NATIONAL UNIVERSITIES COMMISSION

BENCHMARK MINIMUM ACADEMIC STANDARDS

For

UNDERGRADUATE PROGRAMMES

In

NIGERIAN UNIVERSITIES

ARTS

NOVEMBER 2014

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PREFACE

Section 10 (1) of the Education (National Minimum Standards and Establishment of Institutions) Act, Cap E3, Laws of the Federation of Nigeria 2004, empowers the National Universities Commission to lay down minimum standards for all programmes taught in Nigerian universities. In 1989, the Commission, in collaboration with the universities and their staff, developed minimum academic standards for all the programmes taught in Nigerian universities and the Federal Government subsequently approved the documents.

After more than a decade of using the Minimum Academic Standard (MAS) documents as a major instrument of quality assurance, the Commission in 2001 initiated a process to revise the documents. The curriculum review was necessitated by the fact that the frontiers 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 dynamics of the skills set required to face the challenge of competition engendered by globalization were also compelling reasons 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 and appropriate skills, competencies and dispositions that will make them globally competitive and capable of contributing meaningfully to Nigeria's socio-economic development.

Recognising 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 best practice. To actualize this, the Commission organized a stakeholders' workshop to benchmark each programme in all the disciplines taught in Nigerian universities. Following comments and feedback from critical stakeholders in the universities indicating that the Benchmark-style Statements were too sketchy to meaningfully guide the development of curricula and were also inadequate for the purpose of accreditation, the Commission put in place the mechanism for the merger of the Benchmark-style Statements and the revised Minimum Academic Standards into new documents referred to as the Benchmark Minimum Academic Standards (BMAS).

The resultant documents, an amalgam of the outcome-based Benchmark statements and the content-based MAS clearly enunciates the learning outcomes and competencies expected of graduates of each academic programme without being overly prescriptive while at the same time providing the requisite flexibility and innovativeness consistent with institutional autonomy.

The first step in the process of amalgamation of the Benchmark statements and the content-based MAS was the conduct of a needs assessment survey and the publication of the findings in the report titled *Needs Assessment Surveys 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 Needs 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. The second stage was the organisation of a workshop at which academic experts across Nigerian universities, including

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Vice-Chancellors, participated with the objective of ensuring that the designed BMAS for the various disciplines took into cognizance the identified knowledge and skill gaps. At the end of the workshop, draft BMAS documents were produced for the various programmes in the thirteen broad academic disciplines into which the Nigerian University System has been structured. Of significance was the introduction of science- and social science/humanities-based courses under the General Studies programme which are compulsory for all first- year students in Nigerian universities, irrespective of their course of study.

The documents were later sent to the Universities offering relevant disciplines for comments and input. Following the collation of the input and comments from the Universities, another workshop was held at which invited academic experts studied and incorporated the relevant comments and input received into the draft documents.

After content and language editing, by relevant experts, a one-day workshop was held at which the edited documents were harmonized to produce the final BMAS documents.

Consequent upon the afore-mentioned processes, BMAS documents were produced for the under-listed 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; and
xiii. Veterinary Medicine.

For each programme, the document contains suggestions of the status of each course in terms of *compulsory*, *required* and *elective*. Universities are encouraged to take due cognizance of the BMAS while bringing necessary innovation into the content and delivery of their programmes towards achieving their overall objectives and goals. Programmes are to be structured in such a way that a typical student does not carry less than 30 credit units or more than 48 credit units per session.

It is the Commission's expectation that this BMAS document will serve as a guide to the universities in the design of curricula for their programmes in terms of the minimum acceptable standards of input, process as well as measurable benchmark of knowledge, skills and competences expected to be acquired by an average graduate of each of the academic programmes.

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Executive Secretary

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GLOSSARY OF COURSE CODES

These are the 3-letter codes for the identification of courses offered in the various programmes in the Arts discipline as well as courses offered in other disciplines covered in the BMAS for the Nigerian University System. They are in three categories dictated by the sources of courses involved:

Category A: Course codes for the general courses offered by all students registered in the various programmes in the Arts Discipline.

Category B: Course codes for courses offered by the various programmes in the Arts Discipline.

Category C: Course code for Common Courses offered by the various programmes in the Arts Discipline.

The List of Programme(s) and their Course code(s)

Category A: (General Studies)

The Programme offering the Courses	Course Code
General Studies Courses offered at the University Level for students registered for courses in all the disciplines in the university.	GST

The List of Programme(s) and their Course code(s)

Category B: (Courses in Arts)

The Programme offering the Courses	Course Code
African Languages and Literature	ALL
African Traditional Religion	ATR
Arabic Studies	ARA
Archaeology	ARC
Chinese Language	CHS
Christian Religious Studies	CRS
Classics	CLC/CLL/CLG
English Language	ENG
History and Diplomatic Studies	HID
History	HIS
Islamic Studies	ISS
Linguistics	LIN
Literature in English	LIT
Modern European Languages-French	FRE
Music	MUS
Philosophy	PHL
Religious Studies	RES

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Theatre Arts	THA

The List of Programme(s) and their Course code(s)

Category C: (Common Courses)

The Programme offering the Courses	Course Code
Courses in Computer Application offered as Common Courses by the various programmes in the Arts Discipline.	CMP

SECTION ONE:

BASIC ELEMENTS OF THE OPERATION OF THE BENCHMARK MINIMUM ACADEMIC STANDARDS IN ARTS PROGRAMMES

Preamble

These Benchmark Minimum Academic Standards (BMAS) are designed for the education and training of undergraduate students wishing to obtain first degrees in the different areas of Arts in the Nigerian University System. Presented in this Section are the basic operational elements that serve to define the minimum academic standards required to achieve the cardinal goal of producing graduates in Arts/Humanities based programmes with sufficient academic background and practical exposure to face the challenges of a developing economy in the increasingly globalised world economy.

It is pertinent to note that this BMAS Document is expected to guide institutions in the design of curricula for their Arts/Humanities programmes by stipulating the minimum requirements. Being such, institutions are encouraged to take due cognizance of the BMAS while bringing necessary innovation into the content and delivery of their programmes towards achieving the overall goals of Arts/Humanities training in the country.

1.1 **Programmes and Degrees**

Presented in Table 1.1 is the list of programmes covered in this current BMAS Document. An attempt has been made to cover not only the programmes being currently run in our various faculties of Arts/Humanities, but, also, proposed new programmes in response to the local and global dynamics of the requisite knowledge and skills of products of Arts/Humanities. Overall, it is expected to serve the needs of existing faculties contemplating minor or major programme review and also new institutions seeking to chart a new path away from the existing programmes in the system.

List of Programme(s) and Degree(s) in View

S/N	Programme	Degree(s) In View
1	African Languages and Literature	B.A
2	African Traditional Religion	B.A
3	Arabic	B.A
4	Archaeology	B.A
5	Chinese Language	B.A
6	Christian Religious Studies	B.A
7	Classics	B.A
8	English Language and Literature in English	B.A
9	History and Diplomatic Studies	B.A
10	History	B.A
11	Islamic Studies	B.A
12	Linguistics	B.A
13	Modern European Languages	B.A
14	Music	B.A
15	Philosophy	B.A

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| 16 | Religious Studies | B.A |
| 17 | Theatre Arts | B.A |

Available list of approved programmes shows that there is a lot of room for programmes that promote some degree of interface between Arts and Sciences and between various Disciplines in the Arts as well as programmes that respond to global and local needs. Hitherto the combined Honours programmes were employed to encourage the interaction between disciplines.

The above notwithstanding, the programmes are designed, in general, to be broad-based to equip the products with the diverse tools of the profession. However, where it is considered absolutely essential to reflect the various areas of specialization in a programme, such area can be indicated appropriately in the degree title. In order to expand the scope of programmes and promote multidisciplinary, universities may leverage on the Benchmarks to introduce programmes that draw on resources across the Humanities and Sciences. The requirements should however be properly defined following established norms.

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
1.2.1 Philosophy
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 programme tries to investigate and explain those aspects of Man's nature that particularly concern or challenge him.

1.2.2 Aims and Objectives
The objectives of the disciplines are as follows:
i) To develop and enhance 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 Programmes
Candidates are admitted into the degree programmes in any of the following three ways:
➤ The Unified Tertiary Matriculation Examination (UTME)
➤ Direct Entry

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➢ Inter-University Transfer

1.3.1 UTME Entry Mode

In addition to acceptable passes in UTME, the minimum academic requirement is credit level passes in five subjects at O'Level in nationally recognised examination including English Language, Mathematics and three other relevant subjects at not more than two sittings

1.3.2 Direct Entry (DE): 3-Year Degree Programme

For Direct Entry, candidates must have passes in at least Two GCE 'A' level subjects or its equivalent. Holders of NCE, OND and HND at minimum of upper credit level are eligible for consideration for Direct Entry admission too. In addition, candidates must meet the required qualifications at Ordinary Level.

1.3.3 Inter-University Transfer Mode

Students can transfer provided they met the receiving University's requirement in terms of qualification, grade and the minimum duration of stay to earn the university's degree.

1.3.4 Minimum / Maximum Duration

The minimum duration of Arts/Humanities programmes is four academic sessions or eight (8) consecutively-run semesters for candidates who enter through the UTME Mode. Direct Entry candidates admitted to the 200 level of their programmes will spend a minimum of three academic sessions or six (6) consecutively-run semesters.

The maximum length of time allowed to obtain an honours degree in the Faculty shall be twelve semesters for the 4-year degree programme and ten semesters for students admitted directly into the 200 level.

1.4 Graduation Requirements

A student shall qualify for the award of a degree when he/she has:
a) completed and passed the prescribed number of courses including all compulsory courses.
b) obtained a minimum CGPA specified by the University but not less than 1.50
c) earned the minimum credit units of not less than 120 for UTME and 90 for DE candidates.

1.4.1 Course System

Credits are weights attached to a course. One credit is equivalent to one hour per week per semester of 15 weeks of lectures or three hours of laboratory/studio/workshop work per week per semester of 15 weeks

Definition of Course 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 levels of academic progress. There shall be four levels of courses numbered 101-199, 201-299, 301-399 and 401-499. For ease of identification, course numbers can be prefixed by a three-character

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programme/subject code. Thus, for example, LIN 207 is a 200-Level course with number 07 offered in the Linguistics programme. The glossary of all the course codes is presented under Glossary of Codes

The second aspect of the system is that courses are assigned weights allied to Units.

Units
Consist of specified number of student-teacher contact hours per week per semester. Units are used in two complementary ways: one, as a measure of course weighting, and the other, as an indicator of student work load.

i) As a measure of course weighting for each Unit course (e.g) HIS 105, ZOO 203, ARCH 504), the credit unit to be earned for satisfactorily completing the course is specified; e.g. a 2-credit unit course may mean two 1-hour lecture per week per semester or one 1-hour lecture plus 3-hour practical per week per semester.

ii) As a measure of work load, "One Credit Unit" means one hour of lecture or one hour of tutorial per week per semester. For other forms of teaching requiring student teacher contact, the following equivalents may apply:

two hours of seminar: three hours of laboratory or field work, Clinical practice/practicum, studio practice or stadium sporting activity, six hours of teaching practice; four weeks of industrial attachment where applicable.

Normally, in Course Credit System, courses are mounted all year round, thus enabling students to participate in examinations in which they are unsuccessful or unable to participate on account of ill health or for other genuine reasons. In such a system, no special provisions are made for re-sit examinations.

The minimum number of credit units for the award of a degree is 120 units, subject to the usual Department and Faculty requirements. A student shall therefore qualify for the award of a degree when he has met the conditions.

The minimum credit load per semester is 15 credit units.

For the purpose of calculating a student's cumulative GPA(CGPA) in order to determine the class of Degree to be awarded, grades obtained in **ALL** the courses whether compulsory or optional and whether passed or failed must be included in the computation.

Even when a student repeats the same course once or more before passing it or substitutes another course for a failed optional course, grades scored at each and all attempts shall be included in the computation of the GPA. Pre-requisite courses must be taken and passed before a particular course at a higher level.

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1.4.2 **Standard Terminologies**
The following standard terminologies are used for different categories of courses.

Core/Compulsory Course:
A course which every student must compulsorily take and pass in any particular programme at a particular level of study.

Elective Course
A course that students take within or outside the faculty. Students may graduate without passing the course provided the minimum credit unit for the course had been attained.

Optional Course
A course which students can take based on interest and may count towards the minimum credit unit required for graduation.

Pre-requisite Course
A course which student must take and pass before taking a particular course at a higher level.

Required Course
A course that you take at a level of study and must be passed before graduation.

1.4.3 **Grading of Courses**
Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of Grade Point as shown in Table 1.2.

Grade Point System

Mark %	Letter Grade	Grade Point
70 – 100	A	5
60 – 69	B	4
50 – 59	C	3
45 – 49	D	2
0 – 44	F	0

1.4.4 **Grade Point Average and Cumulative Grade Point Average**
For the purpose of determining a student's standing at the end of every semester, the Grade Point Average (GPA) system shall be used. The GPA is computed by dividing the total number of Units x Grade Point (TUGP) by the total number of units (TNU) for all the courses taken in the semester as illustrated in Table 1.3.

The Cumulative Grade Point Average (CGPA) over a period of semesters is calculated in the same manner as the GPA by using the grade points of all the courses taken during the period.

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Calculation of GPA or CGPA

Course	Units	Grade Point	Units x Grade Point (UGP)
C_1	U_1	GP_1	U_1 x GP_1
C_2	U_2	GP_2	U_2 x GP_2
-	-	-	-
-	-	-	-
C_i	U_i	GP_i	U_i x GP_i
-	-	-	-
-	-	-	-
C_N	U_N	GP_N	U_N x GP_N
TOTAL	**TNU**		**TUGP**

$$TNU = \sum_{i=1}^{N} U_i \qquad TUGP = \sum_{i=1}^{N} U_i * GP_i \qquad CGPA = \frac{TUGP}{TNU}$$

1.4.5 Degree Classifications

The following regulations shall govern the conditions for the award of an honours degree.

i)   Candidates admitted through the UTME mode shall have registered for and passed at least 120 units of courses during the 4-year degree programme.

ii)   Candidates must have registered and passed all the compulsory courses specified for the programme.

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme. The CGPA shall be used in the determination of the class of degree as summarized in the Table below. It is important to note that the CGPA shall be calculated and expressed correct to two decimal places.

Degree Classification

Cumulative Grade Point Average (CGPA)	Class of Degree
4.50 – 5.00 3.50 – 4.49 2.40 – 3.49 1.50 – 2.39	1st Class Honours 2nd Class Honours (Upper Division) 2nd Class Honours (Lower Division) 3rd Class Honours

Students who transfer from other universities shall be credited with only those courses deemed relevant to the programmes, which they have already passed prior to their transfer. Such students shall however be required to pass the minimum number of units specified for graduation for the number of sessions he/she has spent in the Faculty; provided that no student shall spend less than two sessions (4 semesters) in order to earn a degree. Students who transfer from another programme in the Faculty or other faculties for any approved reason shall be credited with those units passed that are within the curriculum of the

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programme to which he/she has transferred. Appropriate decisions on transfer cases shall be subjected to the approval of Senate on the recommendation of the Faculty Board.

1.4.6 **Probation**

A student whose Cumulative Grade Point Average is below 1.50 at the end of a particular year of study, earns a period of probation for one academic session. A student on probation is allowed to register for courses at the next higher level in addition to his/her probation level courses provided that:

i)   the regulation in respect of student work-load is complied with; and

ii)   The pre-requisite courses for the higher level courses have been passed.

1.4.7 **Withdrawal**

A candidate whose Cumulative Grade Point Average is below 1.5 at the end of a particular year of probation shall withdraw from the University. However, in order to minimize waste of human resources, consideration should be given to withdrawal from programme of study and possible transfer to other programmes within the same University.

1.5 **Evaluation**

Evaluation shall be done from different perspectives: First, students would be assessed through continuous assessment, examination including external examination, fieldwork etc. Second, students will evaluate courses, staff, equipment, space, and other aspects of the programme.

1.5.1 **Techniques of Student Assessment**

a)   **Practicals**

By the nature of some programmes in Arts, practicals are very important in the training of students. To reflect the importance of practical work, a minimum of 9 hours per week or 135 hours per semester (equivalent to 3 units) should be spent on students' practical works. Consequently, some of the courses have both theory and practical components. Thus, in the description of courses to be taken in any programme, as presented in Sections 2 and 3, the number of lecture contact hours (LH) and the number of practical contact hours (PH) per semester are indicated. The overall performance of students in such courses is to be based on the evaluation of the performance in written examination (which tests theory) and also the performance in the Practical work (based on actual performance in fieldwork/practical exercises and the reports).

The practical exercises and activities to achieve the practical components of the courses must be designed in quality and quantity to enrich the grasp of the theoretical foundations of the courses. It is left for the department to organize all the exercises and activities in the best way possible. One of the ways to achieve this is to lump all the practical works under a course, which the student must pass. For objective evaluation of compliance, a manual describing in detail exercises on a week by week basis must be provided. A student evaluation questionnaire should be provided at the end of the manual.

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b) **Tutorials**

The timetable for courses shall be designed to make provision for tutorials of at least one hour for every four hours of lecture. Thus a 3-unit course of 45 hours per semester should attract about 10 hours of tutorials.

c) **Continuous Assessments**

Continuous assessment shall be done through essays, tests, and practical exercises.

i) Scores from continuous assessment shall normally constitute 30 – 40 per cent of the full marks for courses which are primarily theoretical.

ii) For courses which are partly practical and partly theoretical, scores from continuous assessment shall constitute 40% of the final marks.

iii) For courses that are entirely practical, continuous assessment shall be based on a student's practical work or reports and shall constitute 100% of the final marks.

d) **Examinations**

In addition to continuous assessment, final examinations should normally be given for every course at the end of each semester. All courses shall be graded out of a maximum of 100 marks comprising:

Final Examination: 70% - 60%

Continuous assessment (Quizzes, Homework, Tests, Practicals): 30% - 40%

Each course shall normally be completed and examined at the end of the semester in which it is offered.

1.5.2 **External Examiners' System**

The involvement of external examiners from other universities is a crucial quality assurance requirement for all courses in Nigerian University System. In this regard, external examiner should go beyond mere moderation of examination questions to examining of examination papers to scope and depth of examination questions vis a vis the curricular expectation.

1.5.3 **Students' Evaluation of Courses**

There should be an established mechanism to enable students to evaluate courses delivered to them at the end of each semester. This should be an integral component of the course system; serving as feedback mechanism for achieving the following:

i) Improvement in the effectiveness of course delivery.

ii) Continual update of lecture materials to incorporate emerging new concepts.

iii) Effective usage of teaching aids and tools to maximize impact of knowledge on students.

iv) Improvement in students' performance through effective delivery of tutorials, timely presentation of continuous assessment and high quality examination.

The evaluation should be conducted preferably before the final semester examinations. It is very important that students' evaluation of courses be administered fairly and transparently

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through the use of well-designed questionnaires. The completed questionnaires should be professionally analysed and results discussed with the course lecturer(s) towards improvement in course delivery in all its ramifications.

1.5.4 Maintenance of Curricula Relevance

Using the minimum standards document as guide, the curriculum of each programme shall be reviewed from time to time to determine the continued relevance and fitness for purpose. The NUC, in its role as the national quality assurance agency on university programmes, shall subject the benchmark statements to review periodically.

It is recommended that Universities review their programmes, at least once in five years, using the current quality assurance benchmark statements.

Unless otherwise essential for particular programmes, all Arts programmes in a university should be reviewed at the same time. Indeed, because even students from other faculties normally take some of their special electives in the humanities, it would be expedient if all courses in the University are reviewed at the same time.

A committee of staff senior enough and competent to carry out an effective review shall do each curriculum review. The review shall include an assessment as to whether the goals and objectives of the programme as formulated are still relevant in dynamic, professional and social contexts.

Reviews shall endeavour to incorporate the opinions of relevant stakeholders such as students, staff, external examiners, employers, professional bodies, policy makers, etc.

Each curriculum so revised shall be subjected to consideration and approval at the levels of Department, Faculty/Colleges, and Senate in the University. Specifically, a good review should examine the curriculum and resources in accordance with the following criteria:

i)   Re-assessment/re-formulation of goals and objectives of the programme in relation to the needs of the learners and the market requirements taking into account the broader aspects of the discipline.

ii)   The market demands of the graduates now and in the future, in terms of skills needed to function as competitive professionals in the current labour market on a global scale.

iii)   Relevance of the current content in terms of knowledge, skills and attitudes being taught/developed and how these meet the needs of the present and future requirements of the clientele.

iv)   How the teaching and learning methods meet or fall short of current and future standards of comparable programmes.

v)   The quality of teaching and learning material used.

vi)   Outcomes of learning in terms of success, experience of learners (pass rate, knowledge and skills acquisition, professional capability and integrity) as contributed by the programme.

vii)   The views of employers and community members on the quality and relevance of the curriculum.

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1.5.5 Performance Evaluation Criteria

The accreditation of the Arts degree programme means a system of recognising educational institutions (universities and programmes offered by them) for a level of performance, integrity and quality which entitles them to the confidence of the educational and professional community, the public they serve, and employers of labour.

1.5.6 The objectives of the accreditation exercise are to:

i)   Ensure that at least the provisions of the minimum academic benchmark statements are attained, maintained and enhanced.

ii) Assure employers and other members of the community that graduates of these institutions have attained an acceptable level of competence in their areas of specialisation.

iii) Certify to the international community that the programmes offered in these universities are of high standards and that their graduates are adequate for employment and for further studies.

1.6 Resource Requirement

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

1.6.1 Personnel

a)   **Academic Staff**

The guideline on staff/student ratio of 1:30 for Arts programmes shall apply. However, there should be a minimum of six full-time Staff for the commencement of any of the academic programmes. There should be a reasonable number of Staff, of not less than 70%, with Ph.D degrees as well as sufficient professional experience where necessary. With a minimum load of 15Units per semester for students and a minimum of six full-time equivalents of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practical and supervision of projects.

In employing staff, the following criteria are suggested:

Qualifications for Appointments/Promotion of Academic Staff

	LEVEL	QUALIFICATIONS
i.	Graduate Assistant	A good Bachelor's Degree (with a minimum Second Class Upper Division) This is a training position, and staff in this category are expected to complete their Master's degree within two years of their appointment.
ii.	Assistant Lecturer	A Master's Degree in addition to a good Bachelor's Degree.
iii.	Lecturer II	• A PhD Degree for direct appointment;

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		• By promotion from Assistant Lecturer rank after a minimum of three years in addition to fulfilling other promotion requirements
iv.	Lecturer I	In addition to the qualifications specified for Lecturer II, 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	A PhD Degree in addition to meeting the requirements for publications, teaching and other conditions stipulated in the guideline.
vi.	Reader (Associate Professor)	Basic qualifications set out for Senior Lecturer plus at least three years of experience. Must have considerable publications resulting from research as well as demonstrated academic leadership ability. A Reader should have evidence of participation in University administration and community activities. External assessment is required for promotion to the level of a Reader.
vii	Professor	Basic qualifications as for Reader/Associate Professor. Must have had at least three years of experience as Reader/Associate Professor in addition to meeting the necessary publications. A Professor should demonstrate clear evidence of scholarship as well as academic and administrative/professional leadership.

Staff-Mix by Rank should be 20:35:45, for Professor/Reader, Senior Lecturer and Lecturer I and below respectively.

b) **Academic Support Personnel**
Teaching Assistant/Demonstrators to help lecturers in the conduct of tutorials, practicals and field work.

c) **Administrative Support Staff**
The services of the administrative support staff are indispensable in the proper administration of the Departments and Faculty offices. It is important to recruit very competent senior staff that are computer literate.

d) **Technical Support Personnel**
The services of technical support staff, which are indispensable in the proper running of laboratories and workshop/studios, are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.

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In addition to the above General Staff requirements, the following should be applicable to the individual department.

i) **African Language and Literatures**

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

a) Language
b) Literature

The academic staff requirements should reflect the language options available in terms of quality and quantity defined for individual programme.

ii) **English Language**

To teach a variety of basic courses 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. At least an appropriately qualified senior academic should be available to take charge of each of the under-listed major areas within the context of the NUC Staff-mix by rank.

a) English Syntax/Semantics
b) English Phonetics/Phonology
c) English for specific purposes/linguistics/Stylistics
d) English as a Second Language

iii) **Literature in English**

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

a) Academic staff with 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

iv) **Linguistics**

The following are the major areas of specialisation:

1) Descriptive Linguistics
2) Historical/Comparative Linguistics
3) Applied Linguistics
4) Sociolinguistics
5) Psycholinguistics.
6) Computational Linguistics/Human Language Technology
7) Phonology
8) Syntax
9) Lexicography/Translation

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v) **Music**

It is required for the teaching of practical – instruments and singing – a one-on-one interaction between teacher and student is recommended. So that the student gets a one-hour or at least a half-hour individual (private) lesson a week. By virtue of its being a performing as well as an Academic Art, music generally requires more teachers per student than other programmes in the Faculty.

Qualified teachers should be available to teach practical instructions in the following areas.
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.

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 six lecturers with at least one person of the rank of Professor is needed as starting point for Theatre Arts Departments.

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1.6.2 **Physical Facilities**

a) **Spaces**
The NUC recommends the following physical space requirement:

		m²
Professor's Office	-	18.50
Head of Department's Office	-	18.50
Tutorial Teaching Staff's Office	-	13.50
Other Teaching Staff Space	-	7.00
Technical Staff Space	-	7.00
Secretarial Space	-	7.00
Seminar Space/per student	-	1.85
Laboratory Space	-	7.50

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

1.5.1 **Library and Information Resources**
There must be adequate library facilities to cater for the needs of staff and students in all the programmes in the faculty. These include current journals, handbooks, textbooks, manuals, codes of practice, standards and specifications etc. in sufficient numbers. Most importantly, there shall be provision for ICT-based access to electronic resources and the information super highway.

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). The details of the courses under the general studies are presented in Section 2.

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SECTION TWO:

STRUCTURE AND SYNOPSES OF COMMON COURSES OF ARTS DEGREE PROGRAMMES

Preamble

The basic courses for the different Arts degree programmes are the same for all programmes in the faculty. They are meant to ensure that students are computer literate and have requisite skills and competencies to thrive as global citizens. An important aspect of the globalized world is the need for some measure of flexibility, transferability, and a knowledge of computer application. To train students who are in touch with global trend therefore, there is need to design courses to meet this end.

2.1   The Basic Courses

These courses are basically in three categories:
- Courses in Computer Application
- General Studies
- Entrepreneurship

It must be noted however that Entrepreneurship has been subsumed in General Studies

2.1.1 Courses Structure of Computer Application

Courses in Computer Application

Course Code	Course Title	Units	Status	LH	PH
CMP 300	Introduction to Computer	2	R		90
CMP 301	Application of Computer to Arts	2	R		90

2.1.2 Courses Synopses of Computer Application

CMP 300: Introduction to Computer   **(2 Units: PH 90)**

This course introduces students to general computer applications. It exposes students to computer terms, basic computer software and hardware and their functions. Basically, it is an attempt to ensure that no student graduates without being computer literate.

CMP 301: Application of Computer to Arts   **(2 Units: PH 90)**

This course exposes students to the application of Computers to their various disciplines in the Arts. It also focuses on the entrepreneurial, research, publishing, networking and the application of various tools and the new media.

2.2   General Studies Programme

The aim of the General Studies Programme is to expose students to a course of liberal education through which they can develop and expand their awareness of their social, cultural and natural environments. The goal is to produce well-rounded graduates that are intellectually sound, competent in the use of English Language.

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The objectives of the programme include:

- Acquisition of a body of situational relevant knowledge outside of the respective field of specialization of the students for productive, healthy living and promotion of peaceful coexistence.
- Development of competence in the use of English Language as a tool for their studies and effective means of communication in the society and in their future employment/enterprise.

Students are expected to register for at least 10 units of GST courses from among the courses tabulated below.

2.2.1 Course Structure of General Studies

General Studies: Course Structure

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills & ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
GST 123	Basic Communication in French	2	E	30	-
GST 124	Basic Communication in Arabic	2	E	30	-
GST 125	Contemporary Health Issues	2	R	30	-
GST 211	Environment & Sustainable Development	2	R	30	-
GST 222	Peace and Conflict Resolution	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
GST 224	Leadership Skills	2	R	30	-
GST 311	Entrepreneurship	2	R	30	-

Note
C = Compulsory
R= Required
E= Elective
LH= Lecture Hours
PH= Practical Hours

2.2.2 Course Synopses of General Studies:

GST 111: Communication in English I   (**2 Units: LH 30**)
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.

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GST 112: **Logic, Philosophy and Human Existence**   **(2 Units: LH 30)**

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).

GST 113: **Nigerian Peoples and Culture**   **(2 Units: LH 30)**

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.

GST 121: **Use of Library, Study Skills and ICT**   **(2 Units: LH 30)**

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).

GST 122: **Communication in English II**   **(2 Units: LH 30)**

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

GST 123: Basic Communication in French   **(2 Units: LH 30)**

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

GST 124: Basic Communication in Arabic   **(2 Units: LH 30)**

Introduction to Arabic Alphabets and Writing Systems, Elementary Conversational Drills, Basic Reading Skills, Sentence Construction in Arabic.

GST 125: Contemporary Health Issues   **(2 Units: LH 30)**

Diet, exercise and health, nutritional deficiency diseases, malaria, other infections, hypertension, organ failure, air-borne diseases, sexually transmitted diseases, cancer and its

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prevention, sickle cell disease. HIV/AIDS: Introduction, epidemiology of HIV, natural history of HIV infection, transmission of predisposing factors to HIV, Impact of HIV/AIDS on the society, management of HIV infection, prevention of HIV. Drugs and Society: sources of drugs, classification of drugs, dosage forms and routes of drug administration, adverse drug reactions, drug abuse and misuse, rational drug use and irrational drug use. Human kinetics and health education: personal care and appearance, exercise and health, personality and relationship, health emotions, stress, mood modifiers, refusal to tobacco, alcohol and other psychoactive drugs.

GST 211: Environment and Sustainable Development   (2 Units: LH 30)

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 materials, Chemical and radiochemical hazards, Introduction to the various areas of science and technology. Elements of environmental studies.

GST 222: Peace Studies and Conflict Resolution: (2 Units LH 30)

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.

GST 223   Introduction to Entrepreneurship: (2 Units: LH 30)

Introductory Entrepreneurial skills: Relevant Concepts: Enterprise, Entrepreneur, Entrepreneurship, Business, Innovation, Creativity, Enterprising and Entrepreneurial Attitude and Behaviour. History of Entrepreneurship in Nigeria. Rationale for Entrepreneurship, Creativity and Innovation for Entrepreneurs. Leadership and Entrepreneurial Skills for coping with challenge. Unit Operations and Time Management. Creativity and Innovation for Self-Employment in Nigeria. Overcoming Job Creation Challenges. Opportunities for Entrepreneurship, Forms of Businesses, Staffing, Marketing and the New Enterprise. Feasibility Studies and Starting a New Business. Determining Capital Requirement and Raising Capital. Financial Planning and Management. Legal Issues, Insurance and Environmental Considerations.

GST 224: Leadership Skills: (2 Units: LH 30)

Transformation is a fundamental shift in the deep orientation of a person, organization or society such that the world is seen in new ways and new actions and results become possible that were impossible prior to the transformation. Transformation happens at the individual level but must be embedded in collective practices and norms for the transformation to be sustained. Leadership Development Programme (LDP) proposes novel approaches to teaching and learning, which emphasizes the practical involvement of participants. It is interactive and involves exercises and actual implementation of breakthrough projects by

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teams that make difference in the lives of the target population. In this course, leadership concepts comprising of listening, conversation, emotional intelligence, breakthrough initiatives, gender and leadership, coaching and leadership, enrolment conversation and forming and leading teams will be taught

GST 311   Entrepreneurship: **(2 Units: LH 30)**

Profiles of business ventures in the various business sectors such as: Soap/Detergent, Tooth brush and Tooth paste making; Photography; Brick making; Rope making; Brewing; Glassware production/ Ceramic production, Paper production; Water treatment/conditioning/packaging; Food processing/preservation/packaging; Metal fabrication; Tanning industry; Vegetable oil extraction; Farming; Fisheries/aquaculture; Plastic making; Refrigeration/Air-conditioning; Carving, Weaving; Bakery; Tailoring; Printing; Carpentry; Interior Decoration; Animal husbandry etc. Case Study Methodology applied to the development and administration of Cases that bring out key issues of business environment, start-up, pains and gains of growth of businesses, etc. with particular reference to Nigerian businesses. Experience sharing by business actors in the economy with students during Case presentations.

2.3   Entrepreneurship

Towards Nigeria's quest for accelerated economic growth, it is important that active and virile youth population is assisted to develop and convert their innovative ideas into business ventures. These skills can be acquired particularly by those so innately inclined. This underscores the need to actively promote and train students to be entrepreneurial within our educational system. The course aims at re-orientating students towards a job- creation mind-set rather than the fixed attitude of job-seeking. It will equip them with the skills required in establishing businesses or making them add value to existing systems, if employed in organizations. The main objective is to introduce students to concepts and opportunities available in entrepreneurship and innovation. It assumes no previous knowledge and takes students through the rudiments of entrepreneurship to selecting a desired business and starting it with a Feasibility Report.

The specific objectives of the GST 223 (Introduction to Entrepreneurship) and GST 311 (Entrepreneurship), also to be taught under the General Studies Programme as reflected in Table 2.2 above, are to enable students to:

- Understand the relationship of enterprise, entrepreneur, business, entrepreneurship, innovation and creativity.
- Analyse the historical perspective of entrepreneurship in Nigeria, and relate it to the recent trend of unemployment, under-employment and job dissatisfaction, personal, national and global economic recession.
- Identify the roles of entrepreneurial development agencies and regulatory bodies.
- Cultivate the spirit of entrepreneurship.
- Correct wrong attitudes and mind-sets and develop high entrepreneurial potential in student.
- Select possible business ideas.
- Build the capacity to develop business plan to start a business.

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SECTION THREE:

COURSE STRUCTURE AND SYNOPSES OF ARTS DEGREE PROGRAMMES

Preamble

This BMAS Document is expected to guide institutions in the design of curricula for their Arts programmes by stipulating the minimum requirements. Being such, universities are encouraged to take due cognizance of the BMAS while bringing necessary innovation into the content and delivery of their programmes towards achieving the overall goals of Arts education and training in the country.

3.1 AFRICAN LANGUAGES AND LITERATURES

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

3.1.1 Philosophy, Aims and Objectives of the Degree Programme

- 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;
- To train them to be able to apply their knowledge for the advancement of their society;
- To prepare them for further studies in the discipline and/or for relevant careers (e.g. teaching, administration, etc);
- To explore language use by sub-Saharan Africans to understand, organize, and transmit indigenous knowledge to successive generations. Language serves as a road map to understanding how social, political, and economic institutions and processes develop from kinship structures, the evolution of political offices, trade relations, to the transfer of environmental knowledge.
- To expose students to the study of an African language at the elementary, intermediate, and advance levels through contact hours with a language coach etc.

3.1.2 Admission and Graduation Requirements
As stated in sections 1.3 and 1.4 above.

3.1.3 Learning Outcome
a) **Regime of Subject Knowledge**
A graduate of this programme is expected to have acquired followings in terms of knowledge and ability to apply same:
(i) Language skills knowledge: - These are the basic skills of reading and comprehension, and writing in African Languages.
(ii) Linguistic knowledge of the languages
- Its phonology i.e. inventory of vowel and consonant sounds and how to describe them, tone and intonation features;
- Its lexical and morphological features i.e. word types and the structure of words and word formation processes;

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- 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. Knowledge of written and oral Literature as well as demonstration of creativity in use of the languages as media for entertainment and knowledge transmission.

b) **Competence and Skills.**

Graduate of this programme should be able to exhibit the followings among others:

◊ Demonstrable competence and skill in writing, translation and creative expressions in oral and written media. Knowledge of the phonology, grammar and cultural and sociolinguistic aspects of the use of the languages.

◊ Demonstrable competence and skill in communication 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.

At the end of the course, graduates should be seen to have achieved greater competence and sophistication in critical and creative expression. They should be able to teach the languages to second language learners and produce language learning and teaching materials.

c) **Behavioural Attributes.**

Graduate of the programme should exhibit the following attributes:

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

3.1.4 **Attainment Levels**

The tradition of liberal education is based on a concern for the whole man or woman, such that the acquisition of learning skills goes with a concomitant emphasis on character and personality. Because of its concern with the complexities of human motivation and action, the problems of individuals and of society with which students of Language and Literature empathise are often imaginatively or creatively projected in works of art (prose fiction, poetry or drama).

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3.1.5 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

d) **Library and Information Resources (See Section 1.6)**

3.1.6 Course Structure

African Languages and Literatures 100 level Course Structure

Course Code	Course Title	Units	Status	LH	PH
ALL 101	Introduction to the people and the Language	2	C	30	-
ALL 102	Introduction to the History of the people	2	C	30	-
ALL 103	Advance Comprehension and Composition I	2	C	30	-
ALL 104	Orthography of Nigerian languages	2	C	30	-
ALL 105	Introduction to Linguistics I	2	C	30	-
ALL 106	Introduction to Linguistics II	2	C	30	-
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy& Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
GST 123	Basic Communication in French	2	E	30	-
GST 124	Basic Communication in Arabic	2	E	30	-
GST 125	Contemporary Health Issues	2	R	30	-
	Total	**28**			

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African Languages and Literatures 200 Level Course Structure

Course Code	Course Title	Units	Status	LH	PH
ALL 201	Survey of the Literature in the Language	3	C	45	-
ALL 202	Use of the Language	3	C	45	-
ALL 203	Phonology of the Language I	3	C	45	-
ALL 204	Introduction to the Oral Literature of the Language	3	C	45	-
ALL 205	Morphology of the Language	3	C	45	-
ALL 206	Varieties of Prose Writing in the Language	3	C	45	-
ALL 207	Syntax of the Language I	3	C	45	-
ALL 208	Folktales	3	C	45	-
GST 211	Environment and Sustainable Development	2	R	30	-
GST 222	Peace and Conflict Resolution	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
GST 224	Leadership Skills	2	R	30	-
LIN 201	Introduction to Phonology (Theory and Analysis)	3	R	45	-
LIN 203	Morphology	3	R	45	-
	Total	**38**			

African Languages and Literatures 300 Level Course Structure

Course Code	Course Title	Units	Status	LH	PH
ALL 301	Phonology of the Language II	3	C	45	-
ALL 302	Varieties of Poetry in the Language	3	C	45	-
ALL 303	Syntax of the Language II	3	C	45	-
ALL 304	Introduction to Drama in the Language	3	C	45	-
ALL 305	Dialects of the Language	3	C	45	-
ALL 306	Naming in the Language	3	C	45	-
ALL 307	Stylistics I	3	C	45	-
ALL 308	Literary Criticisms	3	C	45	-
ALL 309	Introduction to the Culture of the People concerned	3	C	45	-
ALL 310	Thoughts and Beliefs of the people	3	C	45	-
CMP 300	Introduction to Computer	2	R	-	90
CMP 301	Application of Computers to Arts	2	R	-	90
GST 311	Entrepreneurship	2	R	30	-
	Total	**36**			

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African Languages and Literatures 400 Level Course Structure

Course Code	Course Title	Units	Status	LH	PH
ALL 401	Issues in the Phonology of the Language	3	C	45	-
ALL 402	Social Institutions and Material Culture of the People	3	C	45	-
ALL 403	Issues in the Syntax of the Language	3	C	45	-
ALL 404	Introduction to the Traditional Music of the People	3	C	45	-
ALL 405	Stylistics II	3	C	45	-
ALL 406	Contemporary Prose Fiction in the Language	3	C	45	-
ALL 407	Contemporary Poetry in the Language	3	C	45	-
ALL 408	Contrastive Studies in the Language	3	C	45	-
ALL 409	Project/ Long Easy	6	C	-	270
	Total	**30**			

3.1.7 **Course Synopses**

ALL 101: Introduction to the People and the Language (2 Units: LH: 30)
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 (2 Units: LH 30)
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: Advance Comprehension and Composition I (2 Units: LH 30)
Composition; with emphasis on spelling, punctuation, organization, and language use; comprehension exercises; oral delivery in the language.

ALL 104: Orthography of Nigerian Languages (2 Units: LH 30)
The principles and practice in Orthography development; types of Orthographies, Survey of Orthographies of Nigerian Languages.

ALL 105: Introduction to Linguistics I (2 Units: LH 30)
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.

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ALL 106: Introduction to Linguistics II   **(2 Units: LH 30)**

This course is a continuation of ALL 105, which is a prerequisite. ALL 106 include 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 in the Language   **(3 Units: LH 45)**

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

ALL 202: Use of the Language   **(3 Units: LH 45)**

Deals with an examination of trends in modern usage of the Language; a 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   **(3 Units: LH 45)**

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

ALL 204: Introduction to the Oral Literature of the Language   **(3 Units: LH 45)**

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   **(3 Units: LH 45)**

A morphological description and analysis of words in the language.

ALL 206: Varieties of Prose in the Language   **(3 Units: LH 45)**

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

ALL 207: Syntax of the Language I   **(3 Units: LH 45)**

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   **(3 Units: LH: 45)**

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.

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ALL 301: Phonology of the Language II   (3 Units: LH 45)

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 in the Language   (3 Units: LH 45)

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

ALL 303: Syntax of the Language II   (3 Units: LH 45)

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   (3 Units: LH 45)

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   (3 Units: LH 45)

A 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   (3 Units: LH 45)

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 and place names in the language.

ALL 307: Stylistics I   (3 Units: LH 45)

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 Criticisms   (3 Units: LH 45)

A study of the Classics, 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   (3 Units: LH 45)

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

ALL 310: Thoughts and Beliefs of the People   (3 Units: LH 45)

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

ALL 401: Issues in the Phonology of the Language   3 Units (LH: 45)

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

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ALL 402: Social Institutions and Material Culture of the People   **(3 Units: LH 45)**
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   **(3 Units: LH 45)**
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   **(3 Units: LH 45)**
An introductory study of the forms, functions and the qualities of the traditional music of the people.

ALL 405: Stylistics II   **(3 Units: LH 45)**
A detailed study of the stylistic features of prose and poetry, both oral and written in the language, applying the principles studied in ALL 307.

ALL 406: Contemporary Prose Fiction in the Language   **(3 Units: LH 45)**
A detailed and analytical study of prose fiction in the language.

ALL 407: Contemporary Poetry in the Language   **(3 Units: LH 45)**
A detailed and critical study and appreciation of contemporary poetry in the language

ALL 408: Contrastive Studies in the Language   **(3 Units: LH 45)**
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   **(6 Units: PH: 270)**
Independent research carried out under supervision on a linguistic, literary, or cultural aspect of the language.

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3.2   **ARABIC STUDIES**

3.2.1 **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.
d)   Introduces students to the phonology and script of classical/modern standard Arabic and covers the basic morphology and syntax of the written language. Emphasis on the development of the four skills (reading, speaking, listening, and writing).Samples of modern (contemporary) and classical styles of writing introduced into basic syllabus, and audio-visual material from the contemporary Arabic media.
e)   A thorough review and continuation of literary (classic and modern) Arabic grammar with emphasis on reading, writing, speaking and listening comprehension. Course materials draw from both classical and modern Arabic literature and culture.
f)   Concentration on readings from classical Islamic texts, with emphasis on Qur'an, Hadîth, Sira, and Tafsir Literature; directed readings and textual analysis; review of classical Arabic morphology and syntax. Readings from corpus of "Adab" (Belles-Lettres) literature, as well as various pieces of classical Arabic poetry.
g)   Reading and discussion of selections from Arabic newspapers and journals on contemporary political, social, religious, and cultural issues in the Arab world. Emphasis on developing advanced reading and speaking skills, with some attention to writing and listening comprehension.

3.2.2 **Admission and Graduation Requirements**
In addition to UTME requirements, the prospective candidate is expected to have obtained passes at credit level in five subjects at O'Level which should include Arabic, English and Mathematics at the Senior Secondary School Certificate (SCCE), or its equivalent at credits.

Candidates with a recognized diploma or NCE or their equivalents in Arabic language are also eligible for admission into the programme through Direct Entry Mode.

3.2.3 **Learning Outcome**
a)   **Regime of Subject Knowledge**
Upon completion,
i)   the graduate should be able to communicate fluently in both spoken and written form. 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.

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ii) 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) 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) should be able to acquire basic critical skills: 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) should be able to demonstrate their mastery of the language through clear, coherent and appropriate choice of dictions 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**
Upon completion of studies, the graduate should exhibit the following skills:
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

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x)   Structure, coherence, clarity and fluency of oral or written expression
xi)   Intellectual honesty, integrity and maturity

3.2.4 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 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

3.2.5 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 (see Section 1.6)
d)   Library and Information Resources (see section 1.6).

3.2.6 Course Structure

Arabic Studies 100 Level

Course Code	Course Title	Units	Status	LH	PH
ARA 101	Grammar I	2	C	30	-
ARA 102	Language Drills I	2	C	30	-
ARA 103	Study Skills	2	C	30	-
ARA 104	Introduction to Arabic Literature	2	C	30	-
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy& Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills & ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
GST 123	Basic Communication in French	2	E	30	-
GST 124	Basic Communication in Arabic	2	E	30	-
GST 125	Contemporary Health Issues	2	R	30	-
	Total	**24**			

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Arabic Studies 200 Level

Course Code	Course Title	Units	Status	LH	PH
ARA 201	Grammar II	2	C	30	-
ARA 202	Language Drills II	2	C	30	-
ARA 203	Texts from Pre-Islamic and Early Islamic Literature	2	C	30	-
ARA 204	Introduction to Arabic Morphology	2	C	30	-
ARA 206	Arabic Reading	2	E	30	-
ARA 251	Grammar III	2	C	30	-
ARA 252	Morphology of Verbs	2	C	30	-
ARA 253	Arabic Literature in the Pre-Islamic and early Islamic Periods	2	C	30	-
ARA 254	Contemporary Arabic Prose	2	C	30	-
GST 211	Environment and Sustainable Development	2	R	30	-
GST 222	Peace and Conflict Resolution	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
GST 224	Leadership Skills	2	R	30	-
	Total	**26**			

Arabic Studies 300 Level

Course Code	Course Title	Units	Status	LH	PH
ARA 301	Grammar IV	2	C	30	-
ARA 302	Morphology of Nouns	2	E	30	-
ARA 303	Essay Writing	2	C	30	-
ARA 304	Arabic Literature in the Umayyad period	2	E	30	-
ARA 305	Arabic Literature in the Abbasid period	2	E	30	-
ARA 306	Introduction to Arabic Literature in West Africa	2	E	30	-
ARA 307	Arabic Literature in Muslim Spain	2	E	30	-
ARA 308	A Special Author	2	E	30	-
ARA 309	A Literary School	2	E	30	-
ARA 310	Qurānic Texts	2	E	30	-
ARA 311	Hadith Texts	2	E	30	-
ARA 312	Classical and Modern Arabic Libraries	2	E	30	-
ARA 313	Introduction to Classical Arabic Criticism	2	R	30	-
ARA 314	A Novel I	2	R	30	-
ARA 315	A play I	2	R	30	-
ARA 316	Rhetoric I	2	E	30	-

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ARA 317	Prosody I	2	C	30	-
ARA 318	Phonetics and Phonology	1	C	15	-
ARA 319	Translation I	2	C	30	-
ARA 320	Methods of Research	2	C	30	-
ARA 321	Comparative Arabic Literature	2	R	30	-
ARA 322	Information and Communication Technology for Arabic	2	R	30	-
CMP 300	Introduction to Computer	2	R	-	90
CMP 301	Application of Computers to Arts	2	R	-	90
GST 311	Entrepreneurship	2	R	30	-
	Total	**49**			

Arabic Studies 400 Level

Course Code	Course Title	Units	Status	LH	PH
ARA 401	Grammar V	2	C	30	-
ARA 402	The Writings of Nigerian Ulama	2	R	30	-
ARA 403	"Substitution" Morphology	2	E	30	-
ARA 404	Modern Arabic Poetry	2	C	30	-
ARA 405	Modern Arabic Prose	2	C	30	-
ARA 406	Introduction to Modern Arabic Criticism	2	E	30	-
ARA 407	A Special Author	2	E	30	-
ARA 408	A Novel II	2	E	30	-
ARA 409	A Play II	2	C	30	-
ARA 410	Selected Topics in Arabic Grammar	2	C	30	-
ARA 411	Introduction to Arabic Lexicography	2	C	30	-
ARA 412	Rhetoric II	2	C	30	-
ARA 413	Prosody II	2	C	30	-
ARA 414	North African Literature	2	E	30	-
ARA 415	Translation II	2	C	30	-
ARA 416	Modern Arabic Literature	2	C	30	-
ARA 417	The Assemblies of Hariri	2	E	30	-
ARA 418	Media Arabic	2	E	30	-
ARA 419	Project	6	C	-	270
	Total	**42**			

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3.2.7 **Course Synopses**

ARA 101: Grammar I   **(2 Units: LH 30)**
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 102: Language Drills I   **(2 Units: LH 30)**
The course consolidates various aspects dealt with in ARA 101. It will also entail extensive reading as well as comprehension exercises.

ARA 103: Study Skills   **(2 Units: LH 30)**
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 104: Introduction to Arabic Literature   **(2 Units: LH 30)**
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.

ARA 201: Grammar II   **(2 Units: LH 30)**
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 202: Language Drills II   **(2 Units: LH 30)**
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 203: Texts from Pre-Islamic and Early Islamic Literature   **(2 Units: LH 30)**
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 204: Introduction to Arabic Morphology   **(2 Units: LH 30)**
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.

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ARA 206: Arabic Reading: **(2 Units: LH 30)**

An intensive study of morphological patters of the Arabic verb; more drills Arabic reading skills; reading of extracts from the Qur'an with a view to attaining fluency the required credit load.

ARA 251: Grammar III   **(2 Units: LH 30)**

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 252: Morphology of Verbs   **(2 Units: LH 30)**

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 253: Arabic Literature in the Pre-Islamic & Early Islamic Periods

(2 Units: LH 30)

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. Many relevant, representative texts will also be used for illustration.

ARA 254: Contemporary Arabic Prose   **(2 Units: LH 30)**

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.

ARA 301: Grammar IV   **(2 Units: LH 30)**

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 302: Morphology of Nouns   **(2 Units: LH 30)**

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

ARA 303: Essay Writing   **(2 Units: LH 30)**

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

ARA 304: Arabic Literature in the Umayyad Period   **(2 Units: LH 30)**

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.

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ARA 305: Arabic Literature in the Abbasid Period　　　　**(2 Units: LH 30)**
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 306: Introduction to Arabic Literature in West Africa　　　**(2 Units: LH 30)**
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 ShaykhJibril.

ARA 307: Arabic Literature in Muslim Spain　　　　**(2 Units: LH 30)**
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 IbnZaydun, Ibn Hani Ibn c AbdRabbih, IbnHazm, and Ibn'Shuhayd.

ARA 308: A Special Author　　　　**(2 Units: LH 30)**
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 309: A Literary School　　　　**(2 Units: LH 30)**
The course deals with a study of a literary school, its development, major representatives as well as some works exemplifying it.

ARA 310: Qur'ānic Texts　　　　**(2 Units: LH 30)**
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 311: Hadith Texts　　　　**(2 Units: LH 30)**
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 312: Classical and Modern Arabic Libraries　　　**(2Units: LH 30)**
This course is designed to expose the students to some important primary sources, classical and modern, in various branches of Arabic scholarship.

ARA 313: Introduction to Classical Arabic Criticism　　　**(2Units: LH 30)**
This course will give a survey of the development of Classical Arabic Criticism, laying special emphasis on AL-Amidi's Muwazarah.

ARA 314: A Novel I　　　　**(2 Units: LH 30)**
This course entails the study and analysis of a novel to be specified.

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ARA 315: A Play I   **(2 Units: LH 30)**
The course is based on the study and analysis of a play to be specified.

ARA 316: Rhetoric I   **(2 Units: LH 30)**
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 317: Prosody 1   **(2 Units: LH 30)**
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 318: Phonetics and Phonology   **(1 Unit: LH 15)**
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 319: Translation I   **(2 Units: LH 30)**
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 320: Methods of Research   **(2 Units: LH 30)**
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 321: Comparative Arabic Literature   **(2 Units: LH 30)**
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 elations, the influence of Arabic on other literary traditions, translation theory, thematology, Literature and Religion, Literature and the other Arts etc will be surveyed.

ARA 322: Information and Communication Technology for Arabic   **(2 Units: LH 30)**
The course is intended to familiarize students with Arabic oriented computer hardware and software features. A number of Arabic language and literature software's will be surveyed. World 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.

ARA 401: Grammar V   **(2 Units: LH 30)**
The course is designed to expose students to modern critical approaches to traditional Arabic Grammar as contained in such works as Ibrahim Mustapha's <u>Ihyá an-Nahw</u>,Makhazoúmi's '<u>an-Nahw al-c Arabi:Naqdwa</u>Tawjih' and IbnMada's '<u>Al-Raddcalá al-Nuhát.</u> 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

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the Agent, the Vocative, the Verbs of Wonderment, the Verbs of Pre-eminence and NomenRelativum.

ARA 402: The Writings of Nigerian Ulama (2 Units: LH 30)

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, WazirJunaid and Abubakar C. Atiq for analysis, appreciation and comparison with similar works in the Arab World.

ARA 403: "Substitution" Morphology (2 Units: LH 30)

This course is meant to provide a detailed analysis of the substitution (Ibdal et al) aspects of Arabic Morphology.

ARA 404: Modern Arabic Poetry (2Units: LH 30)

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 405: Modern Arabic Prose (2 Units: LH 30)

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 406: Introduction to Modern Arabic Criticism (2 Units: LH 30)

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 407: A Special Author (2Units: LH 30)

This course is designed for an in-depth study of a selected special author. In it, the students will be exposed to his personality, biography and works.

ARA 408: A Novel II (2Units: LH 30)

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

ARA 409: A Play II (2Units: LH 30)

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

ARA 410: Selected Topics in Arabic Grammar (2 Units: LH 30)

This course is designed to involve a detailed analysis of and discussions on some selected topics in Arabic Grammar.

ARA 411: Introduction to Arabic Lexicography (2 Units: LH 30)

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.

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ARA 412: Rhetoric II   **(2 Units: LH 30)**

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 413: Prosody II   **(2 Units: LH 30)**

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 414: North African Literature   **(2 Units: LH 30)**

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 Hassan IbnMasud al-Yusi'sDaliya; Busairi'sBurda and Hamziya.

ARA 415: Translation II   **(2 Units: LH 30)**

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

ARA 416: Modern Arabic Literature   **(2 Units: LH 30)**

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

ARA 417: The Assemblies of Hariri   **(2 Units: LH 30)**

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 418: Media Arabic   **(2 Units: LH 30)**

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

ARA 419: Project   **(6 Units: PH 270)**

Independent research to be carried out by students under lectures' supervision

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3.3 ARCHAEOLOGY
(B.A. Honours degree in Archaeology)

3.3.1 Philosophy, Aims and Objectives of the Degree Programme

Archaeology and anthropology together encompass the study of humankind from the distant origins of the human species to the present day. Both disciplines have a long history. Archaeology grew from 18th century antiquarianism while anthropology began even earlier in the first days of colonial encounter. Today both subjects involve a range of sophisticated approaches shared with the arts, social sciences and physical sciences. There is also lively interaction. Thus, for example, the anthropological study of primates and early humans helps archaeologists, using the physical remains recovered, to reconstruct the ways in which our earliest ancestors lived, while scientific dating techniques produce the time-frame and the latest genetic analyses define their relationships to modern human populations.

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

❖ To provide the student with a strong practical and theoretical training in Archaeology and Anthropology, 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.

❖ A comprehensive introduction to the practice of archaeology and major themes from our human past: how do archaeologists know where to dig? How do we analyze and understand what we find? What do we know about the origins of the human species, agriculture, cities, and civilization? The course integrates methods and theory, and utilizes Peabody Museum collections, to show how we reconstruct ancient diet, trade, and political systems. We also explore the role of archaeology in colonialism, modern politics, and film.

❖ Course will focus on archaeological thinking, the cognitive skeleton of the discipline of archaeology, the principles and the logic that are the foundation of all archaeological conclusions and research. Central to this is an understanding of research design, archaeological theory and interpretation, culture and material culture; as well as an understanding of how to examine and construct an archaeological argument.

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❖ Provides a background in archaeological method and theory through critical analysis of selected issues and debates particularly focusing on societies that are more complex. Specific topics include the origins of agriculture and the domestication of animals, the development of complexity and "civilization," post-colonial and historical archaeology, and related ethical and theoretical issues. Weekly readings (drawn from current journal literature), discussions, and several short writing assignments.

3.3.2 Admission and Graduation Requirements
As stated in 1.3.

3.3.3 Learning Outcome

3.3.4 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
f)   Introduction to world archaeology
g)   Introduction to anthropological theory
h)   Perspectives on human evolution
i)   The nature of archaeological enquiry
j)   Social analysis and interpretation
k)   Cultural representations, beliefs and practices
l)   Landscape, ecology and human evolution
m)   Urbanisation and change in complex societies

3.3.5 Resource Requirements for Teaching and Learning
▪ Academic staff: - Suggested ratio 1:30 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)

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

Archaeology 100 Level

Course Code	Course Title	Units	Status	LH	PH
ARC 101	Fundamentals of Archaeology: Methodology of Archaeology	3	C	45	-
ARC 102	Introduction to Archaeological Methods	3	C	45	-
ARC 103	Archaeology – Traditional Industries and Technology	3	C	45	-
ARC 121	A survey of World Archaeology I	3	C	45	-
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
GST 123	Basic Communication in French	2	E	30	-
GST 124	Basic Communication in Arabic	2	E	30	-
GST 125	Contemporary Health Issues	2	R	30	-
HIS 111	African Civilisation up to 1500	3	E	45	-
	Total	**31**			

Archaeology 200 Level

Course Code	Course Title	Units	Status	LH	PH
ARC 205	Elementary Typology	3	C	45	
ARC 213	Origins and Physical Evolution of Man	3	C	45	
ARC 214	Pleistocene Geography	3	C	45	
ARC 215	Science in Archaeology I	3	C	45	
ARC 222	A survey of World Archaeology II	3	C	45	
ARC 231	Field Archaeology I	3	C	-	135
ARC 241	Museum Studies	3	C	45	
GST 211	Environment and Sustainable Development	2	R	30	-
GST 222	Peace and Conflict Resolution	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
GST 224	Leadership Skills	2	R	30	-
	Total	**29**			

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Archaeology 300 Level

Course Code	Course Title	Units	Status	LH	PH
ARC 303	Food Production and Urbanisation	3	C	45	-
ARC 305 /LIN 405	Linguistics and Prehistory	3	C	45	-
ARC 316	Science in Archaeology II	3	C	45	-
ARC 322	Archaeology of Africa I	3	C	45	-
ARC 324	Aspects of European Prehistory	3	C	45	-
ARC 332	Field Archaeology II	3	C	-	135
ARC 341	Techniques of Restoration of Antiquities	3	C	45	-
CMP 300	Introduction to Computer	2	R	-	90
CMP 301	Application of Computers to Arts	2	R	-	90
GST 311	Entrepreneurship	2	R	30	-
	Total	**29**			

Archaeology 400 Level

Course Code	Course Title	Units	Status	LH	PH
ARC 404	Advance Typology	3	C	45	-
ARC 405	Interpretation of Archaeological Data	3	C	45	-
ARC 406	Quantitative Methods in Archaeology	3	C	45	-
ARC 421	Archaeology of Nigeria	3	C	45	-
ARC 422	Archaeology of Africa II	6	C	45	-
ARC 423	Archaeology of Southern Africa	3	E	45	-
ARC 424	Archaeology of Northern Africa	3	E	45	-
ARC 425	Archaeology of West Africa	3	E	45	-
ARC 426	Archaeology of Nile Valley	3	E	45	-
ARC 427	Prehistory of North and South America	3	E	45	-
ARC 428	Archaeology of Ancient China	3	E	45	-
ARC 429	Prehistory of India	3	E	45	-
ARC 451	Project	6	C	-	270
	Total	**45**			

400 Level students must take at least 3 out of the Elective Courses available in the table above

Note
Electives: 100-200
At least 3 Units of relevant course(s) from any of the following: History, Linguistics, Classics, and/or related programmes in Social Sciences.

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3.3.7 **Course Synopses**

ARC 101: Fundamentals of Archaeology: Methodology of Archaeology
(3 Units: LH 45)

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).

ARC 102: Introduction to Archaeological Methods (3 Units: LH 45)

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

ARC 103: Archaeology-Traditional Industries and Technology (3 Units: LH 45)

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.

ARC 121: A survey of World Archaeology I (3 Units: LH 45)

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.

ARC 205: Elementary Typology (3 Units: LH: 45)

This course is mainly a practical course in which the students are trained to recognize, describe and classify the artefacts 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 artefacts.

ARC 213: Origin and Physical Evolution of Man (3 Units: LH 45)

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.

ARC 214: Pleistocene Geography (3 Units: LH 45)

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.

ARC 215: Science in Archaeology I (3 Units: LH 45)

This course will deal with the role that the Biological Sciences play in the process of Archaeological analysis. The importance of zoology/paleoecology, organic chemistry, soil science etc. Biological changes brought about by domestication in both plants and animals.

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Soil formation, activities of macro/microorganisms in the soil, the relationship of fauna and flora to climate and soils. This course involves laboratory practicals.

ARC 222: A survey of World Archaeology II   **(3 Units: LH 45)**

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.

ARC 231: Field Archaeology I   **(3 Units: LH 45)**

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

ARC 241: Museum Studies   **(3 Units: LH 45)**

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.

ARC 303: Food Production and Urbanisation   **(3 Units: LH 45)**

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 difference parts of the world.

ARC 305/ LIN 405: Linguistics and Prehistory   **(3 Units: LH 45)**

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.

ARC 316: Science in Archaeology II   **(3 Units: LH 45)**

Definition and nature of matter. Isotopes-radioactive and stable, carbon 14, potassium-argon and other radiometric dating methods. Thermo luminescence 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.

ARC 322: Archaeology of Africa I: **(3 Units: LH 45)**

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.

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ARC 324: Aspects of European Prehistory   **(3 Units: LH 45)**

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

ARC 332: Field Archaeology II   **(3 Units: LH 45)**

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

ARC 341: Techniques of Restoration of Antiquities   **(3 Units: LH 45)**

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

ARC 404: Advance Typology   **(3 Units: LH 45)**

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

ARC 405: Interpretation of Archaeological Data   **(3 Units: LH 45)**

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.

ARC 406: Quantitative Methods in Archaeology   **(3 Units: LH 45)**

The course will cover elementary statistics, measurement of artefacts for the purpose of cartographic representation and description; random sampling for the purpose of quantifying total aspects of an assemblage; striation 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.

ARC 421: Archaeology of Nigeria   **(3 Units: LH 45)**

A detailed study of Archaeological sites and finding and their relevance to history and the contemporary Nigerian situation

ARC 422: Archaeology of Africa II   **(6 Units: LH 90)**

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.

ARC 423: Archaeology of Southern Africa   **(3 Units: LH 45)**

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.

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ARC 424: Archaeology of Northern Africa   **(3 Units: LH 45)**

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

ARC 425: Archaeology of West Africa   **(3 Units: LH 45)**

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.

ARC 426: Archaeology of Nile Valley   **(3 Units: LH 45)**

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.

ARC 427: Prehistory of North and South America   **(3 Units: LH 45)**

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.

ARC 428: Archaeology of Ancient China   **(3 Units: LH 45)**

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

ARC 429: Prehistory of India   **(3 Units: LH 45)**

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.

ARC 451: Project   **(6 Units: LH 270)**

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

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3.4 CHINESE LANGUAGE

3.4.1 Philosophy and Objectives of the Programme

Philosophy

In the course of history, different nations had dominated the international level. The emergence of China as a major force in the international sphere means that the Chinese language can no longer be ignored. Today, the teaching and learning of Chinese is entering a new era of economic and cultural globalization and the Chinese language is increasingly prevalent in the international academic discourse.

A country that has bulk of its economic transactions with China cannot but give the study of Chinese Studies a pride of place in its institutions of higher learning. Chinese as an added language to the languages spoken in a given country will definitely improve economic transactions between the two countries.

Objectives of the Programme

The aims and objectives of a degree in Chinese Studies are to:
  i.   teach Chinese language and literature that are important to the cultural, intellectual, political and economic evolution of Nigeria;
  ii. initiate and carry out research in the language and literature;

  iii. train students to acquire fluency in oral communication in the Chinese language;

  iv. provide students with the opportunity to function in Chinese language through learning, writing, reading, speaking and listening;

  v.   develop students ability to translate and interpret basic Chinese texts related to real life situations and problems, and

  vi. expose students to various concepts and literary criticisms in order to sharpen their critical skills for a deeper understanding of Chinese literary texts.

In addition to the aims and objectives of Arts courses in the preamble to this document, this programme is designed and structured to produce graduates with a high Chinese language and literary competence who are, through the acquired knowledge, capable of adding value to their immediate environment, the nation and international community at large.

3.4.2 Learning Outcomes

All Bachelors honours degree students in Chinese Language are expected to develop the following abilities and skills:

Regime of Subject Knowledge

Upon completion:

i)   The graduates should be able to communicate fluently in both written and spoken form.

ii) They 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.

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iii)   They should be able to demonstrate a mastery of the language, literature and culture through clear coherent and appropriate choice of diction with a sense of economy of expression both in their oral and written work.

Competences and skills
At the end of the course, graduates of Chinese should be seen to have achieved a reasonable level of competence and sophistication in all branches of Chinese language, literature and culture in critical and creative expression, as well as a better understanding of the relevance of Chinese to society. Before the end of the programme, students of Chinese should have been brought into contact with Chinese culture in Asia so that they can tap the vast repertoire of cultural practices for which the Chinese people are known and for entrepreneurial purposes.

Behavioural Activities
Skills acquired through the study of Chinese include the following:
- i)   Collectivism
- ii)   Humanism
- iii)   Peace orientation
- iv)   Reciprocal obligation
- v)   Group cooperation
- vi)   Individual modesty
- vii)   Organizational ability
- viii)   Conceptual and philosophical dualism
- ix)   Anthropomorphism

3.4.3 **Attainment Levels**
Graduates of Chinese are expected to have:
i)   A great knowledge of the Chinese language.
ii)   A good knowledge of Chinese culture, history and literature.
iii)   The ability to speak or write Chinese with clarity, fluency and coherence of thought.
iv)   The ability to work with other students.
v)   The ability to apply knowledge and skills to solving theoretical and practical problems.

3.4.4 **Course Structure**
For the teaching of Chinese Studies, the following number of courses and their credit units would apply:

Chinese Studies 100 Level

Course Code	Course Title	Units	Status	LH	PH
CHS 101	Introduction to Oral Chinese I	2	C	-	90
CHS 102	Introduction to Oral Chinese II	2	C	-	90
CHS 103	Introduction to Chinese Language	2	C	30	-
CHS 104	Listening/Speaking (Conversational Chinese)	2	C	-	90
CHS 105	Introduction to Pinyin and Character Writing in Chinese	2	C	30	-

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CHS 106	Writing Chinese Character	2	C	30	-
CHS 107	Introduction to Chinese People and Culture	2	C	30	-
CHS 108	Chinese Phonetics and Conversation	2	C	-	90
NGL 101	Introduction to a Nigerian Language I (Edo/Hausa/Igbo/Yoruba, etc)	2	R	30	-
LIT 101	Introduction to Fiction	2	R	30	-
LIT 102	Introduction to Poetry	2	R	30	-
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian People and Culture	2	R	30	-
GST 121	Use of Library, Study Skills & ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
GST 123	Basic Communication in French	2	E	30	-
GST 124	Basic Communication in Arabic	2	E	30	-
GST 125	Contemporary Health Issues	2	R	30	-
	Total	**38**			

Chinese Studies 200 Level

Course Code	Course Title	Units	Status	LH	PH
CHS 201	Introduction to Chinese Composition	2	C	30	-
CHS 202	Introduction to Chinese Oral Literature	2	C	30	-
CHS 203	Chinese Comprehension I	2	C	30	-
CHS 204	Chinese Comprehension II	2	C	30	-
CHS 205	A Survey of Chinese Literature	2	C	30	-
CHS 206	Chinese Grammar	2	C	30	-
CHS 207	Chinese Politics and Economy	2	C	30	-
CHS 208	Translation: Theory and Practice	2	C	30	-
CHS 209	Chinese for Specific Purposes	2	E	30	-
CHS 210	Research Methodology	3	C	30	-
CHS 211	China's Foreign Policy in Africa	2	E	30	-
CHS 212	Chinese Worldview: Religious Thought and Philosophy of Life	2	E	30	-
CHS 214	Chinese Creativity and Invention	2	E	30	-
ENG 205	Advanced English Composition I	2	R	30	-
ENG 206	Advanced English Composition II	2	R	30	-
NGL 201	Introduction to a Nigerian Language II (Edo/Hausa/Igbo/Yoruba, etc)	2	R	30	-
GST 211	Environment and Sustainable Development	2	R	30	-
GST 222	Peace and Conflict Resolution	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
GST 224	Leadership Skills	2	R	30	-
	Total	**41**			

Chinese Studies 300 Level   (One Semester Abroad)

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Course Code	Course Title	Units	Status	LH	PH
CHS 301	Advanced Chinese Characters I	4	C	30	-
CHS 302	Advanced Chinese Characters II	3	C	30	-
CHS 303	Advanced Chinese Grammar	4	C	30	-
CHS 304	Translation: English to Chinese/Chinese to English	3	C	30	-
CHS 305	Advanced Chinese Listening (Tingli)	4	C	-	90
CHS 306	Chinese Dialects	3	C	30	-
CHS 307	Chinese Calligraphy	3	C	30	-
CHS 308	Literary Criticism	3	C	30	-
CHS 310	Chinese Stylistics	3	C	30	-
CMP 300	Introduction to Computer	2	R	-	90
CMP 301	Application of Computers to Arts	2	R	-	90
GST 311	Introduction to Entrepreneurial Studies	2	R	30	-
	Total	**36**			

Chinese Studies 400 Level

Course Code	Course Title	Units	Status	LH	PH
CHS 401	Advanced Translation I: Chinese to English	3	C	30	-
CHS 402	Advanced Translation II: English to Chinese	3	C	30	-
CHS 403	Advanced Morphology	3	C	30	-
CHS 404	19th to 21st Century Chinese Literature	3	C	30	-
CHS 405	Advanced Phonetics and Phonology	3	C	-	90
CHS 406	Comparative Study of African and Chinese Literature	3	C	30	-
CHS 407	Chinese Semantics	3	C	30	-
CHS 408	Chinese Civilization	3	C	30	-
CHS 409	Literary Criticism II	3	C	30	-
CHS 410	Sociolinguistics of Chinese	3	C	30	-
CHS 411	Project	6	C	-	270
	Total	**36**			

3.4.5 **Course Synopses**

CHS 101: Introduction to Oral Chinese I   **(2 Units: PH 90)**
This is a course for absolute beginners in Chinese, and is aimed at the rapid acquisition of oral competence, basic vocabulary, sound recognition and reproduction.

CHS 102: Introduction to Oral Chinese II   **(2 Units: PH 90)**
This is a continuation of CHS 101. This course aims at equipping students with the correct pronunciation of Chinese sounds, words, phrases and sentences.

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CHS 103: Introduction to Chinese Language Study　　　　　**(2 Units: 30 LH)**

This course is designed to be a systematic introduction to Chinese language and a practical illustration of how Chinese language evolves and functions. The course content includes the phonology, grammar, semantics and supra-segmental features of Chinese language.

CHS 104: Listening/Speaking (Conversational Chinese)　　　　**(2 Units: PH 90)**

This course involves laying emphasis on listening and speaking Chinese. The students are expected to imitate the teacher as he/she speaks.

CHS 105: Introduction to Pinyin and Character Writing in Chinese (2 Units: LH 30)

This course provides students with the basic skills in the practice of writing Chinese on topics related to the students, their lives, families, societies and academic environment.

CHS 106: Writing Chinese Characters　　　　　　　　**(2 Units: LH 30)**

This course is designed to provide the students with the techniques of writing Chinese characters.

CHS 107: Introduction to Chinese People and Culture　　　　**(2 Units: LH 30)**

This course introduces students to the Chinese people, their language, origin, migration, oral history and their relationship with other people in Asia.

CHS 108: Chinese Phonetics and Conversation　　　　　　**(2 Units: PH 90)**

This course is an introduction to descriptive and practical phonetics in Chinese, and it is aimed at improving the students' mastery of the pronunciation and prosodic features of Chinese.

NGL 101: Introduction to a Nigerian Language I　　　　　**(2 Units: LH 30)**

In this course, a study, in some detail, of major points of the phonetics and phonology of a Nigerian language will be undertaken.

CHS 201: Introduction to Chinese Composition　　　　　　**(2 Units: LH 30)**

This course is aimed at developing the skills of writing short compositions in simple and correct Chinese.

CHS 202: Introduction to Chinese Oral Literature　　　　　**(2 Units: LH 30)**

This course provides an overview of Chinese oral literature. The differences between oral and written literature are examined. The forms of Chinese oral literature are surveyed. The course also looks at the changing roles of oral literature in the Chinese society.

CHS 203: Chinese Comprehension I　　　　　　　　　**(2 Units: LH 30)**

This course enhances students' ability to collect information through reading simple passages from Chinese texts. The course will develop the vocabulary of the students.

CHS 204: Chinese Comprehension II　　　　　　　　　**(2 Units: LH 30)**

The course is a continuation of CHS 203.

CHS 205: Survey of Chinese Literature　　　　　　　　**(2 Units: LH 30)**

A survey of oral and written works in Chinese, such as prose, poetry and drama will be undertaken.

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CHS 206: Chinese Grammar   **(2 Units: LH 30)**
This is an intensive course which introduces students to the basic Chinese grammatical structures, such as the parts of speech, sentences formation, etc.

CHS 207: Chinese Politics and Economy   **(2 Units: LH 30)**
The course explores the Chinese politics and economy. The students will be introduced to the development of the Chinese politics and economy from the past to the present.

CHS 208: Translation: Theory and Practice   **(2 Units: LH 30)**
This course introduces students to the basic principles of translation.

CHS 209: Chinese for Specific Purposes   **(2 Units: LH 30)**
In this course, the use of the Chinese language by journalists, civil servants, scientists, speech writers, traders, artisans, etc. shall be examined.

CHS 210: Research Methodology   **(3 Units: LH 30)**
This course is designed to prepare students for writing their long essays. Topics to be studied include research techniques, choosing a research topic, etc.

CHS 211: China's Foreign Policy in Africa   **(2 Units: LH 30)**
The objective of this course is to introduce the students to the multi-dimensional relationships that exist between China and Africa.

CHS 212: Chinese Worldview, Religious Thought and Philosophy of Life (2 Units: LH 30)
This course introduces the various religions in China such as Confucianism, Taoism, Buddhism, Christianity, Catholicism, Islam, Materialism, etc. to the students.

CHS 214: Chinese Creativity and Invention   **(2 Units: LH 30)**
In this course, the students will be exposed to the early inventions of Chinese people which set the foundation for the modern science and technological development. Some of these inventions are: compass, paper making, printing, gunpowder, acupuncture, herbal medicine, weaving and earthquake monitor.

NGL 201: Introduction to a Nigerian Language II   **(2 Units: LH 30)**
This is a continuation of NGL 101 where a study of the morphology and syntax of a Nigerian language will be undertaken.

NGL 202: Survey of a Nigerian Language Literature   **(2 Units: LH 30)**
This course is a survey of written works in a Nigerian language (prose, poetry and drama). The literary language and the organization of these genres will be examined. The courses will also focus attention on the features of the genres and the inter-relationship of their themes and styles.

CHS 301: Advanced Chinese Characters   **(4 Units: LH 30)**
This course advances on the techniques of writing Chinese characters.

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CHS 302: Advanced Chinese Characters II   **(3 Units: LH 30)**
This course is a continuation of CHS 301.

CHS 303: Advanced Chinese Grammar   **(4 Units: LH 30)**
This course advances on the teaching of the grammar of Chinese.

CHS 304: Translation: English to Chinese/Chinese to English   **(3 Units: LH 30)**
In this course, students will be introduced to the basic principles and practice of translating from English to Chinese, and vice-versa through practical exercises.

CHS 305: Advanced Chinese Listening (Tingli)   **(4 Units: PH 90)**
This course advances on the study of phonetics and includes complex listening with a view to enabling the students to do a detailed linguistic analysis of Chinese language.

CHS 306: Chinese Dialects   **(3 Units: LH 30)**
This is a fairly detailed consideration of the morphological, lexical and syntactic characteristics of the major regional and social varieties of Chinese language.

CHS 307: Chinese Calligraphy   **(3 Units: LH 30)**
This course is concerned with the cultural purpose and aesthetic complexity of the art of Chinese writing. The primary focus of the course is using brush and ink, but with a critical understanding of the place calligraphy holds in China's literary, social, political and aesthetic history.

CHS 308: Literary Criticism I   **(3 Units: LH 30)**
The aim of this course is to introduce students to the major schools of literary theories like structuralism, formalism, hermeneutics, phenomenology, feminism, marxism, etc. The course will also consider the limitations of each of the theories for the analysis of Chinese literature.

CHS 310: Chinese Stylistics   **(3 Units: LH 30)**
This course is a theoretical study of stylistics in Chinese with special reference to the various theories and ideas of the relationship between stylistics, literature and linguistics. It discusses the various literary features or devices of literature in Chinese.

CHS 401: Advanced Translation I: Chinese to English   **(3 Units: LH 30)**
In this course, attempts should be made, using laboratory or conference centre facilities, at introducing the students to simultaneous and consecutive interpretation, bearing in mind the possibility of future expectations and demands on the degree holder in Chinese in the field of translation and interpretation.

CHS 402: Advanced Translation II: English to Chinese   **(3 Units: LH 30)**
This course will intensively teach students the art of translating from English to Chinese. Texts from various disciplines will provide the material for the exercises while further practice is given in the area of interpretation.

CHS 403: Advanced Morphology   **(3 Units: LH 30)**

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This course is a morphological description and analysis of words in Chinese language.

CHS 404: 19th – 21st Century Chinese Literature   **(3 Units: LH 30)**

This course involves a study of the representative works of Chinese writers.

CHS 405: Advanced Phonetics and Phonology   **(3 Units: PH 90)**

This course will be concerned with the principles of phonetics and phonology. Special attention will be devoted to tonology and other major phonological processes.

CHS 406: Comparative Study of African and Chinese Literature   **(3 Units: LH 30)**

This course will compare African and Chinese literature, thereby, enabling the students to appreciate the essence of comparative studies.

CHS 407: Chinese Semantics   **(3 Units: LH 30)**

This involves the study of the factors that affect word meaning and the meanings of other aspects of language with emphasis on associations, connotation, collocation and semantic field.

CHS 408: Chinese Civilization   **(3 Units: LH 30)**

This course is a descriptive survey of the principal ideas and institutions of old China. Its demonstrate its rich and enduring civilization and contrast this with the cultural background of the West. It also discusses the contact of China with Western civilizations and the attendant consequences expressed in political and economic (especially industrial) developments as well as social revolutions in the 20th century.

CHS 409: Literary Criticism II   **(3 Units: LH 30)**

This course is a follow-up of CHS 308. It applies the theories of literature already discussed in CHS 308 to Chinese literature as they relate to plays, poetry and prose.

CHS 410: Sociolinguistics of Chinese   **(3 Units: LH 30)**

This course will provide students with the history, methodology, theoretical thrust, and basic concerns of sociolinguistics. It will further examine the different dimensions of these with regard to the development of Chinese as a mother tongue and a foreign language.

CHS 411: Project   **(6 Units: PH 270)**

This is an independent research carried out by the student under the supervision of a lecturer. Topics may relate to any aspect of Chinese language, literature and culture.

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3.5   CLASSICS

3.5.1 Philosophy, Aims and Objectives of the Degree Programme

Classics are the study of the languages, culture, history and thought of the civilisations of ancient Greece and Rome. It is one of the most varied and interdisciplinary of all subjects; based upon a wide range of options, the course offers the opportunity to study literature (epic, drama, historical writing, and much else), the history and archaeology of the Greek and Roman Mediterranean, philosophy (both ancient and modern), and linguistics.

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 fountainhead 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. This course, comprising the Greek half of the Sophomore Tutorial, will comprehensively cover the history of ancient Greece from the Bronze Age Minoan and Mycenaean palace civilizations to the Roman conquest of the East Mediterranean. Attention will be paid to the major political, social, economic, and cultural transformations. Students will be exposed to the wide variety of textual sources (in translation) and archaeological evidence out of which historians seek to understand ancient Greece.

ii)   This programme has three components: a chronological survey of Roman history from the beginnings to Constantine; exploration of key features of Roman culture (e.g., economy, education, housing, slavery); and an introduction to the tools and methods available for research on ancient Rome. Students are taught how to work with the Roman collections (brick-stamps, coins, manuscripts, maps, papyri, pottery, sculpture, etc.). Each student receives guidance in the planning and execution of a research paper. 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.

3.5.2 Admission and Graduation Requirements

As stated in Section 1.3 and 1.4 above.

3.5.3 Learning Outcome

3.5.4 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.

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3.5.5 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)

3.5.6 Course Contents
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. In addition, a student is required to take the prescribed General Studies Courses. Below are the courses for the various areas of specialization:

Area of Specialization in Classics

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

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:

Classics: 100 Level

Course Code	Course Title	Units	Status	LH	PH
CLC 101	Introduction to Ancient Greek Civilisation	3	C	45	-
CLC 102	Introduction to Roman Civilisation	3	C	45	-
CLG 101	Introduction to Greek I	3	C	45	-
CLG 102	Introduction to Greek II	3	C	45	-
CLG 103	New Testament Greek	3	C	45	-
CLL 101	Introduction to Latin I	3	C	45	-
CLL 102	Introduction to Latin II	3	C	45	-
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
GST 123	Basic Communication in French	2	E	30	-
GST 124	Basic Communication in Arabic	2	E	30	-
GST 125	Contemporary Health Issues	2	R	30	-
	Total	**37**			

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Classics: 200 Level

Course Code	Course Title	Units	Status	LH	PH
CLC 201	Greek and Roman Epic Poetry, Homer and Virgil	2	C	30	-
CLC 202	Greek and Roman Theatre	2	C	30	-
CLC 203	Greek History, Society and Institutions	2	C	30	-
CLC 204	Roman History, Society and Institutions	2	C	30	-
CLC 205	Early Greek Philosophy	2	C	30	-
CLG 201	Greek Language I	3	C	45	-
CLG 202	Greek Language II	3	C	45	-
CLL 201	Latin Language I	3	C	45	-
CLL 202	Latin Language II	3	C	45	-
GST 211	Environment and Sustainable Development	2	R	30	-
GST 222	Peace and Conflict Resolution	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
GST 224	Leadership Skills	2	R	30	-
	Total	**30**			

Classics: 300 Level

Course Code	Course Title	Units	Status	LH	PH
CLC 301	Classical Lyric and Elegiac Poetry	2	R	30	-
CLC 302	Greek Drama	2	R	30	-
CLC 303	Roman Drama	2	R	30	-
CLC 304	Roman Satire	2	R	30	-
CLC 305	Classical Literary Theory and Criticism	2	R	30	-
CLC 306	The Classical Background of English Literature	3	R	45	-
CLC 307	Classical Influence in 17th Century French Drama	3	R	45	-
CLC 308	Greek and Roman Historiography	2	R	30	-
CLC 309	The Greek City States	2	R	30	-
CLC 310	The Roman Republic	2	R	30	-
CLC 311	Greek Civilisation in Africa and the Near East	2	R	30	-
CLC 312	The Roman World under the Principate	2	R	30	-
CLC 313	The Later Roman World AD 235-640	2	R	30	-
CLC 314	Historical Background to the New Testament	2	E	30	-

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CLC 315	The Philosophy of Plato and Aristotle	3	R	45	-
CLC 316	Greek and Roman Mythology and Religion	2	E	30	-
CLG 301	Greek Language	3	E	45	-
CLG 302	Greek Language and Literature	3	E	45	-
CLL 301	Latin Language	3	E	45	-
CLL 302	Latin Language and Literature	3	E	45	-
CMP 300	Introduction to Computer	2	R	-	90
CMP 301	Application of Computers to Arts	2	R	-	90
GST 311	Entrepreneurship	2	R	30	-
	Total	**53**			

Classics: 400 Level

Course Code	Course Title	Units	Status	LH	PH
CLC 401	Long Essay	6	R	-	270
CLC 402	Advance Study in Classical Literature	2	R	30	-
CLC 403	Advance Study in Ancient History	2	R	30	-
CLC 404	Advance Study in Ancient Philosophy	2	R	30	-
CLC 405	Hellenistic Epic Poetry and Roman Epic Poetry after Virgil	2	R	30	-
CLC 406	Ancient History and Archaeology of North East Africa	3	R	45	-
CLC 407	Ancient History and Archaeology of the Maghreb	3	R	45	-
CLC 408	The Philosophy of the Stoics and Epicureans	2	R	30	-
CLG 401	Greek Language	3	E	45	-
CLG 402	Greek Language and Literature	3	E	45	-
CLL 401	Latin Language	3	E	45	-
CLL 402	Latin Language and Literature	3	E	45	-
	Total	**34**			

3.5.7 **Course Synopses**

CLC 101: Introduction to Ancient Greek Civilisation   **(3 Units: LH 45)**
The Homeric epics and the world of Homer; the Greek city-state as political, social and economic organisation; aspects of classical Greek literature; education, values and beliefs; city-planning and visual arts.

CLC 102: Introduction to Roman Civilisation   **(3 Units: LH 45)**
This course introduces students to the political, social and economic organisation; aspects of Roman literature; education, values and beliefs; city-planning and visual arts

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CLG 101: Introduction to Greek I   **(3 Units: LH 45)**

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

CLG 102: Introduction to Greek II   **(3 Units: LH 45)**

Grammar, syntax and translation practice; reading of texts.

CLG 103: New Testament Greek   **(3 Units: LH 45)**

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.

CLL 101: Introduction to Latin I   **(3 Units: LH 45)**

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   **(3 Units: LH 45)**

Grammar, syntax and translation practice; reading of texts.

CLC 201: Greek and Roman Epic Poetry: Homer and Virgil   **(3 Units: LH 45)**

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

CLC 202: Greek and Roman Theatre   **(3 Units: LH 45)**

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   **(3 Units: LH 45)**

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   **(3 Units: LH 45)**

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

CLC 205: Early Greek Philosophy: **(3 Units: LH 45)**

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.

CLG 201: Greek Language I: **(3 Units: LH 45)**

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

CLG 202: Greek Language II: **(3 Units: LH 45)**

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

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CLL 201: Latin Language I: **(3 Units: LH 45)**
Grammar, syntax, unprepared translation; reading of texts in prose and verse.

CLL 202: Latin Language II: **(3 Units: LH 45)**
Grammar, syntax, unprepared translation; reading of texts in prose and verse.

CLC 301: Classical Lyric and Elegiac Poetry: **(2 Units: LH 30)**
An in-depth study of classical poetry and lyrics with some comparative with other traditions.

CLC 302: Greek Drama: **(2 Units: LH 30)**
An exhaustive study of classical drama with some comparative approach.

CLC 303: Roman Drama: **(2 Units: LH 30)**
The comedies of Plautus and Terence; the tragedies of Seneca; a selection of texts in English translation.

CLC 304: Roman Satire: **(2 Units: LH 30)**
Historical background of Roman satire: history of the Lucilan tradition or satire in classical times; literary survey, with representative texts in English translation.

CLC 305: Classical Literary Theory and Criticism: **(2 Units: LH 30)**
Survey of literary theory with special reference to Aristotle, Horace and Longinus.

CLC 306: The Classical Background of English Literature: **(3 Units: LH 45)**
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: **(3 Units: LH 45)**
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: **(2 Units: LH 30)**
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: **(2 Units: LH 30)**
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.

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CLC 310: The Roman Republic: **(2 Units: LH 30)**
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   **(2 Units: LH 30)**
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   **(2 Units: LH 30)**
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   **(2 Units: LH 30)**
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   **(2 Units: LH 30)**
Graeco-Roman history, society, law and administration in relation to the New Testament.

CLC 315: The Philosophy of Plato and Aristotle   **(3 Units: LH 45)**
Epistemology, metaphysics, psychology, ethics, aesthetics and political theory.

CLC 316: Greek and Roman Mythology and Religion   **(2 Units: LH 30)**
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.

CLG 301: Greek Language   **(3 Units: LH 45)**
Syntax, prosody, stylistics, unprepared translation; detailed study of prescribed texts.

CLG 302: Greek Language and Literature   **(3 Units: LH 45)**
Unprepared translation, syntax, prosody, stylistics; texts in prose and verse; detailed study of prescribed texts.

CLL 301: Latin Language   **(3 Units: LH 45)**
Syntax, prosody, stylistics, unprepared translation; reading of texts in prose and verse.

CLL 302: Latin Language and Literature   **(3 Units: LH 45)**
Unprepared translation, syntax, prosody, stylistics; texts in prose and verse; detailed study of prescribed texts.

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CLC 401: Long Essay   **(6 Units: PH 270)**
Supervised projects on a topic within or related to Classical Studies.

CLC 402: Advance Study in Classical Literature   **(2 Units: LH 30)**
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: Advance Study in Ancient History   **(2 Units: LH 30)**
Advance study of one area or topic based on source materials in English translation.
A related 300 Level course in ancient history.

CLC 404: Advance study in Ancient Philosophy   **(2 Units: LH 30)**
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
     (2 Units: LH 30)
Study of the epic tradition in the Hellenistic period, with special reference to the Argonautice of Apollonius Rhodious and the BelliumCivile of Lucan.

CLC 406: Ancient History and Archaeology of North-East Africa   **(3 Units: LH 45)**
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 Maghreb   **(3 Units: LH 45)**
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 Barbary and end of Roman power in North Africa.

CLC 408: The Philosophy of the Stoics and Epicureans   **(2 Units: LH 30)**
Post-Aristotelian Schools of Graeco-Roman philosophy with emphasis on epistemology, metaphysical, psychology, ethics, aesthetics, and political theory.

CLG 401: Greek Language   **(3 Units: LH 45)**
Syntax, prosody, stylistics, unprepared translation; reading of texts.

CLG 402: Greek Language and Literature   **(3 Units: LH 45)**
Syntax, prosody, stylistics, unprepared translation; detailed study of prescribed texts.

CLL 401: Latin Language   **(3 Units: LH 45)**
Syntax, prosody, stylistics, unprepared translation; reading of texts.

CLL 402: Latin Language and Literature   **(3 Units: LH 45)**
Syntax, prosody, stylistics, unprepared translation; detailed study of prescribed texts.

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3.6 ENGLISH LANGUAGE AND LITERATURE IN ENGLISH

3.6.1 Philosophy, Aims and Objectives of the Degree Programme

English Language

The Bachelors degree programme combines both English Language and Literature courses with an approved BA English Language.

The **Philosophy** of the programme is as follows:

In a country where English is an official language, and the language of instruction, a high level of proficiency is required from the graduates the universities. A higher level of competence and communicative skills is expected even more from graduates of English. Therefore, there is the need to devote 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. The specific **Aims** and **Objectives** of the programme are:

(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.

(vii) To instil in our students the valuable skills of critical thinking, scholarly rigour and good writing.

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Literature in English

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

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

In both cases, the substance is the same, the emphasis being on Literature written in English. The aims and objectives, therefore, are:

i)   To produce graduates who possess an informed literary and critical sensibility and intellectual tools to appreciate Literature in general, and in particular, African literature, the African Diaspora literature and non African literature.
ii)   To equip students with adequate knowledge of major landmarks in Literature in English in all genres and periods.
iii)   To produce skilful and eloquent users of English for literary and artisticcreativity.
iv)   To impart a humanistic perspective to students by acquainting them with literature as an exploration of human experience and as an expression of great 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, especially creative writing and innovation in the exploration of investment opportunities in the culture and arts industry.

3.6.2 **Admission and Graduation Requirements**

English Language
(i)   Five (5) credit level passes in the *SSCE/NECO/GCE* (O/L) examinations in relevant subjects including English Language, Literature in English and Mathematics for the 4 - year (8 Semester) programme.
(ii)   A minimum of 2 GCE (Advance Level) passes in Arts subjects one of which must be English and O'Level requirement of credit pass in English Language, Literature in English and Mathematics for the 3-year (6 consecutively-run Semesters) programme.

Literature in English
i)   5 credit level passes in the SSCE/NECO/GCE (O/L) in relevant subjects including English language, Literature in English and Mathematics for the four years programme.
ii)   3 "A" Level GCE passes 2 of which must be Arts subjects including one in Literature and O'Level requirement as above.

Duration and Unit Values of the Programme
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.

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3.6.3 **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. 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 English's (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 for Legal Communication
- English for Print journalism
- English for Broadcasting
- English for Sports Commentary.

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

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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'c1usion).

- 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 of study, 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 and as a veritable tool for the advancement of the cause of humanity. Literature being an elaborate instance of resources of language in all its rich complexity, student of Literature at the end of the undergraduate programme should have developed more sophisticated skills in writing as well as in speech, coupled with a greater insight into human nature, a more mature understanding 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 the nation's local cultures, so that they can tap the vast repertoire of oral cultural practices for which Nigerians as a people are known, as well as 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:

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.

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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

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 an 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

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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.)

3.6.4 Attainment Levels

The tradition of liberal education is based on a concern for the whole man or woman, such that the acquisition of learning skills goes with a concomitant emphasis on character and personality. 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 an appropriate 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).

3.6.5 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)
   e)   Language Laboratory

3.6.6 Course Structure (English Studies)

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

English Language: 100 Level Course Structure

Course Code	Course Title	Units	Status	LH	PH
ENG 101	A Survey of the English Language	2	C	30	-
ENG 102	Introduction to English Grammar and Composition	2	C	30	-
ENG 103	Spoken English (Practical)	2	C	-	-
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
GST 123	Basic Communication in French	2	E	30	-
GST 124	Basic Communication in Arabic	2	E	30	-
GST 125	Contemporary Health Issues	2	R	30	-
LIT 104	Introduction to Poetry	2	C	30	-
LIT 105	Introduction to Prose Literature	2	C	30	-
LIT 106	Introduction to Drama	2	C	30	-

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LIT 107	Introduction to Creative Writing I (Practical)	2	C	-	-
	Total	**30**			

English Language: 200 Level

Course Code	Course Title	Units	Status	LH	PH
ENG 201	An Introduction to Morphology and Syntax	3	C	45	-
ENG 202	Advance English Syntax	3	C	45	-
ENG 203	Introduction to General Phonetics and Phonology I	3	C	45	-
ENG 204	Introduction to General Phonetics and Phonology II	3	C	45	-
ENG 205	Advance English Composition I	3	C	45	-
ENG 206	Advance English Composition II	3	C	45	-
ENG 207	Varieties of English Language (Including English based Pidgins and Creoles)	3	C	45	-
ENG 209	Language and Society	3	R	45	-
ENG 211	English Morphology	3	R	45	-
GST 211	Environment and Sustainable Development	2	R	30	-
GST 222	Peace and Conflict Resolution	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
GST 224	Leadership Skills	2	R	30	-
LIT 208	Prose Fiction	3	R	45	-
LIT 210	Creative Writing II	3	R	45	-
	Total	**41**			

English Language: 300 Level

Course Code	Course Title	Units	Status	LH	PH
CMP 300	Introduction to Computer	2	R	-	90
CMP 301	Application of Computers to Arts	2	R	-	90
ENG 301	Contemporary English Usage	3	C	45	-
ENG 302	Phonology of English	3	C	45	-
ENG 303 / LIN 303	Introduction to Applied Linguistics	3	C	45	-
ENG 304 / LIN 307	Introduction to Semantics	3	C	45	-
ENG 305	The English Language in Nigeria	3	C	45	-
ENG 306	Discourse Analysis	3	C	-	35
ENG 307 / LIN 305	The Socio-linguistics of English	3	R	45	-
ENG 309	Research Methods I	3	R	45	-
GST 311	Entrepreneurship	2	R	30	-

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LIT 308	Creative writing III	3	R	45	-
	Total	**33**			

English Language: 400 Level

Course Code	Course Title	Units	Status	LH	PH
ENG 401 / LIN 402	New Trends in Syntax	3	C	45	-
ENG 402	Pragmatics	3	C	45	-
ENG 403 / LIN 408	Psycholinguistics	3	C	45	-
ENG 404 / LIN 403	Multilingualism	3	C	45	-
ENG 405	English for Specific Purposes	3	C	45	-
ENG 406	Project/Long Essay	6	C	-	270
ENG 407	Language and National Development	3	R	45	-
ENG 408	Speech Writing	3	R	45	-
ENG 409	Research methods II	3	R	45	-
	Total	**30**			

NOTE

Elective

100 Level: One- 3 Unit course in a natural language per semester.
200 Level: Two 3 Unit courses from any or combination of the following:
              Philosophy, African Languages and Literature, European Languages and Theatre Arts.
300 Level: Two 3 Unit courses in any or combination of the following:
              Philosophy, African Languages and Literature, European Languages or Theatre Arts

3.6.7 **Course Synopses (English Studies)**

ENG 101: A Survey of the English Language   (**2 Units: LH 30**)
This is to introduce students to the fundamentals of major disciplines in particular, morphology and syntax, phonetics (phonology), stylistics and semantics. It is meant to ensure a firm foundation in basic written and spoken English language.

ENG 102: Introduction to English Grammar and Composition   (**2 Units: LH 30**)
It covers parts of speech, sentence and clause structure, and introductory English lexis. It should also include regular exercises in formal composition to improve students' writing and comprehension skills.

ENG 103: Spoken English. (Practical)   (**2 Units: PH 90**)
A single semester course, this will concentrate on classroom and language laboratory exercises on conversational English, using relevant audio-visual materials [e.g. tapes, record, video films, etc.] to enhance the students spoken English.

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ENG 201: An Introduction to Morphology and Syntax   **(3 Units: LH 45)**

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: Advance English Syntax (Prerequisite: ENG 201)   **(3 Units: LH 45)**

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   **(3 Units: LH 45)**

The aim is to introduce students to the principles of phonetic and phonological 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   **(3 Units: LH 45)**

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

ENG 205: Advance English Composition I   **(3 Units: LH 45)**

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: Advance English Composition II   **(3 Units: LH 45)**

This course extends the discussions in ENG 205

ENG 207: Varieties of English (Including English based Pidgins and Creoles):
     (3 Units: LH 45)

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 209: Language and Society   **(3 Units: LH 45)**

An examination of the role of language as the sine qua non of society, linguistic vs social categories, the grammar of social interaction; womanism; 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 211: English Morphology   **(3 Units: LH 45)**

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

ENG 301: Contemporary English Usage   **(3 Units: LH 45)**

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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' worldwide.

ENG 302: Phonology of English   (3 Units: LH 45)
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].

ENG303/LIN 303: Introduction to Applied Linguistics   (3 Units: LH 45)
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 Ll 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/ LIN 307: Introduction to Semantics   (3 Units: LH 45)
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   (3 Units: LH 45)
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   (3 Units: LH 45)
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/ LIN 305: The Sociolinguistics of English   (3 Units: LH 45)
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 309: Research Methods I   (3 Units: LH 45)
A prerequisite for the Project/Long [ENG 406], the course introduces students to methods

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and tools of research work in the discipline.

ENG 401/LIN 402: New Trends in Syntax (3 Units: LH 45)

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

ENG 402: Pragmatics (3 Units: LH 45)

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/LIN 408: Psycholinguistics (3 Units: LH 45)

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 impairments.

ENG 404/LIN 403: Multilingualism (3 Units: LH 45)

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 (3 Units: LH 45)

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: (6 Units: PH 270)

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 (3 Units: LH 45)

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 (3 Units: LH 45)

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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   **(3 Units: LH 45)**

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.

3.6.8 Course Contents (Literature in English)

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

Literature in English: 100 Level

Course Code	Course Title	Units	Status	LH	PH
ENG 101	A Survey of English Language	2	C	30	-
ENG 102	Introduction to English Grammar & Composition	2	C	30	-
ENG 103	Spoken English (Practical)	2	C	-	90
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
GST 123	Basic Communication in French	2	E	30	-
GST 124	Basic Communication in Arabic	2	E	30	-
GST 125	Contemporary Health Issues	2	R	30	-
LIT 104	Introduction to Poetry	2	C	30	-
LIT 105	Introduction to Prose Literature	2	C	30	-
LIT 106	Introduction to Drama	2	C	30	-
LIT 107	Introduction to Creative Writing I (Practical)	2	C	-	90
	Total	**30**			

Literature in English 200 Level

Course Code	Course Title	Units	Status	LH	PH
ENG 206	Advanced English Composition I&II	3	R	45	-
GST 211	Environment and Sustainable Development	2	R	30	-
GST 222	Peace and Conflict Resolution	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
GST 224	Leadership Skills	2	R	30	-
LIT 201	A Survey of the English Literature from Anglo Saxon to the Elizabethan period.	3	C	45	-
LIT 202	Introduction to English Poetry.	3	C	45	-
LIT 203	The English Novel from the 19th Century.	3	C	45	-

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LIT 204	Literature, Popular Culture and the Mass Media.	3	C	45	-
LIT 205	Modern English Drama.	3	C	45	-
LIT 206	Introduction to Contemporary African Drama.	3	C	45	-
LIT 208	Prose Fiction	3	R	45	-
LIT 210	Creative Writing II	3	C	45	-
LIT 232	Modern Comedy	3	R	45	-
	Total	**35**			

Literature in English 300 Level

Course Code	Course Title	Units	Status	LH	PH
CMP 300	Introduction to Computer	2	R	-	90
CMP 301	Application of Computers to Arts	2	R	-	90
ENG 305	The English Language in Nigeria	3	C	45	-
GST 311	Entrepreneurship	2	R	30	-
LIT 301	Folklore in African Literature I.	3	C	45	-
LIT 302	Modern African Prose Fiction.	3	C	45	-
LIT 303	Modern African Poetry.	3	C	45	-
LIT 304	Modern African Drama.	3	C	45	-
LIT 306i	Nigerian Oral Literatures in English Translation (to include Field Work Project & Presentation)	3	C	15	90
LIT306ii/ ENG 306	Discourse Analysis.	3	C	45	-
LIT 308	Creative writing III	3	C	45	-
LIT 310	Introduction to Literary Criticism/Theories	3	C	45	-
	Total	**33**			

Literature in English 400 Level

Course Code	Course Title	Units	Status	LH	PH
LIT 401	Advance Literary Theory and Criticism.	3	C	45	-
LIT 402	Commonwealth Literature.	3	C	45	-
LIT 403	African-American and Caribbean Literature.	3	C	45	-
LIT 404	European Continental Literature	3	E	45	-
LIT 405	Studies in Fiction.	3	E	45	-
LIT 406	Studies in Poetry.	3	E	45	-
LIT 407	Studies in Drama.	3	E	45	-
LIT 408	Special Author (Shakespeare, or one African Author)	3	E	45	-
LIT 409	Literature and Society.	3	E	45	-
LIT 421	Stylistics	3	C	45	-
LIT 423	Research Methods	3	C	45	-

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LIT 424	Project.	6	C	90	-
LIT 425	Workshop in Creative Writing	3	E	45	-
LIT 426	Introduction to Asian Literature in English Translation	3	E	45	-
LIT 427	Folklore in African Literature II	3	E	45	-
LIT 428	Literature of Travel and Adventure	3	E	45	-
LIT 429	Studies in Biographical Literature	3	E	45	-
	Total	**54**			

NOTE

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

3.6.9 Course Synopses (Literature in English)

LIT 104: Introduction to Poetry   **(2 Units: LH 30)**
This course explores Poetry as a literary genre, the different poetic forms and traditions e.g. narrative/dramatic/the lyrics and ode. It also looks at the epic tradition, romance, praise/panegyric poetry. Examples are drawn from different classical, English, African/Nigerian poetic experiences.

LIT 105: Introduction to Prose Literature   **(2 Units: LH 30)**
(Short stories and a few selected novels that are considered classic) The course is to trace the origin of the English novel, and the subsequent adaptation in Africa/Nigeria; the basic features that characterize the novel and the distinguishing features of the English novel and the African novel, etc

LIT 106: Introduction to Drama   **(2 Units: LH 30)**
This course is an Introduction to Drama (i.e. as a significant generic form of literature). It includes the possible origins of drama – from ritual/festivals, the Greek classical drama, the medieval English drama, modern drama/ African drama; forms of drama: tragedy, comedy, epic, etc.; dramatic traditions and major proponents of the traditions, etc.

LIT 107: Introduction to Creative Writing I. (Practical)   **(2 Units: PH 90)**
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.

LIT 201: A Survey of English Literature from the Anglo-Saxon to the Elizabethan period   **(3 Units: LH 45)**
This course is to introduce students to literary traditions and periods in English literature with emphasis on the primary and secondary epics, the romance tradition of the medieval English society, Elizabethan age.

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LIT 202: Introduction to English Poetry   **(3 Units: LH 45)**
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   **(3 Units: LH 45)**
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 Medi   **(3 Units: LH 45)**
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: Modern English Drama   **(3 Units: LH 45)**
In this course, representative samples of the drama of major playwrights from T.S. Eliot up to the mid-20th century will be studied.

LIT 206: Introduction to Contemporary African Drama   **(3 Units: LH 45)**
This course exposes students to contemporary works in African Drama.

LIT 208: Prose Fiction   **(3 Units: LH 45)**
It pays attention to the main forms of prose fiction, a continuation (advance form) of LIT 105, with emphasis on the novel

LIT 210: Creative Writing II   **(3 Units: LH 45)**
This course is largely on rhetoric and poetics and their practical application for the purpose of stimulating 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.

LIT 232: Modern Comedy   **(3 Units: LH 45)**
A selection of comedy texts from Moliere to Soyinka.

LIT 301: Folklore in African Literature I   **(3 Units: LH 45)**
This course will build on the knowledge of oral literature and how African literature is enriched through the exploitation of the resources oral/folkloric elements.

LIT 302: Modern African Prose Fiction   **(3 Units: LH 45)**
A study of the novels by African (and non-African) 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: Modern African Poetry   **(3 Units: LH 45)**
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.

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LIT 304: Modern African Drama   **(3 Units: LH 45)**

A study of the origin and development of written drama in various parts of Africa. Stages of development- pre-colonial, colonial, neo/post-colonial, and major playwrights/proponents of major dramatic forms, among others things.

LIT306(i): Nigerian Oral Literatures in English Translation (to include Field Work Project and Presentation)   **(3 Units: LH 15; PH 90)**

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.

LIT 306ii/ ENG 306: Discourse Analysis   **(3 Units: LH 45)**

Same as ENG 306 in the ENGLISH programme

LIT 308: Creative Writing III   **(3 Units: LH 45)**

This is an intensive practical course in creative writing, in continuation of LIT 210, to examine students' actual creative works in the major literary genres. Available notable/experienced writers should be invited as regularly as possible to drive the practical sessions of the course.

LIT 310:   **(3 Units: LH 45)**

The course begins with a survey of literary theories and concludes with an in-depth examination of some of the more renowned works on literary works and criticism.

LIT 401: Advance Literary Theory and Criticism   **(3 Units: LH 45)**

The course builds on LIT 310. It undertakes an indepth historical and contemporary examination of literary theories and criticisms, with special reference to classical works and scholars.

LIT 402: Commonwealth Literature   **(3 Units: LH 45)**

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   **(3 Units: LH 45)**

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   **(3 Units: LH 45)**

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 modem European drama, the 19th century French novel, the Soviet novel and Modern German Literature.

PLEASE NOTE: Conclusive statement
shall be made on the minimum CGPA of 1.5
for graduation after the forthcoming workshop on
Grading System

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LIT 405: Studies in Fiction   **(3 Units: LH 45)**

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.

LIT 406: Studies in Poetry   **(3 Units: LH 45)**

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.

LIT 407: Studies in Drama   **(3 Units: LH 45)**

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.

LIT 408: Special Author (Shakespeare, or one African Author)   **(3 Units: LH 45)**

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   **(3 Units: LH 45)**

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

LIT 421: Stylistics   **(3 Units: LH 45)**

A detailed study of Stylistics theories and practice with focus on classical works

LIT 423: Research Methods   **(3 Units: LH 45)**

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

LIT 424: Project   **(6 Units: PH 270)**

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.

LIT 425: Workshop in Creative Writing   **(3 Units: LH 45)**

Workshop sessions for practice in creative writing.

LIT 426: Introduction to Asian Literature in English Translation   **(3 Units: LH 45)**

This is a general survey of major trends and authors of Asian literature in English

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translation. The course will help students to have a comparative knowledge of universal elements in imaginative writing.

LIT 427: Folklore in African Literature II   **(3 Units: LH 45)**
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   **(3 Units: LH 45)**
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 (with emphasis on Nigerian Auto/Biographies)   **(3 Units: LH 45)**
The course will introduce students to the thematic .and stylistic elements in autobiographical and biographical writings in comparison with fictional literature.

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3.7   HISTORY AND INTERNATIONAL/DIPLOMATIC STUDIES

3.7.1 Philosophy, Aim 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 and History and Diplomacy are the nomenclatures in use.

3.7.2 Admission and Graduation Requirements

See Section 1.3 and 1.4

3.7.3 Learning Outcome

a.   **Regime of knowledge**
Same as for History. See section 2.6.3.

b.   **Competence and Skills.**
Mastery of at least two of French, German & or Spanish Languages

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;
iii)   knowledge of appropriate research methods;
iv)   Good and appropriate computing skills;
v)   Creative knowledge of the socio-economic and political problems of a developing society in a globalizing world;
vi)   A good knowledge of the dynamics of a globalizing world;
vii)   The ability to work in cooperation with others;
viii) Good ethical behaviour.

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3.7.4 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.

3.7.5 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)

3.7.6 Course Structure

History and Diplomatic Studies: 100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy & Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
GST 123	Basic Communication in French	2	E	30	-
GST 124	Basic Communication in Arabic	2	E	30	-
GST 125	Contemporary Health Issues	2	R	30	-
HID 101	Introduction to Political Science	3	C	45	-
HID 102	African History Up to 1800	3	C	45	-
HID 103	Foundations Of Political Economy	3	C	45	-
HID 104	History of International Relations & Diplomacy	3	C	45	-
HID 105	Introduction to International Law.	3	C	45	-
HID 106	Introduction to Nigeria Government & Politics	3	C	45	-
HID 107	Introduction to African Politics	3	C	45	-
HID 108	Principles of Economics	3	C	45	-
Total		**40**			

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History and Diplomatic Studies: 200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 222	Peace and Conflict Resolution	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
GST 224	Leadership Skills	2	R	30	-
HID 201	African History Since 1800	3	C	45	-
HID 203	Principles of International Law	3	C	45	-
HID 204	Nigeria Since 1800 to Independence	3	C	45	-
HID 205	International Political Systems	3	C	45	-
HID 206	Nigerian Foreign Service and Diplomacy	3	C	45	-
HID 207	Slave Trade and the African Diaspora	3	C	45	-
HID 208	European History and Diplomacy in the 19th & 20th Centuries.	3	C	45	-
HID 209	American History and Diplomacy in the 19th & 20th Centuries.	3	C	45	-
	Total	**32**			

History and Diplomatic Studies: 300 Level

Course Code	Course Title	Units	Status	LH	PH
CMP 300	Introduction to Computer	2	R	-	90
CMP 301	Application of Computers to Arts	2	R	-	90
GST 311	Entrepreneurship	2	R	30	-
HID 301	The Third World in International Relations	3	C	45	-
HID 302	Theory and Practice of Modern Diplomacy	3	C	45	-
HID 303	Research Methods	3	C	45	-
HID 304	International Economic Relations	3	C	45	-
HID 305	Nigeria Foreign Policy	3	C	45	-
HID 306	International Organisations and Non-State Actors in International Relations	3	C	45	-
HID 309	Theories of International Relations	3	C	45	-
HID 310	Soviet and Russian Foreign Policy	3	E	45	-
HID 311	Colonialism and Imperialism in Africa	3	E	45	-
HID 312	History of Industrial Revolution	3	E	45	-
HID 313	Regional Integration and International Relations	3	E	45	-

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HID 314	Political Behaviour	3	E	45	-
HID 315	Foreign Policies of the World Powers	3	E	45	-
HID 316	Introduction to Contemporary Strategic Studies	3	E	45	-
HID 317	Modern European Political Thought	3	E	45	-
HID 318	International Relations and Diplomacy of the Major Powers	3	C	45	-
HIS 308	Africa and the outside world in the 20th Century	3	C	45	-
HIS 413	Modern African Political Thought	3	E	45	-
	Total	**62**			

History and Diplomatic Studies: 400 Level

Course Code	Course Title	Units	Status	LH	PH
HID 401	Research Project	6	C	-	270
HID 402/ HIS 307	History of the Commonwealth	3	R	45	-
HID 403	Diplomatic and Consular Law	3	C	45	-
HID 404	The European Union and the Developing Countries	3	C	45	-
HID 405	The OAU and the AU in African International Relations	3	C	45	-
HID 406	Multilateral Institutions in World Politics and Economy	3	C	45	-
HID 407	The United Nations and World Affairs	3	C	45	-
HID 408	Foreign Policies and Diplomatic Practice of African States	3	R	45	-
HID 409	Politics of Underdevelopment	3	E	45	-
HID 410	Politics of Francophone Africa	3	E	45	-
HID 411	Development Administration and the MDGs	3	E	45	-
HID 412	Public Policy Analysis	3	E	45	-
HID 413	Terrorism and International Politics	3	E	45	-
HID 414	Advance Bargaining and Conflict Resolution	3	E	45	-
HID 415	Regional Cooperation and Integration in West Africa	3	E	45	-
	Total	**48**			

Special Requirement

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100Level: Candidates are required to take and obtain a proficiency certificate in a European Language other than English or in Japanese/Chinese. In addition, they must obtain a minimum of 2 elective units each in Sociology/Psychology, Management and Nigerian Legal System.

200 Level: Candidates are required to take an advanced proficiency course in a European Language other than English or in Japanese/Chinese. In addition, they must obtain a minimum of 2 elective units each in Nigerian History, African History, Bargaining and Conflict Management and Administrative Law.

300 Level: NOTE: HID 310, 311, 312, 313, 314, 315, 316, 317, and 318 may be cross-listed with appropriate equivalents in the Arts and Social Sciences disciplines/departments.

400 Level: All Elective courses may be cross-listed with appropriate equivalents in the Arts and Social Sciences disciplines/departments.

3.7.7 Course Synopses

HID 101: Introduction to Political Science: **(3 Units: LH 45)**
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.

HID 102: African History up to 1800:   **(3 Units: LH 45)**
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.

HID 103: Foundations of Political Economy: **(3 Units: LH 45)**
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.

HID 104: History of International Relations and Diplomacy: **(3 Units: LH 45)**
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.

HID 105: Introduction to International Law: **(3 Units: LH 45)**

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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.

HID 106: Introduction to Nigerian Government & Politics: (3 Units: LH 45)
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.

HID 107: Introduction to African Politics: (3 Units: LH 45)
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

HID 108: Principles of Economics: (3 Units: LH 45)
The course examines the principles within which national economies operate as it relates to international relations.

HID 201: African History since 1800: (3 Units: LH 45)
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 Sa'id 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.

HID 203: Principles of International Law: (3 Units: LH 45)
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.

HID 204: Nigeria since 1800 to Independence: (3 Units: LH 45)
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.

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HID 205: International Political Systems: **(3 Units: LH 45)**

Actors and their behaviour within the international political arena. Conflict resolution etc.

HID 206: Nigerian Foreign Service and Diplomacy: **(3 Units: LH 45)**

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.

HID 207: Slave Trade and the African Diaspora: **(3 Units: LH 45)**

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.

HID 208: European History and Diplomacy in the 19th and 20th Centuries:

(3 Units: LH 45)

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.

HID 209: American History and Diplomacy in the 19th and 20th Centuries:

(3 Units: LH 45)

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.

HID 301: The Third World in International Relations: **(3 Units: LH 45)**

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.

HID 302: Theory and Practice of Modern Diplomacy: **(3 Units: LH 45)**

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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.

HID 303: Research Methods: (3 Units: LH 45)
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.

HID 304: International Economic Relations: (3 Units: LH 45)
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.

HID 305: Nigerian Foreign Policy: (3 Units: LH 45)
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

HID 306: International Organisation & Non-State Actors in International Relations
(3 Units: LH 45)
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.

HID 309: Theories of International Relations: (3 Units: LH 45)
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.

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HID 310: Soviet and Russian Foreign Policy: **(3 Units: LH 45)**

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.

HID 311: Colonialism and Imperialism in Africa: **(3 Units: LH 45)**

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.

HID 312: History of Industrial Revolution: **(3 Units: LH 45)**

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.

HID 313: Regional Integration and International Relations: **(3 Units: LH 45)**

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.

HID 314: Political Behaviour: **(3 Units: LH 45)**

Basic understanding of political culture and related social aspects of political behaviour like political participation, etc.

HID 315: Foreign Policies of The World Powers: **(3 Units: LH 45)**

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.

HID 316: Introduction to Contemporary Strategic Studies: **(3 Units: LH 45)**

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.

HID 317: Modern European Political Thought: **(3 Units: LH 45)**

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.

HID 318: International Relations and Diplomacy of the Major Powers:

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(3 Units: LH 45)

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.

HID 401: Research Project: **(6 Units: PH 270)**

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.

HID 402/HIS 307: History Of The Commonwealth: **(3 Units: LH 45)**

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 (MDG's).

HID 403: Diplomatic and Consular Law: **(3 Units: LH 45)**

It deals with the governing diplomatic representation, diplomatic immunity and privileges, consular agents, special missions and representation in international institutions.

HID 404: The European Union And The Developing Countries: **(3 Units: LH 45)**

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.

HID 405: The OAU and the AU in African International Relations: **(3 Units: LH 45)**

This is a study of the factors that led to the formation of the 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 A.U. and their roles in the promotion of the ideals for which the A.U. was founded. Attention is paid to the role of the A.U. in the management and resolution of conflicts in Africa and the promotion of good and peaceful neighbourliness, among African States.

HID 406: Multilateral Institutions in World Politics and Economy: **(3 Units: LH 45)**

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

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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.

HID 407: The United Nations and World Affairs: (3 Units: LH 45)

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 polices 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.

HID 408: Foreign Policies and Diplomatic Practice of African States:

(3 Units: LH 45)

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.

HID 409: Politics of Underdevelopment: (3 Units: LH 45)

A critical review of political process in development countries including problems arising in transition from traditions societies to modern industries states and the typical patterns of political change. The centre-centre, centre-periphery, periphery-periphery analysis.

HID 410: Politics of Francophone Africa: (3 Units: LH 45)

Studies government and politics of selected Franco phone African States especially those surrounding Nigeria.

HID 411: Development Administration and the MDGs: (3 Units: LH 45)

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.

HID 412: Public Policy Analysis: (3 Units: LH 45)

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.

HID 413: Terrorism and International Politics: (3 Units: LH 45)

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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.

HID 414: Advance Bargaining and Conflict Resolutions: **(3 Units: LH 45)**
Means and Methods of conflict resolution using specific and notable conflicts across the globe.

HID 415: Regional Cooperation and Integration In West Africa: **(3 Units: LH 45)**
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

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3.8   HISTORY

3.8.1 Philosophy, Aim 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.

3.8.2 Admission and Graduation Requirements

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

The degree programme has a 4-year (8 Semester) duration for UTME applicants and lasts 3-years (6 Semesters) for Direct Entry applicants.

3.8.3 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

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number of central requirements which can be specified. These are period, geographical range, contemporary sources, reflexivity, and diversity of specialism 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. However, 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 test of knowledge 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 fieldwork 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;

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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.

3.8.4 Attainment Levels (as applicable in other related disciplines)

3.8.5 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)

3.8.6 Course Structure

History: 100 Level Course Structure

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
GST 123	Basic Communication in French	2	E	30	-
GST 124	Basic Communication in Arabic	2	E	30	-
GST 125	Contemporary Health Issues	2	R	30	-

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HIS 101	Nigeria from 1500 to 1800 A.D.	3	C	45	-
HIS 102	History of Africa from 1500 to 1800 A.D.	3	C	45	-
HIS 103	History of West Africa from 1500 A.D. to the present	3	C	45	-
HIS 104	North Africa from the first conquest of Egypt to 1500 A.D.	3	C	45	-
HIS 105	Introduction to Economic History	3	C	45	-
HIS 106	Islamic Revolutions in West Africa	3	C	45	-
HIS 107	Archaeology of the Nok, Benin, Oyoand Igbo-Ukwu Areas	3	C	45	-
HIS 108	Major world civilizations	3	E	45	-
HIS 109	Europe to the Age of Revolutions	3	E	45	-
HIS 110	Blacks in the Diaspora	3	E	45	-
HIS111	African Civilisation up to 1500	3	E	45	-
	Total	**49**			

History: 200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 222	Peace and Conflict Resolution	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
GST 224	Leadership Skills	2	R	30	-
HIS 201	Nigeria from 1800 – 1900	3	C	45	
HIS 202	Economic History of Nigeria in the 19th Century	3	C	45	-
HIS 203	History of Southern Africa from Circa 1400 to the present	3	C	45	-
HIS 204	History of Latin America from 15th Century to the 20th Century	3	C	45	-
HIS 205	History of the USA since 1877	3	C	45	-
HIS 206	History of Russia in the 19th Century	3	C	45	-
HIS 207	African and European Imperialism	3	C	45	-
HIS 208	History of East and Central Africa since 1800 A.D.	3	C	45	-
HIS 209	History of the Ottoman Empire and North Africa since 1590	3	E	45	-
HIS 210	Europe from the French Revolution to the 2nd World War	3	E	45	-
HIS 211	Economic History of West Africa in the 19th and 20th Centuries	3	E	45	-
	Total	**41**			

History: 300 Level

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Course Code	Course Title	Units	Status	LH	PH
CMP 300	Introduction to Computer	2	R	-	90
CMP 301	Application of Computers to Arts	2	R	-	90
GST 311	Entrepreneurship	2	R	30	-
HIS 301	Nigeria from 1900 – 1970	3	C	45	-
HIS 302	History Research Methods I	3	C	45	-
HIS 303	Nigeria during the Inter-War period	3	C	45	-
HIS 304	USSR from 1905 – 1950	3	C	45	-
HIS 305	Economic History of the USA in the 19th Century	3	C	45	-
HIS 306	Comparative Industrial Growth USA, USSR, Japan, China and Britain	3	C	45	-
HIS 307/ HID 402	History of the Commonwealth	3	C	45	-
HIS 308	Africa and the outside world in the 20th Century	3	C	45	-
HIS 309	Problems and Prospects of Regional Economic Development in West Africa	3	C	45	-
HIS 310	Japan from the Tokugawa to the Meiji restoration	3	E	45	-
HIS 311	Problems and issues in African Historiography	3	E	45	-
HIS 312	Capitalism, Communism and Mixed Economy	3	E	45	-
HIS 313	Introduction to Historiography	3	E	45	-
	Total	**48**			

History: 400 Level

Course Code	Course Title	Units	Status	LH	PH
HIS 401	Nigeria from 1970 to the present	3	C	45	-
HIS 402	History Research Methods II	3	C	45	-
HIS 403	Economic History of Nigeria in the 20th Century	3	C	45	-
HIS 404	A.U. A study of African International Relations	3	C	45	-
HIS 405	Comparative Parliamentary Studies (Nigeria, Britain, France & India)	3	C	45	-
HIS 406	Contemporary History of the Middle East	3	C	45	-
HIS 407	Special Paper (Local History)	3	C	45	-

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HIS 408	War and Peace in the 20th Century	3	C	45	-
HIS 409	Long Essay	6	C	90	-
HIS 410	History of Science and Technology from 1500 – 1980	3	E	45	-
HIS 411	Land and Labour in Africa 1850 – 1950	3	C	45	-
HIS 412	Philosophy of History	3	C	45	-
HIS 413	Modern African Political Thoughts	3	C	45	-
HIS 414	Historiography in Africa	3	C	45	-
	Total	**45**			

Electives:
At least 3 Units of a History related course should be taken from Archaeology and/or any department.

3.8.7 Course Synopses

HIS 101: Nigeria from 1500 to 1800AD: **(3 Units: LH 45)**
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 Units: LH 45)**
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 Units: LH 45)**
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 Units: LH 45)
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: **(3 Units: LH 45)**
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: **(3 Units: LH 45)**
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, Hausa land, Masinne and the Tukulors.

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

(3 Units: LH 45)

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, artefact study and museums.

HIS 108: Major World Civilisations: **(3 Units: LH 45)**

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 Units: LH 45)**

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, Mercantilian, the New Scientific views of the world, the Age of Enlightenment, the American and French Revolutions.

HIS 110: Blacks in the Diaspora: **(3 Units: LH 45)**

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: Africa Civilization up to 1500 A.D. **(3 Units: LH 45)**

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.

HIS 201: Nigeria from 1800 – 1900: **(3 Units: LH 45)**

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 Units: LH 45)**

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 Units: LH 45)**

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 Units LH: 45)

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

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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 Units: LH 45)**
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 Units: LH 45)**
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 Units: LH 45)**
This course will examine the internal and external factors and developments which created the setting in both 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 Units: LH 45)**
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 Units: LH: 45)

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 KutchukKainarji 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 Sheikhdoms, Oil and International politics.

HIS 210: Europe from the French Revolution to the 2nd World War: **(3 Units: LH 45)**
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:

(3 Units: LH 45)

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

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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.

HIS 301: Nigeria from 1900 – 1970:   (3 Units: LH 45)

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 Units: LH 45)

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 Units: LH 45)

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 Units: LH 45)

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 Units: LH 45)

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 USA, USSR, Japan, China and Britain
(3 Units: LH 45)

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/HID 402: History of the Commonwealth: (3 Units: LH 45)

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,

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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 Units: LH 45)**
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 Units: LH 45)
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 Tokugawa to the Meiji Restoration: **(3 Units: LH 45)**
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 Units: LH 45)**
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 Units: LH 45)**
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.

HIS 313: Introduction to Historiography: **(3 Units: LH: 45)**
Introduces students to the art of sourcing and using historical materials for the writing of history

HIS 401: Nigeria from 1970 to the present: **(3 Units: LH 45)**
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   **(3 Units: LH 45)**

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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 Units: LH 45)**
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: A.U. – A study in African International Relations: **(3 Units: LH 45)**
The course examines the origins, emergence, organization and the roles of A.U. at various levels. The problems and prospects are also analysed and evaluated.

HIS 405: Comparative Parliamentary Studies (Nigeria, Britain, France and India):
         (3 Units: LH 45)
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 Units: LH 45)**
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: **(3 Units: LH 45)**
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: **(3 Units: LH 45)**
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 Essay: **(6 Units: PH 270)**
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 Units: LH 45)**

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

HIS 411: Land and Labour in Africa (1850-1950):   **(3 Units: LH 45)**

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 Units: LH 45)**

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

HIS 413: Modern African Political Thoughts: **(3 Units: LH 45)**

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

HIS 414: Historiography in Africa: **(3 Units: LH 45)**

This course explores the emergence of documentary History in Africa. Student should be exposed to the art of writing historical document and taught how to use historical material to reconstruct the past.

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3.9   ISLAMIC STUDIES

3.9.1   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 springboard 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.

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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.

3.9.2 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, English Language and Mathematics.

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 200level without having passed the Basic Arabic courses.

3.9.3 Learning Outcome

a) **Regime of Subject Knowledge**

b) **Competence and Skills**
Learning outcomes of the degree in Islamic. Studies will include the following:

i) Ability to read Islamic Texts 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.

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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

3.9.4 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

3.9.5 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)

3.9.6 **Course Structure**

Islamic Studies: 100Level

Course Code	Course Title	Units	Status	LH	PH
ARA 102	Arabic Language Drills	2	R	30	-
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
GST 123	Basic Communication in French	2	E	30	-
GST 124	Basic Communication in Arabic	2	E	30	-
GST 125	Contemporary Health Issues	2	R	30	-
ISS 101	Pre- and Early Modern Periods of Islam up to 632 CE	2	C	30	-
ISS 102	Tawhid and Ibadat (Faith and Worship in Islam)	3	C	45	-
ISS 103	Studies on the Qur'an I	2	C	30	-
ISS 104	Introduction to the Sunnah and the Hadith	2	C	30	-
ISS 105	Revelation and Prophethood in Islam	2	R	30	-
ISS 106	Basis of Islamic Thought and Civilisation	2	E	30	-
ISS 107	The Sunnah and the Hadîth of the Prophet	3	E	45	-
ISS 110	The Jahillia Period in Arabia	2	E	30	-
ISS 111	Introduction to Islamic Philosophy	2	E	30	-
ISS 112	Source of Islam	2	E	30	-
ISS 113	The Prophet Muhammad	2	E	30	-
	Total	**42**			

Islamic Studies: 200 Level

Course Code	Course Title	Units	Status	LH	PH
ARA 206	Arabic Reading	2	R	30	-
GST 211	Environment and Sustainable Development	2	R	30	-
GST 222	Peace and Conflict Resolution	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
GST 224	Leadership Skills	2	R	30	-
ISS 201	Early Muslim Philosophers	3	C	45	-
ISS 202	Islamic Family Law	2	C	30	-

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ISS 203	Sources and Development of Islamic Law.	2	C	30	-
ISS 204	Islamic Civilization from Ali ibn Abi Talib till the Abbasid Era	2	C	30	-
ISS 205	Textual Studies of the Qur'an I	2	R	30	-
ISS 206	Textual Studies of the Hadith	2	R	30	-
ISS 207	Islamic Civilisation under the four Caliphs	2	R	30	-
ISS 208	The Compilation of the Glorious Qur'an	3	E	45	-
ISS 209	Islamic History and Biographies.	3	E	45	-
ISS 210	Sufism (Islamic Mysticism)	2	E	30	-
ISS 211	Introduction to the Glorious Qur'an	3	E	45	-
	Total	**36**			

Islamic Studies: 300 Level

Course Code	Course Title	Units	Status	LH	PH
CMP 300	Introduction to Computer	2	R	-	90
CMP 301	Application of Computers to Arts	2	R	-	90
GST 311	Entrepreneurship	2	R	30	-
ISS 301	Studies on the Qur'an II	2	C	30	-
ISS 302	Textual Study of the Hadith	2	C	30	
ISS 303	Islam in Africa	3	R	45	-
ISS 304	Shari'ah III: Ai-Uqubat (Penal codes)	2	R	30	
ISS 305	History and Creed of Ahlul-Sunnah and the Shi'ah	2	R	30	-
ISS 306	Islamic Economic System	2	R	30	-
ISS 307	Moral Philosophy in Islam	2	E	-	-
ISS 308	Islamic Political Thought and Movement	**2**	R	30	-
ISS 310	Revivalism and Revivalist Movement	**2**	E	30	-
ISS 311	The Pillars of Islam	**3**	E	45	-
ISS 312	The Four Orthodox Caliphs of Islam	**3**	E	45	-
	Total	**30**			

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Islamic Studies: 400 Level Course Structure

Course Code	Course Title	Units	Status	LH	PH
ISS – 401	Tafsir al Qur'an	2	R	30	-
ISS – 402	Islamic Education	2	C	30	-
ISS – 403	Advance Study of Muslim Law	2	R	30	-
ISS – 404	Islamic Contributions to Civilisation	2	R	-	-
ISS – 405	Islam In Nigeria	2	C	30	-
ISS – 406	Long Essay/ Project	6	C	-	270
ISS – 407	Islam and the West	2	E	30	-
ISS – 409	Islam and the West in the Modern World	2	R	30	-
ISS – 410	Qadiriyyah and Tijaniyyah	2	E	30	-
ISS – 411	Classical Arabic in Buhhari and Muslim	2	E	30	-
ISS – 412	The Science of Islamic Theology	3	E	45	-
ISS – 413	Contemporary Islamic Groups in Nigeria	3	E	45	-
	Total	**30**			

3.9.7 **Courses Synopses**

ISS 101: Pre- and Early-Modern Periods of Islam up to 632 CE: (**2 Units: LH 30**)
The course examines the socio-political set-up of Arabia before the emergence of Islam and explores its designation by historians as the period of Jahiliyah. It studies the genealogy of Prophet Muhammad, the early call to Islam, the migration to Madina and the establishment of the Islamic state in the city.

ISS 102: Tawhid and Ibadat (faith and Worship in Islam): (**3 Units: LH 45**)
The course is a comprehensive study of the six articles of faith and the five pillars of the religion of Islam. Emphasis should be placed on how aspects of the Islamic faith are meant to facilitate prosperous earthly living by humankind.

ISS 103: Studies on the Qur'an I: (**2 Units: LH 30**)
The course examines the idea of revelation in Islam with particular reference to the Quran; the compilation and arrangement of the chapters (Suwar), its division into Makkan and Madinite chapters and a detailed study of at least five of the Makkan Chapters.

ISS 104: Introduction to the Sunnah and the Hadith: (**2 Units: LH 30**)
The course focuses on giving an in-depth definition and discussion of the twin concepts: Hadith and Sunnah; Hadith Qudsi; the importance of Hadith and Sunnah in Muslim daily life; history and development of Hadith literature; method of verification (al-Jarh wa al-Tʿadil) ; a study of at least 10 Hadith from either al-Bukhari or Muslim

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ISS 105: Revelation and Prophethood in Islam: **(2 Units: LH 30)**

The course concerns itself with the Islamic notion of, philosophy and history of revelation; the necessity for revelation; the unique features of Prophets; difference between *Nabi* and *Rasul* and the Quranic position in Islamic concept of Revelation

ISS 106: Basis of Islamic Thought and Civilisation: **(2 Units: LH 30)**

This course examines the foundations of Islamic thoughts, philosophy and civilisation and their parallels in the contemporary world.

ISS 107: The Sunnah and the Hadith of the Prophet: **(3 Units: LH 45)**

Explanation of the Sunnah and the Hadith is given. Their importance in the formulation of Islamic Theology is pinpointed.

ISS 110: The Jahillia Period in Arabia: **(2 Units: LH 30)**

This course discusses the economic, social, political and religious conditions in Arabia before the advent of Islam.

ISS 111: Introduction to Islamic Philosophy: **(2 Units: LH 30)**

This course introduces students to the origin, sources and development of Islamic philosophy; the interplay of Greek and Islamic philosophy and the role of early Muslim philosophers including the Mutazilites.

ISS 112: Source of Islam: **(2 Units: LH 30)**

This is a brief treatment of the economic, social and political situations in Arabia before revelation came to Prophet Muhammad. A brief statement in the life history of Prophet Muhammad and how he gathered the first companions around him.

ISS 113: The Prophet Muhammad: **(2 Units: LH 30)**

His life history and his contribution to Islam as the messenger of Allah are treated. Attempt is made to look at Muhammad as a man himself.

Suggested Readings/References

1. The Glorious Quran by Yusuf Ali
2. History of Prophet Muhammad by Muhammad Husayn Haikal
3. The Religion of Islam by Mawlana Muhammad Ali
4. Shariah: The Islamic Law by AbdulRahmon Doi
5. History of Muslim Philosophy by M.M. Sharif
6. Cable Network: Islam Channel; IQRA
7. Encyclopaedia of Islam

ISS 201: Early Muslim Philosophers: **(3 Units: LH 45)**

The course focuses on the biographies and contributions of selected Muslim philosophers of Middle Eastern and Western (Spanish) origin. It studies works of such philosophers as al-Kindi, Ibn Rushdi, al-Ghazalli and al-Mawardi

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ISS 202: Islamic Family Law: **(2 Units: LH 30)**

Concept of marriage, courtship, the marital contract, elements which constitute a valid marriage, impediments to marriage; divorce in Islam, polygamy, family planning and birth control, guardianship, paternity and waqf.

ISS 203: Sources and Development of Islamic Law: **(2 Units: LH 30)**

Meaning and concept of the Shari'ah; study of pre-Islamic Arab customs and the reforms introduced by Islam; sources and development of the Islamic law; the Sunni and Shiite Schools of Law.

ISS 204: Islamic Civilization from Ali ibn Abi Talib till the Abbasid Era:

(2 Units: LH 30)

The course examines the developmental patterns of Islamic civilization after the demise of the fourth Caliph, Ali ibn Abi Talib: the rise and fall of the Ummayad and Abbasid dynasties; the specific contributions of the two eras to Islamic history

ISS 205: Textual Study of the Qur'an I: **(2 Units: LH 30)**

A detailed study of Quranic teachings in the following chapters: al-Fatihat, al-Nas, al-Muzammil, al-Muddaththir and al-ʿAlaq

ISS 206: Textual study of the Hadith: **(2 Units: LH 30)**

Further study of the Hadith as the second source of Islamic law and civilization; its classification; Mustalah al-Hadith, six authentic hadiths, attitude of Muslim firaq to the Hadith; textual study of selected Hadith

ISS 207: Islamic Civilization under the four Caliphs: **(2 Units: LH 30)**

A detailed study of the contributions of Abu Bakr, Umar, Uthman and ʿAli to the development of Islamic civilization

ISS 208: The Compilation of the Glorious Qur'an: **(3 Units: LH 45)**

The manner and the ways in which revelation was received by Prophet Muhammad are treated. The importance of the Kara' and the final versions of the Qur'an.

ISS 209: Islamic History and Biographies: **(3 Units: LH 45)**

The course studies the biography of the Prophet of Islam; a critique of Western and Orientalists' writings on his life and achievements.

ISS 210: Sufism (Islamic Mysticism):   **(2 Units: LH 30)**

Definition of Sufism; its origin and development; Sufi doctrines; Sufi orders; study of selected **Sufi** leaders like al-Ghazalli, Suhrawardi, , Ibn Arabi and al-Rumi.

ISS 211: Introduction to the Glorious Qur'an: **(3 Units: LH 45)**

The nature, the purpose and the main contents of the Qur'an are given.

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Suggested Readings/References

1. History of the Arabs by P.K. Hitti
2. Evolution of Fiqh by Abu Ameenah Bilal Philips
3. The Lawful and the Unlawful in Islam by Yusuf al-Qardawi
4. The Shiites: A Short History by Heinz Halm
5. A Literary History of the Arabs by R.A Nicholson
6. The Classical Caliphate by M. O. Abdul
7. History of Muslim Philosophy by M. M Sharif
8. Al-Huruf by S.H. A Malik
9. Shariah: The Islamic Law by AbdulRahmon Doi

ISS 301: Studies on the Qur`an II: **(2 Units: LH 30)**
Introduction to **Tafsir al-Qur`an**, its emergence and development; identification of the sources. Comparative study of Qur`anic Exegesis; various kinds of Tafsir, traditional and intellectual; aspects of **Sunni, Shi`ite** and **Mu tazilite Tafsir**.

ISS 302: Textual Study of the Hadith: **(2 Units: LH 30)**
Selections of twenty Hadiths from the collections of **al-Bukhari** and Muslim on various topics.

ISS 303: Islam in Africa: **(3 Units: LH 45)**
The spread of Islam in North East, West and Central Africa; The spread of Islam to Western Sudan, a study of Islamic role in the development of institutions in North, East, West and Central Africa; Relation with the wide Muslim world and interaction with traditional practices.

ISS 304: Shari`ah III: Al-Uqubat (Penal codes):   **(2 Units: LH 30)**
A study of Islamic regulations in respect of murder, theft, intoxicant, Qadhf, with emphasis on relevance of these regulations to morality. Comprehensive study of **Surat al-Nur** (Chapter 24) and **Surat al-Ahzab** Chapter 33

ISS 305: History and Creed of Ahlul-Sunnah and the Shi'ah: **(2 Units: LH 30)**
Doctrines and principles of **Ahl al-Sunnah**; the eight classes of **Ahl al-Sunnah** and their roles in the Muslim community; their major leaders and their training; their influence on the salf. The Shi'ah: Definition, doctrines, divisions and distribution.

ISS 306: Islamic Economic System: **(2 Units: LH 30)**
Introduction to the law of **Mu`amalat**, the essential and requisites for valid contracts, and the modes of making **sighah**; Doctrine of **Majlis al-Aqd**, formulation of contract, contracting parties and subject matter of contract. Islamic teachings on ownership of wealth, usury, interest, banking, insurance, gambling, labour and relevance of these to modern situations.

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ISS 307: Moral Philosophy in Islam: **(2 Units: LH 30)**

Select Moral teaching in the Qur`an, the Prophets as **Uswatu-Hasanah**; contribution of selected early Muslim scholars to moral thought: the **Mutakallimun** and **Muhaddithun**, the philosophers, and the Sufis, Muslim ethics in modern age, religion, law and morality, concept and importance of morality and ethics

ISS 308: Islamic Political Thought and Movement: **(2 Units: LH 30)**

Islam as a total way of life and government as an essential part of it; principles of government in the Qur`an; Historical and intellectual development of government in Islam; political institutions; **Wizarah, Khilafah, Mazalim, Hisbah**; Political thought of the Jihad movement and encounter with imperialism.

ISS 310: Revivalism and Revivalist Movement: **(2 Units: LH 30)**

The concept of **Tajdid**, its development and early revivalist leaders; the revivalist movements and their leaders in the 19th century each as the **Sanusiyyah**, etc.; Contemporary revivalist movements such as al Ikhwan al-Muslim and **Jama`at al-Islami**. A comparative study of religious reform movements with special attention to nationalism, pan Islamism and modernism leading Muslim women in the revivalist movement

ISS 311: The Pillars of Islam: **(3 Units: LH 45)**

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.

ISS 312: The Four Orthodox Caliphs of Islam: **(3 Units: LH 45)**

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.

Suggested Readings/References
1.   History of the Arabs by P.K. Hitti
2.   Evolution of Fiqh by Abu Ameenah Bilal Philips
3.   The Lawful and the Unlawful in Islam by Yusuf al-Qardawi
4.   The Shiites: A Short History by Heinz Halm
5.   A Literary History of the Arabs by R.A Nicholson
6.   The Classical Caliphate by M. O. Abdul
7.   Islam and the Integration of Society by W. M. Watt
8.   West Africa, Islam and the Arab World by John Hunwick
9.   Ihya Ulum al-Din by al-Ghazalli
10.   The Religion of Islam by Mawlana Muhammad Ali
11.   The Forty Hadith by Al-Nawawi

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ISS 401: Tafsir al Qur'an: **(2 Units: LH 30)**

A comparative study of the exegesis of select Suwar or passages of the Qur'an. Selected material should be in Arabic and may be taken from two or more works of Tafsir

ISS 402: Islamic Education: **(2 Units: LH 30)**

Qur`anic concept of education; origin and development of Islamic education; contribution of early Muslims to Islamic education, educational institutions in Islam: *Masjid*, *Madrasah*, *Nizamiyah* Cordova, *al-Azhar*. Educational theories of al-Ghazal. Islamic education in West Africa, Islamiyyah and Ilmi School, contributions of Muslims to education in Nigeria in the contemporary times.

ISS 403: Advance Study of Muslim Law: **(2 Units: LH 30)**

Original sources of Muslim Law; contribution of early companions to legal knowledge, **Ijtihad** and **Mujtahidun**; The **Shari`ah** in modern times; Modern reforms concerning marriage, divorce, inheritance; the principles of **Siyasah Shar`iyyah, Tasir, Takhayyur** and **Talfiq**. Recent demand for Shari`ah in some Muslim countries, Muslim women and modern reforms.

ISS 404: Islamic Contributions to Civilization: **(2 Units: LH 30)**

Islam and its attitude to research and learning, its contribution to the arts, sciences and other disciplines: Islamic impact on western renaissance; causes for the decline of Islamic civilization.

ISS 405: Islam in Nigeria: **(2 Units: LH 30)**

The spread and development of Islamic Institutions in Nigeria; Islam under colonial rule; A comparative study of the penal system (hudud) in Islam and the penal code in Northern Nigeria. Alikali and the Shari'ah courts in Nigeria.

ISS 406: The Long Essay/Project: **(6 Units: PH 270)**

Compulsory for Islamic Majors

ISS 407: Islam and the West: **(2 Units: LH 30)**

The course introduces students to the history of the relationship between Islam and Western civilization; it examines contemporary problems between the world of Islam and the West; terrorism, Muslims in non-Muslim world and non-Muslims in Muslim countries; the notion of al-Dhimmi; nationalism, cultural politics. Personalities such as Jamal-din al-Afghani, Sayyid Qutb, Muhammad Abduh, Shykh Gumi, al-Ilori among others may be studied.

ISS 409: Islam and the West in the Modern World: **(2 Units: LH 30)**

The attitude of Islam to hl al-Kitab in:
i)   al-Qurʾān
ii)   al-Sunnah
iii)   General Islamic Law

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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: Qadiriyyah and Tijaniyyah: **(2 Units: LH 30)**
Brief account of each of the Sufi groups; their doctrines and rites, social and political roles in Africa. Specific contributions of some *Sufi* leaders**.**

ISS 411: Classical Arabic in Buhhari and Muslim: **(2 Units: LH 30)**
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.

ISS 412: The Science of Islamic Theology: **(3 Units: LH 45)**
The course examines in details the various issues which guide the formulation of Islamic Theology. It also considers methods of recognizing false Islamic doctrines.

ISS 413: Contemporary Islamic Groups in Nigeria: **(3 Units: LH 45)**
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.

Suggested Readings/References

1.   History of the Arabs by P.K. Hitti
2.   Evolution of Fiqh by Abu Ameenah Bilal Philips
3.   The Lawful and the Unlawful in Islam by Yusuf al-Qardawi
4.   The Shiites: A Short History by Heinz Halm
5.   A Literary History of the Arabs by R.A Nicholson
6.   The Classical Caliphate by M. O. Abdul
7.   Islam and the Integration of Society by W. M. Watt
8.   West Africa, Islam and the Arab World by John Hunwick
9.   Tafsir al-Qur'an by Ibn Kathir
10.   Shariah: The Islamic Law by Abdulrahmon Doi.
11.   Islam in Africa: On Violence, Terrorism and Development by Afis A. Oladosu

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3.10 **LINGUISTICS**

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

Philosophy

Nigeria is a multi-lingual nation with over 400 languages. Most of these Languages are small group languages which are endangered. Language development, planning and preservation are therefore critical. The problem of development in Nigeria is compounded by high illiteracy, low school enrolment, low educational achievement and the threat to local languages and cultures due to globalisation and the spread of English language to the traditional domains of indigenous languages.

It is therefore important that Linguistics programmes equip graduates with skills for language description, documentation, development, teaching, language engineering, language policy and planning. In addition, there is the need to integrate local languages with the global information infrastructure by developing programmes in human language technology.

Aims and Objectives
i. To expose students to the nature of human languages.

ii. To equip the students with a good knowledge of the theories and methods of language description and documentation. To provide them with adequate knowledge of the relationship between language and development.

iii. To equip them with linguistic skills required for careers in teaching, administration, the media, speech and learning remediation, social engineering, and information technology.

As a field of study, Linguistics is primarily concerned with the scientific study of the nature, structure and functioning of human language. The corpus of knowledge, acquired through the study of Linguistics enables its 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.

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3.10.2 Admission and Graduation Requirements

a) In addition to UTME requirements, candidates should have passed at least Five O/L credits in any subject combination including English Language and Mathematics. In addition, Credit pass in an African Language will be an advantage.

b) Direct Entry: in addition to (a) above, two A/L passes at the GCE in any subject; a minimum of a Merit level pass with a language teaching subject; University Diploma in any field.

Duration of Programme

The B.A Honours degree in Linguistics is a four year (8 semesters) programme, or three year (6 semesters) for Direct Entry

3.10.3 Learning Outcome

a) **Regime of Subject Knowledge**

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:

i) 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.
- Linguistic theories and principles of linguistic analysis.
- The applicability of languages in other fields of endeavour.

ii) 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.

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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: critical thinking and analysis, balanced judgement, cultural literacy, respect for diversity, appreciation of scientific methods and procedures as well as that of indigenous knowledgebase.

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.

3.10.4 Attainment Levels (As applicable in other related programmes)

3.10.5 Resource Requirements for Teaching and Learning

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

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

Non – Academic staff:

- Laboratory technologists.
- Computer operators.
- Office attendants.

b) Academic and Non-Academic Space

Physical space:

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

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c)   Academic and Administrative Spaces (See section 1.6)
d)   Library and Information Resources…Linguistics books, internet facilities

- Computerised Speech Laboratory and accessories.
- Multimedia recording and viewing equipment
- Computers.
- Bus for field work.

3.10.6 Course Structure

Linguistics – B.A. (Linguistics)

B.A. (Languages and Linguistics);

Status of Course
The degree programme in Language/subjects will be based on the following courses throughout the 4 years.

Linguistics: 100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
GST 123	Basic Communication in French	2	E	30	-
GST 124	Basic Communication in Arabic	2	E	30	-
GST 125	Contemporary Health Issues	2	R	30	-
LIN 101	Introduction to Linguistics	2	C	30	-
LIN 102	Language and society	2	C	30	-
LIN 103	General Phonetics	2	C	30	-
LIN 104	Practical course in production & perception of sounds	3	C	15	90
LIN 105	Languages of the World	2	R	30	-
LIN 106	History of Linguistics	2	R	30	-
	Total	**29**			

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Linguistics: 200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 222	Peace and Conflict Resolution	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
GST 224	Leadership Skills	2	R	30	-
LIN 201	Introduction to Phonology (Theory and Analysis)	3	C	45	-
LIN 202	The Sounds of African Languages	2	C	30	-
LIN 203	Morphology	3	C	45	-
LIN 204	Language and development	2	R	30	-
LIN 205	The linguistic situation in Africa	2	R	30	-
LIN 206	Writing and Orthography	2	C	30	-
LIN 207	Introduction to Computational linguistics.	3	C	45	-
	Total	**25**			

Linguistics: 300 Level

Course Code	Course Title	Units	Status	LH	PH
CMP 300	Introduction to Computer	2	R	-	90
CMP 301	Application of Computers to Arts	2	R	-	90
GST 311	Entrepreneurship	2	R	30	-
LIN 301	Introduction to Syntax	2	C	30	-
LIN 302	African Languages Structures	2	C	30	-
LIN 303	Survey of Applied Linguistics	2	R	30	-
LIN 304	Field Methods and Research Methodology(Practical)	3	C	15	90
LIN 305	Sociolinguistics	2	C	30	-
LIN 306	Generative Phonology	3	C	45	-
LIN 307	Introduction to Semantics	3	C	45	-
LIN 308	Language teaching & language learning	2	R	30	-
LIN 309	Computational Linguistics II	3	C	45	-
	Total	**28**			

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Linguistics: 400 Level

Course Code	Course Title	Units	Status	LH	PH
LIN 401	Topics in Phonology	3	C	45	-
LIN 402	Topics in Syntax	2	C	30	-
LIN 403	The Problem of a Multilingual Nation	2	R	15	45
LIN 404	Semantics II.	2	C	30	-
LIN 405	Historical/Comparative Linguistics	2	R	30	-
LIN 406	Dialectology	2	R	30	-
LIN 407	Lexicography and translation	2	C	30	-
LIN 408	Psycholinguistics	2	R	30	-
LIN 409	Project/Long Essay	6	C	-	270
LIN 410	Topics in Human Language Technology	2	E	30	-
	Total	**25**			

NOTE

100 Level: Additional Requirement: A course of <u>3 units</u> each per semester in an African or European Language.

200 Level: Additional Requirements:
- a)   A course of <u>3 units</u> each per semester in an African or European Language.
- b)   An elective course of 3 units per semester chosen from a relevant discipline in the social sciences education and Arts.

3.10.7 **Course Synopses**

LIN 101: Introduction to Linguistics: **(2 Units: LH 30)**
Levels of language analysis, branches of linguistics, relationship between linguistics and other disciplines. It introduces students to concepts, terminology and methods.

LIN 102: Language and society: **(2 Units: LH 30)**
The dimensions of relationship between language and society, language and perception, language in space and time, the influence of new media and ICT's on language use.

LIN 103: General Phonetics: **(2 Units: LH 30)**
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 their classification. It includes introduction to acoustic phonetics and study of the non-segmental features of speech such as tone, stress and intonation.

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LIN 104: Practical Course in Production & Perception of Sounds: (3 Units: LH 45)
This course is a continuation of LIN 103, which is a prerequisite. LIN 104 In addition, the students will be expected to apply their acquired knowledge in a practical way through practice in pronunciation and perception, the study, analysis and transcription of the speech sounds of languages (preferably African) they are familiar with. Students will be introduced to the phonetics laboratory.

LIN 105: Languages of the World: (2 Units: LH 30)
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. It will include study of language universals.

LIN 106: History of Linguistics: (2 Units: LH 30)
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 that have helped to shape the discipline of linguistics. Attention should also be paid to contributions to language study by linguistics and institutions in Nigeria.

LIN 201: Introduction to Phonology (Theory and Analysis):   (3 Units: LH 45)
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. It also includes a discussion of inter-relationship between the phonological level and other levels of language.

LIN 202: The Sounds of African Languages: (2 Units: LH 30)
A general discussion of sounds of African languages, complex sounds and sound systems with particular focus on Nigerian languages.

LIN 203: Morphology: (3 Units: LH 45)
The course begins with 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). It includes the analysis of the morphologies of selected African languages (e.g. Bantu).

LIN 204: Language and Development: (2 Units: LH 30)
Various issues in language and development are examined. Language policy issues, language in education, globalisation, language endangerment and death, urbanisation, politics, technology and their impact on language. The focus is on Africa.

LIN 205: The Linguistic Situation in Africa: (2 Units: LH 30)
Deals with the complexity of languages in Africa, language variation, relationships, dialect geography, language planning policies and challenges, language in education, language

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endangerment and documentation, lingua francas, language and politics, language exclusion, etc.

LIN 206: Writing and Orthography: **(2 Units: LH 30)**

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. It will also involve the principles and procedures in the development of orthographies.

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.

LIN 207: Introduction to Computational linguistics: **(3 Units: LH 45)**

A general introduction to the use of computers and technologies for language documentation and analysis; introduction to concepts, terminologies and basic principles or computational linguistics.

LIN 301: Introduction to Syntax: **(2 Units: LH 30)**

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. The students are exposed to the skills, techniques and formalisms in syntactic descriptions and analysis in a practical oriented course.

LIN 302: African Languages Structures: **(2 Units: LH 30)**

A broad discussion of the grammatical structures of African languages, typologies, a detailed study of the features of a selected language.

LIN 303: Survey of Applied Linguistics: **(2 Units: LH 30)**

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 Research Methodology (Practical): **(3 Units: PH 135)**

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 fieldwork 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. This course will involve a visit to an actual field environment.

LIN 305: Sociolinguistics: **(2 Units: LH 30)**

This course introduces 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

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multilingualism. It includes discussion on the importance of language in relation to development.

LIN 306: Generative Phonology: **(3 Units: LH 45)**

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 Semantics: **(3 Units: LH 45)**

The course introduces the students to the linguistic study of semantics, situating it within the general framework of the linguistic structure of language.

LIN 308: Language Teaching & Language Learning: **(2 Units: LH 30)**

Introduction to the theory and practice of language teaching and language learning. The course will involve practical research, analysis of a situation and or design of a language learning or teaching material.

LIN 309: Computational Linguistics II: **(3 Units: LH 45)**

This course builds on the foundation of LIN 207. Students will be exposed to computational models, speech synthesis, speech recognition, machine translation, etc. They will undertake a small project in any Nigerian language.

LIN 401: Topics in Phonology: **(3 Units: LH 45)**

This course examines selected topics of relevance or currency such as tone, stress, vowel harmony, rules ordering autosegmental phonology etc.

LIN 402: Topics in Syntax: **(2 Units: LH 30)**

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: **(2 Units: LH 30)**

In a multilingual nation such as Nigeria, there are varieties 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 II: **(2 Units: LH 30)**

LIN 307 is a prerequisite. The course is an in-depth study of levels of meaning in language.

LIN 405: Historical/Comparative Linguistics: **(2 Units: LH 30)**

This course introduces the subject of language classification, touching upon such matters as language change, reconstruction, classification and different methods of use. These are

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applied in the classification of African languages. It also examines areal linguistics and the use of alternative methods of defining relationships.

LIN 406: Dialectology: **(2 Units: LH 30)**

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, or any other area selected for the purpose. It may involve use of GIS or other electronic resource to develop a dialect map.

LIN 407: Lexicography and Translation: **(2 Units: LH 30)**

This course introduces lexicon 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, encyclopaedias, specialized glossaries, frequency dictionaries…).

LIN 408: Psycholinguistics: **(2 Units: LH 30)**

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: **(6 Units: PH 270)**

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.

LIN 410: Topics in Human Language Technology: **(2 Units: LH 30)**

(Builds on LIN 309) Deals with issues related to: Software development, multi-disciplinary and inter-disciplinary computational models, on-line local language dictionaries and spell checkers, text mining, mobile communication, speech recognition, machine translation, software localisation etc.

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3.11 MODERN EUROPEAN LANGUAGES - FRENCH

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 (FRE)
b)   German (GER)
c)   Portuguese (PTG)
d)   Russian and (RUS)
e)   Italian (ITA)

3.11.1 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.

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(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.

3.11.2 **Admission and Graduation Requirements**

3.11.3 **General University requirements, plus**

(i) Five (5) credit level passes in the SSCE/NECO/GCE (O/L) examinations in relevant subjects including English Language, Literature in English and Mathematics 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.

3.11.4 **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 programme of study, 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. However, 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

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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).

3.11.5 **Attainment Levels**

Graduates of French are often easily identified by their skilful and inspiring command of the French language and a generally humane outlook on life. Generally, a graduate of French should be an impeccable user of the French Language, while being logical and coherent in his/her thought.

3.11.6 **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 (as indicated in section 1.6)
b) Academic and Non-Academic Space (as indicated in section 1.6)
c) Academic and Administrative (as indicated in section 1.6)
d) Library and Information Resources (as indicated in section 1.6)

3.11.7 **Course Structure (French)**

For the teaching of any Modern European Language, the following number of courses and their credit units would apply:

Modern European Languages ---French (FRE): 100 Level

Course Code	Course Title	Units	Status	LH	PH
ENG 101	A Survey English Language	2	R	30	-
ENG 102	Introduction to English Grammar and Composition.	2	R	-	90
FRE 101	Introduction to a second Foreign Language I	2	R	30	-
FRE 102	Introduction to Second Foreign Language II	2	R	30	-
FRE 111	Corrective French Grammar I	2	C	30	-
FRE 113	Introduction to French Literary Genres: Prose	2	C	30	-
FRE 115	Introduction to Composition writing in French	2	C	30	-
FRE 117	Practical French I	2	C	-	90
FRE 121	Corrective French Grammar II	2	C	30	-
FRE 123	Introduction to French Literary Genres II: Poetry and Drama	2	C	30	-

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FRE 125	Advance Composition Writing in French	2	C	30	-
FRE 127	Practical French II	2	C	-	90
GST 102	Philosophy and Logic	2	R	30	-
GST 111	Communication in English I	2	C*	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
GST 123	Basic Communication in French	2	E	30	-
GST 124	Basic Communication in Arabic	2	E	30	-
GST 125	Contemporary Health Issues	2	R	30	-
	Total	**42**			

Modern European Languages-French (FRE) : 200 Level

Course Code	Course Title	Units	Status	LH	PH
ENG 205	Advance English Composition I	3	R	45	-
ENG 206	Advance English Composition II	3	R	45	-
FRE 201	Second Foreign Language Studies I	2	R	30	-
FRE 202	Second Foreign Language Studies II	2	R	30	-
FRE 210	Translation: Theory and Practice	2	C	30	-
FRE 211	French Grammatical Structures	2	C	30	-
FRE 215	Creative writing in French I	2	C	30	-
FRE 217	Advance Practical French I	2	C	-	90
FRE 220	Translation: "Version" and "Theme"	2	C	30	-
FRE 221	Introduction to French Phonetics and Phonology	2	C	30	-
FRE 225	Creative Writing in French II	2	C	30	-
FRE 227	Advance Practical French II	2	C	-	90
FRE 231	Survey of French Literature: 16th and 17th Centuries	2	E	30	-
FRE 233	Critical Appreciation of Literature	2	E	30	-
FRE 242	Survey of French Literature: 18th Century	2	E	30	-
FRE 244	Introductions to the Cultures and Civilisations of Francophone Africa	2	E	30	-
GST 211	Environment and Sustainable Development	2	R	30	-
GST 222	Peace and Conflict Resolution	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
GST 224	Leadership Skills	2	R	30	-
	Total	**42**			

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200 Level students are expected to take at least a 2 Units course from Sociology

Modern European Languages---French (FRE): 300 Level

Course Code	Course Title	Units	Status	LH	PH
CMP 300	Introduction to Computer	2	R	-	90
CMP 301	Application of Computers to Arts	2	R	-	90
FRE 310	Translation I	2	C	30	-
FRE 311	Advance Studies in French Phonetics	2	C	30	-
FRE 313	Advance Studies in French Language structure	2	C	30	-
FRE 315	Advance Formal and Informal Writing in French I	2	C	30	-
FRE 317	Oral Communication skills in French I	2	C	30	-
FRE 319	Comparative study of Nigerian and French Civilisations and Cultures	2	C	30	-
FRE 320	Translation II	2	C	30	-
FRE 321	The Sociolinguistics of French	2		30	-
FRE 325	Advance Formal and Informal writing in French II	2	C	30	-
FRE 327	Oral Communication skills in French II	2	C	30	-
FRE 329	Comparative African Literature in English and French	2	C	30	-
FRE 332	French Literature in the 19th Century: Poetry and Drama	2	C	30	-
FRE 335	Introduction to African Literature Written in French	2	C	30	-
FRE 342	French Literature of the 19th Century: Prose	2	C	30	-
FRE 345	Caribbean French Literature	2	C	30	-
FRE 348	Introduction to Project writing/Research	2	C	30	-
GST 311	Entrepreneurship	2	R	30	-
	Total	**38**			

Modern European Languages ---French (FRE): 400 Level

Course Code	Course Title	Units	Status	LH	PH
LIT 409	Literature and Society	3	E	45	-
FRE 400	Project	6	C	-	270
FRE 410	Advance Translation I	2	C	30	-
FRE 411	Linguistics Applied to the Teaching of French Language I	2	C	30	-
FRE 415	Advance Creative Writing in French	2	C	30	-
FRE 420	Advance Translation II	2	C	30	-
FRE 421	Linguistics applied to the Teaching of French Language II	2	C	30	-

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FRE 422	20th Century French Literature: Prose	2	C	30	-
FRE 425	Post-independence Francophone African Literature: Prose	2	C	30	-
FRE 431	Cultures and Civilisations of member countries of the Francophone	2	E	30	-
FRE 432	20th Century French Literature: Drama and Poetry	2	C	30	-
FRE 435	Post-independence Francophone African Literature: Poetry and Drama	2	C	30	-
FRE 441	Theories of Literary Criticism	2	C	30	-
FRE 444	Francophone Literature of Europe and Canada	2	E	30	-
FRE 446	Multilingualism and Language Contacts	2	E	30	-
FRE 448	Nigerian Literature in French	2	E	30	-
	Total	**37**			

3.11.8 Course Synopses: (French)

FRE 101: Introduction to a Second Foreign Language I: **(2 Units: LH 30)**
This is an intensive course designed to initiate students into a second foreign language course mounted in the department. This could be German, Portuguese, Spanish, Russian, Italian etc.

FRE 102: Introduction to a Second Foreign Language II: **(2 Units: LH 30)**
This course is designed to improve and increase students' grasp of their chosen second foreign language mounted in the department.

FRE 111: Corrective French Grammar I: **(2 Units: LH 30)**
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 Genres: Prose: **(2 Units: LH 30)**
This course introduces students to the literary genres in French, using simple French Prose texts particularly from the "François' Facile" series.

FRE 115: Introduction to Composition Writing in French: **(2 Units: LH 30)**
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: Practical French I: **(2 Units: LH 30)**
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.

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FRE 121: Corrective French Grammar II: **(2 Units: LH 30)**
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 Genres II: Poetry and Drama.   **(2 Units: LH 30)**
Using simple poems and plays, the student will be introduced to the main elements of the poetry and drama as literary genres.

FRE 125: Advance Composition Writing in French: **(2 Units: LH 30)**
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 II: **(2 Units: LH 30)**
This course will increase the span of students' lexical acquisition and the fluency level of their spoken French.

FRE 201: Second Foreign Language Studies I: (**2 Units: LH 30)**
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 202: Second Foreign Language Studies II: (**2 Units: LH 30)**
More work is done beyond what has been done in FRE 201.

FRE 210: Translation: Theory and Practice: **(2 Units: LH 30)**
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 Grammatical Structures: (**2 Units: LH 30)**
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: **(2 Units: LH 30)**
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: Advance Practical French I: (**2 Units: LH 30)**
Students are encouraged to speak on various issues, and using the various registers, tenses, sentences structures etc.

FRE 220: Translation: "Version" and "Theme":   **(2 Units: LH 30)**
More translation exercises from English to French and vice-versa.

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FRE 221: Introduction to French Phonetics and Phonology: **(2 Units: LH: 30)**
This course introduces students to a systematic description of French sounds, both at the phonetic and phonological levels.

FRE 225: Creative writing in French II: **(2 Units: LH 30)**
More work beyond what would have been done in FRE 215.

FRE 227: Advance Practical French II: **(2 Units: LH 30)**
This is a follow-up to FRE 217.

FRE 231: Survey of French Literature: 16th and 17th Centuries.   **(2 Units: LH 30)**
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: **(2 Units: LH 30)**
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".

FRE 242: Survey of French Literature: 18th Century: **(2 Units: LH 30)**
This course introduces students to the study of the literary movements of "Le siecle des Lumieres" and the "Preromantisme", through the study of the extracts from the works of such authors of Diderot, Voltaire, Rousseau etc.

FRE 244: Introduction to the Cultures and Civilisations of Francophone Africa
    (2 Units: LH 30)
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.

FRE 310: Translation I   **(2 Units: LH 30)**
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: Advance Studies in French Phonetics: **(2 Units: LH 30)**
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: Advance Studies in French Language Structure: **(2 Units: LH 30)**
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.

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FRE 315: Advance Formal and Informal Writing in French I: (2 Units: LH 30)
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: (2 Units: LH 30)
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 Civilisations and Cultures:
(2 Units: LH 30)
Salient aspects of Nigerian and French social, cultural and traditional lives are carefully identified and compared with one another.

FRE 320: Translation II: (2 Units: LH 30)
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: The Sociolinguistics of French: (2 Units: LH 30)
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: Advance Formal and Informal Writing in French II: (2 Units: LH 30)
More work than what would have been done in FRE 315.

FRE 327: Oral Communication Skills in French II: (2 Units: LH 30)
More practice in oral communication skills in French as a follow-up to FRE 317.

FRE 329: Comparative African Literature in English and French: (2 Units: LH 30)
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 332: French Literature in the 19th Century: Poetry and Drama. (2 Units: LH 30)
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: (2 Units: LH 30)
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.

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FRE 342: French Literature of the 19ᵗʰ Century: Prose: **(2 Units: LH 30)**

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: **(2 Units: LH 30)**

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: **(2 Uints: LH 30)**

The course draws the students' attention to how to write projects: documentation, paragraphing, logical development, punctuation, referencing, table of contents etc.

FRE 400: Project: **(6 Units: PH 270)**

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: Advance Translation I: **(2 Units: LH 30)**

Translation from English into French and vice versa at an advanced level.

FRE 411: Linguistics Applied to the Teaching of French language I: (2 Units: LH 30)

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: Advance Creative Writing in French: **(2 Units: LH 30)**

This course is devoted to the writing in French of short stories, plays and poems by students.

FRE 420: Advance Translation II: **(2 Units: LH 30)**

More work on translation, as a follow-up to FRE 410.

FRE 421: Linguistics Applied to the Teaching of French Language II:

(2 Units: LH 30)

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: **(2 Units: LH 30)**

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.

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FRE 425: Post-independence Francophone African Literature: Prose:
(**2 Units: LH 30**)

Representative texts of the major Francophone African novelists should be studied.

FRE 431: Cultures and Civilisations of Member countries of the Francophone:
(**2 Units: LH 30**)

The 52 member countries of the Francophone 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: Drama and Poetry: (**2 Units: LH 30**)

This course involves a study of the representative works of French poets and playwrights.

FRE 435: Post-independence Francophone African Literature: Poetry and Drama:
(**2 Units: LH 30**)

This course deals with the works written by major Francophone African poets and playwrights after 1960.

FRE 441: Theories of Literary Criticism: (**2 Units: LH 30**)

The main literary critical canons shall be carefully studied and applied.

FRE 444: Francophone Literature of Europe and Canada: (**2 Units: LH 30**)

Representative writers of Belgium, Switzerland and Canada shall be studied.

FRE 446: Multilingualism and Language Contacts: (**2 Units: LH 30**)

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: (**2 Units: LH 30**)

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

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3.12 MUSIC

3.12.1 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 graduates 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 increase the understanding and fluency in writing within the musical language of "common practice tonality" as well as various techniques for composing and performing music over the centuries.

c)   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.

d)   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.

e)   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.

f)   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. To these end, a six month Industrial Work Experience at a Music Studio to study Music Production and Commercialisation shall be undertaken.

3.12.2 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 passes at the Senior School Certificate level or its equivalent in English, Mathematics 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.

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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.

3.12.3 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.

v)   **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 fieldwork or both in the specific discipline.

The graduate of Music should be either skilled in vocal and/or instrumental performance or in its appreciation.

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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. S/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. S/He/she should encourage creativity and innovativeness in other people.

3.12.4 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).

3.12.5 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 relatively low staff/student ratio is recommended for effective   teaching and guidance through the intricacies of activities associated with the programme.

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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, videodiscs, 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.

3.12.6 **Course Structure**

Duration of the Programme

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 study may of course take more, even if not (necessarily) for credit towards graduation.

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Music: 100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
GST 123	Basic Communication in French	2	E	30	-
GST 124	Basic Communication in Arabic	2	E	30	-
GST 125	Contemporary Health Issues	2	R	30	-
MUS 101	Music as an Art and Science	3	C	45	-
MUS 111	Rudiments of Music	3	C	45	-
MUS 121	Foundations of Musicianship I	3	C	45	-
MUS 122	Tonal Harmony I	3	C	45	-
MUS 131	Survey of History of Western Music	3	C	45	-
MUS 141	African Music I	3	C	45	-
MUS 151	Basic Piano Studies I	1	C	-	45
MUS 161	Elementary Instrument or Voice	1	C	-	45
MUS 171	University Chorus I	1	C	-	45
MUS 173	University Glee Club I	1	C	-	45
MUS 174	University Band/Orchestra I	1	C	-	45
MUS 175	African Instrumental Ensemble I	1	C	-	45
	Total	**40**			

Music: 200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 222	Peace and Conflict Resolution	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
GST 224	Leadership Skills	2	R	30	-
MUS 221	Foundation of Musicianship II	3	C	45	-
MUS 222	Tonal Harmony II	3	C	45	-
MUS 223	Modal Counterpoint I	3	C	45	-
MUS 231	Western Music before 1750	3	C	45	-
MUS 241	African Music II	3	C	45	-
MUS 242	Music of other World Cultures	3	C	45	-
MUS 251	Basic Piano Studies II	1	C	-	45
MUS 261	Primary Instrument or Voice I	1	C	-	45
MUS 262	Secondary Instrument or Voice I	1	C	-	45
MUS 271	University Chorus II	1	C	-	45

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MUS 272	Madrigal Group/Chamber Chorus II	1	C	-	45
MUS 273	University Glee Club II	1	C	-	45
MUS 274	University Band/Orchestra II	1	C	-	45
MUS 275	African Instrumental Ensemble II	1	C	-	45
	Total	**40**			

Music: 300 Level

Course Code	Course Title	Units	Status	LH	PH
CMP 300	Introduction to Computer	2	R	-	90
CMP 301	Application of Computers to Arts	2	R	-	90
GST 311	Entrepreneurship	2	R	30	-
MUS 302	Introduction to Music Technology	3	C	45	-
MUS 322	Tonal Harmony III	2	C	30	-
MUS 323	Model Counterpoint II	2	C	30	-
MUS 324	Tonal Counterpoint	2	C	30	-
MUS 327	Analysis of Tonal Music	2	C	30	-
MUS 331	Western Music, 1750 – present	3	C	45	-
MUS 341	African Music III (African Music Theory)	3	C	45	-
MUS 342	Afro-American Music	3	C	45	-
MUS 351	Elementary Key-Board Harmony	1	C	-	45
MUS 361	Primary Instrument or Voice II	I	C	-	45
MUS 362	Secondary Instrument or Voice II	1	C	-	45
MUS 363	Choral Conducting	1	C	-	45
MUS 371	University Chorus III	1	C	-	45
MUS 372	Madrigal/Chamber Chorus III	1	C	-	45
MUS 373	University Glee Club III	1	C	-	45
MUS 374	University Band/Orchestra III	1	C	-	45
MUS 375	African Instrumental Ensemble III	1	C	-	45
	Total	**36**			

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Music: 400 Level

Course Code	Course Title	Units	Status	LH	PH
MUS 401	Acoustics and Psycho-Acoustic of Music	3	R	45	-
MUS 402	Music Technology II	3	R	45	-
MUS 421	20th Century Compositional Techniques	3	C	45	-
MUS 423	Fugue	3	C	45	-
MUS 425	Orchestration	3	C	45	-
MUS 427	Analysis and Analytical Method for 20th Century Music	3	R	45	-
MUS 429	Composition	3	C	45	-
MUS 431	Special Topics in the History of Western Music	3	E	45	-
MUS 432	Historiography of Music	3	C	45	-
MUS 441	Contemporary African Music	3	C	45	-
MUS 442	Projects in African Music	6	C	-	270
MUS 451	Key-Board Harmony and Accompaniment	1	C	-	45
MUS 461	Applied Music Coaching	1	C	-	45
MUS 462	Secondary Instrument or Voice III	1	C	-	45
MUS 463	Choir Training and Choral Arranging	2	C	-	90
MUS 471	University Chorus IV	1	C	-	45
MUS 472	Madrigal/Chamber Chorus IV	1	C	-	45
MUS 473	University Glee Club IV	1	C	-	45
MUS 474	University Band/Orchestra IV	1	R	-	45
MUS 476	Vocal or Instrument Ensemble	1	C	-	45
MUS 481	School Music Methods	3	E	45	-
MUS 484	Teaching and Supervision of Instrumental Music	3	E	45	-
MUS 485	African Music in Schools	3	E	45	-
MUS 490	Criticism and Musical Scholarship	3	E	45	-
Total		**58**			

NOTE

Required Course from outside the Department
Candidates may take courses from the following departments:
English Language/Literature, Linguistics, African (Nigerian) Languages and Literatures, Western European Languages (French, German, Italian), Philosophy and Aesthetics, Education.

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3.12.7 **Course Synopses**

MUS 101: Music as an Art and Science: (3 Units: LH 45)
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: LH 45)
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.

MUS 121: Foundations of Musicianship I: (3 Units: LH 45)
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: LH 45)
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: LH 45)
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: LH 45)
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 Studies I: (1 Unit: PH 45)
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: PH 45)
Individual or class lessons, with about 4 hours of (private) practice each week required of the student.

Ensemble and Performing Groups

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MUS 171: University Chorus I: **(1 Unit: PH 45)**
A large (or fairly large) mixed voice chorus performing music by African and Western composers is basic here.

MUS 173: University Glee Club I: **(1 Unit: PH 45)**
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 I: **(1 Unit: PH 45)**
Routine band (or orchestra) experience employing material suitable for school and community use. Study and performance of works from the repertory or the orchestra and/or concert band will be carried out.

MUS 175: African Instrumental Ensemble I: **(1 Unit: PH 45)**
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.

MUS 221: Foundation of Musicianship II: **(3 Units: LH 45)**
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 Units: LH 45)**
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: LH 45)**
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: LH 45)**
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: LH 45)**
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

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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: LH 45)**

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: PH: 45)**

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 I: **(1 Unit: PH 45)**

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 I   **(1 Unit: PH 45)**

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 MUC 261.

MUS 271: University Chorus II: **(1 Unit: PH 45)**

See MUS 171

MUS 272: Madrigal Group/Chamber Chorus II: **(1 Unit: PH 45)**

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   II: **(1 Unit: PH 45)**

See MUS 173

MUS 274: University Band/Orchestra II: **(1 Unit: PH 45)**

See MUS 173

MUS 275: African Instrumental Ensemble II: **(1 Unit: PH 45)**

See MUS 175

MUS 302: Introduction to Music Technology: **(3 Units: LH 45)**

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: LH 30)**

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.

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MUS 323: Model Counterpoint II: **(2 Units: LH 30)**
Students will learn to write for three or more voices in the style of Palestrina and his contemporaries.

MUS 324: Tonal Counterpoint: **(2 Units: LH 30)**
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: LH 45)**
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: LH 45)**
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: LH 45)**
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: LH 45)**
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: PH 45)**
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 II: **(1 Unit: PH 45)**
See MUS 261

MUS 362: Secondary Instrument or Voice II: **(1 Unit: PH 45)**
See MUS262

MUS 363: Choral Conducting: **(1 Unit: PH 45)**
Students will learn choir work; manual and baton technique, and the analysis and preparation of vocal scores for performance.

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MUS 371: University Chorus III: **(1 Unit: PH 45)**
See MUS 171

MUS 372: Madrigal/Chamber Chorus III: **(1 Unit: PH 45)**
See MUS 272

MUS 373: University Glee Club III: **(1 Unit: PH 45)**
See MUS173

MUS 374: University Band/Orchestra   III: **(1 Unit: PH 45)**
See MUS 174

MUS 375: African Instrumental Ensemble III: **(1 Unit: PH 45)**
See MUS 175

MUS 401: Acoustics and Psycho-Acoustic of Music: **(3 Units: LH 45)**
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: LH 45)**
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: LH 45)**
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: LH 45)**
This course entails the application of the techniques of tonal counterpoint to fugal composition.

MUS 425: Orchestration: **(3 Units: LH 45)**
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.

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MUS 427: Analysis and Analytic Method for 20th Century Music: **(3 Units: LH 45)**

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: LH 45)**

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: LH 45)**

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: LH 45)**

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: LH 45)**

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: **(6 Units: PH 270)**

Here, a research is undertaken, under supervision, of on an aspect of African music, leading to a long paper or short "dissertation".

MUS 451: Key-Board Harmony and Accompaniment: **(1 Unit: PH 45)**

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: PH 45)**

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 III: **(1 Unit: PH 45)**

See MUS 262

MUS 463: Choir Training and Choral Arranging: **(2 Units: PH 90)**

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.

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MUS 471: University Chorus IV: **(1 Unit: PH 45)**
See MUS 171

MUS 472: Madrigal/Chamber Chorus IV: **(1 Unit: PH 45)**
See MUS 272

MUS 473: University Glee Club   IV: **(1 Unit: PH 45)**
See MUS 173

MUS 474: University Band/ Orchestra IV: **(1 Unit: PH 45)**
See MUS 174

MUS 476: Vocal or Instrumental Ensemble: **(1 Unit: PH 45)**
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: LH 45)**
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: LH 45)**
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: LH 45)**
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: LH 45)**
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

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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.

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3.13 PHILOSOPHY

3.13.1 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 especially 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 Metaphysics, History of Philosophy, Logic, and Values, including Ethics and Aesthetics, Social and Political Philosophy.

3.13.2 Admission and Graduation Requirements
a) In addition to Arts Discipline requirements, a credit in Mathematics at the SSS O/L or its equivalent is required.

b) A minimum of 2 GCE A/L passes in any Arts or Social and Management Sciences and 5 O Level credits including English and Mathematics or a Diploma in relevant Art based programmes.

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Requirements for graduation are as stipulated for the Arts Discipline. The degree programme in Philosophy shall be based on the prescribed courses throughout the 4-year duration.

3.13.3 Learning Outcomes

a) **Regime of Subject Knowledge**
Graduate of the programme should possess knowledge in the theoretical and logistic study of the detailed historical, traditional and modern systematic development of philosophical thoughts and the various theories propounded by classical and modern scholars.

b) **Competence and Skills**
Demonstrable Competence and Skills
Graduate 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. S/He should be precise, polite, ethical, logical and upright in all spheres of life disposition.

3.13.4 Attainment Levels
As stated in 2.1.4

3.13.5 Resource Requirements for Teaching and Learning

a) **Academic and Non-Academic Staff**
Academic Staff:
This should be in line with the general guideline on staffing requirement.

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.

d) **Library and Information Resources**
Adequate copies of books, journals, and other relevant texts in the discipline of philosophy should be provided.

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3.13.6 Course Structure

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

Philosophy: 100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
GST 123	Basic Communication in French	2	E	30	-
GST 124	Basic Communication in Arabic	2	E	30	-
GST 125	Contemporary Health Issues	2	R	30	-
PHL 101	Introduction to Philosophy	2	C	30	-
PHL 102	Argument and critical thinking	2	C	30	-
PHL 103	Elementary Ethics	2	C	30	-
PHL 104	Introduction to Social and Political Philosophy	2	C	30	-
	Total	**24**			

Philosophy: 200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 222	Peace and Conflict Resolution	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
GST 224	Leadership Skills	2	R	30	-
PHL 201	Introduction to Logic	2	C	30	-
PHL 202	Mediaeval Philosophy	2	C	30	-
PHL 203	Introduction to Epistemology	2	C	30	-
PHL 204	Introduction to Metaphysics	2	C	30	-
PHL 205	African Philosophy I	2	C	30	-
PHL 206	Professional Ethics	2	C	30	-
	Total	**20**			

Philosophy: 300 Level

Course Code	Course Title	Units	Status	LH	PH
CMP 300	Introduction to Computer	2	R	-	90
CMP 301	Application of Computers to Arts	2	R	-	90
GST 311	Entrepreneurship	2	R	30	-
PHL 301	Symbolic Logic	2	C	30	-
PHL 302	Early Modern Philosophy	2	C	30	-
PHL 303	Theories of Knowledge	2	C	30	-

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PHL 304	Political and Social Philosophy	2	E	30	-
PHL 305	African Philosophy II	2	C	30	-
PHL 306	Contemporary Issues in Ethics	2	C	30	-
PHL 307	Philosophy of Social Sciences	2	E	30	-
PHL 308	Philosophy of Religion	2	E	30	-
PHL 309	Oriental Philosophies	2	E	30	-
PHL 310	Existentialism and Phenomenology	2	C	30	-
PHL 311	Marxist Philosophy	2	R	30	-
PHL 312	Philosophy of Language	2	E	30	-
	Total	**30**			

Philosophy: 400 Level

Course Code	Course Title	Units	Status	LH	PH
PHL 401	Further Logic	2	C	30	-
PHL 402	Late Modern Philosophy	2	C	30	-
PHL 403	Classics in Ethics	2	C	30	-
PHL 404	Philosophy of Science	2	C	30	-
PHL 405	Philosophy of Mind	2	C	30	-
PHL 406	Contemporary Analytic Philosophy	2	C	30	-
PHL 407	Seminar I	2	C	30	-
PHL 408	Seminar II	2	C	30	-
PHL 409	Long Essay	6	C	-	270
	Total	**22**			

3.13.7 **Course Synopses**

PHL 101: Introduction to Philosophy: **(2 Units: LH 30)**
The inevitability of philosophy (why study Philosophy?); the nature and meaning of Philosophy (Philosophy as worldview-Philosophy as critical thinking-Philosophy as rational enquiry-Philosophy as reconstruction of ideas); Style and method of Philosophy; a brief survey of the branches of Philosophy.

PHL 102: Argument and critical thinking: **(2 Units: LH 30)**
The course explores the nature of Argument; validity and invalidity; definitions; formal and informal fallacies; deductive and inductive arguments.

PHL 103: Elementary Ethics: **(2 Units: LH 30)**
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.

PHL 104: Introduction to Social and Political Philosophy: **(2Units: LH 30)**
The State and the citizen. The nature of man and the origins of the state. The nature of political obligation. The ideal state.

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PHL 201: Introduction to Logic: **(2 Units: LH 30)**

Categorical proposition; quantity and quality; immediate inferences; tradition square of opposition; existential import; mode, figure and form of the categorical syllogism; rules test for categorical syllogism; etc.

PHL 202: Mediaeval Philosophy: **(2 Units: LH 30)**

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.

PHL 203: Introduction to Epistemology: **(2 Units: LH 30)**

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.

PHL 204: Introduction to Metaphysics: **(2 Units: LH 30)**

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.

PHL 205: African Philosophy I: **(2 Units: LH 30)**

Is there an African Philosophy? What is African Philosophy? Methodologies and orientations in African Philosophy; Problems of cross-cultural comparism-translation, rationality, etc; Ethics and Religion in African Culture, etc.

PHL 206: Professional Ethics   **(2 Units: LH 30)**

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.

PHL 301: Symbolic Logic   **(2 Units: LH 30)**

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.

PHL 302: Early Modern Philosophy: **(2 Units: LH 30)**

A historical survey of the contributions of the major figures in Western philosophy from the seventeenth to the nineteenth centuries.

PHL 303: Theories of Knowledge: **(2 Units: LH 30)**

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 Berkeley] and recent contributions to the theory of knowledge.

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PHL 304: Political and Social Philosophy: **(2 Units: LH 30)**

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.

PHL 305: African Philosophy II: **(2 Units: LH 30)**

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.

PHL 306: Contemporary Issues in Ethics: **(2 Units: LH 30)**

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.

PHL 307: Philosophy of the Social Sciences: **(2 Units: LH 30)**

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.

PHL 308: Philosophy of Religion: **(2 Units: LH 30)**

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.

PHL 309: Oriental Philosophies: **(2 Units: LH 30)**

A broad introduction to the methods and insights of Buddhist, Hindu, and Confucian philosophies, including their worldviews, ethics and logic.

PHL 310: Existentialism and Phenomenology: **(2 Units: LH 30)**

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.

PHL 311: Marxist Philosophy: **(2 Units: LH 30)**

A study of selected works of Karl Marx, with particular attention to their development and influence on African and other Third World Countries.

PHL 312: Philosophy of Language: **(2 Units: LH 30)**

Contemporary issues in the philosophy of language, including private language, meaning and reference, naming and necessity, theories of description and indexical reference, and

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the language of thought. Emphasis will be placed on isolating and clarifying the problems, and attempting solutions to them.

PHL 401: Further Logic: **(2 Units: LH 30)**
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.

PHL 402: Late Modern Philosophy: **(2 Units: LH 30)**
The Philosophical movements (Pragmatism, Irrationalism, Positivism, Existentialism, Utilitarianism, etc) and the Philosophers (Marx, Mill, Bentham, Comte, Kierkegaard, Nietzsche, Schopenhauer, Hegel, Brentano, Bradley, etc)

PHL 403: Classics in Ethics: **(2 Units: LH 30)**
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 Bradley. The focus will be on a clearer understanding of oneself as a moral agent, and how these classics contribute to that understanding.

PHL 404: Philosophy of Science: **(2 Units: LH 30)**
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.

PHL 405: Philosophy of Mind: **(2 Units: LH 30)**
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.

PHL 406: Contemporary Analytic Philosophy: **(2 Units: LH 30)**
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, Russel and Quine.

PHL 407 – 408: Seminars I &II: **(2 Units each: LH: 30)**
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.

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PHL 409: The Long Essay /Project: **(6 Units: PH 270)**
The long essay will involve an independent and original research project in an approved area of the programme. The topic of the Long Essay must be approved by the Department and the length, style and format of the essay must conform to standards set by the Department.

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:

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 or and content in art; the relation between the affective and the cognitive in art production and appreciation.

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.

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 there from.

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shall be made on the minimum CGPA of 1.5
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3.14 **STUDIES OF RELIGIONS**

The Bachelor's degree in the Studies of Religions 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**

3.14.1 **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.

3.14.2 **Admission and Graduation Requirements**

a) **4 Year Degree Programme**
General Requirements plus

Five (5) Credit level passes in the SSCE/NECO/GCE (O/L) to include English Language, Mathematics and 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.

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    ii)   A pass in two principal subjects at the NCE Level/ A/L plus five subjects at credit level in GCE, SSCE and NECO including English Language and Mathematics.

    iii)   A Three-Year Diploma in Theology recognized by the University plus five credits at the GCE 'O' Level including English Language and Mathematics.

    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 Islamic/Religious Studies or Diploma in in the relevant Art programmes.

3.14.3 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 in the study of different religious texts and traditions 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**
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.

3.14.4 Attainment Levels
Students of Religious Studies are expected to have the ability for critical thinking and judgement required for leadership in a pluralistic society. They should demonstrate a high moral and ethical behavioural standard.

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3.14.5 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 30 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;

b) **Academic and Non-Academic Space**
Adequate Lecturers' offices, classrooms, functional and well-equipped language laboratory, soundproof 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

3.14.6 Course Structure : Religious Studies
The degree programme in Religious Studies shall be based on the following courses throughout the 4 years.

Course Outlines for Programmes in Religion
There are three degree programmes, viz:

i)   Religious Studies   -   **REL**
ii)   African Traditional Religion -   **ATR**
iii) Christian Religious Studies -   **CRS**

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 necessary GST courses as well as Computer Courses CMP 300 and 301.

Religious Studies (B.A.)

For maximum benefit, the student is advised to select electives in a particular area as much as possible.

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Religious Studies: 100 Level Course Structure

Course Code	Course Title	Units	Status	LH	PH
ATR 102	Survey of African Traditional Religion	2	C	30	-
CLG 101	Introduction to Greek I	3	E	30	-
CLG 102	Introduction to Greek II	3	E	30	-
CRS 101	Source of Christianity	2	C	30	-
CRS 103	Introduction to the Pentateuch	2	E	30	-
CRS 106	Pauline Epistles	3	C	45	-
CRS 107	Hebrew Grammar and Syntax	2	E	30	-
CRS 108	Greek Grammar and Syntax	2	E	30	-
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
GST 123	Basic Communication in French	2	E	30	-
GST 124	Basic Communication in Arabic	2	E	30	-
GST 125	Contemporary Health Issues	2	R	30	-
ISS 112	Source of Islam	2	C	30	-
ISS 107	The Sunnah and the Hadîth of the Prophet	3	C	45	-
REL 101	Hebrew Grammar	2	E	30	-
REL 104	Introduction to Social Anthropology of Religion	2	R	30	-
REL 105	Religion and Human Values I	2	C	30	-
REL 108	Introducing Asian Religions	3	R	45	-
	Total	**49**			

Religious Studies: 200 Level

Course Code	Course Title	Units	Status	LH	PH
ATR 201	General Introduction to the Study of Religion	3	C	45	-
ATR 206	African Traditional Religion and Culture	3	E	45	-
CRS 208	Introduction to the Gospels	3	E	45	-
CRS 209	The Study of the Gospel of St. Luke	3	E	45	-
GST 211	Environment and Sustainable Development	2	R	30	-
GST 222	Peace and Conflict Resolution	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
GST 224	Leadership Skills	2	R	30	-

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ISS 208	The Compilation of the Glorious Qur'an	3	E	45	-
ISS 211	Introduction to the Glorious Qur'an	3	E	45	-
REL 204	Introducing Comparative Religion	3	R	45	-
REL 205	Introduction to Sociology of Religion	3	R	45	-
REL 207	Introducing the Philosophy of Religion	3	C	45	-
REL 208	A Philosophy of the Existence of God	3	R	30	-
REL 210	Hinduism	3	E	45	-
	Total	**43**			

Religious Studies: 300 Level

Course Code	Course Title	Units	Status	LH	PH
ATR 305	The spirit world of the African	3	R	45	-
CMP 300	Introduction to Computer	2	R	-	90
CMP 301	Application of Computers to Arts	2	R	-	90
CRS 303	History of the Reformation	3	E	45	-
CRS 308	The Gospel of St. Matthew	3	E	45	-
CRS 309	The Gospel of St. Mark	3	E	45	-
GST 311	Entrepreneurship	2	R	30	-
ISS 311	The Pillars of Islam	3	E	45	-
ISS 312	The four orthodox Caliphs of Islam	3	E	45	-
REL 304	Interaction of Religions	3	C	45	-
REL 305	Comparative Religions	3	E	45	-
REL 306	The religion of China: Taoism	3	R	45	-
REL 307	History of Religions	3	C	45	-
REL 308	Religion and Human Values II	3	C	45	-
REL 310	Religious Research Methods	3	C	45	-
REL 312	Philosophy of Religion	3	R	45	-
REL 313	Introducing the Psychology of Religion	3	R	45	-
	Total	**45**			

Religious Studies: 400 Level

Course Code	Course Title	Units	Status	LH	PH
ATR 406	The Supreme Being in African Tradition	3	R	45	-
CRS 401	The Unity of the Old and New Testaments	3	E	45	-
CRS 405	The Gospel of St. John	3	R	45	-
CRS 406	The Nigerian Church History (1889-1960)	3	E	45	-

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CRS 410	A study of the Book of Acts of the Apostles	3	E	45	-
ISS 412	The Science of Islamic Theology	3	E	45	-
ISS 413	Contemporary Islamic Groups in Nigeria	3	C	45	-
REL 402	Ethics	3	C	45	-
REL 408	Religion and the Nigerian Nation	3	C	45	-
REL 409	Exegesis of the Gospel of St. John	3	E	45	-
REL 411	Theodicy	3	C	45	-
REL 412	Long Essay	6	C	-	270
REL 414	Aspects of Hinduism	3	E	45	-
	Total	**39**			

3.14.7 **Course Synopses: Religious Studies (B.A.):**

REL 101: Hebrew Grammar: **(2 Units: LH 30)**
The course begins by a survey of Africa-Asiatic Languages in Africa and Nigeria to which semantic languages are related. Hebrew alphabets with their numerical values are treated. Vocabulary and sentence constructions are given. Intensive exercises in various conjugations are given. Biblical material is extensively used. Translations to and from English.

REL 104: Introduction to Social Anthropology of Religion: **(2 Units: LH 30)**
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: **(2 Units: LH 30)**
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.

REL 108: Introducing Asian Religions: **(3 Units: LH 45)**
This course introduces the students to major Asian religions: Hinduism, Buddhism, Shintoism, Jainism and Taoism. It indicates the philosophical nature of the religions.

REL 204: Introducing Comparative Religion: **(3 Units: LH 45)**
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: Introduction to Sociology of Religion: **(3 Units: LH 45)**
This course explores the relationship between religion and society, sociological theories of religion and social functions of religion.

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REL 207: Introducing the Philosophy of Religion: (3 Units: LH 45)

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.

REL 208: A Philosophy of the Existence of God: (3 Units: LH 45)

The so-called theistic proofs are discussed in detail and the possibility of the universe being of a "chance" and a "brute fact" is thoroughly explored.

REL 210: Hinduism: (3 Units: LH 45)

This course is meant to acquaint the student with the main feature of Hinduism and its influence on the world's population.

REL 304: Interaction of Religions: (3 Units: LH 45)

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: (3 Units: LH 45)

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 angelology are suggested for detailed study.

REL 306: The Religion of China: Taoism: (3 Units: LH 45)

A detailed description of Taoism is given. Special themes such as original sin and the after-life are treated.

REL 307: History of Religions: (3 Units: LH 45)

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: (3 Units: LH 45)

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, hard work, egotism and what effects these have on the immediate society and the nation at large.

REL 310: Religious Research Methods: (3 Units: LH 45)

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.

REL 312: Philosophy of Religion: (3 Units: LH 45)

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 afterlife; and treats it in detail.

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REL 313: Introducing the Psychology of Religion;   **(3 Units: LH 45)**
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?

REL 402: Ethics: **(3 Units: LH 45)**
The course begins by defining ethics generally and then adopts some of the central themes as pertaining to the biblical material.

REL 408: Religion and the Nigerian Nation: **(3 Units: LH 45)**
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.

REL 409: Exegesis of the Gospel of St. John: **(3 Units: LH 45)**
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 411: Theodicy: **(3 Units: LH 45)**
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: **(6 Units: PH 270)**
Students should properly be guided in matters of outlines and method of footnoting, etc.

REL 414: Aspects of Hinduism: **(3 Units: LH 45)**
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.

3.14.8 **Course Structure: African Traditional Religion**
For maximum benefit, the student is advised to select electives in a particular area as much as possible.

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

African Traditional Religion: 100 Level

Course Code	Course Title	Units	Status	LH	PH
ATR 102	Survey of African Traditional Religion	2	C	30	-
ATR 105	Introducing African Traditional Religion	2	C	30	-
ATR 111	Ancestorship in African Traditional Religion	2	C	30	-
CRS 101	Source of Christianity	2	C	30	-
CRS 103	Introduction to the Pentateuch	2	E	30	-

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CRS 106	Pauline Epistles	3	E	45	-
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
GST 123	Basic Communication in French	2	E	30	-
GST 124	Basic Communication in Arabic	2	E	30	-
GST 125	Contemporary Health Issues	2	R	30	-
ISS 103	Source of Islam	2	C	30	-
ISS 107	The Sunnah and the Hadîth of the Prophet	3	E	45	-
REL 104	Introduction to Social Anthropology	2	R	30	-
REL 105	Religion and Human Values I	2	C	30	-
REL 108	Introducing Asian Religions	3	R	45	-
	Total	**37**			

African Traditional Religion: 200 Level

Course Code	Course Title	Units	Status	LH	PH
ATR 201	General Introduction to the Study of Religion	3	C	45	-
ATR 206	African Traditional Religion and Culture	3	C	45	-
CRS 202	Introduction to the Gospels	3	E	45	-
CRS 209	The Study of the Gospel of St. Luke	3	E	45	-
GST 211	Environment and Sustainable Development	2	R	30	-
GST 222	Peace and Conflict Resolution	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
GST 224	Leadership Skills	2	R	30	-
ISS 203	Introduction to the Glorious Qur'an	2	E	45	-
ISS 208	The Compilation of the Glorious Qur'an	3	E	45	-
REL 204	Introducing Comparative Religion	3	R	45	-
REL 205	Introduction to Sociology of Religion	3	R	45	-
REL 207	Introducing the Philosophy of Religion	3	C	45	-
REL 208	A Philosophy of the Existence of God	3	R	30	-
REL 210	Hinduism	3	E	45	-
	Total	**40**			

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African Traditional Religion: 300 Level

Course Code	Course Title	Units	Status	LH	PH
ATR 305	The spirit world of the African	3	C	45	-
ATR 308	Motifs in African Traditional Religion	3	C	45	-
CMP 300	Introduction to Computer	2	R	-	90
CMP 301	Application of Computers to Arts	2	R	-	90
CRS 301	Old Testament Theology	3	E	45	
CRS 303	History of the Reformation	3	E	45	-
CRS 309	The Gospel of St. Mark	3	E	45	-
GST 311	Entrepreneurship	2	R	30	-
ISS 302	The four orthodox Caliphs of Islam	2	E	45	-
ISS 311	The Pillars of Islam	3	E	45	-
REL 304	Interaction of Religions	3	C	45	-
REL 306	The religion of China: Taoism	3	R	45	-
REL 307	History of Religions	3	C	45	-
REL 308	Religion and Human Values II	3	C	45	-
REL 310	Religious Research Methods	3	C	45	-
REL 312	Philosophy of Religion	3	R	45	-
REL 313	Introducing the Psychology of Religion	3	R	45	-
	Total	**44**			

African Traditional Religion: 400 Level

Course Code	Course Title	Units	Status	LH	PH
ATR 406	The Supreme Being in African Tradition	3	C	45	-
ATR 407	Elements of African Traditional Beliefs	3	C	45	-
CRS 401	The Unity of the Old and New Testaments	3	E	45	-
CRS 406	The Nigerian Church History (1889-1960)	3	E	45	-
CRS 405	The Gospel of St. John	3	E	45	-
ISS 403	The Science of Islamic Theology	2	E	45	-
ISS 410	Contemporary Islamic Groups in Nigeria	2	E	45	-
REL 402	Ethics	3	C	45	-
REL 408	Religion and the Nigerian Nation	3	R	45	-
REL 411	Theodicy	3	C	45	-
REL 412	Long Essay	6	C	-	270
REL 414	Aspects of Hinduism	3	E	45	-
	Total	**34**			

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3.14.9 **Course Synopses : African Traditional Religion (B.A.)**

ATR 102: Survey of African Traditional Religion: **(2 Units: LH 30)**
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.

ATR 105: Introducing African Traditional Religion: **(2 Units: LH 30)**
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.

ATR 111: Ancestorship in African Traditional Religion **(2 Units: LH 30)**
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.

ATR 201: General Introduction to the Study of Religion: **(3 Units: LH 45)**
The course treats etymology, definition, and theories of the origin of religion: approaches to the study and purposes and difficulties encountered in the study of religion

ATR 206: African Traditional Religion and Culture: **(3 Units: LH 45)**
This course seeks to establish a correlation between religions and cultures. Specific instances where one evolves from the other and vice versa are given.

ATR 305: The Spirit World of the African: **(3 Units: LH 45)**
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.

ATR 308: Motifs in African Traditional Religion: **(3 Units: LH 45)**
One motif is selected and given detailed treatment across Africa. Rite of passage is suggested.

ATR 406: The Supreme Being in African Tradition: **(3 Units: LH 45)**
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.

ATR 407: Elements of African Traditional Beliefs: **(3 Units: LH 45)**
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.

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3.14.10   **Course Structure: Christian Religious Studies (B.A)**

For maximum benefit, the student is advised to select electives in a particular area as much as possible.

Christian Religious Studies: 100 Level

Course Code	Course Title	Units	Status	LH	PH
ATR 102	Survey of African Traditional Religion	2	E	30	-
ATR 105	Introducing African Traditional Religion	2	E	30	-
ATR 111	Ancestorship in African Traditional Religion	2	E	30	-
CLG 101	Introduction to Greek I	3	R	30	-
CLG 102	Introduction to Greek II	3	E	30	-
CRS 101	Source of Christianity	2	R	30	-
CRS 103	Introduction to the Pentateuch	2	C	30	-
CRS 106	Pauline Epistles	3	C	45	-
CRS 107	Hebrew Grammar and Syntax	2	C	30	-
CRS 108	Greek Grammar and Syntax	2	C	30	-
CRS 109	The Synoptic Gospels	2	C	30	--
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy & Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
GST 123	Basic Communication in French	2	E	30	-
GST 124	Basic Communication in Arabic	2	E	30	-
GST 125	Contemporary Health Issues	2	R	30	-
LIN 101	Introduction to Linguistics	2	E	30	-
REL 101	Hebrew Grammar	2	E	30	-
	Total	**45**			

Christian Religious Studies: 200 Level

Course Code	Course Title	Units	Status	LH	PH
CRS 201	Hermeneutics and Exegesis	3	C	45	-
CRS 202	The Book of Genesis	3	E	45	-
CRS 203	Early Church History Up to 451AD	3	C	45	-
CRS 204	Introducing Systematic Theology	3	C	45	-
CRS 205	The Epistles of St. Paul	3	C	45	-
CRS 206	History of Israel	3	E	45	-
CRS 207	The Pastoral Epistles	3	E	45	-
CRS 208	Introduction to the Gospels	3	E	45	-
CRS 209	The Study of the Gospel of St. Luke	3	E	45	-

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Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 222	Peace and Conflict Resolution	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
GST 224	Leadership Skills	2	R	30	-
REL 208	A Philosophy of the Existence of God	3	E	45	-
	Total	**39**			

Christian Religious Studies: 300 Level

Course Code	Course Title	Units	Status	LH	PH
ATR 308	Motifs in African Traditional Religion	3	E	45	-
CMP 300	Introduction to Computer	2	R	-	90
CMP 301	Application of Computers to Arts	2	R	-	90
CRS 301	Old Testament Theology	3	C	45	-
CRS 302	New Testament Theology	3	C	45	-
CRS 303	History of the Reformation	3	C	45	-
CRS 306	Prophets in Ancient Israel	3	C	45	-
CRS 307	Soteriology	3	C	45	-
CRS 308	The Gospel of St. Matthew	3	E	45	-
CRS 309	The Gospel of St. Mark	3	E	45	-
GST 311	Entrepreneurship	2	R	30	-
REL 304	Interaction of Religions	3	C	45	-
REL 305	Comparative Religion	3	E	45	-
REL 308	Religion and Human Values II	3	E	45	-
	Total	**39**			

Christian Religious Studies: 400 Level

Course Code	Course Title	Units	Status	LH	PH
ATR 407	Elements of African Traditional Beliefs	3	E	45	-
CRS 401	The Unity of the Old and New Testaments	3	E	45	-
CRS 403	The Synoptic Gospels	3	E	45	-
CRS 404	The Messianic Concept and Figure	3	C	45	-
CRS 405	The Gospel of St. John	3	E	45	-
CRS 406	Nigerian Church History (1864-1960)	3	R	45	-
CRS 408	Ecclesiology	3	C	45	-
CRS 409	Hebrew Exegesis	3	R	45	-
CRS 410	A Study of the Book of the Acts of the Apostles	3	E	45	-
CRS 411	Long Essay	6	C	-	270
REL 402	Ethics	3	C	45	-

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REL 409	Exegesis of the Gospel of St. John	3	E	45	-
	Total	**39**			

3.14.11   **Christian Religious Studies: Course Synopses**

CRS 101: Source of Christianity: **(3 Credits: LH 45)**
This course traces the origin and rise of Christianity paying particular attention to the Jewish, Greek and Roman backgrounds.

CRS 103: Introduction to the Pentateuch: **(2 Units: LH 30)**
Outline of its content is given: the place of the Torah in Jewish Scripture; the authorship is discussed in relation to the scriptures. The issue of J.E. Drama.

CRS 106: Pauline Epistles: **(3 Units: LH 45)**
St. Paul wrote before the Gospels were written. Paul's conversation and the main contents of his letters.

CRS 107: Hebrew Grammar and Syntax: **(2 Units: LH 30)**
Based on REL 101: This course builds on REL 101. Selected passages may now be attempted from the Biblia Hebraica.

CRS 108: Greek Grammar and Syntax: **(2 Units: LH 30)**
It builds on CLG 103. It is an advance study of Greek grammar and syntactic features with special emphasis on translation of New Testament Greek; reading and translation of selected works from the Greek New Testament.

CRS 109: The Synoptic Gospels   **(2 Units: LH 30)**
The recognition of common material. The realization of the special sources contained in the Gospels. The documentary hypothesis. Reasons for special sources.

CRS 201: Hermeneutics and Exegesis: **(3 Units: LH 45)**
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: **(3 Units: LH 45)**
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: **(3 Units: LH 45)**
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.

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CRS 204: Introducing Systematic Theology:　　　　　**(3 Units: LH 45)**

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:　　　　　**(3 Units: LH 45)**

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. Alternatively, a single book may be chosen for a detailed analysis.

CRS 206: History of Israel:　　　　　**(3 Units: LH 45)**

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 Maccabeus Revolt;
iv)　　The Emergence of Modern Jewish State.

CRS 207: The Pastoral Epistles:　　　　　**(3 Units: LH 45)**

The contents of the Epistles are digested noting their universal and general outlook. The topic of authorship is discussed.

CRS 208: Introduction to the Gospels:　　　　　**(3 Units: LH 45)**

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.

CRS 209: The Study of the Gospel of St. Luke:　　　　　**(3 Units: LH 45)**

A critical analysis of the literature and theology of the gospel of St. Luke, with particular attention paid to the purpose, date and main content of the gospel.

CRS 301: Old Testament Theology:　　　　　**(3 Units: LH 45)**

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:　　　　　**(3 Units: LH 45)**

The course introduces the student briefly to the various topics in New Testament Theology and singles out one topic for detailed exposition.

CRS 303: History of the Reformation:　　　　　**(3 Units: LH 45)**

The course is introduced by general discussion of the renaissance and the **Aufklärung**. 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.

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CRS 306: Prophets in Ancient Israel: **(3 Units: LH 45)**

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: **(3 Units: LH 45)**

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 or salvation. The place of Christian Salvation in everyday life.

CRS 308: The Gospel of St. Matthew: **(3 Units: LH 45)**

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).

CRS 309: The Gospel of St. Mark: **(3 Units: LH 45)**

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.

CRS 401: The Unity of the Old and New Testaments: **(3 Units: LH 45)**

This course considers in detail the unity of the Holy Bible through the control means of salvation history:

CRS 403: The Synoptic Gospels: **(3 Units: LH 45)**

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: **(3 Units: LH 45)**

The course begins with the Judaic 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.

CRS 405: The Gospel of St. John: **(3 Units: LH 45)**

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.

CRS 406: Nigerian Church History: 1864-1960.   **(3 Units: LH 45)**

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.

CRS 408: Ecclesiology: **(3 Units: LH 45)**

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.

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CRS 409: Hebrew Exegesis: **(3 Units: LH 45)**

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.

CRS 410: A study of the Book of Acts of the Apostles: **(3 Units: LH 45)**

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.

CRS 411: Long Essay: **(6 Units: PH 270)**

Students' service is 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.

In addition, student shall offer Courses from General Studies, Classics, Sociology and Philosophy as may be required to make the necessary credit grade.

100   Level Electives

Electives shall be drawn from courses in Languages, Classics, History, Law, Psychology, English and Logic as may be required by the Department.

200   Level Electives

Students may make up the required credit load by selecting-courses from Classics, Languages, History, Law, Psychology, and English.

300   Level Electives

To be selected from Languages, Psychology, History, Law, English, Logic, Classics and Philosophy.

400   Level Electives

May be taken from Classics, Economics, Psychology, Logic, Law, English, History and Language.

N.B. Candidates for B.Ed. would need to offer courses in Education in addition to the compulsory courses designed in this programme.

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3.15 THEATRE ARTS/PERFORMING ARTS

3.15.1 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.

Aims and Objectives

The Aims and Objectives of the programme are:

a. To equip students with a good knowledge of the main principles of the theory and practice of the Theatre Arts and Performing Arts.

b. To train students in the Arts of the stage and creative insights.

c. 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.

d. To increase the understanding of the various techniques in theatre and performing arts over the centuries. To these end, a six month Industrial Work Experience at a Studio to study Production and Commercialisation shall be undertaken.

3.15.2 Admission and Graduation Requirements

In addition to general admission requirements, usually 5 Senior Secondary School Level Credits or its equivalent, including English Language and Mathematics (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,

The Discipline graduation requirements apply here. The entire degree programme lasts four years (eight semesters) for UTME or three years (six semesters) for the "A" Level or Diploma in Theatre Arts students.

3.15.3 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

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❖ 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.

3.15.4 **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 performance indices
ii)   Ability to communicate fluently

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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

3.15.5 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, 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.

3.15.6 Course Structure

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

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Theatre Arts/Performing Arts: 100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
GST 123	Basic Communication in French	2	E	30	-
GST 124	Basic Communication in Arabic	2	E	30	-
GST 125	Contemporary Health Issues	2	R	30	-
THA 101	Traditional African/Festival Theatre	2	C	30	-
THA 102	Introduction to Drama and Theatre	2	C	30	-
THA 103	Beginning Theatre Design and Technology	2	C	30	-
THA 104	History of Drama and Theatre from Beginnings to Medieval period	2	R	30	-
THA 105	Basic Communication Theory	2	R	30	-
THA 106	Practical Participation Orientation	2	C	_	-
	Total	**28**			

Theatre Arts/Performing Arts: 200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 222	Peace and Conflict Resolution	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
GST 224	Leadership Skills	2	R	30	-
THA 201	African Drama and Theatre in the Colonial Era	3	C	45	-
THA 202	History of Drama and Theatre: Renaissance to the 19th century	3	E	45	-
THA 203	Introduction to Dramatic Literature and Criticism	3	E	45	-
THA 204	Introduction to Directing	3	R	45	-
THA 205	Basic Speech Arts and Acting Techniques	3	R	45	-

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THA 206	History of Drama and Theatre: The Modern period	3	R	45	-
THA 207	Fundamentals of Play writing	3	R	45	-
THA 208	Children's Theatre Education	2	R	30	-
THA 209	Practical Participation Production(s)	2	C	-	45
	Total	**33**			

Theatre Arts/Performing Arts: 300 Level

Course Code	Course Title	Units	Status	LH	PH
CMP 300	Introduction to Computer	2	R	-	90
CMP 301	Application of Computers to Arts	2	R	-	90
GST 311	Entrepreneurship	2	R	30	-
THA 301	Modern African Drama	2	E	30	
THA 302	Research Methods and Materials	2	R	30	-
THA 303	Theatre Administration and Studio Management	2	E	30	-
THA 304	Basic Choreography and Kinaesthetic	2	C	-	45
THA 305	Basic Non-Verbal Communication (Proxemics/Kinetics)	2	E	30	-
	Total	16			

Theatre Arts/Performing Arts: 400 Level

Course Code	Course Title	Units	Status	LH	PH
THA 401	Topics in Theatre Studies	2	R	30	**-**
THA 402	Theories of the Modern Theatre	2	R	30	**-**
THA 403	Project	6	C	-	270
	Total	**10**			

Required Courses
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 .

Electives
(To fulfil minimum requirements for the award of a degree) other courses listed within and outside the discipline, are selected as relevant on advice.

3.15.7 **Course Synopses**

THA 101: Traditional African/Festival Theatre: (2 Units: LH 30)
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: (2 Units: LH 30)
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: (2 Units: LH 30)
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: History of Drama and Theatre from Beginnings to Medieval period:
(2 Units: LH 30)
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: (2 Units: LH 30)
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: Practical Participation Orientation: (2 Units: PH 45)
The participation of students in a theatre production, as directors, actors, designers, technical directors, stage and house managers and crewmembers, 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 in the Colonial Era: (3 Units: LH 45)
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 up to the 19th Century:
(3 Units: LH 45)
A historical survey of the major events and developments in the theory and practice of world drama and theatre from the renaissance to 1960.

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THA 203: Introduction to Dramatic Literature and Criticism: **(3 Units: LH 45)**

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: **(3 Units: LH 45)**

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: **(3 Units: LH 45)**

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   **(3 Units: LH 45)**

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: **(3 Units: LH 45)**

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: **(2 Units: LH 30)**

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 eurhythmics. Practical tasks are assigned and evaluated both in selected schools in the community and at the Saturday playhouse project.

THA 209: Participation Orientation Productions: **(2 Units: PH 45)**

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: **(2 Units: LH 30)**

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: **(2 Units: LH 30)**

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

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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: **(2 Units: LH 30)**
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 Kinaesthetic: **(2 Units: LH 30)**
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 (Proxemics/Kinetics):   **(2Units: LH 30)**
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: **(2 Units: LH 30)**
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 the Modern Theatre: **(2 Units: LH 30)**
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: **(6 Units: PH 270)**
This is a research project in which a student submits a reasoned essay in a selected practical or theoretical area of theatre arts.

SECTION FOUR:

LABORATORY AND EQUIPMENT REQUIREMENT FOR ARTS PROGRAMMES

Centralized Laboratory and Technical Facilities for Arts Disciplines

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 multimedia 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.
        ix)   CCD/DVD duplicators

iii)   **Faculty Library**
        There should be a centralised faculty library that will be equipped with up-to-date books
        and digital library facilities.

        Specialized   Programme-Based Laboratory Facilities
        The above 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 Laboratory**
                The following items of equipment are considered desirable.
                a)   Digital Recorders
                b)   CD/DVD Players
                c)   Regular/Digital Cameras
                d)   Video Cameras and Monitors
                e)   Projector
                f)   Smart Boards

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ii) **English Language Laboratory**

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, DVD and TV.

iii) **Oral Literature Resources Laboratory**

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 audiovisual reinforcement to the lectures and text studied. Such materials should relate to the texts studied.

iv) **Phonetics Laboratory**

The following items of equipment are considered desirable:
Computerized Speech Laboratory and accessories
Digital-recorders
Digital cameras
Professional DV cameras
Software
Computer work stations
Electronic Boards
Sound spectrographs
Oscilloscopes
Palatometers
Aerometers
Plastic Speech Organs
Overhead Projector

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PLEASE NOTE: Conclusive statement
shall be made on the minimum CGPA of 1.5
for graduation after the forthcoming workshop on
Grading System

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v) **Music Practical Room/ Laboratory**

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
   i) Wide blackboard ruled with music staves
   ii) Grand Piano
   iii) Record Player with good speakers
   iv) Tape Recorder/Player, with good speakers
   v) 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.

vi) **Theatre Arts Studio**

Facilities

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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).

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.