Religious Studies Scholars with M.A; and Ph.D qualifications are required in the department.

Non Teaching Staff

Departmental Secretary who would be Computer literate, Staff Assistant, (Messenger) and Cleaner; Laboratory technicians to handle the technical aspects of the language laboratory and the Departmental driver and the Clerical Officer.

b) Academic and Non-Academic Space

Adequate Lecturers' offices, classrooms, functional and well equipped language laboratory, sound-proof rooms and studios, audio-visual rooms.

c) Academic and Administrative Equipment

Language laboratory is needed for the teaching of Hebrew, Greek and other languages. Please note the requirements stipulated in the Faculty requirements.

d) Library and Information Resources

Well stocked Religious Studies books, journals, reference books in the main and departmental libraries and internet connectivity facilities. Others are tape recorders/players, public address system, computer units/ and other IT facilities

2.13.6 Course Contents and Descriptions

The degree programme in Religious Studies shall be based on the following courses throughout the 4 years.

3. Course Outlines for Programmes in Religious and Islamic Studies

There are four degree programmes, viz:

- | | | | |
|------|------------------------------|---|------------|
| i) | Religious Studies | - | REL |
| ii) | African Traditional Religion | - | ATR |
| iii) | Christian Religious Studies | - | CRS |
| iv) | Islamic Religious Studies | - | ISS |

All or one or two or three of which may be mounted depending on the availability of resources both human and material. All students will take and pass the exams in GST 101, 102, 103 and 104 as well as Computer Courses CMP 300 and 301.

B.A. (Religious Studies)

For maximum benefit, the student is advised to select electives in a particular area as much as possible.

100 Level

1st Semester

| i) Compulsory | | Credit Units |
|----------------------|--|---------------------|
| CRS 101 | Source of Christianity | 2 |
| ATR 102 | Survey of African Traditional Religion | 2 |
| ISS 103 | Source of Islam | 2 |

ii) **Required**
REL 104 Introduction to Social Anthropology. In addition, students shall offer courses from General Studies, Classics, Sociology and Philosophy as may be required to make the necessary credit load.

iii) **Electives**
Electives shall be selected from courses in Classics, Languages, History, Law, Psychology English and Logic as may be directed by the Department.

2nd Semester

i) Compulsory

| | | |
|---------|---|---|
| REL 105 | Religion and Human Values I | 2 |
| CRS 106 | Pauline Epistles | 3 |
| ISS 107 | The Sunnah and the Haddith of the Prophet | 3 |

ii) Required

REL 108 Introducing Asian Religions 3
Students shall make the stipulated credit load by offering courses in Classics, General Studies, Anthropology, Sociology, Philosophy and Comparative Religion.

iii) Electives

Electives shall be taken from courses in Language, Classics, History, Law, Psychology, English and Logic as may be directed by the Department.

200 Level

1st Semester

| i) Compulsory | | Credit Units |
|----------------------|-------------------------------------|---------------------|
| ATR 201 | Definition of Religion: A variety | 3 |
| CRS 202 | Introduction to the Gospels | 3 |
| ISS 203 | Introduction to the Glorious Qur'an | 3 |

ii) **Required**

| | | |
|---------|-----------------------------------|---|
| REL 204 | Introducing Comparative Religion | 3 |
| REL 205 | Introducing Sociology of Religion | 3 |

In addition students are required to offer appropriate courses in Anthropology, Sociology, General Studies and Philosophy.

iii) **Electives**

These are to be drawn from Language, Classics, History, Law, Psychology, English and Logic in order to make up the necessary credit load.

2nd Semester

i) **Compulsory**

| | | |
|---------|--|---|
| ATR 206 | African Traditional Religion and Culture | 3 |
| REL 207 | Introducing Philosophy of Religion | 3 |
| ISS 208 | The Compilation of the Glorious Qur'an | 3 |

Required

| | | |
|---------|-------------------------------------|---|
| CRS 209 | The Study of the Gospel of St. Luke | 3 |
| REL 210 | Hinduism | 3 |

iii) **Electives**

Students may make up the required credit load by selecting courses from Classics Languages, History, Law, Psychology, Logic or English.

300 Level

1st Semester

i) **Compulsory**

Credit Units

| | | |
|---------|------------------------------------|---|
| CRS 301 | The Gospel of St. Matthew | 3 |
| ISS 302 | The four orthodox Caliphs of Islam | 3 |
| CRS 303 | History of the Reformation | 3 |
| REL 304 | Research Methods | 3 |

ii) **Required**

| | | |
|---------|---------------------------------|---|
| ATR 305 | The spirit world of the African | 3 |
| REL 306 | The religion of China: Taoism | 3 |

In addition students should offer courses in General Studies, Anthropology or Sociology as may be appropriate.

iii) **Electives**

These should be drawn from Psychology, Classics, History, Law, English Language or Logic.

2nd Semester

i) **Compulsory**

| | | |
|---------|------------------------------|---|
| REL 307 | History of Religions | 3 |
| REL 308 | Religion and Human Values II | 3 |
| CRS 309 | The Gospel of St. Mark | 3 |
| REL 310 | Religious Research Methods | 3 |

ii) **Required**

| | | |
|---------|--|---|
| ISS 311 | The Pillars of Islam | 3 |
| REL 312 | Philosophy of Religion | 3 |
| REL 313 | Introducing the Psychology of Religion | 3 |

iii) **Electives**

These may be drawn from courses in Classics, Psychology, Languages, History, Law, English or Logic as may be available.

400 Level

1st Semester

i) **Compulsory** **Credit Units**

| | | |
|---------|---|---|
| CRS 401 | The writing of the Old and New Testaments: Heilageschichte | 3 |
| REL 402 | Ethics | 3 |
| ISS 403 | The Science of Islamic Theology | 3 |
| CRS 404 | The Nigerian Church History (1889-1960) | 3 |

ii) **Required**

| | | |
|---------|--|---|
| CRS 405 | The Gospel of St. John | 3 |
| ATR 406 | The Supreme Being in African Tradition | 3 |

iii) **Electives**

Students should be guided to select courses from Classics, Logic, English, History, Languages, Psychology and Law.

2nd Semester

i) **Compulsory**

| | | |
|---------|---|---|
| REL 408 | Religion and the Nigerian Nation | 3 |
| CRS 409 | A study of the Book of Acts of the Apostles | 3 |
| ISS 410 | Contemporary Islamic Groups in Nigeria | 3 |
| REL 411 | Theodicy | 3 |
| REL 412 | Long Essay | 6 |

ii) **Required**

| | | |
|---------|---------------------|---|
| REL 414 | Aspects of Hinduism | 3 |
|---------|---------------------|---|

iii) **Electives**

Electives may be drawn from Classics, Psychology, History, Law, English, Logic and Languages.

Course Synopses

B. A. (Religious Studies)

100 Level

CRS 101: Source of Christianity 3 Credits

This course traces the prophecy about the coming Messiah in the Old Testament and its fulfillment in the birth of Jesus Christ.

ATR 102: Survey of African Traditional Religion

This is a general survey of the main features of African Traditional Religion across Africa, West, East and Central. It is to acquaint students with the main contents of traditional religion for the first time.

ISS 103: Source of Islam

This is a brief treatment of the economic, social and political situations in Arabia before revelation came to Prophet Muhammed. A brief statement in the life history of Prophet Muhammed and how he gathered the first companions around him.

REL 104: Introduction to Social Anthropology of Religion

This introduces the student to the approach of social anthropology to investigation. It treats the questions it seeks to answer and outlines the institutions in a society. It distinguished religious methods from those of Social Anthropology.

REL 105: Religion and Human Values I

This course emphasizes human dignity as opposed to whatever technological advantages man may accrue, important as these are. The population of religious traditions, oral or written which sanction this emphasis. Ethnic Chauvinism and Human Rights.

CRS 106: Pauline Epistles

St. Paul wrote before the Gospels were written. Paul's conversation and the main contents of his letters.

ISS 107: The Sunnah and the Hadith of the Prophet

Explanation of the Sunnah and the Hadith is given. Their importance in the formulation of Islamic Theology is pinpointed.

REL 108: Introducing Asian Religions

This course introduces the students to major Asian religions: Hinduism, Buddhism, Shintoism, Jainism and Taoism. It indicates the philosophical nature of the religions. GST 101-104 up to a total of 10 credits units.

200 Level

ATR 201: Definitions of Religion: A variety

The course treats the various definitions of religion and analyses them.

CRS 202: Introduction to the Gospels

In broad outlines, this course seeks to give aims and objectives to the first four books of the New Testament as centred on the Lord Jesus Christ.

ISS 203: Introduction to the Glorious Qur'an

The nature, the purpose and the main contents of the Qur'an are given.

REL 204: Introducing Comparative Religion

Comparative religion as History of religions. Analysis of points of convergence among religions not on hierarchical basis, but on points of complement, supplement and natural harmony.

REL 205: Introducing Sociology of Religion

Social methods and aims as opposed to the religions which is based on the numerous and the external. The need to keep the balance between the two approaches in order to obtain a fair estimation about man.

ATR 206: African Traditional Religion and Culture

This course seeks to establish a correlation between religions and cultures. Specific instances where one evolves from the other and vice versa are given.

REL 207: Introducing the Philosophy of Religion

The task of Philosophy is given. The course seeks to answer the main questions raised against religious themes as well as understanding these philosophical objections.

ISS 208: The Compilation of the Glorious Qur'an

The manner and the ways in which revelation was received by Prophet Muhammed are treated. The importance of the Kara' and the final versions of the Qur'an.

CRS 209: The Study of the Gospel of St. Luke

The life of St. Luke the Physician, the purpose, date and main contents of his Gospel. Special attention is paid to the special human source material.

REL 210: Hinduism

This course is meant to acquaint the student with the main feature of Hinduism and its influence on the world's population.

300 Level

CMP 300 & 301 up to 6 Credit Units

CRS 301: The Gospel of St. Matthew

The purpose, date, author and contents of the Gospel is given. Special attention is paid to the Sermon on the Mount (for Luke it is sermon on the Plain).

ISS 302: The Four Orthodox Caliphs of Islam

The succession of the caliphate is traced from the Prophet to Ali with a life history of each Caliph. Attention is given to the controversy of succession that arises after the fourth Caliph.

CRS 303: History of the Reformation

The course is introduced with a reflection on the condition of the Catholic (Universal) Church, the Renaissance and then it dwells on the contribution of Martin Luther and its consequences since then.

REL 304: Research Methods

The student is exposed to various methods employed for the various disciplines, the course then makes a distinction between the empirical and the numinous where even within the numinous there are differences in the science of interpretation (compare this harmonic and the usual). Method of proper documentation oral or written.

ATR 305: The Spirit World of the African

This course introduces the student to spirit forces which are living realities. Topics such as witches, (the Bwanga, Nyame), the apparitions/phantoms as well as the witch doctor are treated.

REL 306: The Religion of China

A detailed description of Taoism is given. Special themes such as original sin and the after-life are treated.

REL 307: History of Religions

Based on REL. 204, the course goes deeper into exploring thematically what the various religions seek to reveal to the world and how these various themes control man's existence.

REL 308: Religion and Human Values II

Based on REL 105: the course probes further and raises such important questions to human healthy existence as honesty, care for the needy, integrity; mutual respect, good name as opposed to ill-gotten wealth, hardwork, egotism and what effects these have on the immediate society and the nation at large.

CRS 309: The Gospel of St. Mark

The purpose, date, author and the main contents of the Gospel. Consider the priority of Mark over the other synoptic Gospels. Introduce the synoptic problem.

REL 310: Religious Research Methods

Based on REL 204 Special Methods of obtaining religious information are explored. A definite method of documentation (whether MLA or Macmillan or any other type) should be adopted by the Department.

ISS 311: The Pillars of Islam

The five pillars of Islamic faith are:

- i) belief in oneness of God
- ii) the Zakat
- iii) the fast
- iv) praying five times a day and
- v) going on a Pilgrimage at least once in a life time are discussed in detail.

REL 312: Philosophy of Religion

Based on REL 207, the course now delves into a specific aspect of inquiry like the issue of “proofs” of the existence of God and the resurrection and the after life; and treats it in detail.

REL 313: Introducing the Psychology of Religion

This treats the aims and objectives of psychology as a discipline and examines how it seeks to explain religious phenomenon. How does psychology support religion?

400 Level

CRS 401: The Unity of the Old and New Testaments:

Heilsgeschichts

This course considers in detail the unity of the Holy Bible through the control means of salvation history: Heilsgeschichts.

REL 402: Ethics

The course begins by defining ethics generally and then adopts some of the central themes as pertaining to the biblical material.

ISS 403: The Science of Islamic Theology

The course examines in details the various issues which guide the formulation of Islamic Theology. It also considers methods of recognizing false Islamic doctrines.

CRS 404: The Nigerian Church History: 1864-1960

This is a study of the Missionary activities and churches in Nigeria of the 19th and 20th centuries. It discusses these activities as they took place in the South and North of the Country with a word about their contribution to the development of Nigeria.

CRS 405: The Gospel of St. John

This undertakes to study the purpose, date, authenticity and contents of the Book of John. It also discusses how the material in John complements the Synoptic Gospels.

ATR 406: The Supreme Being in African Tradition

This is a thorough discussion on how God is conceived by various African ethnic and Regional groups. It draws its materials from West, East, Central and South Africa.

REL 408: Religion and the Nigerian Nation

This course is designed to expose the student to the problems of religion and state. The contributions of religion to national ethical values. Positive and negative contributions of religion to state and the world.

CRS 409: A study of the Book of Acts of the Apostles

The course treats the questions of authorship, date, audience, purpose and contents of the book. Historical links are made with Paul's letters where possible.

ISS 410: Contemporary Islamic Groups in Nigeria

The course identifies the main darikas together with their main teachings within West African and Nigeria in particular. It then discusses Islamic groups in modern Nigeria and their revivalist inclination.

REL 411: Theodicy

This course discusses in detail the existence of evil in all forms vis-à-vis the claim that God is wholly good.

REL 412: Long Essay

Students should properly be guided in matters of outlines and method of footnoting, etc.

REL 414: Aspects of Hinduism

A detailed study of the concept of the migration of the soul and the caste system. Its relation to the modern life and the resurrection. What remedies? Compare with racism.

2.14 **AFRICAN TRADITIONAL RELIGION OR CHRISTIAN RELIGIOUS STUDIES OR ISLAMIC STUDIES**

2.14.1 **Philosophy, Aims and Objectives**

The aim of these programmes is to produce candidates with a B.A. degree which has a specialized knowledge in one of the following areas:

- a) African Traditional Religion
- b) Christian Religious Studies
- c) Islamic Studies

There is the provision also, that these specialized areas be offered with Education as the main teaching subject. By specializing in an aspect, the programme aims at conscientising the candidates such that the various religious traditions are seen as bedrock of the various cultural traits in Nigeria. For all the programmes under Religious Studies the national interest of cultivating and engendering the spirit of religious freedom of choice, mutual respect and commitment to the course of peaceful coexistence, is always kept in mind.

2.14.2 **Admission and Graduation Requirements**

The same as for B.A. Religious Studies

2.14.3 **Learning Outcome**

- a) Regime of Subject Knowledge- The same as for B.A. Religious Studies
- b) Competence and Skills- The same as for B.A. Religious Studies
- c) Behavioural Attitudes- The same as for B.A. Religious Studies

2.14.4 **Attainment Levels- The same as for B.A. Religious Studies**

2.14.5 **Resource Requirements for Teaching and Learning- The same as for B.A. Religious Studies**

- a) Academic and Non-Academic Staff- The same as for B.A. Religious Studies
- b) Academic and Non-Academic Space- The same as for B.A. Religious Studies
- c) Academic and Administrative - The same as for B.A. Religious Studies
- d) Library and Information Resources- The same as for B.A. Religious Studies

2.14.6 **Course Content and Description**

The degree programme in the subject will be based on the following courses throughout the 4 years:

B.A. African Traditional Religion

Level 100 1st Semester

- i) **Compulsory**
 As for 1st Semester of B.A. Religious Studies

- ii) **Required**
 Same as for B.A. (Religious Studies) Plus REL 109: The Phenomenology of Religion.

- iii) **Electives**
 As in B.A. Religious Studies

Level 200 1st Semester

- i) **Compulsory**
 Same as B.A. Religious Studies
- ii) **Required:** Same as B.A. Religious Studies
- iii) **Electives:** Same as B.A. Religious Studies

2nd Semester

- i) **Compulsory:** Same as B.A. Religious Studies
- ii) **Required:** Same as B.A. Religious Studies plus:
 ATR 212 Igbo Religion
 ATR 213 Medicine in African Traditional Religion

Level 300 1st Semester

- i) **Compulsory:** Same as B. A. Religious Studies
- ii) **Required:** Same as B.A. Religious Studies
- iii) **Electives:** Same as B.A. Religious Studies

2nd Semester

- i) **Compulsory:** Same as B.A. Religious Studies
- ii) **Required:** Same as B.A. Religious Studies plus
 ATR 315 The Yoruba Religion

Level 400

- i) ii) The same as in Level 400 of the B.A. Religious Studies except that:
 instead of REL 403, 405 and 409, the student shall offer the following:
 ATR 408 African Traditional Religion in Western Scholarship 3 credits
 ATR 410 The concept of "Power" in African Traditional Religion 3 credits

- iii) **Electives**
 The same as for B. A. Religious Studies

C. **B.A. and B.Ed. (Christian Studies)**

1. Candidates may offer B.A. (Christian Studies) with or without Education.
2. The B.Ed. candidates will offer only the courses listed under compulsory in the B.A. programme.

This takes cognizance of the fact that the same candidates would have to offer other required courses in Education.

| 100 Level | 1st Semester | Credit Units |
|------------------|--|---------------------|
| i) | Compulsory | |
| CRS 101 | Hebrew Grammar or CRS 102: Greek Grammar | 2 |
| CRS 103 | Introduction to the Pentateuch | 2 |
| ii) | Required | |
| ISS 104 | The Prophet Muhammed | 2 |
| ATR 105 | Introducing African Traditional Religion | 2 |
| CRS 106 | Principles of Linguistics | 2 |

- iii) **Electives**
Students should offer Electives as advised by the department drawn from courses in Classics Language, Philosophy, Logic or Law.

| 2nd Semester | Credit Units | |
|--------------------------------|--|---|
| i) | Compulsory | |
| CRS 107 | Hebrew Grammar and Syntax | 2 |
| CRS 108 | Greek Grammar and Syntax | 2 |
| CRS 109 | The Synoptic Gospels | 2 |
| ii) | Required | |
| ISS 110 | The Jahilliah period in Arabia | 2 |
| ATR 111 | Ancestorship in African Traditional Religion | 2 |

- iii) **Electives**
These should be drawn from languages, Classics, Philosophy, Logic and Law as may be available.

| 200 Level | 1st Semester | Credit Units |
|------------------|-----------------------------------|---------------------|
| i) | Compulsory | |
| CRS 201 | Hermeneutics and Exegesis | 3 |
| CRS 202 | The Book of Genesis | 3 |
| CRS 203 | Early Church History up to 451 AD | 3 |
| CRS 204 | Introducing Systematic Theology | 3 |
| ii) | Required | |
| CRS 205 | The Epistles of St. Paul | 3 |

- iii) **Electives**
 These may be drawn from Classics, Philosophy, Law, Logic and Languages.

2nd Semester

| | | |
|---------|-----------------------|---|
| i) | Compulsory | |
| CRS 206 | History of Israel | 3 |
| CRS 207 | The Pastoral Epistles | 3 |

| | | |
|---------|--------------------------------------|---|
| ii) | Required | |
| REL 208 | A Philosophy of the Existence of God | 3 |

- iii) **Electives**
 To be drawn from Classics, Sociology, History, English, Logic, Law and Languages.

300 Level 1st Semester

| | | |
|---------|------------------------|---|
| i) | Compulsory | |
| CRS 301 | Old Testament Theology | 3 |
| CRS 302 | New Testament Theology | 3 |
| CRS 303 | Reformation History | 3 |

| | | |
|---------|--------------------------|---|
| ii) | Required | |
| REL 304 | Interaction of Religions | 3 |

- iii) **Electives**
 To be drawn from Languages, Classics, Philosophy, Logic and Law

2nd Semester

| | | |
|---------|----------------------------|---|
| i) | Compulsory | |
| REL 305 | Comparative Religion | 3 |
| CRS 306 | Prophets in Ancient Israel | 3 |
| CRS 307 | Soteriology | 3 |

| | | |
|---------|--|---|
| ii) | Required | |
| ATR 308 | Motifs in African Traditional Religion | 3 |
| REL 309 | Religion and Human Values | 3 |

- iii) **Electives**
 To be drawn from Languages, Classics, Philosophy, Logic and Law as well as Islam.

400 Level 1st Semester

| | | |
|---------|---|---|
| i) | Compulsory | |
| CRS 401 | Exegesis of the Gospel of St. John (Or REL 409) | 3 |
| REL 402 | Ethics | 3 |
| CRS 403 | The Synoptic Gospels | 3 |

ISS 104: The Prophet Muhammed

His life history and his contribution to Islam as the messenger of Allah are treated. Attempt is made to look at Muhammed as a man himself.

ATR 105: Introducing African Traditional Religion

This course is merely to introduce the student to the main features of the African traditional religious life and relates its importance for self: identity and realization.

REL 106: Principles of Linguistics

The basic aims, objectives and method in linguistics are given, Familiar examples are drawn upon.

CRS 107: Hebrew Grammar and Syntax

Based on REL 101: This course continues. Selected passages may now be attempted from the Biblia Hebraica.

CRS 109: The Synoptic Gospels

The recognition of common material. The realization of the special sources contained in the Gospels. The documentary hypothesis. Reasons for special sources.

ISS 110: The Jahillia Period in Arabia

This course discusses the economic, social, political and religious conditions in Arabia before the advent of Islam.

ATR 111: Ancestorship in African Traditional Religion

The course discusses in detail the importance of ancestors as the living-dead; defines the process of attaining such status and assesses their place among various ethnic groups in Africa, its effects even on modern African Christians.

200 Level

CRS 201: Hermeneutics and Exegesis

The course gives in detail the scientific method of deriving a teaching from the scriptures which should guide the task of Exegesis. Pericopaea are selected and treated as examples taking the old and New Testaments in consideration.

CRS 202: The Book of Genesis

This is a conventional exegetical work based on the original. Attempts are seriously made to relate Chapters 1-11 to modern developments in science.

CRS 203: Early Church History Up to 451 AD

This is a course designed to expose the student to the life of the Church shortly after its Lord (Jesus Christ) had left the scene. The theological controversies and the formation of the canon and church regulations are given special attention.

CRS 204: Introducing Systematic Theology

This course leaves out the distinction between Biblical and systematic theology and selects a topic on which to dwell.

CRS 205: The Epistles of St. Paul

A brief life history of Paul's contribution is given indicating that he was the first to write the New Testament even before the Gospels. The main topics taken up in the traditional Epistles are outlined noting possible progression in thought. Or a single book may be chosen for a detailed analysis.

CRS 206: History of Israel

This course chooses one of the following and examines the themes and personalities against the historical world's background of Jewish history;

- i) From Abraham to the Period of Judges;
- ii) From the Rise of Monarchy to the fall of Judah
- iii) The Maccabean Revolt;
- iv) The Emergence of Modern Jewish State.

CRS 207: The Pastoral Epistles

The contents of the Epistles are digested noting their universal and general outlook. The topic of authorship is discussed.

REL 208: A Philosophy of the Existence of God

The so-called theistic proofs are discussed in detail and the possibility of the universe being of a "chance" and a "brufe fact" is thoroughly explored.

300 Level

CRS 301: Old Testament Theology

The place of old Testament thought as background to Christianity is expatiated on. Thereafter a particular motive is selected for a detailed treatment. Relate the findings as much as practicable to the present day Jewish Thought.

CRS 302: New Testament Theology

The course introduces the student briefly to the various topics in New Testament Theology and singles out one topic for detailed exposition.

CRS 303: Reformation History

The course is introduced by general discussion of the renaissance and the aufklarung. The then condition of the Catholic (Christian) Church is treated and this is followed by a detailed study of Luther and his companions including their specific contributions to the Reformation.

REL 304: Interaction of Religions

This course is designed to stimulate students into accepting mutual respect, complementary and development across relations in Nigeria. It involves the

identification of contributions socially, economically and educationally (West and East) to the nation.

REL 305: Comparative Religions

This is an advanced course dealing with drawing up parallels in Christian Theology, Islam and Hinduism in selected topics. Topics of salvation rewards and punishments as well as angeology are suggested for detailed study.

CRS 306: Prophets in Ancient Israel

The concept of prophecy as developed biblically is treated. Thereafter two prophets such as Jeremiah or Ezekiel and Isaiah are studied. A brief statement on modern concept of prophecy and prophets current in Israel today is made.

CRS 307: Soteriology

This is a detailed study of the concept of salvation which begins its survey from Genesis to Revelation. Notice the ephemeral and the external material and spiritual aspects of salvation. The place of Christian Salvation in everyday life.

ATR 308: Motifs in African Traditional Religion

One motif is selected and given detailed treatment across Africa. Rite of passage is suggested.

REL 309: Religion and Human Values

The meaning of life and its goals are analysed using standards set out by religions like Christianity, Islam and African Tradition. Given alternative view and the consequences that follow in each case. Importance of corporate personality in the nation is stressed. What an individual does affect others no matter how small. Dignity of labour, honesty, greed and other social ills are discussed. In what ways religion help enhance evils or conquer them? Nepotism and egotism, corruption and national goals.

400 Level

CRS 401: Exegesis of the Gospel of St. John

This is designed to give the student a footing in exegetical work. The course treats the commentary on the Book of John conventionally. (REL 409 may be offered as an alternative).

REL 402: Ethics

A theoretical treatment of the subject both historical and contemporary is made. Thereafter, the course concentrates on biblical ethics while it casts a glance on African traditions and cultural norms.

CRS 403: The Synoptic Gospels

The synoptic problem identified. The priority of Mark. The construction of the life of Jesus Christ and His main teachings.

CRS 404: The Messianic Concept and Figure

The course begins with the Judiac concept of the expected one and his responsibilities as contained in the Hebrew Bible and tries to identify some in the history. The course then carries its theme into the New Testament where Jesus Christ the Lord is assumed to fit most into the concept.

REL 405: Long Essay

Students service be helped with the flow of thought in the themes. Distinction should be made between abstract and introduction. Scholarly method of documentation should be adopted uniformly.

CRS 406: Nigerian Church History 1864-1960

The study of the activities of Christian Missionaries in Nigeria during this period is outlined. The course takes pains to cover both southern and northern parts of Nigeria. The emergence of indigenous church organizations based on foreign missionaries is recognized.

ATR 407: Elements of African Traditional Beliefs

Aspects of African traditional beliefs are selected for detailed study. It is suggested that the work of the “babalawo”, his responsibilities, means (herbs and methods) as well as the types of clients he witnesses be studied.

The equivalent of Babalawo is studied across Nigeria.

CRS 408: Ecclesiology

This begins with the community of the called out ones universally, traces the divine goal for the whole world, and looks up to a day of joy when she is reclined as bride. The Keringina as the verifying factor in the comah. Church organization is discussed.

CRS 409: Hebrew Exegesis Or CRS. 401

This is based on a set books treated conventionally. The books of Genesis, the Psalms and Jeremiah should be adopted in rotation. Whatever the treatment, the course incorporates current Jewish scholarship vis-à-vis the Christian understanding.

B.A. and B. Ed. (Islamic Studies)

Level 100

| | 1st Semester | Credit Units |
|----------------------|--|---------------------|
| i) Compulsory | | |
| CRS 101 | Sources of Christianity | 3 |
| ISS 102 | Source of Islam | 3 |
| ATR 103 | Survey of African Traditional Religion | 3 |
| ii) Required | | |
| ATR 104 | Introduction to the Study of Religion | 3 |

In addition student shall offer Courses from General Studies, Classics, Sociology and Philosophy as may be required to make the necessary credit grade.

iii) **Electives**

Electives shall be drawn from courses in Languages, Classics, History, Law, Psychology, English and Logic as may be required by the Department.

2nd Semester

i) **Compulsory**

| | | |
|---------|---------------------------------------|---|
| REL 105 | Religion and Human Values | 2 |
| ISS 106 | Arabic I | 3 |
| ISS 107 | Introduction to Sunnah and the Hadith | 2 |

ii) **Required**

| | | |
|---------|--|---|
| REL 108 | Introduction to the Philosophy of Religion | 2 |
|---------|--|---|

iii) **Electives**

Electives shall be offered from courses in Languages, Classics, History, Law, Psychology, English and Logic. N.B. Candidates for B.Ed would need to offer courses in Education in addition to the compulsory courses designed in this programme.

Level 200

1st Semester

i) **Compulsory**

| | | |
|---------|---------------------------------------|---|
| ATR 201 | The definition of Religion: A variety | 3 |
| CRS 202 | Introduction to the Gospels | 3 |
| ISS 203 | Introduction to the Glorious Qu'ran | 3 |

ii) **Required**

| | | |
|---------|--|---|
| ISS 204 | History of the Four Orthodox Caliphs | 3 |
| ISS 205 | Prophet Mohammad during Mecca and Medina periods | 3 |
| ISS 206 | The Compilation of the Qur'an | 3 |

iii) **Electives**

Students may make up the required credit load by selecting-courses from Classics, Languages, History, Law, Psychology, and English.

2nd Semester

i) **Compulsory**

| | | |
|---------|--|---|
| ATR 207 | African Traditional Religion and Culture | 3 |
| REL 208 | Introduction to Sociology of Religion | 3 |
| ISS 209 | The Essence of Qur'anic Message | 3 |

ii) **Required**

| | | |
|---------|-----------------------|---|
| ISS 210 | Arabic II | 3 |
| ISS 211 | Tafsir of the Fatimah | 3 |

iii) **Electives**

These should be taken from courses in Classics, English, Psychology, Logic, Law, History or Languages in order to make up the required credit load.

1st Semester

Level 300

i) **Compulsory**

| | | |
|---------|-------------------------------------|---|
| ISS 301 | The formation of Islamic Theology | 3 |
| CRS 302 | Introduction to Synoptic Gospels | 3 |
| ISS 303 | Tafsir on Selected Quar'anic Sunnah | 3 |
| ISS 304 | Studies on the Hadith | 3 |

ii) **Required**

| | | |
|---------|-------------------|---|
| ISS 305 | The Ilm al-Tawhid | 3 |
| ISS 306 | The Shariah | 3 |

iii) **Electives**

To be selected from Languages, Psychology, History, Law, English, Logic, Classics and Philosophy.

2nd Semester

i) **Compulsory**

| | | |
|---------|---------------------------|---|
| ISS 307 | Islam in Africa | 3 |
| ISS 308 | Pillars of Islam | 3 |
| ISS 309 | Arabic III | 3 |
| ISS 310 | Islamic Political Thought | 3 |

ii) **Required**

| | | |
|---------|---------------------|---|
| ISS 311 | Works of Al-Ghazali | 3 |
| REL 312 | Research Methods | 3 |

iii) **Electives**

These are to be drawn from courses in Classics, Economics, Philosophy, English, Psychology, Logic, Law, Languages or History.

N.B. Candidates for B.Ed. would need to offer courses in Education in addition to the compulsory courses designed in this programme.

Level 400**1st Semester****i) Compulsory**

| | | |
|----------|------------------------------|---|
| ISS 401: | Islam in Nigeria | 3 |
| CRS 402: | Christianity in Nigeria | 3 |
| REL 403: | Islamic Religion and Culture | 3 |

ii) Required

| | | |
|----------|--------------------------------------|---|
| ISS 404: | Islamic Contribution to Civilisation | 3 |
| CRS 405: | Textual Exegesis | 3 |
| REL 406: | Long Essay | 6 |

iii) **Electives:** May be taken from Classics, Economics, Psychology, Logic, Law, English, History and Language.

2nd Semester**i) Compulsory**

| | | |
|----------|--|---|
| ISS 407: | Revivalism and Revivalist Movements | 3 |
| ISS 408: | Islamic Education | 3 |
| ISS 409: | Islam and the West in the modern world | 3 |

ii) Required

| | | |
|----------|---------------------------------------|---|
| ISS 410: | Classical Arabic in Buhari and Muslim | 3 |
|----------|---------------------------------------|---|

iii) Electives

May be drawn from Classics, Economics, Philosophy, History, Law, Psychology, English and Mathematics.

B.A.: B.Ed. (ISLAMIC STUDIES) COURSES SYNOPSES

B.Ed. Students need only to offer compulsory courses in order to be able to offer the required courses in the Faculty of Education.

100 Level

CRS 101: Sources of Christianity
As in REL 101 of B.A. Religious Studies

ATR 103: Survey of African Traditional Religion
As in REL 103 of B.A. Religious Studies

ATR 104: Introduction to the Study of Religion
As in REL 104 of B.A. Religious Studies

REL 105: Religion and Human Values I
As in REL 105 of B.A. Religious Studies

ISS 106: Arabic I
The course begins with a discussion on Semitic and the related Afro-Asiatic languages of which Hausa has the largest representation in Nigeria. Thereafter, it introduces Arabic Grammar and Syntax as a spoken language. The course is treated conventionally with a lot of exercises.

ISS 107: Introduction to the Sunah and the Hadith
The meaning and importance of the Sunnah and the Hadith within the total framework of Islamic theology is stressed.

REL 108: Introduction to the Philosophy of Religion
As in REL 207 of B.A. Religious Studies but in less details.

200 Level

ATR 201: Definitions of Religion: A variety
As in REL 201 of B.A. Religious Studies.

CRS 202: Introduction to the Gospels
As in REL 202 of B.A. Religious Studies

ISS 203: Introduction to the Glorious Qur'an
As in REL 203 of B.A. Religious Studies

ISS 204: History of the Four Orthodox Caliphs
As in REL 302 of B.A. Religious Studies

ISS 205: Prophet Muhammad During Mecca and Medina Periods

This course treats the Prophet's encounter with parties in Mecca and Medina giving the historical background to the Hajj in detail.

ISS 206: The Compilation of the Glorious Qur'an

As in REL 208 of B.A. Religious Studies

ISS 207: The Essence of Quaranic Message

This is done by a detailed exposition of selected chapters from al-Quar'an in a given year for example chapter 73, 74 and 96 may be studied in one year i.e. Surat al-Muzzammil, Surat al-Muddthmir and Surat al-'Alq respectively.

ATR 208: African Traditional Religion and Culture

A definition of culture is discussed. Correlations are made between African practices and their religion by itemizing topics. Then follows a detailed discussion on the secular and the divine in human behaviour and how all this is related to political institutions in the country.

REL 209: Introducing the Sociology of Religion

This course discusses the aims and objectives as well as the approach and methods of sociology. It gives in detail its views on religious phenomena.

ISS 210: Arabic II

The continuation of REL 106.

ISS 211: The Tafsir of the Fatimah

This course introduces methods in Qur'anic Commentary as may be done by various groups and scholars. It then gives a full commentary on the first chapter of the Glorious Qur'an singling out its importance in the Life of a Muslim.

300 Level

ISS 301: The Formation of Islamic Theology

This discusses fully the four usuls as the bases for evolving a decision and or theology in Islam. It also identifies the methods of exposing heresy.

CRS 302: Introduction to Synoptic Gospels

As in REL 109 of B.A. Christian Religious Studies except in details.

ISS 303: Tafsir on Qur'anic Suwar

More Suwar Chapters are selected exposition as in REL 209.

ISS 304: Studies on the Hadith

The study of the terminology in Hadith, its method of classification, the authentic collections, and the attitude of Muslim firag towards it.

ISS 305: The Ilm al-Tawhid

This treats the concepts of Tawhid in theory and practice, delves into what true al-iman is and as it relates to the various schools. The course incorporates the beautiful (attributes) of God.

ISS 306: The Fhari ah

The basis of Islamic jurisprudence, its scope and function. Islamic constitutional and family law. Concept of Islamic State with current examples of countries which operate it. Its application to Nigeria, how congenial?

ISS 307: Islam in Africa

This briefly discusses the condition of the Church in North Africa before General Al-As overran it in 640 AD. The spread of Islam in the Maghreb; and its entry through the migrants to East Africa. Islam in West Africa; its spread through trade; Islam's contribution to Africa through commerce and knowledge (see the case of Timbuktoo).

ISS 308: The Pillars of Islams

Detailed exposition of the concept of

- i) Salat
- ii) Zakat
- iii) Sawon
- iv) Hajj

ISS 309: Arabic III

This is a continuation of REL 210. This stage requires the candidate to translate from the assigned passages from the Glorious Qur'an.

ISS 310: Islamic Political Thought

Somewhat built on an aspect of REL 306. This course introduces the student to the political thinkers of Islam in the past and exposes the student to the options of present Islamic civilization. The course may use figures such as Lithmanism Fudi, Ali al-Raziq, Imam Khomeini of Mu'ammara-Daddafi.

ISS 311: Works of al-Ghazali

This course gives a life history of the Islamic scholar and delves into the contents of his works. The purpose is both religious and literary. Works of other scholars like Muslim may be compared with al-Ghazalis contributions.

REL 312: Research Methods

Students are to be helped particularly in matters of sequence of thought, methodology peculiar to the discipline, foot-noting and clear part of the long essay to the other such as abstract is distinguished from introduction, etc.

400 Level

ISS 401: Islam in Nigeria

This is treated historically, theologically (Schools) and with its contribution to development.

CRS 402: Christianity in Nigeria

This is treated historically, theologically (denominally) and its contribution to development.

ISS 403: Islamic Religion and Culture

This is a further development upon REL 307 but it now emphasizes the relationship between practical Islam and culture in its various aspects treated in detail. Once again the relationship between the secular (mundane) and the religious (divine) is discussed fully.

ISS 404: Islamic Contribution to Civilisation

Islamic contribution to mathematics, measure, architecture and political thought.

ISS 405: Textual Exegesis

This is based on an indepth study of prescribed surat in al-Qur'an in this case chapter 33. The comprehensive study of the selected Surah is preceded by noting the characteristics of the Qur'an, such as:

- i) its universality
- ii) comprehensiveness
- iii) suitability to inborn nature (fitra)
- iv) unity of chapters
- v) as source for Shariah
- vi) its principles for a good society

REL 406: Long Essay

This puts into practice the theories gained in REL 312.

ISS 407: Revivalism and Revivalist Movements

The concept of tajaid, its development and early revivalist leaders. The revivalist movements and their leaders in the 19th century with particular reference to Africa. The course also deals with the current al-Lkwan al-Muslimin and Jama'ate Islamic movements.

ISS 408: Islamic Education

The course begins with the consideration of the concept of education in the Qur'an, proceeds to Prophet's guidance on education and then considers the contribution of Sahaba and Tabi-un to the topic. Major Islamic institutions are mentioned as well as the influence of notable writers. Educational literature enjihad is gained and the course ends with a look at the Islamic educational system from Quranic school to higher education (tertiary).

2.15 THEATRE ARTS/PERFORMING ARTS

2.15.1 Philosophy, Aims and Objectives of the Degree Programme

Theatre Arts/ Performing Arts concern life and the expressions of the realities surrounding it. The course focuses on the concrete means of displaying the cultures, traditions and other aspects of man's existence.

- i) To equip students with a good knowledge of the main principles of the theory and practice of the Theatre Arts and Performing Arts.
- ii) To train students in the Arts of the stage and creative insights.
- iii) To prepare them for further studies in the discipline, or prepare them for relevant careers in the managerial cadres of administration, in teaching, in broadcasting for radio and television and in cultural arts centres.

2.15.2 Admission and Graduation Requirements

In addition to general admission requirements, usually 5 Senior Secondary School Level Credits or its equivalent, including English Language (for the 4-year programme) or higher qualifications, or a Diploma in Theatre Arts, in addition to the required credits (for the 3 year programme). In addition to the above Credits earned at the SSS Level or its equivalent should be discreetly chosen from amongst subjects in the Arts, the Social Sciences and the Sciences. This is with due regard to the specific nature of the discipline of Theatre Arts with its Social Sciences, Science and Arts. Besides, Theatre Arts has not yet begun to feature as a subject at the primary and secondary levels of Nigerian Education.

The Faculty graduation requirements apply here. The entire degree programme lasts four years (eight semesters) for UME or three years (six semesters) for the "A" Level or Diploma in Theatre Arts students.

2.15.3 Learning Outcome

The B.A. Theatre Arts/ Performing Arts programme is expected to impart the required knowledge to students in the theory and the practice of the arts of the stage, the mass media and communications.. Learning outcomes of a degree programme in this course are to be seen in the following abilities:

- ❖ Fluency in oral and written communication
- ❖ Ability to understand play texts
- ❖ Ability to communicate effectively
- ❖ Adequate reasoning
- ❖ Ability to analyse drama and media contexts
- ❖ Competence in performance for all kinds of media
- ❖ Liberty of mind and initiative in life
- ❖ Imaginative capabilities

- ❖ Ability to engage in independent research
- ❖ Aptitude for use of ICT for performance endeavour

a) **Regime of Subject Knowledge**

The students are acquainted with the course requirements at the beginning of every semester. The course outline helps the students to appreciate the theoretical and practical needs of the course. It is required that student know where and how to source the materials relevant to this course of study. The scope of the course includes among several others:

- ❖ Speech / Communication Arts
- ❖ Acting for the stage, radio, TV and film
- ❖ Literature/ History of the Arts
- ❖ Criticism
- ❖ Oral Interpretation
- ❖ Stage Design
- ❖ Directing for the stage and screen
- ❖ Writing for the stage, radio and screen
- ❖ Cybernetics

b) **Competence and Skills**

Skills required in the study of Theatre Arts/ Performing Arts include:

- i) Creativity
- ii) Resourcefulness
- iii) Analytical mind
- iv) Initiative/ Discretion
- v) Independence of mind
- vi) Self-discipline
- vii) Ability to work without close supervision
- viii) Clarity and command of language
- ix) Coherence, and fluency of oral or written expression
- x) Intellectual honesty, integrity and maturity

c) **Behavioural Attitudes**

Graduates of Theatre Arts/ Performing Arts can fit into any sphere of endeavour. The knowledge acquired in the study of Theatre Arts/ Performing Arts makes the Graduate of the course stand out in the portrayal of contemporary social realities using performance. These graduates are entrepreneurs, express the Arts with grace and integrity and are codifiers of the cultural traditions of Nigeria.

2.15.4 Attainment Levels

Graduates of Theatre Arts/ Performing Arts are expected to have reached the following levels of attainment after completing the programme as being benchmarked:

- i) Good knowledge of performative indices
- ii) Ability to communicate fluently
- iii) Ability to analyse works in any medium of communication
- iv) Ability to write plays for any medium of communication
- v) Ability for collaborative work with groups and individuals
- vi) Ability to fit into global competitiveness
- vii) Ability to generate income and sustain livelihoods
- viii) Competence in research for academic and general purposes

2.15.5 Resource Requirements for Teaching and Learning

Theatre Arts is a fusion of the arts and sciences therefore certain facilities are required to enhance both the theory and practice of the arts of theatre. Therefore, the following resource requirements are suggested for Teaching and Learning in the Theatre Arts/Performing Arts Programme :

- a) **Academic and Non-Academic Staff – Teaching and Non-Teaching**
The recommended staff student ratio should be 1: 30 in view of the need for more effective staff student contact and to encourage a more vigorous tutorial/ studio work system.
- b) **Academic and Non-Academic Spaces**
The use of space is crucial to the practice of Theatre Arts/ Performing Arts. Some of these are- an auditorium with complete shower and conveniences, and/or adequate performance venue, suitably equipped to serve performance workshop needs of the Department, recording and practice studio, viewing and projection rooms, language laboratories, dark room, editing room, resource room (for the storage of video films, tapes, gramophone records, production albums, production books and scripts), rehearsal/performance studios (for dance, music, design and oral interpretation), carpentry/ tailoring, tool shed.
- c) **Academic and Administrative Equipment**
Physical – classrooms, and seminar rooms, and lecture theatres. Others – Specialized machinery and equipment, like electronic and especially access to computer and internet, studio.
- d) **Library and Information Resources Library**
These will include printed books, journals and play texts.

2.15.6 Course Contents and Descriptions

The degree programme in this subject will be based on the following courses throughout the 4 years:

| i) | Compulsory Courses | Credits Units |
|----|--|----------------------|
| | 100 Level | |
| | THA 101 Traditional African/Festival Theatre | 2 |
| | THA 102 Introduction to Drama and Theatre | 2 |
| | THA 103 Beginning Theatre Design and Technology | 2 |
| | THA 104 History of Drama and Theatre from Beginnings to Medieval period | 2 |
| | THA 105 Basic Communication Theory | 2 |
| | THA 106 Practical Participation Orientation | 2 |
| | GST 101 Use of English I | 2 |
| | GST 102 Philosophy and Logic | 2 |
| | GST 103 Nigerian Peoples and Culture | 2 |
| | GST 104 History and Philosophy of Science | 2 |
| | GST 105 Citizenship Education | 2 |
| | GST 106 Use of English II | 2 |
| | | 24 |
| | 200 Level | |
| | THA 201 African Drama and Theatre in the Colonial Era | 3 |
| | THA 202 History of Drama and Theatre Renaissance to the 19 th century | 3 |
| | THA 203 Introduction to Dramatic Literature and Criticism | 3 |
| | THA 204 Introduction to Directing | 3 |
| | THA 205 Basic Speech Arts and Acting | 3 |
| | THA 206 History of Drama and Theatre: The Modern period | 3 |
| | THA 207 Fundamentals of Playwriting | 3 |
| | THA 208 Children's Theatre Education | 2 |
| | THA 209 Practical Participation Production(s) | 2 |
| | 300 Level | |
| | THA 301 Modern African Drama | 2 |
| | THA 302 Research Methods and Materials | 2 |
| | THA 303 Theatre Administration and Studio Management | 2 |
| | THA 304 Basic Choreography and Kineasthetics | 2 |
| | THA 305 Basic Non-Verbal Communication (Proxemics/Kinetics) | 2 |
| | CMP 300 Introduction to Computers | 3 |
| | CMP 301 Application of Computers to Arts | 3 |
| | 400 Level | |
| | THA 401 Topics in Theatre Studies | 2 |
| | THA 402 Theories of the Modern Theatre | 2 |
| | THA 403 Project | 6 |

- ii) **Required Courses (Compulsory)**
 - a) At least one relevant course in the Department, other departments from the Faculty e.g. from the Department of Modern European Languages, or Philosophy, or History, or English Language and Literatures, etc and
 - b) One other relevant course in the Faculty of Social Sciences, e.g. from the Departments of Sociology, or Anthropology, or Psychology, or
 - c) Political Science or Mass Communication
 - d) Computer 300 and Computer 301 – 6 credits.

- iii) **Electives Courses**
(To fulfil minimum requirements for the award of a degree) other courses listed within and outside the discipline, and selected as relevant on advice.

Course Description

THA 101: Traditional African Theatre

A study of Traditional Theatre in Africa, as a non-written drama discipline in various African communities and as a form of theatre evolving from the festival in its various contexts and settings.

THA 102: Introduction to Drama and Theatre

An introductory course which explains the fundamental distinctions between “Theatre” and “Drama” as theoretical and practical concepts, revealing their interrelatedness.

THA 103: Beginning Theatre Design and Technology

A study of how to relate scene design to text in actual production by focusing on the factors that control design procedures for the varying media.

THA 104: Theatre History: Beginnings to Medieval

A brief outline history of the theories of the origins and development of Theatre and its practice from earliest ritual, oral, and written traditions the world over up to the Medieval times. Various contexts and texts will help focus attention on conditions of theatrical performance, concepts of stage house, play, and the social conventions that realized them.

THA 105: Basic Communication Theory

A study of the basic models and theories of communication as the process evolves from individual perceptions, language habits, and behaviour in intrapersonal, interpersonal and social transactions.

THA 106: Participation Orientation

The participation of students in a theatre production, as directors, actors, designers, technical directors, stage and house managers and crew members, is evaluated by the supervising teacher. Effective student contribution of critique meetings, before and after the production is encouraged.

THA 201: African Drama and Theatre: The Colonial Era

A study of indigenous theatrical activity in Africa as it was based in churches, concert party hands, minstrels, and pop Songs groups, from its beginnings to 1960.

THA 202: History of Drama and Theatre: Renaissance to 19th Centuries

A historical survey of the major events and developments in the theory and practice of world drama and theatre from the renaissance to 1960.

THA 203: Introduction to Dramatic Literature and Criticism

An introductory study of critical methodologies since Aristotle, using selected plays. The student is expected to understand and appreciate how the criticism of drama has shaped and has been shaped by the writer's principles of selection and arrangement.

THA 204: Introduction to Directing

A study of the basic mechanics of directing for the stage. The director's application of the principles of composition, picturisation, movement, rhythm and pantomimic dramatization is emphasized.

THA 205: Basic Speech: Arts and Acting Techniques

Through basic exercises which aid articulation and voice projection, the student studies the phonemic and stress patterns of English and their interaction with various Nigerian Language tones. So grounded, the student learns to speak poetry and prose with differing dramatic effect as demanded by the context or the text.

THA 206: History of Drama and Theatre: The Modern Period

A historical survey of the evolution of drama and theatre practice with their socio-economic factors since 1980. The concept of modernism in theatre is explored through the various forms and context of Romanticism, Realism, Naturalism, Symbolism, Impressionism, Expressionism, Didacism and Absurdism.

THA 207: Fundamentals of Play Writing

With emphasis on plot and plot devices, characterization, theme and dialogue, the student is introduced to the art of play writing. Exercises will be used to develop the student's grasp and execution of these elements in practice.

THA 208: Children's Theatre Education

The student learns how to explore the dramatic imagination of young people by encouraging communication awareness and interaction at various levels through movement, mime and eurythmics. Practical tasks are assigned and evaluated both in selected schools in the community and at the Saturday playhouse project.

THA 209: Participation Orientation

A supervised participation of students in a Theatre production such that the student learns critique writing, management, acting, directing or general backstage work as part of a team.

THA 301: Modern African Drama and Theatre

A study of the origins and development of written works of drama in Africa since 1800. The course shows how major African authors have used theatre to respond to their cultural, social and political situations in various regions of the continent.

THA 302: Research Methods and Materials

A course in the basic approaches to scientific gathering of data, definition of methodology and collation and analysis of material for research in various areas of theatre following both historically and practically the latest and best models for scholarly rediscovery and recording of information from archives, libraries, field work.

THA 303: Theatre Administration and Studio Management

The student studies and applies the principles that inform performance management, venue administration and the duties of a theatre manager, from play selection through rehearsals, up to the run and strike.

THA 304: Basic Choreography and Kineasthetics

An exploration of techniques of dance-drama idioms based on selected texts that reveal the interrelation of linear and non-linear activity, traditional relationship of dance to music, variation, direction, and rhythm. Suitable exercises will distinguish “set” and “improvised” dances.

THA 305: Basic Non-Verbal Communication for the Actor

A study of non-verbal cues as the external stimuli emanating from body motion, characteristics of appearance and voice (kinesics) and the use of space and distancing (proxemics) which enable the actor to recognize and interpret the cultural and racial differences in communicating roles in various contexts.

THA 401: Topics in Theatre Studies

This course is a study of chief thematic categories of drama as determined from selected works of principal and seminal playwrights. Dramatic form and content are then used as an index of the social conditions in which plays are written, and their pedagogic value enhanced by an exploration of how the ideas, practices, and methods of critics, actors, directors, designers, choreographers and semioticians worldwide, complement such major themes as politics, society, religion, love, identity and alienate.

THA 402: Theories of Dramatic Criticism

A study of the main theories and trends in dramatic criticism, its methodologies and approaches from Aristotle to Patrice Pavis, using appropriately illustrative play texts.

THA 403: Project

This is a research project in which a student submits a reasoned essay in a selected practical or theoretical area of theatre arts.

ISS 409: Islam and the West in the Modern World

The attitude of Islam to hl al-Kitab in:

- i) al-Quran
- ii) al-Sunnah
- iii) General Islamic Law

Such topics as the historical certificates between Islam and the West, Western information and the Muslim world, missionaries, the west and the Palestanian issue, all are discussed. Muslim reactions against the West.

ISS 410: Classical Arabic in Buhhari and Muslim

This is designed to acquaint the student with classical Arabic. Hitherto, he has been dealing with contemporary Arabic in the main. Selected works of the scholars are lavishly translated and exegeted.

3.0 APPENDICES

Equipment: Arts Discipline Equipment

i) **Audio-Visual aids**

These are equipment to satisfy both the general needs of the faculty and the peculiar requirements of respective discipline should be provided.

ii) **Instructional Resources Centre**

Each Faculty of Arts should have an Instructional Resources Centre. Such a centre should consist of adequate and multipurpose audio-visual facilities to cater for the needs of the various departments in the Faculty.

In particular the following items should be provided:

- i) Viewing and listening rooms;
- ii) Overhead, slide and power point projectors;
- iii) Films, video cassettes and tapes, audio cassettes tapes and slide;
- iv) Tape recorders;
- v) Micro film reader
- vi) Computers
- vii) Digital Camera
- viii) Fast photocopiers.

These are general equipment to be centralized for faculty use. In addition to the above, the following should apply to each department as indicated.

i) **African Languages and Literature**

The following items of equipment are considered desirable.

- i) Portable tape-recorders and Cassettes
- ii) Recorder and Record Players
- iii) Regular Cameras
- iv) Video Cameras and Monitors
- v) Projector

ii) **English Language**

In addition to the general facilities for a normal Faculty of Arts, it is essential to have adequate staff offices/tutorial rooms, a well-equipped and functioning language laboratory and a recording studio manned by suitably trained personnel.

Others to include tape-recorders, record players, video, ctv and tv.

iii) **Literature in English**

a) **Journals**

At least one major Journal in each of the following areas should be subscribed to by the relevant University Library:

- i) English Literature
- ii) American Literature
- iii) African Literature
- iv) Fiction
- v) Drama
- vi) Poetry
- vii) Oral Literature
- viii) Critical Theory

b) **Books**

Multiple copies of each set book should be available in each University Library. In addition, University Bookshops should have adequate stocks of all set books for sale to students and staff.

c) **Audio Visual Facilities**

There should be a stock of cassettes and video tapes and machines as well as films and projectors to be used as audio visual reinforcement to the lectures and text studied. Such materials should relate to the texts studied.

iv) **Linguistics**

The following items of equipment are considered desirable:

- Tape-recorders
- Sound spectrographs
- Oscilloscopes
- Palatometers
- Aerometers
- Plastic Speech Organs
- Overhead Projector

v) **Music**

For good music education to our students, each Department of Music should have the following facilities and equipment as a minimum.

a) **Classrooms** (at least 4 in number), each equipped with

- 1) Wide blackboard ruled with music staves
- 2) Piano
- 3) Record Player with good speakers
- 4) Tape Recorder/Player, with good speakers
- 5) Cassette Recorder/Player, with good speakers.

b) **Main Rehearsal Rooms** – Apart from the teaching Classrooms, terraced, for rehearsals of Choirs, Band, Orchestras and Instrumental Ensembles.

- c) **Music Listening Rooms** – for listening to tapes and records with facilities for multiple listening with earphones.
- d) **Viewing (Dark) Room** – a terraced mini-hall for viewing of films, filmstrips, video tapes, slides, etc., with proper screening and projection facilities, projectors, T.V. sets, V.T.R.S. etc.
- e) **Concert Hall** – A fairly large hall to seat 200 to 250 or more people, with adequate lighting, dressing room risers and a large stage capable of accommodating fairly large performing group such as choirs, orchestras, dance groups etc. The stage should have an orchestra pit to facilitate the performance of Operas and Dance-Dramas. The Concert Hall should be equipped with a full Organ, a Grand Piano, and Public Address Systems.
- f) **Practice Rooms:** There should be up to 20 (if possible) practice Rooms, each equipped with a piano and a fixed Music Stand (chain to the room), where students may make the necessary practice for their art.
- g) **Staff Rooms** – Each member of the teaching staff should have his own office, equipped with a spacious working desk and a piano large enough for him to carry out practical teaching of instrument or a voice or keyboard – harmony to one or two students in his personal office.
- h) **Senior Staff Common Room** – There should be a Common Room for Senior Staff.
- i) **Theatre Arts**
 Every Department of Theatre Arts survives or fails, by the adequacy or otherwise of its specialized equipment and machinery, and the availability of space. Since Theatre Arts is composite of technology and the humanities, basic facilities are required, as they enhance both theory and practice of the arts and theatre. Therefore, in particular, the following facilities are approved:
 1. An auditorium, and/or adequate performance venue, suitably equipped to serve performance workshop needs of the Department.
 2. Recording and practice studio
 3. Viewing and Projection Rooms

4. Language Laboratories
5. Dark Room
6. Editing Room
7. Resource Room (for the storage of video films, tapes, gramophone records, production albums, production books and scripts).
8. Rehearsal/performance Studios (for dance, music, design and oral interpretation).

i) **Equipment**

1. **Piano:** There should be a grand piano in the Concert Hall and at least an upright piano in every teaching room, rehearsal room, practice room and staff office.
2. **Organs:** (Pipe or Electric) There should be one full organ (at least two-manual in the Concert Hall, and consuls in at least two practice rooms).

Each organ must have a full two-octave pedal board.

3. Orchestra and/or Band instruments.
4. Recorders
5. African Musical Instruments
6. Movable and collapsible Music stands
7. At least 2 full conductor's stands
8. Metronomes, Pitch Pipes, Tuning Forks, Monochords, Autoharps, Melodicas etc.