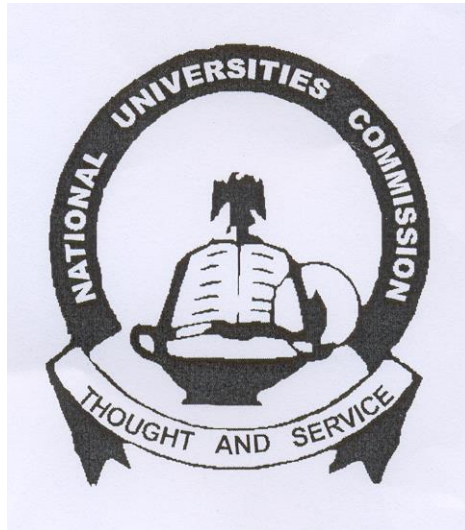


# **NATIONAL UNIVERSITIES COMMISSION**



## **BENCHMARK MINIMUM ACADEMIC STANDARDS**

**FOR POSTGRADUATE PROGRAMMES IN**

**ARTS**

**IN**

**NIGERIAN UNIVERSITIES**

**NATIONAL UNIVERSITIES COMMISSION  
P. M. B. 237  
GARKI G.P.O  
ABUJA**

**NOVEMBER, 2011**

## **PREFACE**

A major function of the National Universities Commission is quality assurance. The Education (National Minimum Standards and Establishment of Institution) (Act) No. 16 of 1985 as amended by National Universities Commission (Amendment) (Act) No. 49 of 1988 empowers the Commission to lay down minimum standards for all degrees, awards and use the same standards to accredit them. The Commission, in collaboration with the universities, developed the first set of Minimum Academic Standards for the undergraduate degree programmes under the thirteen disciplines taught in all Nigerian Universities. The documents were approved by the Federal Government in 1989 and became major reference instrument for the establishment and accreditation of all undergraduate academic programmes.

After over a decade of use, the National Universities Commission commenced the process of review of the Minimum Academic Standards in 2001. The review sought to accommodate new frontiers of knowledge in all the academic disciplines, the impact of information and communication technologies and inclusion of languages and entrepreneurial studies to ensure response to current realities, global competitiveness and relevance. The documents also enunciated the Benchmarks for Learning Outcomes and Competencies expected of the graduates, making the standards not only content-based but also result-oriented.

With the success recorded in the development and use of Benchmark Minimum Academic Standards (BMAS) for undergraduate programmes, the Commission proceeded to establish the standards for postgraduate programmes. This started with a meeting of the Provosts and Deans of Postgraduate Studies in all Nigerian Universities, in 2004. The process was followed by a Needs Assessment Survey. The purpose was to determine the Expected Learning Outcomes, Entrepreneurial Skills and Competencies in Research and Developed in the same year. The first workshop was held in 2005 to produce BMAS for Master of Business Administration (MBA); as the pilot. The final product was approved in 2006 and has since been used to accredit the MBA programmes in all universities.

The experiences encouraged the Commission to convene the next workshop to develop the BMAS documents for all the other programmes. This was towards the end of 2006 and the drafts produced were sent to all universities for their comments and inputs. The comments and inputs generated were incorporated into the draft at another workshop held in 2008. The final workshop on the production of error-free documents was convened in 2009 and 2010, when academic experts took yet another look at the documents, and any programme that was omitted was included. Finally, in 2011 the drafts were subjected to editorial scrutiny of experts so as to prepare them for printing.

Although the process had been long and arduous, the Commission is delighted to present the first set of postgraduate BMAS for all identified postgraduate programmes taught in Nigerian Universities for learning and accreditation of the programmes.

On behalf of the National Universities Commission, I wish to express sincere gratitude to all the Nigerian Universities and their staff who participated in the development of these documents.

**PROFESSOR JULIUS A. OKOJIE**  
**EXECUTIVE SECRETARY**  
**NUC, ABUJA. November, 2011**

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# **1. BENCHMARK MINIMUM ACADEMIC STANDARDS FOR POSTGRADUATE PROGRAMMES IN ARTS**

## **1.1. INTRODUCTION**

The National Universities Commission (NUC), as a regulatory agency for University Education in Nigeria, has as one of its mandates, the definition and maintenance of academic standards. The Commission has defined the Minimum Academic Standards for all approved undergraduate programmes offered in Nigerian Universities. For postgraduate programmes, NUC has defined benchmark minimum academic standards for all identified programmes as a follow-up to the success recorded in the Master of Business Administration (MBA) programme. This document contains the BMAS for post graduate programmes in Arts discipline.

## **1.2. Available Postgraduate Programmes**

English Language and Literature  
Theatre Arts  
Russian Language  
Nigerian/African Languages including Arabic  
Music  
Linguistics  
Fine and Applied  
Archaeology  
Classics  
Religious Studies  
Philosophy  
Islamic Studies  
History  
French Language and Literature

## **1.3. Recognised Levels of Postgraduate Programmes**

A postgraduate programme of studies shall be designed by an individual university leading to the award of a postgraduate qualification. All postgraduate programmes offered in Nigerian universities are hereby streamlined into:

- i) **Postgraduate Diploma**  
Postgraduate Diploma Programme: Postgraduate diploma programmes shall include coursework with externally moderated examinations and long essays or research projects reports. Such programmes may be full-time or part-time.
- ii) **Masters Degree Programmes:** All masters degree programmes shall have coursework with written examinations which shall be externally moderated. These programmes may be part-time or full-time but shall involve a research dissertation and an oral defence of such a project.
- iii) **Doctor of Philosophy Degree (Ph.D) Programmes:** All Ph.D degree programmes shall have coursework with written examinations that involve external moderation and a research thesis that involves oral defence and requires the participation of an external examiner. Credit units earned on coursework during a Masters degree programme may be credited towards a Ph.D degree.

**Note:** All Universities shall seek and receive approval for all postgraduate degree and diploma programmes from the National Universities Commission before establishing same.

## **1.4. Admission Requirements**

The entry requirements to postgraduate programmes shall be as follows:

Postgraduate Diploma

i) A graduate from a recognized University or a person with a qualification adjudged to be equivalent to a first degree may be admitted provided the university matriculation requirement is satisfied. A holder of a minimum of upper credit in the Higher National Diploma from recognized institutions may also be admitted provided the university matriculation requirement is satisfied.

ii) **Masters Degree**

A candidate with a first degree from a recognized University with minimum of a second class lower division may be admitted provided the university matriculation requirement is satisfied.

A candidate with a good postgraduate diploma from a recognized university may also be admitted to a Master's Degree programme provided the University matriculation requirement is satisfied.

The candidate is also required to pass a qualifying entrance examination.

iii) **Doctor of Philosophy (Ph.D) degree**

a) A candidate with a good Masters degree which includes coursework and research thesis from a recognized university may be admitted provided the university matriculation requirement is satisfied.

### **1.5. Mandatory Duration of Programmes**

A common and uniform duration for the programme for all universities, making allowance for minor individual university variation shall be adopted as follows:

i) **Postgraduate Diploma Programme**

- a) Full-time Diploma: Minimum of two (2) semesters and a maximum of four (4) semesters.
- b) Part-time Diploma: Minimum of four (4) semesters and a maximum of six (6) semesters.

ii) **Masters Degree Programme**

- a) Full-time: Minimum of three (3) semesters and a maximum of six (6) semesters.
- b) Part-time: Minimum of four (4) semesters and a maximum of eight (8) semesters.

iii) **Ph.D Programme**

- a) Full-time: Minimum of four (4) semesters and a maximum of ten (10) semesters.
- b) Part-time: Minimum of six (6) semesters and a maximum of fourteen (14) semesters.

### **1.6. Staffing Requirements**

Teachers of postgraduate courses should normally be holders of a Ph.D with at least one year post-doctoral experience in a university or research institute. In special circumstances, other categories of teachers may be approved by the Board of the School on the recommendations of the Faculty Postgraduate Committee. All such lecturers must not be registered postgraduate students.

### **1.7. Requirements for Students Supervision**

Subject to individual university peculiarities, requirement for supervision of postgraduate students shall be as follows:

- a) A Supervisory Committee shall consist of one and two supervisors for each postgraduate student on the Master's and the doctoral degree programmes, respectively. One of the supervisors shall be designated the main supervisor.

- b) All lecturers qualified to teach postgraduate courses and who are not registered postgraduate students shall be eligible to supervise Masters degree programmes. For the Ph.D, supervisors must have a Ph.D degree and be of a rank not lower than senior lecturer and must not be registered postgraduate students.
- c) A supervisor shall guide a student in his studies and keep a record of the candidate's progress and submit an annual progress report through the Dean to the Board of Postgraduate Studies.
- d) A supervisor may be changed where and when necessary subject to the approval of the Board of Postgraduate Studies.
- e) Where a student spends part or all of his required courses in another institution, the external supervisor shall only be required to submit a written report on the candidate at the end of the programme. Such a supervisor shall not normally be required to participate in the oral examination of the candidate.

### 1.8. Workload for Postgraduate Programmes

**Definition:** A unit of workload consists of one hour lecture per week for 15 weeks (one semester): OR A 3-6 hour laboratory/studio/practical class per week for 15 weeks (one semester).

- a) No course shall carry less than 3 credit units
- b) A Postgraduate Diploma project report shall carry a minimum of a 4 credit unit.
- c) A Master's thesis shall carry a minimum of 6 credit units
- d) A Ph.D thesis shall carry a minimum of 9 credit units

Furthermore, the overall workload shall not be less than the following:

- f) Postgraduate diploma shall carry a minimum of 24 credit units.
- g) Masters degree shall carry a minimum work load of 30 credit units
- h) Ph.D – A minimum workload of 18 credit units of which 9 credit units are for the thesis, 30 credit units for the Master's programme or coursework and 6 credit units for seminars.

### 1.9. Examinations

#### Coursework

- a) For all postgraduate coursework, the minimum pass score shall be 50%; continuous assessment shall constitute 30-40% of the examination for each course
- b) Any student who fails in any course, shall repeat such a course;
- c) Any student whose CGPA falls below 2.50 after the second semester is deemed to have failed and shall be withdrawn from the programme.
- d) Note: Scoring and grading of courses shall be as follows:

| Marks        | Letter Grades | Grade Points |
|--------------|---------------|--------------|
| 70 and above | A             | 5            |
| 60-69        | B             | 4            |
| 50-59        | C             | 3            |
| 45-49        | D             | 2            |
| 40-44        | E             | 1            |
| 0-39         | F             | 0            |

### **1.9.1. Thesis or Dissertation**

A panel of examiners shall be composed to orally assess a thesis or dissertation according to individual university characteristics, but the examination shall in the least be guided by the following:

i) Postgraduate Diploma Project Report: An external examiner shall read and grade the report. The final grade for the project report shall be a mean of the separate grades of an internal assessment process and the external examiner's assessment.

ii) Master's Dissertation (Minimum)

- a) Head of Department (Chief Examiner)
- b) Supervisor
- c) One member outside the Department or
- d) A Representative of the Board of the School of PG Studies
- e) External Examiner

Note that all Masters degree programmes, including such professional ones as MBA, MPA, MIR etc, shall be subject to external examination and moderation.

iii) Ph.D Thesis (Minimum)

- a) Head of Department (Chief Examiner and Chair)
- b) Supervisor
- c) Co-Supervisor
- d) One member from a related Department within the Faculty who holds a Ph.D degree and is not below the rank of a Senior Lecturer.
- e) A Representative of the School of PG Studies

## **2. POSTGRADUATE PROGRAMMES IN ENGLISH LANGUAGE AND LITERATURE**

### **2.1. PHILOSOPHY**

The philosophy of the M.A. and Ph.D. programme is to train and develop scholars whose critical inquiries into the use of the English Language as a medium of communication in L<sub>2</sub> situations in both regular communication and creative writing would reassert human values, and appreciate the complexity of human motivation and actions. This is against the background of societies (such as those in Africa) where anarchy and chaos threaten the existence of society, and where, as a panacea, writers respond to these in various writings that become the subject of serious study beyond the undergraduate content. The products of these programmes are therefore expected to acquire linguistic and critical analytic competences that would enable them exhibit a higher proficiency in the use of the English Language on a variety of discourse situations, as well as interpret literary works in the English Language.

### **2.2. AIMS AND OBJECTIVES**

By exposing students to advanced knowledge in the English Language and Literature disciplines, the programme aims at producing scholars who would utilize their knowledge of the English Language and Literature in English, for human, national, African and global development. Such products would also be expected to apply their knowledge for the advancement of humanity, highlighting awareness especially through equipping and motivating them for a full and balanced development of their personality and the need for replication and the refinement of the same.

### **2.3. ADMISSION REQUIREMENTS**

#### **a) M.A. Programme**

- (i) All candidates must possess the minimum of five O' Level Credit Passes which must include English Language and Literature in English.
- (ii) Candidates must possess a good Bachelors degree in English Language or English Literature, or B.A Education/English or Linguistics not lower than a Second Class Lower division, from a recognized university.
- (iii) All candidates shall be subjected to a selection process.

#### **b) Ph.D. Programme**

Candidate must possess a good Master's degree in English Language or Literary Studies from a recognized university, with a CGPA not below 3.5 on a five-point scale. Candidates who do not make up to 4.00 will be required to register for the MPhil/Ph.D. programme. Such candidates must present two seminars and a research proposal for grading and must score a minimum CGPA of 3.5 before preceding to the Ph.D. Otherwise the M.Phil Degree should be awarded upon the submission of a thesis. This thesis should be examined following the procedure of a Ph.D. thesis.

### **2.4. AREAS OF SPECIALISATION**

Candidates for the M.A. or Ph.D programme may specialize in any of the following general areas.

- (i) English Language
- (ii) Literatures in English (drawn from any of the major genres)
- (iii) Comparative Literature
- (iv) Oral Literature



## 2.5. DURATION OF PROGRAMMES

- a) **M. A.**
- i) The Full-Time M.A. Programme would run a minimum of three semesters, and a maximum of four semesters.
  - ii) The Part time M.A. Programme would run for a minimum of six semesters and maximum of eight semesters.
- b) **Ph.D**
- i) The Full-Time Ph.D Programme would run for a minimum of six semesters, and a maximum of eight semesters,
  - ii) The Part-Time Ph.D. Programme would run for eight semesters and a maximum of ten semesters.

## 2.6. REQUIREMENTS FOR GRADUATION

### M. A. Programme

- (a) To be awarded the M.A. degree in English Language or Literature or Literary Studies, a candidate must have taken and passed the prescribed number of compulsory and required courses selected from the approved list, and totaling 30 units as follows:

|              |          |
|--------------|----------|
| Core Courses | 24 units |
| Dissertation | 6 units  |
| Total        | 30 units |

In all cases, M.A. students must write and submit to the Department, a thesis/dissertation duly supervised by a lecturer in the Department whose qualifications are not below the Ph.D. Such a thesis must be defended before an external examiner nominated by the Department and appointed by Senate for that purpose.

(b) **Ph.D Programme**

To graduate, all Ph.D candidates must take and pass all the requisite courses as prescribed in the Ph.D course list below totaling 27 units as follows:

|              |          |
|--------------|----------|
| Core Courses | 18 units |
| Thesis       | 9units   |
| Total        | 27 units |

Every Ph.D candidate must submit a Dissertation on a chosen and approved topic, supervised by a member of staff whose qualification is not below the Ph.D and who is not lower than Senior Lecturer in rank.

The Ph.D thesis must be defended before an external examiner duly nominated for that purpose and appointed by Senate.

## 2.7. DOMAIN OF THE PROGRAMMES

The M.A. and Ph.D Programmes in English Language and Literature shall be domiciled in the Departments of English, English Language and Literature, English and Literary Studies; and in Faculties of Arts or Humanities of recognized universities.

## 2.8. STUDENT ENROLMENT

The number of students in the programme at any point in time shall depend on the carrying capacity of the Department.

## **2.9. ACADEMIC REGULATIONS**

### **Good Standing:**

To be in good standing, a student must in each semester have a Cumulative Grade Point Average (CGPA) of not less than 3.0 on a five-point scale.

### **Withdrawal**

An M.A. candidate who's CGPA is below 3.0 at the end of the third semester of course work shall be required to withdraw from the University.

### **Attendance**

In order to be eligible for examination in a particular taught course, a student shall have attended a minimum of 75% of the total periods of formal instructions delivered for the course.

## **2.10. COURSE EVALUATION**

In the MA & Ph.D. programmes, the assessment of students' achievements would be based on:

- (a) Terminal examinations administered at the end of the course;
- (b) Term papers, Seminar papers,
- (c) Field Research/Reports, Group projects, etc.

### **Continuous Assessment**

All continuous assessment scores shall constitute between 30 – 40% of the total scores for a course, while the formal examination shall constitute 60-70% of the total scores for a course.

### **External Examination System**

For the M.A. and Ph.D. programmes, there shall be duly appointed external examiners who would assess and certify the overall performance of the students in their dissertations and thesis and any other aspects of the evaluation process that may from time to time be approved by Senate.

### **Examinations, Grading Procedure And Results Weighting**

- (a) In addition to continuous Assessment, final examinations shall be given at the end of a course. The total scores for Continuous Assessment shall not be less than 30%, and not be more than 40% of total scores for a course.
- (b) **Pass Mark**  
The minimum pass mark for MA & PhD courses shall be 50%.
- (c) **Grading System**  
Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of Grade Point Equivalent (or Grade Point Average –GPA). 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 credit points (or units) by the total number of units for all the courses taken in the semester. The credit point for a course is computed by multiplying the number of units for the course by the Grade Point Equivalent of the marks scored in the course. Each course shall be graded out of a maximum of 100 marks and assigned appropriate Grade Point Equivalent as in the table (i) below:

**Table 1:**

| (i)<br>CREDIT<br>UNITS   | (ii)<br>% SCORE | (iii)<br>LETTER<br>GRADES | (iv)<br>GRADE<br>POINTS<br>(GP) | (v)<br>GRADE<br>POINT<br>AVERAGE                                       | (vi)<br>CUM.<br>GRADE<br>POINT<br>AVERAGE<br>(CGPA) | (vii)<br>CLASS OF<br>DEGREE |
|--|-----------------|---------------------------|---------------------------------|--|---|-----------------------------|
| Vary according to contact hours assigned to each course per week per semester, and according to load carried by students | 70 – 100        | A                         | 5                               | Derived by multiplying (i) and (iv) and dividing by Total Credit units | 4.50 – 5.00   | DISTINCTION                 |
|  | 60-69           | B                         | 4                               |  | 3.45 – 4.49   | CREDIT                      |
|  | 50-59           | C                         | 3                               |  | 3.0 – 3.44  | PASS                        |
|  | Below 50        | F                         | 0                               |  | Below 3.0   | FAIL                        |

**(d) Presentation of Results**

Results for the M.A. and Ph.D. examination shall be presented from the Postgraduate School Board of Examiners to the Senate for approval.

**(e) Release Of Results**

Results shall be released/published not later than two (2) weeks after approval by Senate.

**(f) Degree Classification**

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme, as indicated in the table (2) below:

**Table 2:**

|       | CGPA        | CLASS OF DEGREE |
|-------|-------------|-----------------|
| (i)   | 4.50 – 5.00 | DISTINCTION     |
| (ii)  | 3.45-4.49   | CREDIT          |
| (iii) | 3.00-3.44   | PASS            |
| (iv)  | BELOW 3.00  | FAIL            |

**2.11. RESOURCE REQUIREMENTS FOR TEACHING AND LEARNING IN THE PROGRAMMES****a) ACADEMIC STAFF TEACHER-STUDENT RATIO**

This should be determined by the carrying capacity of the department, and should take student enrolment in the undergraduate programme into account.

**b) ACADEMIC STAFF WORK LOAD**

Lecturers in the M.A. and Ph.D. programmes should not have more than six (6) Credits (i.e. 90 hours) per semester.

**c) STAFFING**

Academic Staff involved in the M.A. and Ph.D. programme shall normally be holders of the Ph.D. No lecturer should supervise more than 3 Ph.D. candidates and 2 MA candidates at a time.

However, whereas Ph.D. holders may take lectures in both programmes, those below the rank of Senior Lecturer shall not supervise doctoral theses.

(d) **STAFF MIX**

The recommended staff mix for effective curriculum delivery is 20:30:50 for Professor/Reader; Senior Lecturer; and Others

(e) **NON-ACADEMIC STAFF**

We recommend the recruitment of competent technical, secretarial and clerical staff to complement the academic staff in maintaining equipment such as those in the language laboratory, audio-visual and reprographic equipment, and provide secretarial services whenever necessary.

The ratio of non-teaching staff to academic staff should be 1:4. Among the non-academic staff, the ratio of Senior Staff to Junior Staff should be 3:2

(f) **COMPUTER LITERACY**

With the computer age and application of information technology, both academic and non-academic staff should be computer literate. Where they are not, the university should establish structures to ensure that this becomes a reality.

**ACADEMIC PHYSICAL SPACE AND EQUIPMENT REQUIREMENTS**

a) **PHYSICAL FACILITIES**

- i) Lecture Rooms
- ii) Seminar Rooms
- iii) Board Room
- iv) Computer Room, including Virtual Library Facilities

b) **OFFICE ACCOMMODATION**

| <b>POSITION/RANK</b>        | <b>m<sup>2</sup></b> |
|-----------------------------|----------------------|
| Professor's Office          | 18.50                |
| Head of Department's Office | 18.50                |
| Tutorial Staff Office       | 13.50                |
| Technical Staff Space       | 7.00                 |
| Secretarial Staff Space     | 7.00                 |
| Seminar Space per Student   | 1.85                 |

c) **CLASSROOM SPACE AND EXAMINATION THEATRES**

- i) Adequate Classrooms and Seminar rooms should be provided with enough chairs and tables;
- ii) Adequate Examination halls and theatres should also be provided.

d) **EQUIPMENT**

For effective teaching and learning, the following equipment and facilities should be provided.

- i) Well-equipped language laboratory
- ii) Computers
- iii) Reprographic Equipment (e.g. Photocopiers, Risographs)
- iv) Video Camera
- v) Projector and Screen
- vi) Tape Recorder
- vii) Internet and wireless services

(e) **LIBRARY FACILITIES**

There must be adequate library facilities, including special holdings in the main library for the Department in the General and Journals section, and a departmental library. In general, dedicated collections for the Department must feature current issues of local peer-reviewed journals, international journals in the discipline, and current text books, critical works, novels, poetry collections and dramatic works.

**2.12. LEARNING OUTCOMES FOR THE M.A. and Ph.D. PROGRAMMES**

The identified communication deficiencies of graduates of English, which the post-graduate programmes in English aim to address, mean that the graduates of these programmes should be able to communicate excellently in the English language, and show creativity in the use of English in discourse situations and/or in creative and critical writing.

**2.13. DETAILED STRUCTURE OF M.A./Ph.D. PROGRAMMES**

a) **M.A. LITERATURE**

**1<sup>st</sup> Semester**

**Core Courses**

|      |   |   |         |
|------|---|---|---------|
| i)   | Advanced Research Methods                 | - | 3 units |
| ii)  | Studies in African Fiction                | - | 3 units |
| iii) | Advanced Literary Theory and Criticism    | - | 3 units |
| iv)  | African-American and Caribbean Literature | - | 3 units |

Total Core 12 Units

**1<sup>st</sup> Semester**

**(Electives – Choose One)**

|      |                                       |   |         |
|------|---------------------------------------|---|---------|
| i)   | Modern European Literature            | - | 3 units |
| ii)  | Popular Literature and the Mass Media | - | 3 units |
| iii) | Advanced Creative Writing             | - | 3 units |

**2<sup>nd</sup> Semester**

**Core Courses**

|      |                                   |   |         |
|------|-----------------------------------|---|---------|
| i)   | Studies in Written African Poetry | - | 3 units |
| ii)  | Studies in Written African Drama  | - | 3 units |
| iii) | Studies in Oral Literature        | - | 3 units |
| iv)  | Comparative Literature            | - | 3 units |

Total Core 12 Units

**2<sup>nd</sup> Semester**

**(Electives – Choose One)**

|      |                           |   |         |
|------|---------------------------|---|---------|
| i.   | Modern British Literature | - | 3 units |
| ii.  | American Literature       | - | 3 units |
| iii. | Commonwealth Literature   | - | 3 units |
| iv.  | Special Subject           | - | 3 units |

Total 12 Units

|                   |   |          |
|-------------------|---|----------|
| M.A. Dissertation | - | 6 units  |
| Total Core        | - | 24 units |

**Total Required 30 Units**

(b) **M.A. ENGLISH LANGUAGE**

**1<sup>st</sup> Semester – Core Courses**

|      |   |   |         |
|------|---|---|---------|
| i.   | Advanced Research Methods                                     | - | 3 units |
| ii.  | Advanced English Phonetics and Phonology                      | - | 3 units |
| iii. | Advanced English Syntax and Morphology of Present-Day English | - | 3 units |
| iv.  | Lexicology and Semantics of English                           | - | 3 units |

Total Core 12 Units

**1<sup>ST</sup> Semester – (Electives – Choose one)**

|      |                                  |   |         |
|------|----------------------------------|---|---------|
| i)   | Pragmatics                       | - | 3 units |
| ii)  | Bilingualism and Multilingualism | - | 3 units |
| iii) | Varieties of English             | - | 3 units |
| iv)  | Translation                      | - | 3 units |

**2<sup>nd</sup> Semester Core Courses**

|      |                                 |   |         |
|------|---------------------------------|---|---------|
| i)   | Advanced Stylistics             | - | 3 units |
| ii)  | Advanced Discourse Analysis     | - | 3 units |
| iii) | Contrastive Linguistics         | - | 3 units |
| iv)  | The English Language in Nigeria | - | 3 units |

Total Core 12 Units

**2<sup>nd</sup> Semester (Electives) – Choose One**

|      |                              |   |         |
|------|------------------------------|---|---------|
| i)   | Sociolinguistics             | - | 3 units |
| ii)  | Psycholinguistics            | - | 3 units |
| iii) | English as a Second Language | - | 3 units |

**Total Core for both Semesters** - 24 units  
M. A. Dissertation - 6 units

Total Required 30 Units

(c) **M.A. COMPARATIVE LITERATURE**

**1<sup>ST</sup> SEMESTER CORE COURSES**

|      |   |   |         |
|------|---|---|---------|
| i)   | Advanced Research Methods               | - | 3 units |
| ii)  | Literary Theory and Criticism           | - | 3 units |
| iii) | Linguistics and the Study of Literature | - | 3 units |
| iv)  | Issues in Comparative Literature        | - | 3 units |

Total Core 12 Units

**2<sup>ND</sup> SEMESTER**

**Core Courses**

|      |                                |   |         |
|------|--------------------------------|---|---------|
| i)   | Comparative Studies in Fiction | - | 3 units |
| ii)  | Comparative Studies in Poetry  | - | 3 units |
| iii) | Comparative Studies in Drama   | - | 3 units |
| iv)  | Studies in Oral Literature     | - | 3 units |

Total Core 12 Units

**ELECTIVES (Choose One)**

|  |   |         |
|--|---|---------|
| i) African-American and Caribbean Literature | - | 3 units |
| ii) Linguistics and the Study of Literature  | - | 3 units |
| iii) Modern British Literature               | - | 3 units |
| iv) Commonwealth Literature                  | - | 3 units |
| v) American Literature                       | - | 3 units |
| vi) Special Subject                          | - | 3 units |
| Total Core                                   | - | 24units |
| M.A. Thesis                                  | - | 6 units |

Total Required 30 Units

**(d) M.A. ORAL LITERATURE****First Semester****Core Courses**

|   |   |         |
|---|---|---------|
| i. Advanced Research Methods                | - | 3 units |
| ii. Literary Theory and Criticism           | - | 3 units |
| iii. Studies in Oral Literature             | - | 3 units |
| iv. Linguistics and the Study of Literature | - | 3 units |

Total Core 12 units

**ELECTIVES (Choose One)**

|  |   |         |
|--|---|---------|
| i) Studies in African Fiction                    | - | 3 units |
| ii) Popular Literature and the Mass Media        | - | 3 units |
| iii) African – American and Caribbean Literature | - | 3 units |

**2<sup>ND</sup> SEMESTER****Core Courses**

|                                      |   |         |
|--------------------------------------|---|---------|
| i) Approaches to Oral Literature     | - | 3 units |
| ii) African Oral Literature          | - | 3 units |
| iii) Literature and Oral Culture     | - | 3 units |
| iv) Issues in Comparative Literature | - | 3 units |

12 units

**ELECTIVES (Choose One)**

|                               |   |         |
|-------------------------------|---|---------|
| i) Commonwealth Literature    | - | 3 units |
| ii) Studies in Poetry         | - | 3 units |
| iii) Studies in Drama         | - | 3 units |
| iv) Modern British Literature | - | 3 units |
| v) American Literature        | - | 3 units |
| vi) Special Subject           | - | 3 units |

Total Core - 24 units

M. A. Dissertation - 6 units

Total Required 30 Units

(e) **Ph.D. IN LITERATURE (ORAL LITERATURE, COMPARATIVE LITERATURE OR LITERATURE)**

**FIRST SEMESTER Core Courses**

|   |   |         |
|---|---|---------|
| i) Methods and Techniques of Critical Discourse | - | 3 units |
| ii) World Literatures in English                | - | 3 units |
| iii) Doctoral Seminar I                         | - | 3 units |

Total First Semester Core 9 units

**SECOND SEMESTER Core Courses**

|   |   |         |
|---|---|---------|
| i) Literature and Ideas                 | - | 3 units |
| ii) Main Currents in African Literature | - | 3 units |
| iii) Doctoral Seminar II                | - | 3 units |

Total Second Semester Core 9 units

Total Core for both Semesters - 18 units

Ph.D. Thesis - 9 units

**Total Required 27 Units**

(f) **Ph.D. IN ENGLISH LANGUAGE**

**FIRST SEMESTER Core Courses**

|   |   |         |
|---|---|---------|
| i) Advanced Linguistic Theory and Present Day English | - | 3 units |
| ii) Doctoral Seminar I                                | - | 3 units |
| iii) English-Based Pidgins/Creoles and Decreolization | - | 3 units |

Total Core 9 units

**SECOND SEMESTER Core Courses**

|  |   |         |
|--|---|---------|
| i) Applied Linguistics in English              | - | 3 units |
| ii) Doctoral Seminar II                        | - | 3 units |
| iii) Language Therapy and National Development | - | 3 units |

Total Core 9 units

Total Core for both semesters - 18 units

Doctoral Thesis - 9 units

**Total Required 27 Units**

**ELECTIVE**

|           |   |         |
|-----------|---|---------|
| Semiotics | - | 3 units |
|-----------|---|---------|



## **2.14. COURSE DESCRIPTION: M.A. COURSES**

### **Advanced Research Methods**

This course critically presents diversities of research methods and approaches. It will also expose students to the problems of research. Issues of emphasis include editing, authenticity, plagiarism, interpretation, original research and documentation. It equips students and prepares them for thesis writing.

### **Studies in African Fiction**

An intensive study of African prose fiction in its various forms. The thrust of this course is the historical, sociological and contextual aspects of the genres of fiction. It is desirable that students transcend an analysis of aspects of fiction such as setting, thematic preoccupation and form. The course will prepare students for locating fiction in diverse milieu and antique of extra-literary determinants; including austerist ideology, social crucible and theoretical issues that provide for a comprehensive and advanced in-depth critical dispensation. This critical dispensation including less known texts, will enhance students' literary perception. There will be an emphasis on modern and contemporary trends and peculiarities in the growth of fiction.

The contributions of authors whose works constitute landmarks in the growth of fiction is essential. Such authors include Henry James, Joseph Conrad, James Joyce, D.H. Lawrence and Virginia Woolf. Others are Graham Greene, William Golding and Angus William.

### **Advanced Literary Theory and Criticism**

The Development of literary criticism and theory informs every aspect of literary studies especially at the post-graduate levels. This course will look at aspects of biography, chronology, sources, influences and bibliography in relation to literature, and on specific theoretical approaches to the study of literature. The intersections of literature and other disciplines that account for the diversities of critical studies and theories should also be examined.

There will be an underscoring of the modern and contemporary periods as the melting pot of theories. The interaction of literature with philosophy, psychology, sociology, ideology, and the way literary theories are enriched by inter-disciplinary thrust will be well grounded. Authors and texts will be studied from generic, periodical, regional and other dimensions and perspectives. Theories such as Formalism Structuralism, and Reader Response theory will be critiqued. More modern and contemporary criticism and theories that will be studied include Semiotics, Deconstruction, Post Modernism, Gender theories, Inter-textuality, Psycho-analysis, Postructuralism, e.t.c. Authors that occupy the front-burners of literary aesthetics will include; T.S. Eliot, Sigmund Freud. Trevaan Todonv, Roland Barthes, Northrop Frye, Chinua Achebe, Wole Soyinka, Ama Ata Aidoo and others.

### **Studies in Written African Poetry**

A critical study of African poetry from a detailed thematic and stylistic perspective will be the core of this course. Attention will be paid to African aesthetics in poetry. Selected poets will be studied intensively. These include Okot P. Bitek, Wole Soyinka, Christopher Okigbo, Kofi Awonoor, Jared Angira, Lenrie Peters, Leopold Senghor and more recent African poets such as kofi Ayindoho, Niyi Osundare, Siphon Semphala Funsho Aiyejina, Tanure Ojaide, etc.

### **Studies in Written African Drama**

A study of the major works, playwrights, and theatre traditions in contemporary written African literature. The course will be an in-depth critique of the way playwrights appreciate and respond to the major historical, social, political, philosophical and moral issues in Africa. Emphasis will be placed on content and dramatic style. The major purpose is to sharpen the insight and intelligence with which we read the probing dramatic artifacts of the time. Authors to be studied include Wole Soyinka, Ngugi wa

Thiongo, Athol Fugard, Sarif Easman, Femi Osofisan, Bode Sowande, Kole Omotosho, Ola Rotimi, Efuwa Sutherland, Ama Ata Aidoo, Zulu Sofola, Tess Onwueme, etc.

### **Studies in Oral Literature**

A study of orality in literature and of selected genres in African and other related traditions. This course will establish the historical and social contexts of oral literature. It is designed to present major patterns in oral literature with a special focus on African oral literature and performance. Issues and trends that will be highlighted include oral literary theories and oral narrative performance. The nature, form, transmission and delivery of African narratives will form a significant aspect of this course. The development of folklore with examples from authors like M. Parry will be underscored. The relationship between oral and written literature, and the function of oral literature in African Societies and methodology will be central.

### **Issues in Comparative Literature**

The concept and scope of comparative literature, dimensions of comparativism and separatism in literary studies, as well as factors that must be of central focus in bringing together authors and texts for comparison. It is important that the response of writers to ideas, socio-political developments, and the literary tastes that go into the shaping of literature be highlighted in the course of teaching.

### **Advanced English Phonetics and Phonology**

Advanced studies in the phonetics and phonology of English. Special attention should be paid to the history of phonological concepts, including the development of the phoneme and feature theories for segments and suprasegmentals. The sound systems of British and American English should be studied along with the description and analysis of sound segments, stress and intonation in English. Some current theories in phonetics and phonology should also be employed in phonetics and phonological descriptions.

### **Lexicology and Semantics of English**

This course will focus on the organization of meaning in English with particular reference to theories of sentence interpretation and of lexical analysis, with emphasis on the following: illocutionary acts, truth value conditions (presupposition, entailment, focus) predication and performative analysis. The general principles of lexicology, lexicography, and the attendant problems should receive due attention.

### **Advanced English Syntax and The Morphology of Present day English**

This consists of detailed studies of new trend and various aspects of the grammar of English. The different models of grammar, with emphasis on the nature of the semantic component and transformations should be examined. Morphophorems and an advanced study of the word form, lexeme and the morphological processes of English should also receive emphasis.

### **Advanced English Stylistics**

A study of the linguistics/stylistic features of spoken and written English (literary and non-literary) including the situational varieties of the Language.

### **Advanced Discourse Analysis**

A study of current models for the description of English beyond the sentence unit. Concepts and theories of discourse, conversation and conversational analysis; data collection, transcription and analytical methods, critical discourse analyses of (literary, media, medicine, legal/forensic discourse, politics, gender, etc).

### **Bilingualism and Multilingualism**

Concepts and theories of bilingualism/multilingualism; measurement of bilingualism; acquisition, learning and use of bilingualism; challenges, opportunities and constraints of

bilingualism/multilingualism; bilingualism and national development; language policy and planning in a bilingual/multilingual state; effect of globalization, modernization and hybridization on language use in a bilingual/multilingual community.

#### **Advanced Linguistics Theory and Present Day English**

An advanced study of current models, versions and modifications of Linguistics Theories based on the structure of the same as theoretical framework for inquiry of Present Day English.

#### **Applied Linguistics in English**

An Advanced study of the English Language and the relationship between language and the brain/mind thought. This should include language performance, behaviour, comprehension and some aspects of neurolinguistics manifesting in speech impairment in English usage. Literacy problems and developments in multi-media in contemporary language teaching should also be studied.

#### **Language Therapy and National Development**

Combines aspects of Semiotics and Sociolinguistics affecting national development especially as language is the most effective means of human communication and also imperative for human participation in national development.

#### **The English Language in Nigeria**

A study of the history, role and nature of the English Language in Nigeria; especially the complex multilingualism are studied along with the influence of the English-based Pidgin and Nigerian Languages.

#### **Semiotics**

A study of the science of signs and sign system spanning the logical and functional aspects of onomastics, kinesics and their proxemics interacting with language, culture, and society. The science of power and power of signs in social practice and the role of the news media especially the internet in reinventions and uses of signs.

#### **Ph.D. Courses**

##### **Methods and Techniques of Critical Discourse**

Since majority of Ph.D. students would normally work on thesis that involve online analysis of literary texts, this course should focus on a higher level of the approaches treated under the course in literary theory and criticism in the M.A. programme. Advanced discussions on topics such as Structuralist, Poetics, Semiology, Semiotics, Reader-response Theory, Deconstruction, etc, should be handled.

##### **World literatures in English**

A number of literatures have developed in locations where the history of the English Language has imposed it on writers as a tool for creative writing. Ph.D students need to be kept abreast of the diasporic character of English and its fall outs on the world of literary creativity. For comprehensive coverage, major samples should be selected from European, American, Black-American, Caribbean, Indian, Russian, Australian and African Literature. Care should however, be taken to avoid the repetition of works covered in the M.A. programme, except where the need for re-emphasis arises.

##### **Literature and Ideas**

Beyond the preoccupation with themes in literary units, it is recognized that ideas make a primary input into creative literature. Beginning with the intellectual tradition of the West, which starts with the Classical period, the main ideas that have shaped literature in every epoch should be highlighted with specific examples drawn from major writings in major epochs and regions. The contributions of thinkers in the Classical periods of Greece and Rome, the Medieval, Elizabethan, Neo-classical, Romantic, Victorian, and Modern periods should feature. Topics such as Absurdism, Existentialism, Psychoanalysis, Surrealism, Realism, etc, should be discussed.

**Main Currents in African Literature**

This course should recognize similarities and disparities arising from literatures from the various regions of Africa : West, East, Central, South Western, South and North (the Maghreb) Africa.

All the predominant genres in each region/sub-region should be examined, alongside the peculiarities arising from the colonial experiences that have showed alteration in Anglophone, Francophone and Lusophone regions especially. The literature of Northern Africa should be considered, especially for the Arab and Islamic influences that have shaped it. The main thematic and stylistic trends that have emerged should also be highlighted.

**Doctoral Seminars I and II**

In each of the two semesters in the first year of Doctoral work, a student should be assigned a seminar topic which should be well-researched and presented before the Departmental Board with other Ph.D. students in attendance.

NB: This must not be confused with a proposal defence which is not a course with credit load. The final score for these would be based on the content of the seminar and the presentation itself.

**A NOTE ON THE POST-GRADUATE DIPLOMA IN ENGLISH**

This programme should be stopped because it has no place in a well-structured higher degree curriculum in English Studies. This is so because acquiring this qualification does not enhance admission chances into mainstream, post-graduate work in English, since those who apply have in many ways been confirmed to have very poor first degree.

### 3. POSTGRADUATE PROGRAMMES IN THEATRE ARTS IN NIGERIAN UNIVERSITIES

#### 3.1. Philosophy:

It is the Philosophy in Theatre Arts/Theatre Studies Departments in Nigerian Universities that the finished product which is the well-rehearsed play is the total experience which nearly unites all the artistic qualities of the human endeavour. The stance is that a production combines in a single experience, the knowledge and insight gained from history, theory and criticism with the arts of the playwright, director, actor, designer and administrator among other theatre professionals. Such a production is therefore grounded in the belief that theatre studies can best be comprehended and appreciated as the arts and science of human venture or enterprise which involve the selection of significant human experiences.

The departments strongly believe that this produced play in whatever medium (arena, stage, radio, television, celluloid, home-video) is a means of communication through which the past is brought to life in the present and in which contemporary plays and issues point the way to a better future.

#### 3.2. Aims And Objectives

In consideration of the above philosophical statements, the Departments of Theatre Arts in Nigerian Universities offer the Masters and Ph.D Degrees with the following objectives:

- i) To serve the needs of students who elect theatre, media and performance studies as a profession
- ii) To provide adequate training in research and instructional technology for those whose future lie in creative teaching and research at the university level.
- iii) To train graduates for relevant courses in the managerial cadres, in directing for the media, script development and the administration of arts organizations, theatre houses and tourism projects.
- iv) To educate good scholars, critics and designers for the entertainment industry.
- v) To equip theatre scholars with in-depth knowledge of the latest theatrical developments and production procedures which will enable them meet the conflicting cultural demands of a changing globalized world.
- vi) To equip graduates with adequate artistic skills of self expression and effective communication at the local, national and international world of work.

#### 3.3. Admission Requirements

##### a) **M.A. Programme**

- i) All candidates for Higher Degrees in Theatre Studies should have five "O level" credit passes including English Language and Literature.
- ii) Candidates, who hold a good B.A. Honours degree (not a Third Class) in Theatre Studies, English, Communication Arts and Fine and Applied Arts from any university recognized by Senate, are eligible for admission.
- iii) Candidates who hold a good Graduate Diploma in Theatre Arts with a minimum of Upper Credit are also eligible for the MA in Theatre Arts.
- iv) All candidates shall be subjected to a selection.

##### b) **Ph.D Programme**

Candidates must possess a good Master's degree in Theatre Studies or its variants from a recognized university, with a CGPA not below 3.5 on a five-point scale. Candidates who did not make up to 3.5 CGPA will be required to register for the M.Phil/Ph.D programme. Such candidates must present two seminars and a research proposal for grading and must score a minimum CGPA of 3.5 before proceeding to the Ph.D. otherwise the M.Phil Degree should be

awarded upon the submission of a thesis. This thesis should be examined following the procedure for a Ph.D. thesis.

### 3.4. Areas Of Specialisation

Departments of Theatre Arts offer the MA and Ph.D. degrees in the following areas of specialization:

- i) Directing
- ii) Playwriting
- iii) Theatre in Education
- iv) Theatre and Cultural Administration
- v) Media Arts Studies
- vi) Theatre Technology
- vii) Theatre Tourism
- viii) Film Studies
- ix) Broadcasting
- x) Print Journalism
- xi) Acting
- xii) Theatre History
- xiii) Dramatic Theory and Criticism
- xiv) Sociology of Drama
- xv) Public Relations
- xvi) Dance/Choreography
- xvii) Music/Ethnomusicology
- xviii) Theatre for Development
- xix) Costumes/Make-Up
- xx) Voice and Speech Arts
- xxi) Theatre Innovations

The areas listed above are by no means exhaustive, as graduates of Theatre Arts have been known to excel in other areas of competence not listed above.

### 3.5. Duration of Programmes

- a) **M. A.**
  - i) The Full-Time M.A. Programme would run for a minimum of three semesters, and a maximum of four semesters.
  - ii) The Part Time M.A. Programme would run for a minimum of six semesters and maximum of eight semesters.
- b) **Ph.D**
  - i) The Full-Time Ph.D. Programme would run for a minimum of six semesters, and a maximum of eight semesters,
  - ii) The Part-Time Ph.D. Programme would run for eight semesters and a maximum of ten semesters.

### 3.6. REQUIREMENTS FOR GRADUATION

#### i) M. A. Programme

To be awarded the M.A. degree, candidates must have taken and passed the prescribed number of compulsory and required courses selected from the approved list, and totalling 30 units as follows:

|              |          |
|--------------|----------|
| Core Courses | 24 units |
| Dissertation | 6 units  |
| Total        | 30 units |

In all cases, M.A. students must write and submit to the Department, a dissertation duly supervised by a lecturer in the department whose qualifications are not below the Ph.D. Such a dissertation must be defended as a means of measuring candidates' learning outcomes before an external examiner nominated by the Department and appointed by Senate for that purpose.

**ii) Ph.D Programme**

- a. To graduate, all Ph.D candidates must take and pass all the requisite courses as prescribed in the Ph.D course list below totaling 27 units as follows:

|              |          |
|--------------|----------|
| Core Courses | 18 units |
| Thesis       | 9 units  |
| Total        | 27units  |

- b. Every Ph.D candidate must present two seminar papers and submit a Thesis on a chosen and approved topic, supervised by a member of staff whose qualification is not below the Ph.D and who is not lower than Senior Lecturer in rank.
- c. The Ph.D Thesis must be defended before an external examiner duly nominated for that purpose and appointed by Senate.

**3.7. DOMAIN OF THE PROGRAMMES**

The M.A. and Ph.D Programmes shall be domiciled in the Departments of Drama, Theatre Arts, Performing Arts, and in Faculties of Arts or Humanities of recognized universities.

**3.8. STUDENT ENROLMENT**

The number of students in the programme at any point in time shall depend on the carrying capacity of the department.

**3.9. ACADEMIC REGULATIONS**

**Good Standing:** To be in good standing, a student must in each semester have a Cumulative Grade Point Average (CGPA) of not less than 3.0 on a five-point scale.

**Withdrawal**

An M.A. candidate whose CGPA is below 3.0 at the end of the third semester of course work shall be required to withdraw from the university.

**Attendance**

In order to be eligible for examination in a particular taught course, a student shall have attended a minimum of 75% of the total periods of formal instructions delivered for the course.

**3.10. COURSE EVALUATION**

In the M.A. and Ph.D programmes, the assessment of students' achievements would be based on:

- i) Terminal examinations administered at the end of the course;
- ii) Term papers, Seminar Papers and
- iii) Field Research/Reports, Group projects, etc.

**Continuous Assessment**

All continuous assessment scores shall constitute between 30 – 40% of the total scores for a course, while the formal examination shall constitute 60-70% of the total scores for a course.

### External Examination System

For the M.A. and Ph.D. Programmes, there shall be duly appointed external examiners who would assess and certify the overall performance of the students in their dissertations and theses and any other aspects of the evaluation process that may from time to time be approved by Senate.

### Examinations, Grading Procedure And Results

(i) **Weighting**

In addition to Continuous Assessment, final examinations shall be given at the end of a course. The total scores for Continuous Assessment shall not be less than 30%, and not be more than 40% of total scores for a course.

(ii) **Pass Mark**

The minimum pass mark for M.A. and Ph.D. courses shall be 50%.

(iii) **Grading System**

Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of Grade Point Equivalent (or Grade Point Average –GPA). 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 credit points (or units) by the total number of units for all the courses taken in the semester. The credit point for a course is computed by multiplying the number of units for the course by the Grade Point Equivalent of the marks scored in the course. Each course shall be graded out of a maximum of 100 marks and assigned appropriate Grade point Equivalent as in the table (i) below:

**Table 1:**

| (i)<br><b>CREDIT<br/>UNITS</b>   | (ii)<br><b>%<br/>SCORE</b> | (iii)<br><b>LETTER<br/>GRADES</b> | (iv)<br><b>GRADE<br/>POINTS<br/>(GP)</b> | (v)<br><b>GRADE<br/>POINT<br/>AVERAGE</b>                             | (vi)<br><b>CUM.<br/>GRADE<br/>POINT<br/>AVERAGE<br/>(CGPA)</b> | (vii)<br><b>CLASS OF<br/>DEGREE</b> |
|--|----------------------------|-----------------------------------|--|---|--|-------------------------------------|
| Vary according to contact hours assigned to each course per week per semester, and according to load carried by students | 70 – 100                   | A                                 | 5  | Derived by multiplying (i) and (iv) and divided by Total Credit units | 4.50 – 5.00  | DISTINCTION                         |
|  | 60-69                      | B                                 | 4  |   | 3.45 – 4.49  | CREDIT                              |
|  | 50-59                      | C                                 | 3  |   | 3.0 – 3.44   | PASS                                |
|  | Below 50                   | F                                 | 0  |   | Below 3.0  | FAIL                                |

(iv) **Presentation of Results**

Results for the M.A. and Ph.D. examination shall be presented from the Postgraduate Schools Board of Examiners to the Senate for approval.

(v) **Release of Results**

Results shall be released/published not later than two (2) weeks after approval by Senate.

(vi) **Degree Classification**

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme, as indicated in the table (2) below:



**Table 2:**

|       | <b>CGPA</b> | <b>CLASS OF DEGREE</b> |
|-------|-------------|------------------------|
| (i)   | 4.50 – 5.00 | DISTINCTION            |
| (ii)  | 3.45-4.49   | CREDIT                 |
| (iii) | 3.00-3.44   | PASS                   |
| (iv)  | BELOW 3.00  | FAIL                   |

### **3.11. RESOURCE REQUIREMENTS FOR TEACHING AND LEARNING IN THE PROGRAMMES**

- (i) **Academic Staff Teacher-Student Ratio**  
This should be determined by the carrying capacity of the department, and should take student enrolment in the undergraduate programme into account.
- (ii) **Academic Staff Work Load**  
Lecturers in the M.A. and Ph.D. programmes should not have more than six (6) Credits (i.e. 90 hours) per semester.
- (iii) **Staffing**  
Academic Staff involved in the M.A. and Ph.D. programme shall normally be holders of the Ph.D. No lecturer should supervise more than 3 Ph.D. candidates and 2 M.A. candidates at a time.  
  
However, whereas Ph.D. holders may take lectures in both programmes, those below the rank of Senior Lecturer shall not supervise doctoral theses.
- (iv) **Staff Mix**  
The recommended staff mix for effective curriculum delivery is 20:30:50 for Professor/Reader; Senior Lecturer; and Others
- (v) **Non-Academic Staff**  
We recommend the recruitment of competent technical, secretarial and clerical staff to complement the academic staff in maintaining equipment such as those in the Language Laboratory, audio-visual and reprographic equipment, and provide secretarial services whenever necessary.  
a) The ratio of non-teaching staff to academic staff should be 1:4  
b) Among the non-academic staff, the ratio of Senior Staff to Junior Staff should be 3:2
- (vi) **Computer Literacy**  
With the computer age and application of information technology, both academic and non-academic staff should be computer literate. Where they are not, the university should establish structures to ensure that this becomes a reality.

### **ACADEMIC PHYSICAL SPACE AND EQUIPMENT REQUIREMENTS**

- (a) **PHYSICAL FACILITIES**  
i) Lecture Rooms  
ii) Seminar Rooms  
iii) Board Room

- iv) Computer Room, including Virtual Library Facilities
- v) Audio-Visual Room
- vi) Adequate Rehearsal Space(s)

(b) **OFFICE ACCOMMODATION**

| <b>POSITION/RANK</b>        | <b>m<sup>2</sup></b> |
|-----------------------------|----------------------|
| Professor's Office          | 18.50                |
| Head of Department's Office | 18.50                |
| Tutorial Staff Office       | 13.50                |
| Technical Staff Space       | 7.00                 |
| Secretarial Staff Space     | 7.00                 |
| Seminar Space per Student   | 1.85                 |

(c) **CLASSROOM SPACE AND EXAMINATION THEATRES**

- i) Adequate Classrooms and Seminar rooms should be provided with enough chairs and tables;
- ii) Adequate Examination halls and theatres should also be provided.

(d) **EQUIPMENT**

For effective teaching and learning, the following equipment and facilities should be provided.

- i) Well-equipped language laboratory
- ii) Computers
- iii) Reprographic Equipment (e.g. Photocopiers, Risographs)
- iv) Still Camera
- v) Video Camera
- vi) Projector and Screen
- vii) Tape Recorder
- viii) VCD and DVD Players
- ix) Internet and E-Mail facilities
- x) Musical instruments (local and otherwise)

(e) **LIBRARY FACILITIES**

There must be adequate library facilities, including special holdings in the main library for the department in the General and Journals section, and a departmental library. In general, dedicated collections for the department must feature current issues of local peer-reviewed journals, international journals in the discipline, and current text books, critical works, novels, poetry collections and dramatic works. The holdings should also include films, discs, tapes in the relevant theatre and performance areas.

**3.12. COMMUNICATION COMPETENCY**

Students in the M.A. and Ph.D. programme in Theatre Arts studies should be able to communicate effectively in speaking and writing and non-verbal communication.

**3.13. BEHAVIOURAL SKILLS**

Students in the M.A. and Ph.D. programme in theatre studies should understand human behaviours in organizations. In addition they should:

- i. Possess public relations skills and the ability to interact with others.
- ii. Develop a strong sense of teaching-spirit in work situation
- iii. Develop skills in managing artistic events and programmes effectively

- iv. Be able to mobilize and engineer audiences/peoples for a named purpose or events
- v. Be able to speak with articulation and confidence before a given audience.

### 3.14. LEARNING OUTCOMES FOR THE M.A. and Ph.D. PROGRAMMES

- i. **Learning Outcomes**
  - i) Comprehensive knowledge of area of specialization: This embodies an understanding of the historical and the theoretical foundations of the areas of specialization.
  - ii) Problem solving capabilities: Graduates should be able to demonstrate problem-solving capacity through critical, innovative and creative approaches to analyzing problems.
  - iii) Global perspective: Graduates should have a global perspective through understanding of both domestic and global environments.
  - iv) Communication competency: Graduates should be able to manage information, social responsibility, cultural and gender sensitivity and conflict resolution.
  - v) Graduates produced should be research experts, university teachers of their areas and competent scholars.

### 3.15. DETAILED STRUCTURE OF THE M.A. /PH.D PROGRAMMES

#### M.A. THEATRE ARTS

|     |   |                                  |
|-----|---|----------------------------------|
| (a) | <b>1<sup>st</sup> Semester Core Courses:</b>              | <b>Credit Units</b>              |
|     | i) Nigerian Cultures and the Nigerian Culture Policy      | 3 units                          |
|     | ii) Theory and Criticism of Theatre                       | 3 units                          |
|     | iii) Research methods in Theatre Studies                  | 3 units                          |
|     | iv) Aesthetics of Stage Composition                       | 3 units                          |
|     | Total Core  | 12 units                         |
|     | <b>1<sup>st</sup> Semester Electives</b>                  | <b>Credit Units (Choose Two)</b> |
|     | i) Advanced Directing                                     | 3 units                          |
|     | ii) Playwrights Theatre                                   | 3 units                          |
|     | iii) Theatre in Education/Creative Dramatics for Children | 3 units                          |
|     | iv) Methods and Materials of Children Theatre             | 3 units                          |
|     | v) Teaching As a Performing Art                           | 3 units                          |
|     | vi) Arts Marketing Management                             | 3 units                          |
|     | vii) Audience Engineering                                 | 3 units                          |
|     | viii) Performing Arts and the Law                         | 3 units                          |
|     | <b>2<sup>nd</sup> Semester Core Courses</b>               | <b>Credit Units</b>              |
|     | i. Human Resources Management in Arts Organisations       | 3 units                          |
|     | ii. Arts Theatre and Techniques                           | 3 units                          |
|     | iii. Approaches to Media Programme Design                 | 3 units                          |
|     | iv. Multi-Media and Globalisation                         | 3 units                          |
|     | Total Core  | 12 units                         |
|     | <b>Total Core</b>   | <b>24 units</b>                  |
|     | <b>M.A. Dissertation</b>                                  | <b>6 units</b>                   |
|     | Total Required  | 30 units                         |

|     |  |                     |
|-----|--|---------------------|
| (b) | <b>2<sup>nd</sup> Semester Elective Courses</b><br><b>(Choose Two)</b>   | <b>Credit Units</b> |
|     | i. Approaches to Design Conceptualisation                                | 3 units             |
|     | ii. History and Evaluation of African Costumes and Make-Up               | 3 units             |
|     | iii. Service Styles and Special Lighting Effects                         | 3 units             |
|     | iv. Theatre Tourism and the Environment                                  | 3 units             |
|     |  |                     |
| (c) | <b>Ph.D. THEATRE ARTS</b><br><b>1<sup>st</sup> Semester Core Courses</b> | <b>Credit Units</b> |
|     | i. Theatre Arts Criticism  | 3 units             |
|     | ii. Doctoral Seminar I   | 3 units             |
|     | iii. The Film Experience   | 3 units             |
|     | Total Core   | 9 units             |
|     |  |                     |
|     | <b>2<sup>nd</sup> Semester Core Courses</b>                              | <b>Credit Units</b> |
|     | i. Studies in Arts Education   | 3 units             |
|     | ii. Cultural Statistics and Computer Programming                         | 3 units             |
|     | iii. Studies in Directing  | 3 units             |
|     | Total Core   | 9 units             |
|     | <b>Total Core</b>  | <b>18 units</b>     |
|     | <b>Doctoral Thesis</b>   | <b>9 units</b>      |
|     | Total Required   | 27 units            |

**Any other Two Elective Courses**

- i. Modern African Dance and Choreography
- ii. Designing the Contemporary Theatre
- iii. Media Production and Distribution
- iv. Playwriting and Theatre Criticism
- v. Studies in Theatre Curriculum Development
- vi. Drama Activities in Elementary Classroom
- vii. Theory of Educational Theatre
- viii. Planning Educational Theatre for Children
- ix. Youth Theatre for Development
- x. Budgeting and Marketing the Arts
  - a) Catering for Arts Division
  - b) The Arts Industry and Tourism
  - c) Community Theatre and Development
  - d) Human Relations in Arts Organization
  - e) Media and Popular Culture
  - f) Media and Third World Politics
  - g) Media, Globalization and Investment Culture
  - h) Post-modernism and Media Studies
  - i) Fabricating Equipment and Materials for Performance
  - j) Advanced Costumes and Fashion Design
  - k) Scenography and Theatre Technology

- l) Theatre Mathematics and Interior Designs
- m) Theatre Architecture and Audience Psychology
- n) Design Technology and Events Management

### **3.16. COURSE DESCRIPTION:**

#### **3.16.1. FOR THE M.A. CORE COURSES**

- (a) **Nigerian Cultures and the Nigerian Culture Policy**  
Here students undertake a study of Nigeria's heterogeneous cultures and heritage in the face of cross cultural influences and dynamics and change. The course will examine the cultural policy documents and the implications for Nigerian cultures.
- (b) **Theory and Criticism of Theatre**  
Here, African, European, American and Asian theories of the stage and theatre would be assessed. The critique of the African canonical texts and performances and those from other parts of the world will also be the crux of this course.
- (c) **Research Methods in Theatre studies**  
This course involves an examination of the procedures which enhance scientific investigation in theatre studies in such a way as to display scholarship and eradicate human ignorance.
- (d) This course requires students to submit a well researched, typed and bound dissertation to be presented by each student of the course. This is in partial fulfilment of the requirements for the Degree of Master of Arts in Theatre/Performing Arts.

#### **3.16.2. FOR THE M.A. ELECTIVE COURSES**

##### **Aesthetics of stage composition**

The aesthetics of the arts of performance will be the focus of this course. Here also, the elements of stagecraft and the factors employed in the measurement of the appeal and essence of stage productions shall be studied.

##### **Advanced Directing**

The principles of directing and the advanced approaches to directing will be the thrust of this course. Emphasis shall be on the directorial approaches of African Playwright-Directors and theatre directors.

##### **Playwrights Theatre**

The approach in this course is to dwell on the playwrights who are directors, or directors who are playwrights. Without bias, the students are also to study the works/productions of theatre practitioners who do not belong to any of the two categories mentioned above. These include artists who make plays from scenario building for grassroots conscientisation.

##### **Theatre in Education/Creative Dramatics for Children**

The use of theatre and drama in teaching the young has become very real in contemporary times. This course offers students the opportunity to study drama methods and the use of theatre and performance for educational purposes in different media of communication.

##### **Methods and Materials of Children Theatre**

The focal points of this course are the methods that can be utilized in children's theatre. Again, the different materials that are employed in the teaching of drama to and by children will be

studied. Efforts shall be made to fabricate some of these materials within the means of the students and the teachers.

#### **Teaching As a Performing Art**

The teacher as a performer has been the focus of many studies. This course shall look at teaching as performance and how the theatre performer, theorist and administrator can engage in teaching and employ the sundry resources available to him in the enterprise.

#### **Arts Marketing Management**

This course looks at the principles of marketing and management of the arts. The concepts that underlie both principles and how they can help the theatre practitioner in Nigeria would be assessed.

#### **Audience Engineering**

The arts of the theatre often require the audience to appreciate the endeavours in performance. Where the audience has a role to play in the success of a production or patronage of the theatre, students shall be taught the requirements of audience engineering in the theatre.

#### **Performing Arts and the Law**

This course offers students the rudiments of intellectual property as regards the performing arts. The emphasis shall be on the need for contractual agreements in the arts, indemnity, damage claims, insurance, etc. The meeting points between the laws of the land, the cultural policy and performance shall be discussed.

#### **Human Resources Management in Arts Organisations**

This course entails a study of the principles of human resources management from the performative perspectives. The management of the human resources of the house from the foyer, to the stage and backstage; or before and behind the camera would be the emphasis of this course.

#### **Arts Theatre and Techniques**

The styles engaged upon by theatre practitioners in the different theatre forms or structures shall be studied. It is an intensive course that would assess the values of the arts of the theatre or media arts.

#### **Approaches to Media Programme Design**

The different formats and approaches to the design of programmes for newspapers and magazines, radio, television, film, home video, and multimedia shall be studied. Students are expected to have an intrinsic knowledge of these approaches, evaluate them and produce a work with the nuances of the approaches.

#### **Multi-Media and Globalisation**

Here the technicalities of multimedia use in theatre studies would be focused upon. This course pertains to certain innovations in multimedia and theatre arts studies. How these reflect in theatre practice in the face of globalisation and market competitiveness shall be examined as Nigeria is a part of the world wide web.

#### **Approaches to Design Conceptualisation**

The theatre designer and the aesthetic considerations that propel his input and output in the theatre shall be studied. The different advancements in the area of the concept of design shall be scrutinized. Specifically, the design of productions from an African perspective shall be encouraged.

**History and Evaluation of African Costumes and make-up**

The elements and principles of African costumes for the stage and film will be encountered in this course. The design process and theatre output, make up as an art for the stage and screen shall be studied. It is expected that students will look at the possibilities of having local make up and costume design materials from indigenous communities.

**Service styles and special lighting Effects**

The study of lighting, sound and scene designs and how this affects the mise-en-scene of theatre is the major factor in this course. Students will be taught the production techniques and interpretative skills required for theatre effects, the local theatre effects and the effects from other parts of the world.

**Theatre Tourism and the Environment**

This course will look at the concept of tourism, the environmental factors crucial to tourism, practitioners of tourism and the central role of the theatre in local and world tourism. The course shall look at the concepts of branding, packaging, marketing at local and global levels.

**3.16.3. FOR THE Ph.D COURSES**

In addition to these courses, students are required to present two Ph.D seminars before the submission of the thesis for examination.

**Theatre Arts Criticism**

This is a study in the system of/and approaches to criticism, the rationale for the approaches to the critical out and an analyses of representative criticism of theatre television and the film.

**Studies in Arts Education**

This is an in-depth study of the arts, (basic arts, visual arts, performing arts), their role and functions and importance in general education and the need to develop arts education curricula. The course will examine the concepts, techniques and approaches to arts education.

**Cultural Statistics and Computer Programming**

Here, the role of the computer in the design and interpretation and cultural statistics for developments will be studied. Students will study the UNESCO cultural framework and its application to specific settings.

**Doctoral Seminar I and II**

In the first and second semesters of the Doctoral research, students are required to present a well-researched, approved topic before the Departmental/Faculty Board(s).

**3.16.4. FOR THE Ph.D ELECTIVE COURSES****The Film Experience**

An introduction to the critical appreciation of the history of the motion film with special emphasis on the place of the film in liberal arts studies. The course will examine the type and structure of the feature film, video film, their backgrounds and development as part of popular culture and with an aim to assess the basic elements of the film material arts and techniques.

**Studies in Directing**

This course dwells on the arts of play directing for the stage and media. The different directing styles of contemporary local and global theatre will be reviewed.

**Modern African Dance and Choreography**

The transition from indigenous to modern dance styles merit the study of recent theatre practitioners and students. The study of choreography and kinaesthetics in the evolvement of modern street dance styles shall be studied.

**Designing the Contemporary Theatre**

The major elements to be studied in this course are the design components for contemporary theatre as encountered in different production forms.

**Media Production and Distribution**

The challenge of media dependency, ownership and control of media houses in the distribution of products and services shall be the spotlight in this course.

**Playwriting and Theatre Criticism**

This course involves the advanced thematic exegeses of plays written in Nigeria, or other parts of the world and the critical stances that can be employed in the assessment of their merits and demerits and other factors involved in playwriting and criticism.

**Studies in Theatre Curriculum Development**

At the graduate level, the development of theatre curricular in the different areas of the theatre becomes crucial in the face of innovations in contemporary theatre studies. This course empowers students who may venture into the field of theatre pedagogy after graduation.

**Drama Activities in Elementary Classroom**

The classroom as a situation of learning can be a theatre of learning. In this course, the different activities that can lead to the end-of-year play at the elementary school shall be studied. The pupils are taught the necessity of participation and role play in team work.

**Theory of Educational Theatre**

This course entails global perspectives to theories of educational theatre. It provides practical approaches to the theories learnt by having a play produced based on any of the theories learnt.

**Planning Educational Theatre for Children**

This is a practical course that is taken to the learning environment of the child. This involves the input of the child and the educators towards educational theatre for the stage, television, radio, film, home video and other forms of performance. The option of packaging these productions for commercial purposes would be worked out.

**Youth Theatre for Development**

The challenge of youth restiveness in Nigeria can be mitigated through theatre. The various approaches to youth development and how their energies can be employed towards profitable theatre activities will be the engagement of students in this course.

**Budgeting and Marketing the Arts**

The basics of budgeting for theatre productions within the Academy, for arts councils; whether sponsored by government or non-government organisations or even from within the university makes it imperative for students to come to grasp with the current challenges in the field of budgeting. The necessary budget heads are looked into and the need for experimentation established where necessary.



**Catering for Arts Division**

The arts division in the various arts councils and diplomatic desks need current approaches towards the realization of the goals set for them. This course prepares the students for this innovative task and the necessities for ICT in this area.

**The Arts Industry and Tourism**

The need for theatre scholarship to readdress tourism in Nigeria as it relates to latest happenings in global tourism is pertinent in this course. Students will be appraised of the current theoretical and practical issues in the tourism sector in order to position them for positive interventions in the area after graduation.

**Community Theatre and Development**

Advanced projects in theatre projects in the area of community intervention will be undertaken in this course. Students shall adopt communities and work in groups in these communities where they shall apply theatre methods in elevating the capacities of the communities towards addressing their challenges.

**Human Relations in Arts Organization**

The different publics in the society and how the factors that apply in their relations affect theatre practice shall be the stress here. The factors that affect the recruitment, discipline of staff, audience cultivation and general operations in theatre houses shall be dwelt upon here.

**Media and Popular Culture**

The factors that make culture popular and in turn make it a 'pulp' culture would be appraised in this course. The role of the media and the Internet in transforming culture across international borders through viewership and listenership into a monolith especially for the youths would be addressed.

**Media and Third World Politics**

Ownership and control of the media in autocratic and democratic regimes in the third world and global politics shall merit attention in this course. Here, media dependency, media vilification and colonial attitudes through the media shall be discussed. Again, how the developed world makes Africa a dump site for its media technologies will be dwelt upon.

**Media, Globalization and Investment Culture**

The different ramifications to the principles of investment and dependency in the third world media would be researched in this course. The third world media in a postmodern world and their challenges in the areas of the culture of investment in human and material sense shall also be studied.

**Post-modernism and Media studies**

Media studies in contemporary times face the challenges of production, distribution and consumption of arts in a globalised world. The pastiche nature of postmodernism as it affects the media constructs will be the focal point of this course.

**Fabricating Equipment and Materials for Performance**

Theatre fabrication and mechanics with regard to equipment and materials for performance would be required for the sustenance of technical theatre. In this course, students are expected to be familiar with the manufacture of theatre equipment to forestall the challenges faced in unserviceable components of theatre apparatus and equipment. It is through this course that equipment fabricated by students would be subjected to patent and copyright.

### **Advanced Costumes and Fashion Design**

The dictates of the modern dress styles as different from the fashion defined by theatre costume shall be discussed in this course. The different approaches to advanced costume sourcing and building will be assessed with emphasis on cost cutting, improvisation and innovation.

### **Scenography and Theatre Technology**

This course exposes students to advanced stage design and how theatre technology makes modern theatre more appreciated. From time to time, the traditional theatre scenography shall be contrasted with the modern computer-aided versions.

### **Theatre Aesthetics and Interior Designs**

This course offers the students the opportunities to assess the bills of quantities necessary for the construction of different forms of theatre. Hitherto, this has been left to professionals outside the field of theatre/performing Arts. The art décor required for these different theatres would also be studied.

### **Theatre Architecture and Audience Psychology**

The different structural forms of theatre buildings through the ages within and outside Nigeria would be studied in this course. How these relate to audience psychological make-up and their reception of plays produced would also be studied.

### **Design Technology and Events Management**

Recent events in indoor and outdoor events management make it necessary for theatre studies to articulate this course based on recent trends in ICT and events-handling. The show and its management along technological lines require acceptable styles from the manager. This course addresses the above issues.

## **3.17. POSTGRADUATE DIPLOMA IN THEATRE STUDIES (PGDTS)**

### **3.17.1. Philosophy**

As more career opportunities open up to the Theatre Arts graduate, a need arises to encourage graduates of other disciplines who want to belong to the world of theatre to acquire such an experience at the graduate level. This belief is derived from the scientific and well-accepted principle that the theatre experience provides the student with the best-rounded training in the entire educational system and an opportunity to realize himself. It is the belief that the experience gained within a one-year intensive study in the theatre discipline will help prepare and equip graduates better for group dynamics, public relations duties, industrial relations, teaching situations, arts administration and for further graduate work.

### **3.17.2. Aims And Objectives:**

The Graduate Diploma in Theatre Studies otherwise referred to as the Bridge Programme or the Post Graduate Diploma in Theatre Studies, is a one-year programme of studies offered by the Departments of Theatre Arts with the following objectives:

- (a) To prepare graduates of other disciplines for professional work and study in theatre and related fields.
- (b) To prepare graduates without the requisite grade point average, for higher studies in the theatre discipline;
- (c) To provide the much-needed professional manpower in arts organizations, arts-related industries, in teaching and research in the communications industry and in community work.
- (d) To train more excellent creative and performance-oriented teachers.

### 3.17.3. Admission Requirements:

Admission is open to graduates of Theatre arts and other disciplines in the arts, education and the social science, whose grade point average fall below the 2.75 or 3.25 required by the Graduate School for admission into graduate programmes. Higher National Diploma graduates of recognized Polytechnics who have Upper Credit, with corresponding high grade point average are eligible for admission.

### 3.17.4. Duration:

The programme is strictly for 12 calendar months

#### First Semester

| Course Title                             | Credit |
|--|--------|
| i) The Theatre and the Conventions       | 3      |
| ii) Theatre, Mass Media and Environment  | 3      |
| iii) Production Ensemble                 | 3      |
| iv) Research Methods in Media Production | 3      |
| v) Theatre and Tourism                   | 3      |
| Total                                    | 15     |

#### Second Semester

| Course Title  | Credit |
|---|--------|
| i) Teaching as a Performing Art                       | 3      |
| ii) Dramatic Literature Appreciation                  | 3      |
| iii) Performing Arts, Laws and Entertainment Industry | 3      |
| iv) Practical/Dissertation                            | 6      |
| Total   | 15     |

### 3.17.5. COURSE DESCRIPTION

#### The Theatre and its Conventions

This course offers an examination of the Arts of the Theatre and its conventions in dramatic composition and in production.

#### Theatre, Mass Media and Environment

An examination of the role of Theatre, the arts and the mass media in a given environment within the parameters of development and globalization is what this course entails. It will use the literary, the visual, the performing and the industrial art as points of reference.

#### Production Ensemble

This is a practical course in which the class develops a script and uses the technical and administrative techniques to realize it on stage and submit a video-tape of the production.

#### Research Methods in Media Production

This course is an examination of the methods of research in planning implementing and evaluating theatre and media productions. Emphasis will be laid on analyzing audience characteristics and the success of the production in achieving goals.

**Theatre and Tourism**

Here students undertake an exploration into the motive of theatre and tourism for sustainable developments. Emphasis will be laid on packaging artistic products for national and international markets.

**Teaching as a Performing Art**

This is a course in which performance and communication skills are explored as vital ingredients for effective and excellent performance for teachers, pastors and politicians. It will expect participants to do a 30-minute presentation in a chosen area of specialisation.

**Dramatic Literature Appreciation**

Here, a selected study and appreciation of the literature of drama and theatre in context, from the Greeks to the present will be carried out.

**Performing Arts, Laws and Entertainment Industry**

This course deals with the ethics of professionalism and the issue of contract, copyright agency laws and intellectual property, decency, novel issues and entertainment laws.

**Practical/Dissertation**

This is a practical course which requires the students to mount a production on stage and write a thesis out of the production.

## 4. POSTGRAGUATE PROGRAMMES IN RUSSIAN LANGUAGE

### 4.1. Philosophy

The philosophy of M. A., M.Phil and Ph.D programme in Russian is to train and develop multilingual graduates who in addition to English and other languages, have a good background and knowledge of Russian to be able to participate effectively, with their vantage multilingual competence and well-informed knowledge of transnational issues (world literatures, Russian cultures and civilization) as well as of linguistics, in the administration and management of Education, Technology, Computer Sciences, Commerce, Industry, International Trade, Diplomacy, Information and the Civil Service.

The products of these programmes are expected to acquire linguistic and critical analytic competences that would enable them exhibit a higher proficiency in the use of the Russian Language on a variety of discourse situations, as well as interpret literary works in the Russian Language.

### 4.2. Aims And Objectives

The main aim and objective is to expose students to advanced knowledge in Russian Language. The programme is aimed at producing scholars who would utilize their knowledge of Russian Language for human, national, African and global development. It is also aimed at thorough appraisal of general concepts in the areas of Linguistics, Literature, Civilization, Stylistics and Translation such that students are made to acquire a broad-based knowledge of all relevant intellectual notions while retaining at the same time, and for purposes of specialization, an efficiently high degree of aptitude for independent and original in-depth study of a particular area of subject matter.

Postgraduate Programmes in Russian Language are:-

1. The Master of Arts in Russian
2. The Doctor of Philosophy (Ph.D.) in Russian

### 4.3. Admission Requirements

#### a) **M.A. Programme**

- i) All candidates must possess the minimum of five O' Level Credit Passes which must include English Language or any other arts subject.
- ii) Candidates must possess a good Bachelors degree in Russian Language not lower than a Second Class Lower division, from a recognized university.
- iii) All candidates shall be subjected to a selection process.

#### b) **PhD Programme**

Candidate must possess a good Master's degree in Russian Language or Literary Studies from a recognized university, with a CGPA not below 3.5 on a five-point scale.

Candidates who did not make up to 3.5 will be required to register for the MPhil/Ph.D. programme. Such candidates must present two seminars and a research proposal for grading and must score a minimum CGPA of 3.5 before proceeding to the Ph.D., otherwise the M.Phil Degree should be awarded upon the submission of a thesis. This thesis should be examined following the procedure of a Ph.D. thesis.

#### 4.4. Areas Of Specialization

Candidates for the M.A., M.Phil. or Ph.D. programme may specialize in any of the following general areas.

- (i) Russian Language
- (ii) Literatures in Russian (drawn from any of the major genres)
- (iii) Russian Civilization and Culture
- (iv) Comparative Literature.
- (v) Translation

#### 4.5. DURATIONS OF PROGRAMMES

##### (a) M.A

- (i) The Full-Time M.A. programme would run a minimum of three semesters, and a maximum of four semesters
- (ii) The Part-Time M.A. programme would run for a minimum of six semesters and a maximum of eight semesters.

##### (b) Ph.D

- (i) The Full-Time Ph.D. programme would run for six semesters minimum and a maximum of eight semesters.
- (ii) The Part-Time Ph.D. programme would run for a minimum of eight semesters and a maximum of ten semesters.

#### 4.6. DEGREE REQUIREMENTS FOR GRADUATION

##### (i) M.A. DEGREE

To be awarded the Degree of M. A. in Russian, a candidate must have taken and passed the prescribed number of compulsory and required courses selected from the approved list, and totalling 30 units as follows:-

|              |          |
|--------------|----------|
| Core Courses | 24 units |
| Dissertation | 6 units  |
| Total        | 30 units |

In all cases, M. A. Students must write and submit to the department a thesis/dissertation duly supervised by a lecturer in the department whose qualifications are not below the Ph.D. Such a thesis must be defended before an external examiner nominated by the department and appointed by Senate for that purpose.

##### (ii) Ph.D. DEGREE

To graduate, all Ph.D candidates must take and pass all the prerequisite courses as prescribed in the Ph.D course list below totalling 27 units as follows:-

|              |          |
|--------------|----------|
| Core Courses | 18 units |
| Thesis       | 9 units  |
| Total        | 27 units |

Every Ph.D candidate must submit a dissertation on a chosen and approved topic, supervised by a member of staff whose qualification is not below the Ph.D, and who is not lower than Senior Lecturer in rank.

The Ph.D. Thesis must be defended before an external examiner duly nominated for that purpose and appointed by Senate.

#### 4.6.1. DETAILED STRUCTURE OF M.A. PROGRAMMES

##### M.A. Russian Language

###### 1<sup>st</sup> Semester

| Core Courses   |       | Credit   |
|--|-------|----------|
| i) Advanced Research Methods                                       | -     | 3 units  |
| ii) Advanced Russian Phonetics and Phonology                       | -     | 3 units  |
| iii) Advanced Russian Syntax and Morphology of Present-Day Russian | -     | 3 units  |
| iv) Lexicology and Semantics of Russian                            | -     | 3 units  |
|  | Total | 12 units |

###### 2<sup>nd</sup> Semester

|                                   |       |          |
|-----------------------------------|-------|----------|
| i) Applied Linguistics            | -     | 3 units  |
| ii) Structure of Russian Language | -     | 3 units  |
| iii) Sociolinguistics             | -     | 3 units  |
| iv) Stylistic                     | -     | 3 units  |
|                                   | Total | 12 units |

**Total Core** - **24 units**

**M. A. Dissertation** - **6 units**

Total Required 30 units

###### Elective Courses

|  |   |         |
|--|---|---------|
| i. Literary Theory and Criticism                                   | - | 3 units |
| ii. Introduction of Silver-Age Culture                             | - | 3 units |
| iii. Russian Civilization  | - | 3 units |
| iv. History of Modern Political Theory and International Relations | - | 3 units |
| v. Bilingualism and Multilingualism                                | - | 3 units |
| vi. A General Theory of Linguistic and Semantics                   | - | 3 units |

##### M. A. Russian Literature

###### 1<sup>st</sup> Semester

|   |   |         |
|---|---|---------|
| i. Advanced Research Methods                | - | 3 units |
| ii. Literary Theory and Criticism           | - | 3 units |
| iii. Romanticism: Prose, Poetry & Drama     | - | 3 units |
| iv. Dostoevsky and Native-Soil Conservatism | - | 3 units |

Total 12 units

**2<sup>nd</sup> Semester**

|   |   |          |
|---|---|----------|
| i. Russian Prose Fiction of the Silver Age<br>(the late nineteenth and early twentieth centuries) | - | 3 units  |
| ii. Russian Poetry of the Silver Age  | - | 3 units  |
| iii. Introduction of Silver-Age Culture   | - | 3 units  |
| iv. Russian Civilization  | - | 3 units. |

Total 12 units

**Total Core - 24 units**

**M.A. Dissertation - 6 units**

Total Required 30 units

**Elective Courses**

|  |   |         |
|--|---|---------|
| i) Lexicology and Semantics of Russian             | - | 3 units |
| ii) Structure of Russian Language                  | - | 3 units |
| iii) A General Theory of Linguistics and Semantics | - | 3 units |

**M.A. Russian Civilization****1<sup>st</sup> Semester****Core Courses**

|   |   |         |
|---|---|---------|
| i) Russian Foreign Policy in Africa             | - | 3 units |
| ii) Russian Civilisation                        | - | 3 units |
| iii) Introduction to Silver-Age Russian Culture | - | 3 units |
| iv) Russian Thought in Age of Catherine II      | - | 3 units |

Total 12 units

**2<sup>nd</sup> Semester**

|  |   |         |
|--|---|---------|
| i. Nigeria-Russia relations from 1960 to present                   | - | 3 units |
| ii. History of Modern Political Theory and International Relations | - | 3 units |
| iii. Comparative Foreign Politics                                  | - | 3 units |
| iv. Literary Theory and Criticism                                  | - | 3 units |

Total Core 12 units

**Elective Courses**

|  |   |         |
|--|---|---------|
| i. Advanced Russian Phonetic and Phonology | - | 3 units |
| ii. Stylistics                             | - | 3 units |
| iii. Russian Poetry of the Silver Age      | - | 3 units |
| iv. Bilingualism and Multilingualism       | - | 3 units |

**Total Core - 24 units**

**M.A. Dissertatation - 6 units**

Total Required 30 units



## **M.A. Translation**

### **1<sup>st</sup> Semester**

#### **Core Courses**

|  |   |         |
|--|---|---------|
| i. Advanced Research Methods                             | - | 3 units |
| ii. History and Theory of Translation and Interpretation | - | 3 units |
| iii. Techniques and Practice of Interpretation           | - | 3 units |
| iv. Bilingualism and Multilingualism                     | - | 3 units |

Total 12 units

### **2<sup>nd</sup> Semester**

#### **Core Courses**

|   |   |         |
|---|---|---------|
| i. A General Theory of Linguistics and Semantics                    | - | 3 units |
| ii. General Translation (Theme and Version)                         | - | 3 units |
| iii. Translation and Interpretation and Convergence and Divergence- | - | 3 units |
| iv) Lexicology and Semantics of Russian                             | - | 3 units |

Total 12 units

#### **Elective Courses**

|   |   |         |
|---|---|---------|
| i. Sociolinguistics                     | - | 3 units |
| ii. Literary Theory and Criticism       | - | 3 units |
| iii. Introduction of Silver-Age Culture | - | 3 units |

## **4.6.2. DOCTOR OF PHILOSOPHY (Ph.D.) IN RUSSIAN**

### **1<sup>st</sup> Semester**

#### **Core Courses**

|   |   |         |
|---|---|---------|
| i. Advances in the study of Literature/Language | - | 3 units |
| ii. Research Seminar I                          | - | 3 units |
| iii. Applied Linguistics in Russian             | - | 3 units |

Total 9 units

### **2<sup>nd</sup> Semester**

#### **Core Courses**

|  |   |         |
|--|---|---------|
| i. Russia and the World Today                  | - | 3 units |
| ii. Research Seminar II                        | - | 3 units |
| iii. Russian Language and National Development | - | 3 units |

Total 9 units

**Total Core - 18 units**

**Ph.D. Thesis - 9 units**

Total Required 27 units

## **4.7. COURSE DESCRIPTION**

### **Advanced Research Methods**

The course critically presents diversities of research methods and approaches. It also exposes students to the problems of research. Issues of emphasis include editing, authenticity, plagiarism, interpretation, original research and documentation. It equips students and prepares them for thesis writing.

### **Advanced Russian Phonetics and Phonology**

Advanced studies in the phonetics and phonology of Russian with special reference to classroom or undiluted Russian. Particular emphasis will be placed on the description and analysis of sound segments, stress and intonation in Russian. Emphasis will also be placed on theories of the merphone and the phonological proportion of Russian sounds, phonetic transcription and phonological process.

### **Advanced Russian/Syntax and Morphology of Present-Day Russian**

The course is designed to show why morphology is essential to Russian. Emphasis will be placed on lexical and inflectional morphology and syntax. Other areas include the development of critical and analytical skills. A survey of syntactic theories highlighting differences among various schools of thought using Russian as the illustrative language.

### **Lexicology and Semantics of Russian**

This course will focus on the organization of meaning in Russian with particular reference to redundancy, ambiguity, synonymy in compatibility, antonym, etc. The general principles of lexicology problems in a monolingual dictionary of Russian and problems of editing commercial Monolingual Dictionaries will be the focus.

### **Applied Linguistics**

A survey of the field of applied linguistics with emphasis on Russian Language structure and Russian Language teaching as a branch of applied linguistics. Description and measurement of linguistic interference; contrastive and error analysis; the pedagogical norm; what varieties to teach, Russian orthography, etc. as well as elements and competence, text books evaluation will be discussed.

### **Structure of Russian Language**

A study of the synchronic, phonological, morphological, syntactic and semantic characteristics of the language. Detailed analyses of selected studies on the structure of the language from the standpoint of structural, functional and generative-transformational grammar.

### **Sociolinguistics**

The course content includes language in society and sociolinguistics; data analysis including the role of the questionnaire; language and sex, religion, culture, language and social context or class; language attitudes; language planning, etc.

### **Stylistics**

Definition of style; types of stylistics; methodologies for stylistic analysis of oral literature, emphasizing the contributions of structuralism, transformational-generative grammar, speech act theory and semiotics in determining the nature and function of literary language and the role of literature in society.

### **M.A. Thesis**

Each student will prepare an original essay of between 10,000 and 15,000 words and not more than 25,000 words on a topic approved by the Department.

### **Literary Theory and Criticism**

The Development of literary criticism and theory informs every aspect of literary studies, especially at the post-graduate levels. This course will look at the intersections of literature and other disciplines that account for the diversities of critical causes and theories. Older theories will be critiqued while more modern and contemporary criticism and theories will be studied.

### **Romanticism; Prose, Poetry or Drama**

The course examines the background of literary revolution in Russia in the 19<sup>th</sup> century as it occurs in the poetic and dramatic outpouring of the age. It shall be examined in the works of As.Push kin, M. Y. Lermontov etc.

### **Introduction of Silver-Age Culture**

The course is designed to deepen knowledge and appreciation of Russian Culture and thought by focusing on one of the richest phases of the country's artistic development, the Silver-Age (the late nineteenth and early twentieth centuries) and the history of Russian thought from the second half of the eighteenth the first half of the twentieth century.

### **Russian Civilization**

The course examines aspects of Russian civilization by examining Russian socio-political life and economic development.

### **Russian Foreign Policy in Africa**

This critically examines Russian foreign policy objective to African countries. It equally examines relations between Russian and African countries.

### **Russian Thought in Age of Catherine II**

After Peter I, Catherine II made remarkable reforms in socio-political life of Russia. The course examines these reforms in details and analyses their relevance in the present-day Russia.

### **Nigeria-Russia Relations from 1960 to Present**

The course examines and analyses relations between Russia and Nigeria from the year of Nigeria's independence to the present day. It examines the cordiality of relations between the two countries with the view to ascertaining their level of cordiality under the administration of Nigerian leadership from the year of independence.

### **A History of Modern Political Theory and International Relations**

A study of the philosophy of Karl Marx, Fedrick Engels, Maynard Keynes and others as related to modern political systems.

### **Comparative Foreign Politics**

The course will seek to compare and contrast the foreign policies of states chosen on paired basis; US and Russia will be chosen as states with universal interest and capability, while Nigeria and Egypt will be chosen as states with regional interests and capability. It will also compare the effect of each domestic system on the choice of policies and interests pursued.

### **History and Theory of Translation and Interpretation**

History and Theory of Translation/Interpretation and the legal status of Translation and Interpretation as a profession. This is a panoramic view of the history of Translation and Interpretation from the empirical age to modern times, ending with translation theory and criticism.

### **A General Theory of Linguistics and Semantics**

The course is designed to furnish students with a general understanding of Linguistics and Semantics in relation to the practice of Translation and Interpretation.

**Techniques and Practice of Interpretation**

Through the use of examples, conventions and anecdotes, the course gives a gradual introduction of students into the practical world of the conference interpretation. Students are encouraged through this course to imbibe the cultural and even the ineffable rules-of thumb of the competent conference interpreter.

**Translation and Interpretation: Convergence and Divergence**

A comparative and contrastive analysis of the specific techniques and approaches are basic to the two disciplines.

**Studies in Research Techniques and Bibliography**

A study of bibliographical methods and sources and exploitation of source material. The classical foundations of critical methods and modern developments in this field.

**Doctoral Seminar I**

Expose or Treatment of a theme which has emerged in the course of research.

**Advanced Linguistic Theory and Present Day Russian**

The course reviews existing linguistic theories and analyses their relevance to the present- day Russian.

**Doctoral Seminars II**

In each of the two semesters in the first year of Doctoral work, a student should be assigned a seminar topic which should be well-researched and presented before the Departmental Board with other Ph.D. students in attendance.

## 5. POSTGRADUATE PROGRAMMES IN NIGERIAN/AFRICAN LANGUAGES INCLUDING ARABIC

### 5.1. Philosophy

The philosophy of the programme is to extend and expand graduate students' general appreciation of the significance of language in human life in Nigeria and Africa through research, so as to enhance not only their oral and written competence and performance but also their analytical skills in the language enterprise.

### 5.2. Aims and Objectives

- i) To develop highly competent, versatile and effective users of the students' chosen Language of study.
- ii) To further equip students with research and analytical skills to enable them pursue higher study.
- iii) To be more highly aware of the linguistic diversity and richness of Nigeria, Africa and Arabic world.

### 5.3. Admission Requirements

#### a) **M.A. Programme**

- (i) All candidates must possess the minimum of five O' Level Credit Passes which must include target language and English Language.
- (ii) All candidates must possess a Bachelor's degree in the target language with at least a Second Class Lower Division from a recognized university. Mastery of additional African Languages will be of advantage.
- (iii) All candidates shall be subjected to a selection process.

#### b) **Ph.D. Programme**

Candidates must possess a good Master's degree in the target Language with at least a Second Class Lower Division from a recognized university, with a CGPA not below 3.5 on a five-point scale.

Candidates who did not make up to 3.5 will be required to register for the M.Phil/Ph.D. programme. Such candidates must present two seminars and a research proposal for grading and must score a minimum CGPA of 3.5 before preceding to the Ph.D. otherwise the M.Phil Degree should be awarded upon the submission of a thesis. This thesis should be examined following the procedure of a Ph.D. thesis.

### 5.4. Areas of Specialisation

Students are expected to choose from these courses in order to specialize in any of the following areas: Language, Literature and Culture:

| <b>M.A. (Language)</b> | <b>Core Courses</b>                            |   |          |
|------------------------|--|---|----------|
| i)                     | Research Methodology                           | - | 3 units  |
| ii)                    | Major Theories of Language                     | - | 3 units  |
| iii)                   | Phonetics and Phonology of Language            | - | 3 units  |
| iv)                    | Advanced Morphology and Syntax of the Language | - | 3 units  |
| v)                     | Semantics                                      | - | 3 units  |
| vi)                    | Sociolinguistics                               | - | 3 units  |
| vii)                   | Lexicography                                   | - | 3 units  |
| viii)                  | Applied Linguistics                            | - | 3 units  |
|                        | Total Core                                     |   | 24 units |

|  |   |                 |
|--|---|-----------------|
| <b>Elective Courses</b>                |   |                 |
| i) African Languages and Globalization | - | 3 units         |
| ii) Dialectology                       | - | 3 units         |
| iii) Translation                       | - | 3 units         |
| <b>Total Core</b>                      | - | <b>24 units</b> |
| <b>Dissertation</b>                    | - | <b>6 units</b>  |
| Total Required                         |   | 30 units        |

|  |   |          |
|--|---|----------|
| <b>M.A. (Literature) Core Courses</b>  |   |          |
| i) Research Methodology                | - | 3 units  |
| ii) Major Theories of Literature       | - | 3 units  |
| iii) Poetry (oral and written)         | - | 3 units  |
| iv) Narratology                        | - | 3 units  |
| v) Composition, Performance and Poetry | - | 3 units  |
| vi) Prosody                            | - | 3 units  |
| vii) Modern Fiction                    | - | 3 units  |
| viii) Modern Poetry                    | - | 3 units  |
| Total Core                             |   | 24 units |

|                         |   |                 |
|-------------------------|---|-----------------|
| <b>Elective Courses</b> |   |                 |
| Rhetorics               | - | 3 units         |
| <b>Total Core</b>       | - | <b>24 units</b> |
| <b>Dissertation</b>     | - | <b>6 units</b>  |
| Total Required          |   | 30 units        |

|  |   |          |
|--|---|----------|
| <b>M.A. (Culture) Core Courses</b>                 |   |          |
| i) Research Methodology                            | - | 3 units  |
| ii) Major Theories of Culture                      | - | 3 units  |
| iii) Traditional Arts and Crafts                   | - | 3 units  |
| iv) Culture and Language                           | - | 3 units  |
| v) Approaches to the Study of Religion and Culture | - | 3 units  |
| vi) Main Components of Culture                     | - | 3 units  |
| vii) Culture and Social Change                     | - | 3 units  |
| viii) Cults and Traditional Beliefs                | - | 3 units  |
| Total Core   |   | 24 units |

|                     |   |                 |
|---------------------|---|-----------------|
| <b>Total Core</b>   | - | <b>24 units</b> |
| <b>Dissertation</b> | - | <b>6 units</b>  |
| Total Required      |   | 30 units        |

**Ph.D. Core Courses**  
1. **Fundamentals of Linguistic Theory**

|  |   |         |
|--|---|---------|
| i) Philosophy of Language                                    | - | 3 units |
| ii) History of Linguistics                                   | - | 3 units |
| iii) Main Components of General Linguistics                  | - | 3 units |
| iv) Major Linguistic Theories Relevant for African Languages | - | 3 units |
| v) Translation-Theory and Practice                           | - | 3 units |
| vi) Grammar  | - | 3 units |

Total Core 18 units

**Ph.D (Language)- Electives**

|                               |   |         |
|-------------------------------|---|---------|
| a. Poetics and Linguistics    | - | 3 units |
| b. Generative Phonology       | - | 3 units |
| c. Language of the Media      | - | 3 units |
| d. Language and Globalization | - | 3 units |
| e. Issues in Morphology       | - | 3 units |
| f. Language and Society       | - | 3 units |

**Total Core - 18 units**

**Thesis - 9 units**

Total Required 27 units

**2. Fundamentals of Literary Theory**

**Core Courses**

|   |   |         |
|---|---|---------|
| a) Philosophy of Literature   | - | 3 units |
| b) History of Poetics   | - | 3 units |
| c) Main Components of Poetics   | - | 3 units |
| d) Major Theories and criticism Literature<br>Relevant for Africa and Nigeria | - | 3 units |
| e) Stylist and Criticism  | - | 3 units |
| f) Literature and Ideology  | - | 3 units |

Total Core 18 units

**Ph.D (Literature)**

**Elective**

|                               |   |         |
|-------------------------------|---|---------|
| Comparative Literature        | - | 3 units |
| Orature                       | - | 3 units |
| Advanced Dramatic Composition | - | 3 units |
| Literature and Society        | - | 3 units |
| Poetry, Song and Music        | - | 3 units |
| Children's Literature         | - | 3 units |
| Prosody                       | - | 3 units |
| Modern Fiction                | - | 3 units |

**Total Core - 18 units**

**Thesis - 9 units**

Total Required 27 units

|    |   |                     |          |
|----|---|---------------------|----------|
| 3. | <b>Fundamentals of Cultural Theory</b>                              | <b>Core Courses</b> |          |
|    | a. Philosophy of Culture  | -                   | 3 units  |
|    | b. History of Cultural Studies                                      | -                   | 3 units  |
|    | c. Main components of Culture                                       | -                   | 3 units  |
|    | d. Theories of Culture Relevant for Nigerian and African Languages. | -                   | 3 units  |
|    | e. Culture and National development                                 | -                   | 3 units  |
|    | f. Culture and Globalization  | -                   | 3 units  |
|    | Total Core  |                     | 18 units |

**Ph.D (Culture)**

**Elective**

|                              |         |
|------------------------------|---------|
| a. Components of culture     | 3 units |
| b. Study of Material Culture | 3 units |
| c. Culture and Language      | 3 units |
| d. Traditional Medicine      | 3 units |
| e. Oral Art forms            | 3 units |
| f. Culture and Social Change | 3 units |

|                   |                 |
|-------------------|-----------------|
| <b>Total Core</b> | <b>18 units</b> |
| <b>Thesis</b>     | <b>9 units</b>  |

Total Required 27 units

**5.5. DURATION OF PROGRAMMES**

a) **M. A.**

- i) The Full-Time M.A. programme would run for a minimum of three semesters, and a maximum of four semesters.
- ii) The Part time M.A. programme would run for a minimum of six semesters and maximum of eight semesters.

b) **Ph.D**

- 1) The Full-time Ph.D. programme would run for a minimum six semesters, and a maximum of eight semesters,
- 2) The part-time Ph.D programme would run for eight semesters and a maximum of ten semesters.



## 5.6. REQUIREMENTS FOR GRADUATION

### M. A. Programme

- 1) To be awarded the M.A. degree, a student must have taken and passed the prescribed number of compulsory and required courses selected from the approved list, and totalling 30 units as follows:

|                     |          |
|---------------------|----------|
| Core Courses        | 24 units |
| Thesis/Dissertation | 6 units  |
| Total               | 30 units |

- 2) In all cases, M.A. students must write and submit to the department a thesis/dissertation duly supervised by a lecturer in the department whose qualifications are not below the Ph.D. Such a thesis must be defended before an external examiner nominated by the department and appointed by Senate for that purpose.

### Ph.D. Programme

To graduate, all Ph.D. candidates must take and pass all the requisite courses as prescribed in the Ph.D course list below totalling 27 units as follows:

|                     |          |
|---------------------|----------|
| Core Courses        | 18 units |
| Dissertation/Thesis | 9 units  |
| Total               | 27units  |

Every Ph.D. candidate must submit a Dissertation on a chosen and approved topic, supervised by a member of staff whose qualification is not below the Ph.D, and who is not lower than Senior Lecturer in rank. The Ph.D. thesis must be defended before an external examiner duly nominated for that purpose and appointed by Senate.

## 5.7. DOMAIN OF THE PROGRAMMES

The M.A. and Ph.D. Programmes shall be domiciled in the Department, and in Faculties of Arts or Humanities of recognized universities.

## 5.8. STUDENT ENROLMENT

The number of students in the programme at any point in time shall depend on the carrying capacity of the department.

## 5.9. ACADEMIC REGULATIONS

**Good Standing:** To be in good standing, a student must in each semester have a Cumulative Grade Point Average (CGPA) of not less than 3.0 on a five-point scale.

### Withdrawal

An M.A. candidate whose CGPA is below 3.0 at the end of the third semester of course work shall be required to withdraw from the university.

### Attendance

In order to be eligible for examination in a particular taught course, a student shall have attended a minimum of 75% of the total periods of formal instructions delivered for the course.

## 5.10. COURSE EVALUATION

In the MA and PhD programmes, the assessment of students' achievements would be based on

- i. Terminal examinations administered at the end of the course.
- ii. Term papers, Seminar Papers.
- iii. Field Research/Reports, Group projects.

### Continuous Assessment

All continuous assessment scores shall constitute between 30 – 40% of the total scores for a course, while the formal examination shall constitute 60-70% of the total scores for a course.

### External Examination System

For the M.A. and Ph.D programmes, there shall be duly appointed external examiners who would assess and certify the overall performance of the students in their dissertations and thesis and any other aspects of the evaluation process that may from time to time be approved by Senate.

### Examinations, Grading Procedure And Results

- 1) In addition to continuous assessment, final examinations shall be given at the end of a course. The total scores for Continuous Assessment shall not be less than 30%, and not be more than 40% of total scores for a course, while the formal examination shall constitute 60% -70% of the total scores for a course.

### (ii) Pass Mark

The minimum pass mark for M.A & Ph.D courses shall be 50%.

### Grading System

Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of Grade Point Equivalent (or Grade Point Average –GPA). 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 credit points (or units) by the total number of units for all the courses taken in the semester. The credit point for a course is computed by multiplying the number of units for the course by the Grade Point Equivalent of the marks scored in the course. Each course shall be graded out of a maximum of 100 marks and assigned appropriate Grade Point Equivalent as in the table (i) below:

**Table 1:**

| (i)<br>CREDIT<br>UNITS   | (ii)<br>%<br>SCORE | (iii)<br>LETTER<br>GRADES | (iv)<br>GRADE<br>POINTS<br>(GP) | (v)<br>GRADE<br>POINT<br>AVERAGE                                       | (vi)<br>CUM.<br>GRADE<br>POINT<br>AVERAGE<br>(CGPA) | (vii)<br>CLASS OF<br>DEGREE |
|--|--------------------|---------------------------|---------------------------------|--|---|-----------------------------|
| Vary according to contact hours assigned to each course per week per semester, and according to load carried by students | 70 – 100           | A                         | 5                               | Derived by multiplying (i) and (iv) and dividing by Total Credit units | 4.50 – 5.00   | DISTINCTION                 |
|  | 60-69              | B                         | 4                               |  | 3.45 – 4.49   | CREDIT                      |
|  | 50-59              | C                         | 3                               |  | 3.0 – 3.44  | PASS                        |
|  | Below 50           | F                         | 0                               |  | Below 3.0   | FAIL                        |

### **Degree Classification**

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme, as indicated in the table (2) below:

**Table 2:**

|       | <b>CGPA</b> | <b>CLASS OF DEGREE</b> |
|-------|-------------|------------------------|
| (i)   | 4.50 – 5.00 | DISTINCTION            |
| (ii)  | 3.45-4.49   | CREDIT                 |
| (iii) | 3.00-3.44   | PASS                   |
| (iv)  | BELOW 3.00  | FAIL                   |

### **5.11. RESOURCE REQUIREMENTS FOR TEACHING AND LEARNING IN THE PROGRAMMES**

i) **ACADEMIC STAFF TEACHER-STUDENT RATIO**

This should be determined by the carrying capacity of the department, and should take student enrolment in the undergraduate programme into account.

ii) **ACADEMIC STAFF WORK LOAD**

Lecturers in the M.A. and Ph.D programmes should not have more than six (6) Credits (i.e. 90 hours) per semester.

iii) **STAFFING**

Academic Staff involved in the M.A. and Ph.D programme shall normally be holders of the Ph.D. No lecturer should supervise more than 3 Ph.D candidates and 2 M.A. candidates at a time.

However, whereas Ph.D holders may take lectures in both programmes, those below the rank of Senior Lecturer shall not supervise doctoral theses.

#### **STAFF MIX**

The recommended staff mix for effective curriculum delivery is 20:30:50 for Professor/Reader; Senior Lecturer; and Others.

#### **NON-ACADEMIC STAFF**

We recommend the recruitment of competent technical, secretarial and clerical staff to complement the academic staff in maintaining equipment such as those in the Language Laboratory, audio-visual and reprographic equipment, and provide secretarial services whenever necessary.

The ratio of non-teaching staff to academic staff should be 1:4. Among the non-academic staff, the ratio of Senior Staff to Junior Staff should be 3:2

#### **COMPUTER LITERACY**

With the computer age and application of information technology, both academic and non-academic staff should be computer literate. Where they are not, the university should establish structures to ensure that this becomes a reality.

## ACADEMIC PHYSICAL SPACE AND EQUIPMENT REQUIREMENTS

### a) PHYSICAL FACILITIES

- i) Lecture Rooms
- ii) Seminar Rooms
- iii) Board Room
- iv) Computer Room, including Virtual Library Facilities

### b) OFFICE ACCOMMODATION

| POSITION/RANK               | m <sup>2</sup> |
|-----------------------------|----------------|
| Professor's Office          | 18.50          |
| Head of Department's Office | 18.50          |
| Tutorial Staff Office       | 13.50          |
| Technical Staff Space       | 7.00           |
| Secretarial Staff Space     | 7.00           |
| Seminar Space per Student   | 1.85           |

### CLASSROOM SPACE AND EXAMINATION THEATRES

- i) Adequate Classrooms and Seminar rooms should be provided with enough chairs and tables;
- ii) Adequate Examination halls and theatres should also be provided.

### EQUIPMENT

- a. Language and/or phonetics lab
- b. TV and Video sets and accessories
- c. Digital Camera
- d. Risographs
- e. Snograph
- f. Electroglottograph
- g. Nasograph
- h. Electromagnetic Articulograph
- i. Oral documentation unit (including recording/lecture studio) archive etc

### LIBRARY FACILITIES

There must be adequate library facilities, including special holdings in the main library for the department in the General and Journals section, and a departmental library. In general, dedicated collections for the department must feature current issues of local peer-reviewed journals, international journals in the discipline, and current text books, critical works, novels, poetry collections and dramatic works.

## 5.12. LEARNING OUTCOMES FOR THE M.A. and Ph.D. PROGRAMMES

- i) Comprehensive knowledge of area of specialization: This embodies an understanding of the historical and the theoretical foundations of the areas of specialization.
- ii) Problem solving capabilities: Graduates should be able to demonstrate problem-solving capacity through critical, innovative and creative approaches to analyzing problems.
- iii) Global perspective: Graduates should have a global perspective through understanding of both domestic and global environments.
- iv) Communication competency: Graduates should be able to manage information, social responsibility, cultural and gender sensitivity and conflict resolution.
- v) Graduates produced should be research experts, university teachers of their areas and competent scholars.

## **6. POSTGRADUATE PROGRAMMES IN MUSIC**

### **6.1. PHILOSOPHY**

The philosophy of the M.A/Ph.D. (Music) programmes is to develop and produce high calibre and intellectually inclined music scholars and researchers for the various institutions of our society such as the educational, religious, social, cultural and the scientific.

### **6.2. AIMS AND OBJECTIVES**

- (i) To produce the necessary manpower required for services in the areas of music research, music production and management, music performance, music composition, music education, music therapy and music technology for both private and public interests.
- (ii) To produce high calibre manpower required for researching the various aspects of our musical experiences in Nigeria, Africa and the world in order to enhance our understanding of cultural development as a people.
- (iii) To equip students with the necessary tools and skills required for this goal (no. ii above).
- (iv) To apply the results of research towards solving practical problems associated with man and society in a global context especially in the area of cultural understanding and communication.

### **6.3. ADMISSION REQUIREMENTS**

#### **a) M.A. Programme**

Candidates with the B.A. (MUS), B. MUS or B.ED (MUS) not lower than a Second Class Lower division, from a recognized university may be admitted provided the university matriculation requirements are satisfied

1. All candidates shall be subjected to a selection process.
2. A reading knowledge of German or Italian is required for Music Performance majors.
3. Composition folios will be submitted by Composition majors.

#### **b) Ph.D. Programme**

Candidate must possess a good Master's degree in Music from a recognized university, with a CGPA not below 4.00 on a five-point scale. Candidates who do not make up to 4.00 will be required to register for the M.Phil/Ph.D. programme. Such candidates must present two seminars and a research proposal for grading and must score a minimum CGPA of 4.00 before proceeding to the Ph.D., otherwise the M.Phil Degree should be awarded upon the submission of a thesis. This thesis should be examined following the procedure of a Ph.D. thesis.

### **6.4. AREAS OF SPECIALISATION**

The following are the areas in which candidates can specialize:

#### **M.A. (MUSIC)**

- i) African Music
- ii) Music Production and Management
- iii) Music Composition
- iv) Music Performance
- v) Music Theory and Criticism
- vi) Music Education
- vii) Music Therapy
- viii) Music Technology

### **Ph.D. (MUSIC)**

- i) Musicology
- ii) Ethnomusicology
- iii) Music Composition
- iv) Music Education
- v) Music therapy

### **6.5. DURATION OF PROGRAMMES**

- a) **M. A.**
  - i. The Full-Time M.A. programme would run a minimum of three semesters, and a maximum of four semesters.
  - ii. The Part time M.A. programme would run for a minimum of six semesters and maximum of eight semesters.
- b) **PhD**
  - i) The full-time Ph.D. programme would run for a minimum six semesters, and a maximum of eight semesters,
  - ii) The part-time Ph.D. programme would run for eight semesters and a maximum of ten semesters.

### **6.6. REQUIREMENTS FOR GRADUATION**

- i) **M. A. Programme**

To be awarded the M.A. degree candidates must have taken and passed the prescribed number of compulsory and required courses selected from the approved list, and totaling 30 units as follows:

|                     |          |
|---------------------|----------|
| Core Courses        | 24 units |
| Thesis/Dissertation | 6 units  |
| Total               | 30 units |

In all cases, M.A. students must write and submit to the department a thesis/dissertation duly supervised by a lecturer in the department whose qualifications are not below the Ph.D. Such a thesis must be defended before an external examiner nominated by the department and appointed by Senate for that purpose.

- ii) **Ph.D. Programme**

To graduate, all Ph.D. candidates must take and pass all the requisite courses as prescribed in the Ph.D. course list below totalling 27 units as follows:

|                     |          |
|---------------------|----------|
| Core Courses        | 18 units |
| Dissertation/Thesis | 9 units  |
| Total               | 27units  |

Every Ph.D. candidate must submit a Dissertation on a chosen and approved topic, supervised by a member of staff whose qualification is not below the Ph.D., and who is not lower than Senior Lecturer in rank.

The Ph.D. thesis must be defended before an external examiner duly nominated for that purpose and appointed by Senate.

## **6.7. DOMAIN OF THE PROGRAMMES**

The M.A. and Ph.D. Programmes shall be domiciled in the Department, and in Faculties of Arts or Humanities of recognized universities.

Elective courses may be taken from relevant departments outside the faculty to cater for deficient areas.

## **6.8. STUDENT ENROLMENT**

The number of students in the programme at any point in time shall depend on the carrying capacity of the department.

## **6.9. ACADEMIC REGULATIONS**

**Good Standing:** To be in good standing, a student must in each semester have a Cumulative Grade Point Average (CGPA) of not less than 3.0 on a five-point scale.

### **Withdrawal**

An M.A. candidate who's CGPA is below 3.0 at the end of the third semester of course work shall be required to withdraw from the university.

### **Attendance**

In order to be eligible for examination in a particular taught course, a student shall have attended a minimum of 75% of the total periods of formal instructions delivered for the course.

## **6.10. COURSE EVALUATION**

In the MA and Ph.D. programmes, the assessment of students' achievements would be based on:

- i. Terminal examinations administered at the end of the course;
- ii. Term papers, Seminar Papers, Field Research/Reports, Group projects, etc.

### **Continuous Assessment**

All continuous assessment scores shall constitute between 30 – 40% of the total scores for a course, while the formal examination shall constitute 60-70% of the total scores for a course.

### **External Examination System**

For the M.A. and Ph.D. programmes, there shall be duly appointed external examiners who would assess and certify the overall performance of the students in their dissertations and thesis and any other aspects of the evaluation process that may from time to time be approved by Senate.

### **Examinations, Grading Procedure and Results**

#### **(i) Weighting**

In addition to continuous Assessment, final examinations shall be given at the end of a course. The total scores for Continuous Assessment shall not be less than 30%, and not be more than 40% of total scores for a course.

#### **(ii) Pass Mark**

The minimum pass mark for M.A. and Ph.D courses shall be 50%.

#### **(iii) Grading System**

Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of Grade Point Equivalent (or Grade Point Average –GPA). 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 credit points (or units) by the total number of units for all the courses taken in the

semester. The credit point for a course is computed by multiplying the number of units for the course by the Grade Point Equivalent of the marks scored in the course. Each course shall be graded out of a maximum of 100 marks and assigned appropriate Grade point Equivalent as in the table (i) below:

**Table 1:**

| (i)<br><b>CREDIT UNITS</b>  | (ii)<br><b>% SCORE</b> | (iii)<br><b>LETTER GRADES</b> | (iv)<br><b>GRADE POINTS (GP)</b> | (v)<br><b>GRADE POINT AVERAGE</b>                                      | (vi)<br><b>CUM. GRADE POINT AVERAGE (CGPA)</b> | (vii)<br><b>CLASS OF DEGREE</b> |
|---|------------------------|-------------------------------|----------------------------------|--|--|---------------------------------|
| Vary according to contact hours assigned to each course per week, per semester, and according to load carried by students | 70 – 100               | A                             | 5                                | Derived by multiplying (i) and (iv) and dividing by Total Credit units | 4.50 – 5.00                                    | DISTINCTION                     |
|   | 60-69                  | B                             | 4                                |  | 4.00 – 4.49                                    | CREDIT                          |
|   | 50-59                  | C                             | 3                                |  | 3.0 – 3.44                                     | PASS                            |
|   | Below 50               | F                             | 0                                |  | Below 3.0                                      | FAIL                            |

(iv) **Release of Results**

Results shall be released/published not later than two (2) weeks after approval by Senate.

(v) **Degree Classification**

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme, as indicated in the table (2) below:

**Table 2:**

|       | <b>CGPA</b> | <b>CLASS OF DEGREE</b> |
|-------|-------------|------------------------|
| (i)   | 4.50 – 5.00 | DISTINCTION            |
| (ii)  | 4.00 – 4.49 | CREDIT                 |
| (iii) | 3.00 – 3.44 | PASS                   |
| (iv)  | BELOW 3.00  | FAIL                   |

**6.11. RESOURCE REQUIREMENTS FOR TEACHING AND LEARNING IN THE PROGRAMMES**

i) **ACADEMIC STAFF TEACHER-STUDENT RATIO**

This should be determined by the carrying capacity of the department, and should take student enrolment in the undergraduate programme into account.

ii) **ACADEMIC STAFF WORK LOAD**

Lecturers in the M.A. and Ph.D. programmes should not have more than six (6) Credits (i.e. 90 hours) per semester.



iii) **STAFFING**

Academic Staff involved in the M.A. and Ph.D. programme shall normally be holders of the Ph.D. No lecturer should supervise more than 3 Ph.D. candidates and 2 M.A candidates at a time.

However, whereas Ph.D holders may take lectures in both programmes, those below the rank of Senior Lecturer shall not supervise doctoral theses.

(a) **STAFF MIX**

The recommended staff mix for effective curriculum delivery is 20:30:50 for Professor/Reader; Senior Lecturer; and Others.

(b) **NON-ACADEMIC STAFF**

We recommend the recruitment of competent technical, secretarial and clerical staff to complement the academic staff in maintaining equipment such as those in the language/music listening laboratory, recording studio, audio-visual and reprographic equipment, and provide secretarial services whenever necessary:

- i) The ratio of non-teaching staff to academic staff should be 1:4
- ii) Among the non-academic staff, the ratio of Senior Staff to Junior Staff should be 3:2

(c) **COMPUTER LITERACY**

Both academic and non-academic staff should be computer literate. Where they are not, the university should establish structures to ensure that this becomes a reality.

**ACADEMIC PHYSICAL SPACE AND EQUIPMENT REQUIREMENTS**

a) **PHYSICAL FACILITIES**

- i. Lecture Rooms
- ii. Seminar Rooms
- iii. Board Room
- iv. Language/Music Listening Laboratory
- v. Computer Room, including Virtual Library Facilities
- vi. Recording Studio

b) **OFFICE ACCOMMODATION**

| <b>POSITION/RANK</b>        | <b>m<sup>2</sup></b> |
|-----------------------------|----------------------|
| Professor's Office          | 18.50                |
| Head of Department's Office | 18.50                |
| Tutorial Staff Office       | 13.50                |
| Technical Staff Space       | 7.00                 |
| Secretarial Staff Space     | 7.00                 |
| Seminar Space per Student   | 1.85                 |

c) **Classroom Space and Examination Theatres**

- i) Adequate Classrooms and Seminar rooms should be provided with enough chairs and tables;
- ii) Adequate Examination halls and theatres should also be provided.

ii. **Equipment**

For effective learning, the following equipment should be provided:

- i) Computers and Music Software
- ii) Photocopying Machines
- iii) Video camera
- iv) CD players, recorders and duplicators
- v) Internet and E-Mail facilities, Microphones, Speakers, Mixers, Synthesizers.
- vi) Multimedia Projectors

iii. **Library Facilities**

There must be adequate library facilities to cater for the interest of all the courses in the programmes. These include current journals, handbooks, textbooks, manuals, codes of practice, standards and specifications, etc. in sufficient numbers. In addition, there must also be an archive of recorded sounds in the Department.

### **6.12. LEARNING OUTCOMES FOR THE M.A. and Ph.D. PROGRAMMES**

- a) Comprehensive knowledge of area of specialization: This embodies an understanding of the historical and the theoretical foundations of the area of specialization.
- b) Problem solving capabilities: Graduates of music should be able to demonstrate problem-solving capacity through critical, innovative and creative approaches to analyzing problems.
- c) Global perspective: Graduates of music should have a global perspective through understanding of both domestic and global environments.
- d) Communication competency: Graduates should be able to manage information, social responsibility, cultural and gender sensitivity and conflict resolution.
- e) Graduates produced should be research experts, university teachers of their areas and competent scholars.

### **6.13. COMMUNICATION COMPETENCE**

Graduates of music should be able to communicate effectively in writing and orally in ways appropriate for a variety of objectives and audiences.

### **6.14. DETAILED STRUCTURE OF M.A/Ph.D. PROGRAMMES**

#### **M.A. CORE COURSES**

##### **1st Semester (Core)**

|                                     |          |
|-------------------------------------|----------|
| Research Methods and Bibliography I | 3 units  |
| Historiography of Music             | 3 units  |
| Analysis of African art music       | 3 units  |
| Notation and Transcription          | 3 units  |
| Total                               | 12 units |

##### **2<sup>nd</sup> Semester (Compulsory)**

|                                      |          |
|--------------------------------------|----------|
| Research Methods and Bibliography II | 3 units  |
| Contemporary African Music           | 3 units  |
| Musical Instruments of Africa        | 3 units  |
| Oral Musical traditions of Africa    | 3 units  |
| Total                                | 12 units |

#### **M.A. ELECTIVES IN VARIOUS AREAS OF SPECIALIZATION**

##### **African Music**

|                             |         |
|-----------------------------|---------|
| Seminar on African Music I  | 3 units |
| Seminar on African Music II | 3 units |
| African Music History       | 3 units |

**Total Core** **24 units**  
**M.A. Dissertation** **6 units**

Total Required 30 units

**Music Production and Management**

|   |         |
|---|---------|
| Aesthetics of Music                               | 3 units |
| Techniques of Music Recording and Production      | 3 units |
| Music in the Mass Media                           | 3 units |
| Management and Administration of Music Production | 3 units |
| Seminar on Music Production/Management I          | 3 units |
| Seminar on Music Production/Management II         | 3 units |
| Music and the Copyright Law                       | 3 units |
| M.A. Dissertation                                 | 6 units |

Total 27 units

**Music Composition**

|  |         |
|--|---------|
| Compositional techniques of the 20 <sup>th</sup> Century Music | 3 units |
| Advanced Orchestration   | 3 units |
| Aesthetics of Music  | 3 units |
| Analysis of Selected Compositions                              | 3 units |
| Seminar in Music Composition I                                 | 3 units |
| Seminar in Music Composition II                                | 3 units |
| M.A. Dissertation  | 6 units |

Total 24 units

**Music Performance**

|   |         |
|---|---------|
| Accompaniment and Improvisation           | 3 units |
| Seminar in Music Performance I            | 3 units |
| Seminar in Music Performance II           | 3 units |
| Stylistic Techniques of Music Performance | 3 units |
| Survey of Performing Groups and Ensembles | 3 units |
| M.A. Dissertation                         | 6 units |

Total 21 units

**Music Education**

|  |         |
|--|---------|
| Historical, Philosophical & Psychological Foundations of Music Education | 3 units |
| Pedagogies of Music  | 3 units |
| Seminar in Music Education I   | 3 units |
| Seminar in Music Education II  | 3 units |
| Psychology of Music  | 3 units |
| Music Teacher Education  | 3 units |
| M.A. Dissertation  | 6 units |

Total 24 units

**Music Theory and Criticism**

|                                      |          |
|--------------------------------------|----------|
| Advanced Theory of Music             | 3 units  |
| Aesthetics of Music                  | 3 units  |
| Analysis of Selected Compositions    | 3 units  |
| Seminar in Music Theory/Criticism I  | 3 units  |
| Seminar in Music Theory/Criticism II | 3 units  |
| Theories of Criticism                | 3 units  |
| M.A. Dissertation                    | 6 units  |
| Total                                | 24 units |

**Music Therapy**

|  |          |
|--|----------|
| Music Therapy in Medical history           | 3 units  |
| Philosophies and Theories of Music Therapy | 3 units  |
| Medical Ethnomusicology                    | 3 units  |
| Seminar in Music Therapy I                 | 3 units  |
| Seminar in Music Therapy II                | 3 units  |
| Psychology of Music                        | 3 units  |
| Methods and Field Experience               | 3 units  |
| M.A. Dissertation                          | 6 units  |
| Total                                      | 28 units |

**Music Technology**

|                                  |          |
|----------------------------------|----------|
| Acoustics of Music               | 3 units  |
| Advanced Audio Signal Processing | 3 units  |
| Audio/Sound Technology           | 3 units  |
| Music Multimedia                 | 3 units  |
| Organology                       | 3 units  |
| Seminar in Music Technology I    | 3 units  |
| Seminar in Music Technology II   | 3 units  |
| M.A. Dissertation                | 6 units  |
| Total                            | 24 units |

**Ph.D. CORE COURSES****1<sup>st</sup> Semester (Compulsory)**

|   |   |         |
|---|---|---------|
| Seminar in Africanmusicology/Ethnomusicology I          | - | 3 units |
| Theoretical Issues in Africanmusicology/Ethnomusicology | - | 3 units |
| Advanced Acoustics of Music                             | - | 3 units |
| Total   |   | 9 units |

**Elective Courses**

|                            |   |         |
|----------------------------|---|---------|
| Methods in Ethnomusicology | - | 3 units |
|----------------------------|---|---------|

## 2nd Semester (Compulsory)

|   |   |         |
|---|---|---------|
| Seminar in Africanmusicology/Ethnomusicology II | - | 3 units |
| Advanced Notation and Transcription of Music    | - | 3 units |
| Advanced Field and Laboratory Methods           | - | 3 units |

Total 9 units

**Total Core - 18 units**

**Ph.D. Thesis - 9 units**

Total Required 27 units

## 6.15. COURSE DESCRIPTION

### M.A. COURSES

#### Research Methods and Bibliography I

A course on the basic methods of conducting music research; including the use of the library, both traditional and virtual; research designs and structures; pure and applied research; bibliographic and non-bibliographic methods and sources, historical and systematic musicological methods; etc. Research methods peculiar to other areas of specialization shall be examined

#### Research Methods and Bibliography II

A course designed to acquaint students with the formats for writing and presenting academic papers such as reports, reviews, critiques, critique – reviews, essays, theses, dissertations and books. Various methods of documentation and referencing. The course will include several assignments on the practice of writing in scholarly language and format under the guidance of an instructor.

#### Contemporary African Music

A study of the origin and development of various contemporary African music styles; including Neotraditional, popular, pop and art. Survey of major trends, influences and selected musicians and characteristic features of the styles.

#### Historiography of Music

A research study of the theories and philosophies of music history from classical antiquity to the present, including the Theories of origin, the autochthonous, autonomous and heteronymous theories, the organic evolution and developmental theories, the economic and class theories, theory of change and continuity, historical facts and historicity, sources and evaluation of, historiographers in both Western European and traditional African societies, and the role/place of oral traditions in reconstructing history.

#### African Music History

A research survey of African music history from pre-colonial, through colonial to post independence periods.

#### Analysis of African Art music

An inquiry into various musical and non musical elements inherent in selected African art musical forms; covering melody, harmony, rhythm, structures and metaphysical factors.

#### Musical Instruments of Africa

A research course dealing with the study and discovery of the various systems of classification of musical instruments of indigenous traditional societies of Africa and the relationship of such systems to

modern systems of taxonomy. An examination of the structure, form and distribution of musical instruments in Africa, traditional ethnic classification, modern systems of classification, basis of classification, geographical distribution of musical instruments; local and generic names of musical structure, mode and form of musical instruments and of each taxonomic group.

### **Notation and Transcription**

Various notation and transcription systems used in music include the Daesian, Ekphonic, Neumatic, Alphabetical, Mensural, Cipher (musical) Solmisation, graphic, Frames and TUBS systems. Origins of notation in the early systems such as the Cuneiform of the Sumerians, Babylonians and Assyrians, the Egyptians' hieroglyphics and the Israelites' Cheironomy; descriptive and prescriptive systems of notation. Phonograph and Melograph as examples of descriptive notation; other techniques used in descriptive notation and transcription of music.

### **Oral Musical Traditions of Africa**

A study of the vocal musical genres with special reference to their origin, character stylistic features, mode of form and mode of performance and transmission; varieties of vocal and musical genres including ritual songs, folktale songs, game songs, lullabies, initiation songs, work songs, circumcision songs, panegyric songs, war songs, dirges, laments, odes, didactic songs, satirical songs, contents, forms and performance practices; the role of oral music in society in the changing role and context of oral musical performance in today's modern technological, communicating media.

### **Seminar on African Music I**

Research Seminar concerned with defining and identifying norms that are germane to or are in the domains of African music studies: Development of valid scientific mechanisms for evaluating such studies; the domains of African musical studies, the conceptual and the philosophical basis of African studies, the historical basis of African musical studies from 1500 AD to present.

### **Seminar on African Music II**

Analytical tools used in the study of African music; the historical, ethnological, anthropological, sociological and geographical approach to the study of African music, the field and laboratory approach, collecting, processing and evaluating data; transcription and notation methods used in the graphic description of African music, photographic and phonographic methods.

### **Aesthetics of Music**

A survey of the literature of Music aesthetics from Pythagoras and Plato to the present including an examination of the various theories of indices, gestalt, matrix and the absurd; the theories of *musica mundana*, *musica humana* and *musical instrumentalis*. The heteronomous theories of the allegorical, programmatic and poetical – the phenomenological theory of the autochthonous and the autonomous. The course will examine in particular, the principles which govern the concept of musical aesthetics in selected African societies and the doctrines of musical taste.

### **Techniques of Music Recording and Production**

Specialized inquiry into the functional role of recording engineers, producers. Various digital and analogue techniques of recording and production.

### **Management and Administration of Music Production**

Theories and practices of music management and administration; including basics in music marketing, music promotion, recording business, publishing, consultancy and concert administration.

### **Music in the Mass Media**

The production, organization and transmission of music in various mass media. The role of music and musicians in the media. Proffering solution to various problems encountered by musicians in the media world.

### **Seminar on Music Production/Management I**

Discussion on various problems associated with producing musical programmes for the recording of albums, stage, radio and television. Production and problems on contemporary arranging styles of music for radio, television and films, etc. e.g. jingles and signature tunes.

### **Seminar on Music Production/Management II**

Discussion on aspects of conducting, producing and directing, intensive score analysis leading to director's breakdown for production of various forms of music theatre. Script writing for music programmes for radio and television problems of theme, design and communication.

### **Music and the Copyright Law**

History and developments in music copyright matters. Existing laws and applicability. Critical assessment of the roles of professional bodies such as PMAN, GOMAN, ANIM, COMEN, label owners. Copyright bodies such as COSON, MCSN, etc.

### **Compositional Techniques of the 20<sup>th</sup> Century Music**

An analytical study of various techniques of the 20<sup>th</sup> Century music. Topics include *musique concrete*, electronic/computer music, atonality, twelve-tone, aleatory, microtones, graphic notation, etc.

### **Advanced Orchestration**

An exploration of orchestration with emphasis on techniques and styles in both African and European music. There will be a study of traditional African ensembles organization, concepts and terminologies that inform the processes of orchestration (i.e. of drums, xylophones, flutes, trumpets, etc).

### **Analysis of Selected Compositions**

An examination of selected great compositions by Western and African art composers with the purpose of highlighting their structural and distinguishing features.

### **Seminar in Music Composition I**

Problem of conceptualizing and realizing a literary music that is idiomatically African, with regards to style. Discussion on pre-compositional consideration: style, medium, motives, length, mood and character, tempo; range tessitura, climax, extra-musical factors, multi-movement considerations, intended audience, relationship of composition to theory. Problems of notation and instrumentation. Historical charts and commentaries, 20<sup>th</sup> –century music (i.e. impressionist, atonal/serial, national/traditional, etc). Structure form, transposing instruments, typical ensembles, Orchestral evolution, Band instrumentation, some musical performance terms (European and African).

### **Seminar in Music Composition II**

An investigation of musical manuscripts and scores of various styles, including a study of treatises on specific works study of various compositional styles such as: Prolonged extension, transition and retransmission, connections, separationism, overlap, elisions. expectation and surprise, development procedures; repetition and contrast. Composing a medium-length homophonic or polyphonic work. Composing a large-scale instrumental work, presentation and discussion of class assignment on selected styles.

**Accompaniment and Improvisation**

An exploration of standard vocal or instrumental repertoire in various cultures. Emphasis on technical problems. Practical performance experience in various ensembles and with individuals. Contribution of musical solos through melodic and rhythmic applications.

**Seminar in Music Performance I**

A study of the ethnography of musical performance. i.e. the many perceptions of what is happening when music is played or sung, and the relationships between the sounds produced and the attendant social and cultural process, especially with regards to inter-cultural performance problems.

**Seminar in Music Performance II**

Structure and meaning of musical sound; diverse perceptions of the makers, users, and researchers of music as well as the behavioral data emerges in performance situations.

**Stylistic Techniques of Music Performance**

An investigation into various styles and techniques of music performances. Western and African, vocal and instrumental in selected musical genres.

**Survey of Performing Groups and Ensembles**

This course takes a look at outstanding performing groups and notable ensembles and their performers, with special emphasis on their performance practices and qualities.

**Historical, Philosophical and Psychological Foundations of Music Education**

An analysis of the major historical, philosophical and psychological factors shaping music education from early beginnings to the present; theories and concepts of music education and their relevance to Nigeria. Definition of concepts of learning and their relationships to traditional theories of musical learning.

**Pedagogies of Music**

A critical study of popular Western and African methods. Orff, Kodaly, Suzuki, Bartok, Indigenous methods.

**Seminar in Music Education I**

Current problems and issues in music education – philosophical, sociological, psychological, economic and professional problems in music education, evaluation of the present music education system in responding of social, human, political and economic problems.

**Seminar in Music Education II**

Research problems in music education; examination and comparison of innovative methods and curricular the world over, e.g. kodally, Fela Sowande's Music curriculum for Nigerian Schools.

**Psychology of Music**

Musical behaviours and experiences, roles, effects of music on all aspects of man from childhood to adulthood.

**Music Teacher Education**

History, developments and current issues in Music Teacher Education with special reference to Nigeria.

**Advanced Theory of Music**

A re-examination of musical elements such as pitch, scale, melody, harmony, rhythm, form in Western and African musical practices.



### **Seminar in Music Theory/Criticism I**

Defining and identifying the problems of music criticism in general and developing the necessary methodological tools required to function as a theoretician, critic and evaluator of aesthetic works in music for both the general and the specific audiences. A study of the peculiar problems of African music theory. The heterogeneity of African music, indefinite and abstract pitches.

### **Seminar in Music Theory/Criticism II**

A discussion of theories of form and style, and the relations and cross-currents among contemporary criticism in different media. Statistic analysis, sociological criticism, psychological theory and traditional philosophy.

### **Theories of Criticism**

A course devoted to critical writing and evaluation of musical composition and performance; factors in critical evaluation of musical performances; theory of criticism, the various schools of criticism, criticism as style, criticism as value judgement; the critic and society; the role of the critic, simulated and field exercises in music critical writing and evaluation.

### **Music Therapy in Medical history**

The origin and development of music therapy. Functional occupational therapy during World War I. Music therapy as an adjunct to psychiatric stimulus in the hospital environment. The use of music in military hospitals. The audio-analgesic in Dentistry.

### **Philosophy and Theories of Music Therapy**

An inquiry into various philosophical theories in music therapy. Indigenous theory, psychoacoustics, biomusicology, didactic, psychotherapeutics etc.

### **Medical Ethnomusicology**

Concept and practice of music therapy in cultures. Integrative research to explore music and healing in any given context. Musical and poetic analysis in relation to cultural symbols and metaphors. Concepts and emplacement to explore how bodily response, belief and cognitive flexibility work for cure and prevention.

### **Seminar in Music Therapy I**

Guided study in selected aspects of Music Therapy and presentation of papers. Special attention shall be given to special problems in the field.

### **Seminar in Music Therapy II**

Independent study in a given aspect of Music Therapy which should lead to presentation of a research paper.

### **Methods and Field Experience**

A study of various methods used in the field of Music Therapy, with special emphasis on Africa. Ethical issues. Field (clinical) experience for practical insights.

### **Acoustics of Music**

The physical basis of musical sounds, including a discussion of the objective cause of consonance and dissonance; the generation and propagation of musical sounds; a treatment of the generation and the various musical instruments and voice, both European and African; the theory of the overblown fifth; acoustic tempered scales; tuning systems in a number of selected musical cultures; the characteristics and behaviour of the African open space acoustic environment; acoustics of the concert halls; musical theatres and music studios.

### **Advanced Audio Signal Processing**

Techniques for digital-signal processing of audio signals with an emphasis on software design and implementation. Topics include equalization, filtering, audio compression, 'effects' processing such as spectral display, reverberation, simulation and wave-based physical modelling algorithms.

### **Audio/Sound Technology**

A descriptive study of basic audio and sound equipments, their functions and interconnectivity. Amplifiers, Mixers, Synthesizers, DAT machine, Equalizers, Microphones etc.

### **Music Multimedia**

Interactivity of audio players, video recorders and photography in a multimedia setting. The use of multimedia to create, process, transmit, store and perform music.

### **Organology**

A study of different technologies used in the construction of musical instruments. Principles of maintenance and construction of selected musical instruments.

### **Seminar in Music Technology I**

Guided study in selected aspects of Music Technology and presentation of papers. Special attention shall be given to special problems in the field.

### **Seminar in Music Technology II**

Independent study in a given aspect of Music Technology which should lead to presentation of a research paper.

### **M.A. Dissertation**

An original dissertation written on the area of specialization. The topic which shall be approved by the Postgraduate school on the recommendation of the Department through the faculty must make original contribution to the area of specialization.

### **Ph.D. COURSES**

#### **Theoretical Issues in Africanmusicology/Ethnomusicology**

A critical survey and evaluation of the various methodological Theories and a approach propounded by the various schools of Africanmusicology/ethnomusicology such as the ethnological, sociological, musicological, social anthropological, organological, archeomusicological, experiential and medical ethnomusicological from the time of J. Alexander Ellis and Jaap Kunst to the present, 21<sup>st</sup> Century.

#### **Advanced Acoustics of Music**

A research study of the theories of acoustics including the physics of musical sounds and their corresponding mathematical formulae and calculations from the time of Pythagoras (550 BC) to the present; the study will also include the theory of overblown fifths.

#### **Advanced Notation and Transcription of Music**

A study of the selected techniques and mechanism used in the notation, transcription and analysis of musical sounds and structures; including the pneumatic, mensural, cipher modern staff and Tubs systems of notation. The study will also include a survey of music notation from the time of the ancient Greek, Chinese and Japanese civilisation to the 21<sup>st</sup> century use and application of computers for music analysis

**Advanced Field and Laboratory Methods in Africanmusicology/Ethnomusicology**

A course designed to acquaint the student with and develop skills in the Art and Science of field investigation and the processing and analysis of field materials through the use of relevant machines, handling of camera, tape recorder, interview/surveys, etc. A short field project will be assigned to each student for execution.

**Seminar in Africanmusicology/Ethnomusicology I**

The advanced seminar in Africanmusicology/ethnomusicology are concerned with defining the norms that are germane to or are in the domains of music of all the cultural strata of mankind on an international and comparative scale. Special issues and problems in other specialized area will be discussed and projects assigned to individuals.

**Seminar in Africanmusicology/Ethnomusicology II**

Presentation of research paper on an assigned topic in any of the specialized areas.

**Ph.D. Thesis**

An original thesis written on the area of specialization. The topic which shall be approved by the Postgraduate school on the recommendation of the Department through the faculty must make original contribution to the area of specialization.

## **7. POSTGRADUATE PROGRAMMES IN LINGUISTICS**

### **7.1. PHILOSOPHY**

In several Departments where linguistics is offered at the postgraduate level, there is a deliberate attempt to marry the exigencies of theoretical considerations with those of practical applications. Whether labeled “Department of Linguistics and African/Nigerian Languages” or “Department of Languages and Linguistics”, the philosophy remains the same: the training of professional linguists at advanced levels in order to facilitate communicative needs in language teaching, language planning, language engineering, publishing, broadcasting and other ancillary disciplines, especially in a globalized world, where communication reigns supreme.

### **7.2. AIMS AND OBJECTIVES**

In view of the above-mentioned considerations, the aims of Nigerian universities in offering Masters and Ph.D. degrees in linguistics may be identified as follows:

- a) To serve the needs of individuals who wish to become internationally-recognized professional linguists;
- b) To provide adequate training for those who wish to engage in research and instructional activities in linguistics as required at the university level;
- c) To produce good scholars, who are adequately equipped to understand, interpret and exploit linguistic principles in handling language issues.

The objectives of these laudable aims may be summarized as follows:

- a) The production of competent and relevant linguists in a communication-dominated world;
- b) The exploitation of linguistic principles in promoting ancillary disciplines in teaching, research and sustainable development.

### **7.3. ADMISSION REQUIREMENTS**

#### **a) M.A. Programme**

All candidates must possess a minimum of five O' Level Credit Passes which must include English Language.

Candidates must possess a good Bachelors degree in a language-related discipline, education (with a language as teaching subject), social sciences or Linguistics not lower than a Second Class Lower division, from a recognized university.

All candidates shall be subjected to a selection process.

#### **b) Ph.D. Programme**

Candidate must possess a good Master's degree in Linguistics or a related discipline from a recognized university, with a CGPA not below 3.5 on a five-point scale.

Candidates who do not have up to 3.5 CGPA standing will be required to register for the M.Phil/Ph.D programme. Such candidates must present two seminars and a research proposal for grading and must score a minimum CGPA of 3.5 before proceeding to the Ph.D, otherwise the M.Phil Degree should be awarded upon the submission of a thesis. This thesis should be examined following the procedure of a Ph.D. thesis.

### **7.4. AREA OF SPECIALISATION**

Candidates for the M.A. or Ph.D. programme shall specialize in General Linguistics.

## 7.5. DURATION OF PROGRAMMES

- a) **M. A.**
- i) The Full-Time M.A. programme would run a minimum of three semesters, and a maximum of four semesters.
  - ii) The Part Time M.A. programme would run for a minimum of six semesters and maximum of eight semesters.
- b) **Ph.D**
- (i) The full-time Ph.D. programme would run for a minimum of six semesters, and a maximum of eight semesters,
  - (ii) The part-time PhD programme would run for eight semesters and a maximum of ten semesters.

## 7.6. REQUIREMENTS FOR GRADUATION

- i) **M. A. Programme**
- To be awarded the M.A. degree in Linguistics, a candidate must have taken and passed the prescribed number of compulsory and required courses selected from the approved list, and totaling 30 units as follows:

|              |          |
|--------------|----------|
| Core Courses | 24 units |
| Dissertation | 6 units  |
| Total        | 30 units |

In all cases, M.A. students must write and submit to the department a thesis/dissertation duly supervised by a lecturer in the department whose qualifications are not below the Ph.D. Such a thesis must be defended before an external examiner nominated by the department and appointed by Senate for that purpose.

- ii) **Ph.D. Programme**
- To graduate, all Ph.D. candidates must take and pass all the requisite courses as prescribed in the Ph.D course list below totalling 27 units as follows:

|                     |          |
|---------------------|----------|
| Core Courses        | 18 units |
| Dissertation/Thesis | 9 units  |
| Total               | 27 units |

Every Ph.D. candidate must submit a Dissertation on a chosen and approved topic, supervised by a member of staff whose qualification is not below the PhD, and who is not lower than Senior Lecturer in rank.

The Ph.D. thesis must be defended before an external examiner duly nominated for that purpose and appointed by Senate.

## 7.7. DOMAIN OF THE PROGRAMME

The M.A. and Ph.D. Programmes in Linguistics shall be domiciled in the Department of Linguistics (and African/ Nigerian Languages), Linguistics and Communication Arts or Languages and Linguistics; and in the Faculty of Arts or Humanities of recognized universities.

## 7.8. STUDENT ENROLMENT

The number of students in the programme at any point in time shall depend on the carrying capacity of the department.

## 7.9. ACADEMIC REGULATIONS

**Good Standing:** To be in good standing, a student must in each semester have a Cumulative Grade Point Average (CGPA) of not less than 3.0 on a five-point scale.

### **Withdrawal**

An M.A. candidate whose CGPA is below 3.0 at the end of the third semester of course work shall be required to withdraw from the university.

### **Attendance**

In order to be eligible for examination in a particular taught course, a student shall have attended a minimum of 75% of the total periods of formal instructions delivered for the course.

## 7.10. COURSE EVALUATION

In the MA and Ph.D programmes, the assessment of students' achievements would be based on

- a. Terminal examinations administered at the end of the course;
- b. Term papers, Seminar papers,

Field Research/Reports, Group projects, etc.

### **Continuous Assessment**

All continuous assessment scores shall constitute between 30 – 40% of the total scores for a course, while the formal examination shall constitute 60-70% of the total scores for the course.

### **External Examination System**

For the M.A. and Ph.D programmes, there shall be duly appointed external examiners who would assess and certify the overall performance of the students in their dissertations and theses and any other aspects of the evaluation process that may from time to time be approved by Senate.

#### (i) **Examinations, Grading Procedure and Results Weighting**

In addition to Continuous assessment, final examinations shall be given at the end of a course. The total scores for Continuous Assessment shall not be less than 30%, and not be more than 40% of total scores for a course.

#### (ii) **Pass Mark**

The minimum pass mark for M.A and PhD courses shall be 50%.

#### (iii) **Grading System**

Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of Grade Point Equivalent (or Grade Point Average –GPA). 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 credit points (or units) by the total number of units for all the courses taken in the semester. The credit point for a course is computed by multiplying the number of units for the course by the Grade Point Equivalent of the marks scored in the course. Each course shall be graded out of a maximum of 100 marks and assigned appropriate Grade point Equivalent as in the table (i) below:

**Table 1:**

| (i)<br>CREDIT<br>UNITS   | (ii)<br>% SCORE | (iii)<br>LETTER<br>GRADES | (iv)<br>GRADE<br>POINTS<br>(GP) | (v)<br>GRADE<br>POINT<br>AVERAGE                                       | (vi)<br>CUM.<br>GRADE<br>POINT<br>AVERAGE<br>(CGPA) | (vii)<br>CLASS OF<br>DEGREE |
|--|-----------------|---------------------------|---------------------------------|--|---|-----------------------------|
| Vary according to contact hours assigned to each course per week per semester, and according to load carried by students | 70 – 100        | A                         | 5                               | Derived by multiplying (i) and (iv) and dividing by Total Credit units | 4.50 – 5.00   | DISTINCTION                 |
|  | 60-69           | B                         | 4                               |  | 3.45 – 4.49   | CREDIT                      |
|  | 50-59           | C                         | 3                               |  | 3.0 – 3.44  | PASS                        |
|  | Below 50        | F                         | 0                               |  | Below 3.0   | FAIL                        |

**(iv) Presentation of Results**

Results for the M.A. and Ph.D examination shall be presented from the Postgraduate Schools Board of Examiners to the Senate for approval.

**(v) Release of Results**

Results shall be released/published not later than two (2) weeks after approval by Senate.

**(vi) Degree Classification**

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme, as indicated in the table (2) below:

**Table 2:**

|       | CGPA        | CLASS OF DEGREE |
|-------|-------------|-----------------|
| (i)   | 4.50 – 5.00 | DISTINCTION     |
| (ii)  | 3.45-4.49   | CREDIT          |
| (iii) | 3.00-3.44   | PASS            |
| (iv)  | BELOW 3.00  | FAIL            |

**7.11. RESOURCE REQUIREMENTS FOR TEACHING AND LEARNING IN THE PROGRAMMES****(i) ACADEMIC STAFF TEACHER-STUDENT RATIO**

This should be determined by the carrying capacity of the department, and should take student enrolment in the undergraduate programme into account.

**(ii) ACADEMIC STAFF WORK LOAD**

Lecturers in the M.A. and Ph.D programmes should not have more than six (6) Credits (i.e. 90 hours) per semester.

(iii) **STAFFING**

Academic Staff involved in the M.A. and Ph.D programmes shall normally be holders of the Ph.D. No lecturer should supervise more than 3 Ph.D candidates and 2 M.A candidates at a time.

However, whereas Ph.D holders may take lectures in both programmes, those below the rank of Senior Lecturer shall not supervise doctoral theses.

iv) **STAFF MIX**

The recommended staff mix for effective curriculum delivery is 20:30:50 for Professor/Reader; Senior Lecturer; and Others

v) **NON-ACADEMIC STAFF**

We recommend the recruitment of competent technical, secretarial and clerical staff to complement the academic staff in maintaining equipment such as those in the Language Laboratory, audio-visual and reprographic equipment, and provide secretarial services whenever necessary.

- i) The ratio of non-teaching staff to academic staff should be 1:4;
- ii) Among the non-academic staff, the ratio of Senior Staff to Junior Staff should be 3:2.

vi) **COMPUTER LITERACY**

With the computer age and application of information technology, both academic and non-academic staff should be computer literate. Where they are not, the university should establish structures to ensure that this becomes a reality.

**ACADEMIC PHYSICAL SPACE AND EQUIPMENT REQUIREMENTS**

a) **PHYSICAL FACILITIES**

- i) Lecture Rooms
- ii) Seminar Rooms
- iii) Board Room
- iv) Computer Room, including Virtual Library Facilities

b) **OFFICE ACCOMMODATION**

| <b>POSITION/RANK</b>        | <b>m<sup>2</sup></b> |
|-----------------------------|----------------------|
| Professor's Office          | 18.50                |
| Head of Department's Office | 18.50                |
| Tutorial Staff Office       | 13.50                |
| Technical Staff Space       | 7.00                 |
| Secretarial Staff Space     | 7.00                 |
| Seminar Space Per Student   | 1.85                 |

(c) **CLASSROOM SPACE AND EXAMINATION THEATRES**

- i) Adequate Classrooms and Seminar rooms should be provided with enough chairs and tables;
- ii) Adequate Examination halls and theatres should also be provided.



(d) **EQUIPMENT**

For effective teaching and learning, the following equipment and facilities should be provided:

- i) Well-equipped language laboratory
- ii) Computers
- iii) Reprographic Equipment (e.g. Photocopiers, Printers, Scanners)
- iv) Video Camera
- v) Projector and Screen
- vi) Tape Recorder
- vii) Information Technology (IT) facilities

(e) **LIBRARY FACILITIES**

There must be adequate library facilities, including special holdings in the main library for the department in the General and Journals sections, and a departmental library. In general, dedicated collections for the department must feature current issues of local peer-reviewed journals, international journals in the discipline, and current text books, critical works and other cultural materials that relate to language.

## 7.12. LEARNING OUTCOMES FOR THE M.A. AND Ph.D. PROGRAMMES

These programmes are designed to redress the observed communicative deficiencies of the average graduate and buttress their competence in handling language issues.

## 7.13. DETAILED STRUCTURE:

### 7.13.1. M.A. PROGRAMMES

(a) **M.A. GENERAL LINGUISTICS**

**1st SEMESTER**

**Compulsory Courses**

|                             |          |
|-----------------------------|----------|
| Research Methodology        | 3 units  |
| History of Linguistics      | 3 units  |
| Current issues in Phonetics | 3 units  |
| Morphology                  | 3 units  |
| Total                       | 12 units |

**Electives**

|                          |         |
|--------------------------|---------|
| i) Sociolinguistics      | 3 units |
| ii) Dialectology         | 3 units |
| iii) Applied Linguistics | 3 units |

**2nd SEMESTER**

**Compulsory Courses**

|                       |         |
|-----------------------|---------|
| i) Phonology          | 3 units |
| ii) Syntax            | 3 units |
| iii) Semantics        | 3 units |
| iv) Psycholinguistics | 3 units |

Total 12 units

|                          |   |                 |
|--------------------------|---|-----------------|
| <b>Electives</b>         |   |                 |
| i) Pragmatics            |   | 3 units         |
| ii) Multilingualism      |   | 3 units         |
| <b>Total Core</b>        | - | <b>24 units</b> |
| <b>M.A. Dissertation</b> | - | <b>6 units</b>  |
| Total Required           |   | 30 units        |

### 7.13.2. Ph.D. PROGRAMME

#### Ph.D. General Linguistics

##### 1st SEMESTER

##### Compulsory Courses

|                               |  |         |
|-------------------------------|--|---------|
| Advanced Phonology            |  | 3 units |
| Issues in Applied Linguistics |  | 3 units |
| Doctoral Seminar I            |  | 3 units |

Total 9 units

##### Electives

|                                |  |         |
|--------------------------------|--|---------|
| i) Advanced Dialectology       |  | 3 units |
| ii) Topics in Sociolinguistics |  | 3 units |

##### 2<sup>nd</sup> SEMESTER

##### Compulsory Courses

|                         |  |         |
|-------------------------|--|---------|
| i) Advanced Grammar     |  | 3 units |
| ii) Doctoral Seminar II |  | 3 units |
| iii) Semantics          |  | 3 units |

Total 9 units

##### Electives

|   |  |         |
|---|--|---------|
| i) Language and Information Technology    |  | 3 units |
| ii) Current Advances in Linguistic Theory |  | 3 units |

**Total Core - 18 units**

**Ph.D Thesis - 9 units**

Total Required 27 units

### 7.14. COURSE DESCRIPTIONS OF SOME COURSES

#### Master of Arts (M.A.)

##### Research Methodology

Fundamental characteristics of research. Research design, questionnaire design, sampling procedures, interview techniques, project management, and data processing. Validation procedures and identification of methodological problems.

**History of Linguistics**

The development of descriptive linguistics from European antiquity to the middle of the 20th century and the impact of the Indian linguistic tradition. Developments in the late 20<sup>th</sup> century that have ushered in the 21<sup>st</sup> century will also be covered.

**Current issues in Phonetics**

Instrumental studies in acoustic, auditory and articulatory phonetics as facilitated by advances in computer-mediated research

**Sociolinguistics**

Language and society – a study of the differential social roles of languages in a multilingual society. The effects of social class, gender and ethnic differences in language choice. Factors determining language change. Language conflicts, language endangerment and language rights. Analysis of the economic, educational, political, and sociological aspects of the language problems of developing nations; and the role of language in nationalistic ideologies.

**Dialectology**

This course is a study of the theory of dialectal variations and the practical application of the theory in the description of the spread of indigenous languages.

**Applied Linguistics**

The course covers the application of general linguistics theories to specific spheres of life especially language teaching, language standardization, planning and development, the creation of orthographies and compilation dictionaries.

**Phonology**

A practical course involving discussion of Phonological problems. It also traces the development of the phoneme through an examination of differing attitudes and solutions to problems. Problems should include tone. The courses should move through standard generative phonology and end with an introduction to its non-linear off-shoots.

**Syntax and Semantics**

This course is primarily a critical review of existing syntactic and semantic theories, and the applicability of these theories in the description of indigenous languages.

**Psycholinguistics**

Theories of learning as they relate to language acquisition. acquisition of the phonological and grammatical systems of language. Childhood bilingualism and intelligence. Speech disorders.

**Pragmatics**

An examination of the underlying principles of pragmatics, its mechanics and evolution, emphasizing topics such as logical implications and their role in pragmatics, propositions in relation to sentence and utterance, the distinction logical implication/ pragmatic implications; conversational implications and how to determine them, the co-operative principle, the principle of relevance, context, knowledge of the world and shared knowledge. The problems surrounding the incorporation of pragmatic information into formal descriptions of language.

**Multilingualism**

The course treats a contextual application of the theory of sociolinguistics to specific problems of ethno-cultural and linguistic diversity. Issues relating to language policies and planning; the Nigerian language question and national development will be covered.

**Ph.D.****Advanced Phonology**

A deep study of selected problems of theoretical interest: e.g. redundancy rules, rule ordering, abstractness, binary versus multi-valued features, linear versus non-linear representation, lexical versus post lexical rule application; etc.

**Issues in Applied Linguistics**

Contemporary applications of linguistic science. Advanced Dialectology

**Doctoral Seminars I and II**

Topics to be chosen after due consultation with the Department and should be presented publicly.

**Language and Information Technology**

Language in the computer age. The growth and development of the different aspects of language in ICT.

**Topics in Sociolinguistics**

Contemporary issues that dominate the relationship between language and society.

**Stylistics**

This course treats the linguistic study of literary texts. Discourse and pragmatic approaches are adopted in the interpretation of literary texts.

**Advanced Grammar**

Issues relating to the interface between and among different aspects of language that constitute grammar.

**Advanced Semantics**

Philosophical aspects of meaning in language with emphasis on topics such as illocutionary acts, the notion of appropriateness and felicity or happiness conditions, speech acts, truth values and truth conditions; presupposition, entailment and focus. Performatives and the problems surrounding performative analysis; pragmatics and the justification for this approach to the study of meaning.

**Current Advances in Linguistic Theory**

This course gives an overview of recent developments in linguistic theory as they relate to the needs of applied linguistics.

## 8. POSTGRADUATE PROGRAMMES IN FINE AND APPLIED ARTS, AND THE VARIANTS

### 8.1. ADMISSION REQUIREMENTS

#### a) M.A. Programme

- (iv) All candidates must possess the minimum of five O' Level Credit Passes which must include English Language and Mathematics
- (v) Candidates must possess a good Bachelors degree in Fine and Applied Arts, Industrial Arts and other variants, not lower than a Second Class Lower division, from a recognized university.
- (vi) All candidates shall be subjected to a selection process.

#### b) Ph.D Programme

Candidate must possess a good Master's degree the subject area from a recognized university, with a CGPA not below 3.5 on a five-point scale.

Candidates who did not make up to 3.5 will be required to register for the M.phil/Ph.D programme. Such candidates must present two seminars and a research proposal for grading and must score a minimum CGPA of 3.5 before preceding to the Ph.D, otherwise the M.phil Degree should be awarded upon the submission of a thesis. This thesis should be examined following the procedure of a Ph.D thesis.

### 8.2. AREAS OF SPECIALISATION

- 1) Sculpture
- 2) Graphics
- 3) Painting
- 4) Ceramics
- 5) Textiles
- 6) Art History
- 7) Art Education

### 8.3. DURATION OF PROGRAMMES

#### a) M. A.

- i) The Full-Time M.A. programme would run a minimum of three semesters, and a maximum of four semesters.
- ii) The Part Time M.A. programme would run for a minimum of six semesters and maximum of eight semesters.

#### b) Ph.D

- i) The Full-Time Ph.D. programme would run for a minimum six semesters, and a maximum of eight semesters,
- ii) The Part-Time Ph.D programme would run for eight semesters and a maximum of ten semesters.

## 8.4. REQUIREMENTS FOR GRADUATION

### M. A. Programme

- (i) To be awarded the M.A. degree must have taken and passed the prescribed number of compulsory and required courses selected from the approved list, and totalling 30 units as follows:

|                     |          |
|---------------------|----------|
| Core Courses        | 24 units |
| Thesis/Dissertation | 6 units  |
| Total               | 30 units |

In all cases, M.A. students must write and submit to the department a thesis/dissertation duly supervised by a lecturer in the department whose qualifications are not below the Ph.D. Such a thesis must be defended before an external examiner nominated by the department and appointed by Senate for that purpose.

### ii) Ph.D. Programme

- a) To graduate, all Ph.D. candidates must take and pass all the requisite courses as prescribed in the Ph.D course list below totaling 27 units as follows:

|                     |          |
|---------------------|----------|
| Core Courses        | 18 units |
| Dissertation/Thesis | 9 units  |
| Total               | 27units  |

- b) Every Ph.D. candidate must submit a Dissertation on a chosen and approved topic, supervised by a member of staff whose qualification is not below the Ph.D, and who is not lower than Senior Lecturer in rank.
- c) The Ph.D. thesis must be defended before an external examiner duly nominated for that purpose and appointed by Senate.

## 8.5. DOMAIN OF THE PROGRAMMES

The M.A. and Ph.D. Programmes shall be domiciled in the Department, and in Faculties of Arts or Humanities of recognized universities.

### STUDENT ENROLMENT

The number of students in the programme at any point in time shall depend on the carrying capacity of the department.

### ACADEMIC REGULATIONS

**Good Standing:** To be in good standing, a student must in each semester have a Cumulative Grade Point Average (CGPA) of not less than 3.0 on a five-point scale.

### Withdrawal

An M.A. candidate whose CGPA is below 3.0 at the end of the third semester of course work shall be required to withdraw from the university.

### Attendance

In order to be eligible for examination in a particular taught course, a student shall have attended a minimum of 75% of the total periods of formal instructions delivered for the course.

## 8.6. COURSE EVALUATION

In the M.A and Ph.D programmes, the assessment of students' achievements would be based on

- i) Terminal examinations administered at the end of the course;
- ii) Term papers, Seminar papers,

Field Research/Reports, Group projects, etc.

### Continuous Assessment

All continuous assessment scores shall constitute between 30 – 40% of the total scores for a course, while the formal examination shall constitute 60-70% of the total scores for a course.

### External Examination System

For the M.A. and Ph.D programmes, there shall be duly appointed external examiners who would assess and certify the overall performance of the students in their dissertations and thesis and any other aspects of the evaluation process that may from time to time be approved by Senate.

### Examinations, Grading Procedure And Results

- (i) In addition to continuous assessment, final examinations shall be given at the end of a course. The total scores for continuous assessment shall not be less than 30%, and not be more than 40% of total scores for a course.

- (ii) **Pass Mark**

The minimum pass mark for M.A & Ph.D courses shall be 50%.

### Grading System

Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of Grade Point Equivalent (or Grade Point Average –GPA). 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 credit points (or units) by the total number of units for all the courses taken in the semester. The credit point for a course is computed by multiplying the number of units for the course by the Grade Point Equivalent of the marks scored in the course. Each course shall be graded out of a maximum of 100 marks and assigned appropriate Grade Point Equivalent as in the table (i) below:

**Table 1:**

| (i)<br>CREDIT UNITS  | (ii)<br>% SCORE | (iii)<br>LETTER GRADES | (iv)<br>GRADE POINTS (GP) | (v)<br>GRADE POINT AVERAGE   | (vi)<br>CUM. GRADE POINT AVERAGE (CGPA) | (vii)<br>CLASS OF DEGREE |
|--|-----------------|------------------------|---------------------------|--|---|--------------------------|
| Vary according to contact hours assigned to each course per week per semester, and according to load carried by students | 70 – 100        | A                      | 5                         | Derived by multiplying (i) and (iv) and dividing by Total Credit units | 4.50 – 5.00                             | DISTINCTION              |
|  | 60-69           | B                      | 4                         |  | 3.45 – 4.49                             | CREDIT                   |
|  | 50-59           | C                      | 3                         |  | 3.0 – 3.44                              | PASS                     |
|  | Below 50        | F                      | 0                         |  | Below 3.0                               | FAIL                     |

**Presentation of Results**

Results for the M.A. and Ph.D examination shall be presented from the Postgraduate Schools Board of Examiners to the Senate for approval.

**Release of Results**

Results shall be released/published not later than two (2) weeks after approval by Senate.

**Degree Classification**

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme, as indicated in the table (2) below:

**Table 2:**

|       | <b>CGPA</b> | <b>CLASS OF DEGREE</b> |
|-------|-------------|------------------------|
| (i)   | 4.50 – 5.00 | DISTINCTION            |
| (ii)  | 3.45-4.49   | CREDIT                 |
| (iii) | 3.00-3.44   | PASS                   |
| (iv)  | BELOW 3.00  | FAIL                   |



## **8.7. RESOURCE REQUIREMENTS FOR TEACHING AND LEARNING IN THE PROGRAMMES**

### **i) ACADEMIC STAFF TEACHER-STUDENT RATIO**

This should be determined by the carrying capacity of the department, and should take student enrolment in the undergraduate programme into account.

### **ii) ACADEMIC STAFF WORK LOAD**

Lecturers in the M.A. and Ph.D programmes should not have more than six (6) Credits (i.e. 90 hours) per semester.

### **iii) STAFFING**

Academic Staff involved in the M.A. and Ph.D programme shall normally be holders of the Ph.D. No lecturer should supervise more than 3 PhD candidates and 2 MA candidates at a time. However, whereas PhD holders may take lectures in both programmes, those below the rank of Senior Lecturer shall not supervise doctoral theses.

### **STAFF MIX**

The recommended staff mix for effective curriculum delivery is 20:30:50 for Professor/Reader; Senior Lecturer; and Others

### **NON-ACADEMIC STAFF**

We recommend the recruitment of competent technical, secretarial and clerical staff to complement the academic staff in maintaining equipment such as those in the Language Laboratory, audio-visual and reprographic equipment, and provide secretarial services whenever necessary.

- i) The ratio of non-teaching staff to academic staff should be 1:4
- ii) Among the non-academic staff, the ratio of Senior Staff to Junior Staff should be 3:2

### **COMPUTER LITERACY**

With the computer age and application of information technology, both academic and non-academic staff should be computer literate. Where they are not, the university should establish structures to ensure that this becomes a reality.

## **ACADEMIC PHYSICAL SPACE AND EQUIPMENT REQUIREMENTS**

### **a) PHYSICAL FACILITIES**

- i. Lecture Rooms
- ii. Seminar Rooms
- iii. Board Room
- iv. Computer Room, including Virtual Library Facilities

### **b) OFFICE ACCOMMODATION**

| <b>POSITION/RANK</b>        | <b>m<sup>2</sup></b> |
|-----------------------------|----------------------|
| Professor's Office          | 18.50                |
| Head of Department's Office | 18.50                |
| Tutorial Staff Office       | 13.50                |
| Technical Staff Space       | 7.00                 |
| Secretarial Staff Space     | 7.00                 |
| Seminar Space per Student   | 1.85                 |

## CLASSROOM SPACE AND EXAMINATION THEATRES

- i) Adequate Classrooms and Seminar rooms should be provided with enough chairs and tables;
- ii) Adequate Examination halls and theatres should also be provided.

## EQUIPMENT

For effective teaching and learning, the following equipment and facilities should be provided.

- i) Well-equipped language laboratory
- ii) Computers
- iii) Reprographic Equipment (e.g. Photocopiers, Risographs)
- iv) Video Camera
- v) Projector & Screen
- vi) Tape Recorder
- vii) Internet and E-Mail facilities

## LIBRARY FACILITIES

There must be adequate library facilities, including special holdings in the main library for the department in the General and Journals section, and a departmental library. In general, dedicated collections for the department must feature current issues of local peer-reviewed journals, international journals in the discipline, and current text books, critical works, novels, poetry collections and dramatic works.

### 8.8. LEARNING OUTCOMES FOR THE M.A. and Ph.D. PROGRAMMES

- a) Comprehensive knowledge of area of specialization: This embodies an understanding of the historical and the theoretical foundations of the areas of specialisation.
- b) Problem solving capabilities: Graduates should be able to demonstrate problem-solving capacity through critical, innovative and creative approaches to analysing problems.
- c) Global perspective: Graduates should have a global perspective through understanding of both domestic and global environments.
- d) Communication competency: Graduates should be able to manage information, social responsibility, cultural and gender sensitivity and conflict resolution.
- e) Graduates produced should be research experts, university teachers of their areas and competent scholars.

### 8.9. COURSE OUTLINES

#### ART HISTORY

##### 1<sup>st</sup> semester

##### Core Courses

- |   |   |         |
|---|---|---------|
| i) Advanced Research Methods in Visual Art        | - | 3 units |
| ii) Selected Topics in Art and Crafts             | - | 3 units |
| iii) Art and Society- Research Paper Presentation | - | 3 units |
| iv) Art in Africa – prehistory and contemporary   | - | 3 units |

Total 12 units

##### Elective Courses ( Choose any one below)

- |                                    |   |         |
|------------------------------------|---|---------|
| i) Contemporary European Art       | - | 3 units |
| ii) Issues in Historical Documents | - | 3 units |

## 2<sup>nd</sup> semester

### General Core Courses

|   |  |         |
|---|--|---------|
| a. Seminar on trends and issues in Visual Art |  | 3 units |
| b. Research Studies in Museum Art Collections |  | 3 units |
| c. Advanced Draughtmanship                    |  | 3 units |
| d. Land and Seascape Painting                 |  | 3 units |

Total 12 units

### Elective Courses (3 units, choose any one below)

|  |   |         |
|--|---|---------|
| 1. Islamic Art                           | - | 3 units |
| 2. African and European Textiles Designs | - | 3 units |
| 3. Three Dimensional Sculptural Forms    | - | 3 units |
| 4. Computer in Graphic                   | - | 3 units |

**Total Core - 24 units**

**M.A. Dissertation - 6 units**

Total Required 30 units

## ART EDUCATION

### 1<sup>st</sup> semester

#### Core Courses

|   |   |         |
|---|---|---------|
| 1) Advanced Research Methods in Visual Art          | - | 3 units |
| 2) Selected Topics in Art and Crafts                | - | 3 units |
| 3) Art and Society- Research Paper Presentation     | - | 3 units |
| 4) 20 <sup>TH</sup> Century Art Education in Africa | - | 3 units |

Total 12 units

#### Elective Courses (choose one)

|   |   |         |
|---|---|---------|
| 1) Teaching of Art and Craft at Primary and Secondary Schools | - | 3 units |
| 2) Seminar in Art and Crafts Education                        | - | 3 units |

### 2<sup>nd</sup> semester

#### Core Courses

|   |   |         |
|---|---|---------|
| 1. Seminar on Trends and Issues in Visual Art           | - | 3 units |
| 2. Apprenticeship and Formal Training in Art and Crafts | - | 3 units |
| 3. Issues in Art Education at the Tertiary Level        | - | 3 units |
| 4. Seminar in Art and Crafts Education                  | - | 3 units |

Total 12 units

|  |   |                 |
|--|---|-----------------|
| Elective Courses (choose one)                        |   |                 |
| 1. Advanced Draughtmanship                           | - | 3 units         |
| 2. Land and Seascape Painting                        | - | 3 units         |
| 3. African and European Textiles Designs             | - | 3 units         |
| 4. Computer in graphics                              | - | 3 units         |
| 5. Three Dimensional Sculptural forms (construction) | - | 3 units         |
| <b>Total Core</b>                                    | - | <b>24 units</b> |
| <b>M.A. Dissertation</b>                             | - | <b>6 units</b>  |
| Total Required                                       |   | 30 units        |

## CERAMICS

### 1<sup>st</sup> semester

#### Core Courses

|   |   |          |
|---|---|----------|
| i. Advanced Research Methods in Visual Art        | - | 3 units  |
| ii. Selected Topics in Art and Crafts             | - | 3 units  |
| iii. Art and Society- Research Paper Presentation | - | 3 units  |
| iv. Methods and Materials in Ceramics             | - | 3 units  |
| Total   |   | 12 units |

#### Elective Courses (choose one)

|  |   |         |
|--|---|---------|
| 1. Glaze Preparation From Local Source   | - | 3 units |
| 2. Wheel Pottery and Ceramics Sculptures | - | 3 units |
| 3. Advanced Draughtmanship               | - | 3 units |

### 2<sup>nd</sup> semester

#### Core Courses

|   |   |          |
|---|---|----------|
| 1. Traditional Pottery Forms                  | - | 3 units  |
| 2. Seminar on Trends and Issues in Visual Art | - | 3 units  |
| 3. Industrial Ceramics and Tiles Decoration   | - | 3 units  |
| 4. Construction of Kilms and Kick-wheels      | - | 3 units  |
| Total   |   | 12 units |

#### Elective Courses (choose one)

|  |   |         |
|--|---|---------|
| 1. Landscape Painting                                | - | 3 units |
| 2. African and European Textiles Designs             | - | 3 units |
| 3. Computer in Graphics                              | - | 3 units |
| 4. Three Dimensional Sculptural Forms (construction) | - | 3 units |

|                          |   |                 |
|--------------------------|---|-----------------|
| <b>Total Core</b>        | - | <b>24 units</b> |
| <b>M.A. Dissertation</b> | - | <b>6 units</b>  |

Total Required 30 units

## GRAPHICS

### 1<sup>st</sup> semester

#### Core Courses

|  |   |         |
|--|---|---------|
| 1. Advanced Research Methods in Visual Art | - | 3 units |
|--|---|---------|

|   |   |                 |
|---|---|-----------------|
| 2. Selected Topics in Art and Crafts            | - | 3 units         |
| 3. Art and Society- Research Paper presentation | - | 3 units         |
| 4. Graphics Design and Packaging                | - | 3 units         |
| Total   |   | 12 units        |
| Elective Courses (Choose One)                   |   |                 |
| 1. Creative Photography                         | - | 3 units         |
| 2. Print Making Techniques                      | - | 3 units         |
| <b>2<sup>nd</sup> semester</b>                  |   |                 |
| Core Courses                                    |   |                 |
| 1. Seminar on Trends and Issues in Visual Art   | - | 3 units         |
| 2. Graphics Illustration and Typesetting        | - | 3 units         |
| 3. Computer Workshop in Graphics                | - | 3 units         |
| 4. Alternative Graphic Tools                    | - | 3 units         |
| Total   |   | 12 units        |
| Elective Courses (choose one)                   |   |                 |
| 1. Advanced Draughtmanship                      | - | 3 units         |
| 2. Landscape Painting                           | - | 3 units         |
| 3. African and European Textiles designs        | - | 3 units         |
| 4. Traditional Pottery Forms                    | - | 3 units         |
| 5. Three dimensional sculptural forms           | - | 3 units         |
| <b>Total Core</b>                               | - | <b>24 units</b> |
| <b>M.A. Dissertation</b>                        | - | <b>6 units</b>  |
| Total Required                                  |   | 30 units        |

## **PAINTING**

### 1<sup>st</sup> semester

#### Core Courses

|  |   |         |
|--|---|---------|
| 1. Advanced Research Methods in Visual Art         | - | 3 units |
| 2. Selected Topics in Art and Crafts               | - | 3 units |
| 3. Art and Society- Research Paper Presentation    | - | 3 units |
| 4. Exploration and use of Natural Painting Sources | - | 3 units |

Total 12 units

#### Elective Courses (choose one)

|   |   |         |
|---|---|---------|
| 1) Figure and Natural Studies (Composition) | - | 3 units |
| 2) Mixed Media in Painting Skills           | - | 3 units |

### **2<sup>nd</sup> semester**

#### Core Courses

|  |   |         |
|--|---|---------|
| 1. Seminar on Trends and Issues in Visual Art    | - | 3 units |
| 2. Research into Colour and Other Painting Media | - | 3 units |
| 3. Mural and Relief Painting Skills              | - | 3 units |
| 4. Theory of Methods and Materials in Painting   | - | 3 units |

Total 12 units

|  |   |                 |
|--|---|-----------------|
| Elective Courses (choose one)            |   |                 |
| 1. African and European Textiles Designs | - | 3 units         |
| 2. Traditional Pottery Forms             | - | 3 units         |
| 3. Three Dimensional Sculptural Forms    | - | 3 units         |
| 4. Computer in Graphics                  | - | 3 units         |
| 5. Creative Photography                  | - | 3 units         |
| <b>Total Core</b>                        | - | <b>24 units</b> |
| <b>M.A. Dissertation</b>                 | - | <b>6 units</b>  |
| Total Required                           |   | 30 units        |

## SCULPTURE

### Core Courses First Semester

|  |   |         |
|--|---|---------|
| 1. Advanced Research Methods in Visual Art       | - | 3 units |
| 2. Selected Topics in Arts and Crafts            | - | 3 units |
| 3. Arts and Society- Research Paper presentation | - | 3 units |
| 4. Theory of Methods and Materials in Sculpture  | - | 3 units |

Total 12 units

### Elective Courses First Semester (choose one)

|                                     |   |         |
|-------------------------------------|---|---------|
| i) Advanced Draughtsmanship         | - | 3 units |
| ii) Construction and Wood Sculpture | - | 3 units |

### Second Semester Core Courses

|   |   |         |
|---|---|---------|
| 1. Three Dimensional Sculptural Forms     | - | 3 units |
| 2. Wood Carving and Burnt Wood Techniques | - | 3 units |
| 3. Portraits and Life-Size Sculpture      | - | 3 units |
| 4. Metal and Aerial Sculpture             | - | 3 units |

Total 12 units

### Second Semester Electives (Chose one)

|  |   |         |
|--|---|---------|
| 1. Mixed Media Sculpture                     | - | 3 units |
| 2. Seminar on Trends and Issues in Sculpture | - | 3 units |

|                          |   |                 |
|--------------------------|---|-----------------|
| <b>Total Core</b>        | - | <b>24 units</b> |
| <b>M.A. Dissertation</b> | - | <b>6 units</b>  |

Total Required 30 units

## **9. POSTGRADUATE PROGRAMMES IN ARCHAEOLOGY IN NIGERIAN UNIVERSITIES**

### **9.1. PHILOSOPHY**

The philosophy of the programme is to develop skills and give full practical training to postgraduate students to enable them perform creditably in their selecte areas of specialization. With this in mind, the course has been designed to provide further training to make original contribution to: African prehistory and proto-history; development of archaeological theory and methods; and other applied aspects of archaeology such as museum studies, conservation and tourism.

### **9.2. AIMS AND OBJECTIVES**

This course is designed to give full practical training to archaeologists and museum professionals. It is also designed to help scholars in related disciplines like Anthropology, Tourism and Geography, etc, who may require practical archaeological knowledge in their research. Newly recruited staff in the above areas would be encouraged to embark on this programme to enhance their performance.

### **9.3. ADMISSION REQUIREMENTS**

#### **a) M.A. Degree in Archaeology**

Admission to this programme is open to graduates who hold the B.A. Degree in Archaeology or a related discipline but such graduates may be required to take remedial courses at the undergraduate level to upgrade their knowledge in Archaeology.

#### **b) M.Phil Degree in Archaeology**

Admission to the M/Phil Programme is open to:

- (a) Candidates who have attained a minimum average mark of 50% in the M.A. degree programme in Archaeology.
- (b) Candidates who possess a Master's degree in Archaeology from other Universities, each case being considered on its own merit.

#### **c) Ph.D Degree in Archaeology**

Admission to Ph.D programme is open to:

- a) Candidates who have attained a minimum of Cumulative Grade Point Average (CGPA) of 3.5 on five-point scale in the M.A. degree programme in Archaeology.
- b) Candidates for the M.Phil Degree programme of the University of Ibadan who satisfied the course requirements for the degree and have been permitted by senate to upgrade their registration on the basis of satisfactory progress in research.
- c) Candidates who possess the M.Phil. Degree in Archaeology from other Universities, each case being considered on its own merit.

### **9.4. AREAS OF SPECIALISATION IN ARCHAEOLOGY**

Candidates for the M.A. or PhD programme may specialize in any of the following general areas.

- (i) Ethnoarchaeology
- (ii) Theory and Method in Archaeology
- (iii) Archaeology of Africa, and the Tropical Regions

- (iv) Environmental Archaeology with emphasis on Quaternary Ecology
- (v) Environmental Impact Assessment and Tourism Development
- (vi) Cultural Resources Management and Museum Studies
- (vii) Advanced Studies in Public Archaeology

## 9.5. DURATION OF PROGRAMMES

- a) **M. A.**
  - i) The full-time M.A. programme would run a minimum of three semesters, and a maximum of four semesters.
  - ii) The part time M.A. programme would run for a minimum of six semesters and maximum of eight semesters.
- b) **Ph.D**
  - i. The full-time Ph.D. programme would run for a minimum six semesters, and a maximum of eight semesters,
  - ii. The part-time Ph.D programme would run for eight semesters and a maximum of ten semesters.

## 9.6. REQUIREMENTS FOR GRADUATION

### M. A. Programme

- (i) To be awarded the M.A. degree in Archaeology a candidate must have taken and passed the prescribed number of compulsory and required courses selected from the approved list, and totaling 30 units as follows:
 

|              |          |
|--------------|----------|
| Core Courses | 24 units |
| Dissertation | 6 units  |
| Total        | 30 units |

In all cases, M.A. students must write and submit to the department a thesis/dissertation duly supervised by a lecturer in the department whose qualifications are not below the Ph.D. Such a thesis must be defended before or certified by an external examiner nominated by the department and appointed by Senate for that purpose.

- (ii) **Ph.D. Programme**

To graduate, all Ph.D. candidates must take and pass all the requisite courses as prescribed in the Ph.D course list below totaling 27 units as follows:

|                     |          |
|---------------------|----------|
| Core Courses        | 12 units |
| Dissertation/Thesis | 9 units  |
| Total               | 27 units |

Every Ph.D. candidate must submit a Dissertation on a chosen and approved topic, supervised by a member of staff whose qualification is not below the PhD, and who is not lower than Senior Lecturer in rank.

The Ph.D. thesis must be defended before an external examiner duly nominated for that purpose and appointed by Senate.



### **9.7. DOMAIN OF THE PROGRAMMES**

The M.A. and Ph.D. Programmes in Archaeology shall be domiciled in the Departments of Archaeology, Archaeology and Anthropology, Archaeology and Tourism in the Faculties of Arts or Humanities, and Science of recognized universities.

### **9.8. STUDENT ENROLMENT**

The number of students in the programme at any point in time shall depend on the carrying capacity of the department.

### **9.9. ACADEMIC REGULATION**

**Good Standing:** To be in good standing, a student must in each semester have a Cumulative Grade Point Average (CGPA) of not less than .0 on a five-point scale.

#### **Withdrawal**

An M.A. candidate whose CGPA is below 3.0 at the end of the third semester of course work shall be required to withdraw from the university.

#### **Attendance**

In order to be eligible For examination in a particular taught course, a student shall have attended a minimum of 75% of the total periods of formal instructions delivered for the course.

### **9.10. COURSE EVALUATION**

In the M.A. and Ph.D programmes, the assessment of students' achievements would be based on

- i) Terminal examinations administered at the end of the course;
- ii) Term papers, Seminar Papers,
- iii) Field Research/Reports, Group Projects, etc.

#### **Continuous Assessment (Compulsory Course)**

All continuous assessment scores shall constitute between 30 – 40% of the total scores for a course, while the formal examination shall constitute 60-70% of the total scores for a course.

#### **External Examination System**

For the M.A. and P.hD programmes, there shall be duly appointed external examiners who would assess and certify the overall performance of the students in their dissertations and thesis and any other aspects of the evaluation process that may from time to time be approved by the University Senate.

#### **Examinations, Grading Procedure And Results (Compulsory Course)**

(i) **Weighting – Solo**

In addition to continuous assessment and final examinations shall be given at the end of a course. The total scores for continuous assessment shall not be less than 30%, and not be more than 40% of total scores for a course.

(ii) **Pass Mark**

The minimum pass mark for MA & PhD courses shall be 50%.

(ii) **Grading System**

Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of Grade Point Equivalent (or Grade Point Average –GPA). 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 credit points (or units) by the total number of units for all the courses taken in the semester. The credit point for a course is computed by multiplying the number of units for the course by the Grade Point Equivalent of the marks scored in the course. Each course shall be graded out of a maximum of 100 marks and assigned appropriate Grade point Equivalent as in the table (i) below:

**Table 1:**

| (i)<br><b>CREDIT UNITS</b>   | (ii)<br><b>% SCORE</b> | (iii)<br><b>LETTER GRADES</b> | (iv)<br><b>GRADE POINTS (GP)</b> | (v)<br><b>GRADE POINT AVERAGE</b>                                      | (vi)<br><b>CUM. GRADE POINT AVERAGE (CGPA)</b> | (vii)<br><b>CLASS OF DEGREE</b> |
|--|------------------------|-------------------------------|----------------------------------|--|--|---------------------------------|
| Vary according to contact hours assigned to each course per week per semester, and according to load carried by students | 70 – 100               | A                             | 5                                | Derived by multiplying (i) and (iv) and dividing by Total Credit units | 4.50 – 5.00                                    | DISTINCTION                     |
|  | 60-69                  | B                             | 4                                |  | 3.45 – 4.49                                    | CREDIT                          |
|  | 50-59                  | C                             | 3                                |  | 3.0 – 3.44                                     | PASS                            |
|  | Below 50               | F                             | 0                                |  | Below 3.0                                      | FAIL                            |

(iv) **Presentation Of Results**

Results for the M.A. and Ph.D examination shall be presented from the Postgraduate Schools Board of Examiners to the Senate for approval.

(v) **Release Of Results**

Results shall be released/published not later than two (2) weeks after approval by Senate.

(vi) **Degree Classification**

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme, as indicated in the table (2) below:

**Table 2:**

|       | <b>CGPA</b> | <b>CLASS OF DEGREE</b> |
|-------|-------------|------------------------|
| (i)   | 4.50 – 5.00 | DISTINCTION            |
| (ii)  | 3.45-4.49   | CREDIT                 |
| (iii) | 3.00-3.44   | PASS                   |
| (iv)  | BELOW 3.00  | FAIL                   |

**9.11. RESOURCE REQUIREMENTS FOR TEACHING AND LEARNING IN THE PROGRAMMES**

i) **ACADEMIC STAFF TEACHER-STUDENT RATIO**

This should be determined by the carrying capacity of the department, and should take student enrolment in the undergraduate programme into account.

ii) **ACADEMIC STAFF WORK LOAD**

Lecturers in the M.A. and Ph.D programmes should not have more than six (6) Credits (i.e. 90 hours) per semester.

- iii) **STAFFING**  
Academic Staff involved in the M.A. and Ph.D programme shall normally be holders of the Ph.D. No lecturer should supervise more than 3 Ph.D candidates and 2 M.A. candidates at a time.
- However, whereas Ph.D holders may take lectures in both programmes, those below the rank of Senior Lecturer shall not supervise doctoral theses.
- (iv) **STAFF MIX**  
The recommended staff mix for effective curriculum delivery is 20:30:50 for Professor/Reader; Senior Lecturer; and Others
- (v) **NON-ACADEMIC STAFF**  
We recommend the recruitment of competent technical, secretarial and clerical staff to complement the academic staff in maintaining equipment such as those in the Language Laboratory, audio-visual and reprographic equipment, and provide secretarial services whenever necessary.
- i) The ratio of non-teaching staff to academic staff should be 1:4  
ii) Among the non-academic staff, the ratio of Senior Staff to Junior Staff should be 3:2
- (vi) **COMPUTER LITERACY**  
With the computer age and application of information technology, both academic and non-academic staff should be computer literate. Where they are not, the university should establish structures to ensure that this becomes a reality.

## **ACADEMIC PHYSICAL SPACE AND EQUIPMENT REQUIREMENTS**

- a) **PHYSICAL FACILITIES**
- i) Lecture Rooms  
ii) Seminar Rooms  
iii) Board Room  
iv) Computer Room, including Virtual Library Facilities
- b) **OFFICE ACCOMMODATION**
- | <b>POSITION/RANK</b>        | <b>m<sup>2</sup></b> |
|-----------------------------|----------------------|
| Professor's Office          | 18.50                |
| Head of Department's Office | 18.50                |
| Tutorial Staff Office       | 13.50                |
| Technical Staff Space       | 7.00                 |
| Secretarial Staff Space     | 7.00                 |
| Seminar Space per Student   | 1.85                 |
- (c) **CLASSROOM SPACE AND EXAMINATION THEATRES**
- i) Adequate Classrooms and Seminar rooms should be provided with enough chairs and tables;  
ii) Adequate Examination halls and theatres should also be provided.
- (d) **EQUIPMENT**  
For effective teaching and learning, the following equipment and facilities should be provided.
- i) Field work equipment for archaeological reconnaissance and excavation (details of these cannot be incorporated here).

- ii) Well-equipped laboratory for analysis of archaeological materials, stones, metals, bones etc.
- iii) Well-equipped palynological laboratory for analysis of pollens and spores.
- iv) Computers
- v) Photocopiers, scanning machines, cameras, video cameras, projectors, screens and tape recorders
- vi) Internet and E-Mail facilities

(e) **LIBRARY FACILITIES**

There must be adequate library facilities, including special holdings in the main library for the department in the General and Journals section, and a departmental library. In general, dedicated collections for the department must feature current issues of local peer-reviewed journals, international journals in the discipline, and current text books, critical works on archaeological theories and practice, for example, critical assessment of excavation reports and laboratory analysis of archaeological materials.

**9.12. LEARNING OUTCOMES FOR THE M.A. and Ph.D. PROGRAMMES**

- i) Comprehensive knowledge of areas of specialization: This embodies on understanding of the historical and theoretical foundations of areas of specialization.
- ii) Problems solving capabilities: Graduates should be able to demonstrate problem solving capacity through critical, innovative and creative approaches to analyzing problems.
- iii) Global perspective: Graduates should have a global perspective through understanding of both domestic and global environments.
- iv) Communication competency: Graduates should be able to manage information, social responsibilities, cultural and gender sensibility and conflict resolution.
- v) Graduates produced should be research experts, university teachers of their areas and competent scholars and competent to be employed in Cultural Institutions – Museums, Cultural Centres, Arts Councils - Tourism Corporations and related areas.

**9.13. DETAILED STRUCTURE:**

**9.13.1. M.A. PROGRAMME**

**First Semester Core Courses**

- |   |         |
|---|---------|
| i) Theories and Methods in Archaeology                            | 3 units |
| ii) Cultural Resource Management and Museum Studies               | 3 units |
| iii) Fieldwork Methods in Archaeology                             | 3 units |
| iv) Environmental Archaeology with emphasis on Quaternary Ecology | 3 units |

|       |          |
|-------|----------|
| Total | 12 units |
|-------|----------|

**Electives**

**Choose one**

- |   |         |
|---|---------|
| i) Ethnoarchaeology                     | 3 units |
| ii) Historical Archaeology              | 3 units |
| iii) Public Archaeology                 | 3 units |
| iv) Geo-archaeology                     | 3 units |
| v) Conservation Principles and Practice | 3 units |

| <b>Second Semester</b>           | <b>Core Courses</b>  |                   |
|----------------------------------|--|-------------------|
| i)                               | Environmental Impact Assessment and Tourism Development    | 3 units           |
| ii)                              | Research Design and Execution                              | 3 units           |
| iii)                             | Technology and Artifact Classification                     | 3 units           |
| iv)                              | Topics on African Archaeology With Emphasis on West Africa | 3 units           |
|                                  | Total  | 12 units          |
|                                  |  |                   |
| <b>Second Semester Electives</b> | <b>Choose One</b>  |                   |
| i)                               | Africa's Indigenous Knowledge and Technology               | 3 units           |
| ii)                              | Palcoecological Principles and Laboratory Methods          | 3 units           |
| iii)                             | Ethnography of Africa                                      | 3 units           |
| iv)                              | History, Principles and Philosophies of Tourism            | 3 units           |
| v)                               | Environmental Anthropology                                 | 3 units           |
| vi)                              | Conservation and Material Science                          | 3 units           |
|                                  | <b>Total Core</b>  | <b>- 24 units</b> |
|                                  | <b>M.A. Dissertation</b>                                   | <b>- 6 units</b>  |
|                                  | Total Required   | 30 units          |

### 9.13.2. PhD Programme

| <b>First Semester</b>               | <b>Core Course</b>                                  |                   |
|-------------------------------------|---|-------------------|
|                                     | Discourse of Culture and Practice                   | 3 units           |
|                                     | Quantitative Methods in Archaeology                 | 3 units           |
|                                     | Doctoral Seminar I                                  | 3 units           |
|                                     | Total   | 9 units           |
|                                     |   |                   |
| <b>Electives</b>                    |   |                   |
|                                     | Archaeology/Anthropology and Information Technology | 3 units           |
|                                     | Tourism Industry Studies                            | 3 units           |
|                                     |   |                   |
| <b>Second Semester Core Courses</b> |   |                   |
|                                     | Development Studies                                 | 3 units           |
|                                     | Database Management System                          | 3 units           |
|                                     | Doctoral Seminar II                                 | 3 units           |
|                                     | Total   | 9 units           |
|                                     |   |                   |
| <b>Elective</b>                     |   |                   |
|                                     | Cultural Tourism in Africa                          | 3 units           |
|                                     | Theory and Methods in Social Archaeology            | 3 units           |
|                                     | <b>Total Core</b>                                   | <b>- 18 units</b> |
|                                     | <b>Ph.D. Thesis</b>                                 | <b>- 9 units</b>  |
|                                     | Total Required                                      | 27                |

## **9.14. DESCRIPTION OF COURSES**

### **Theories and Methods in Archaeology**

The theories and methods employed in the analysis and interpretation of archaeological data, the place of archaeology in relation to other natural and human sciences, the rise and development of theories in museum studies, an appraisal of the organizational techniques and performance in museum organization.

### **Environmental Archaeology**

This course studies present and past environment, types of environments with special reference to Africa; influence of man on the environment and how environment has affected man's way of life and his cultural development through time.

### **Cultural Resource Management and Museum Studies**

Deals with the realities of managing cultural resources, the concept of cultural resource management; the social-politics of the past, review of cultural resource management programmes in developed and West African countries; practical matters of organization and management, the roles of field work and museums in cultural resource management; communication and presentation of materials to the public. The course also deals with history, functions and organization of museums, collecting and its ethics; documentation; storage; conservation and display of museum objects.

### **Fieldwork Methods in Archaeology**

Field reconnaissance techniques, organization and direction of an excavation, sampling techniques, field records and photography.

### **Ethnoarchaeology**

Definition, assumption, limitations and goals, philosophies of linkage between the past, present and future, traditions of ethnographic studies in Africa, ethno archaeology and ethnography/experimental archaeology; ethnography and archaeological study of aspects of material culture-technology, subsistence and land use; health care and settlement including burials.

### **Advanced Studies in Public Archaeology**

The course discusses public archaeology in Nigeria and some other parts of the world. Topics include Archaeology and the Public, Legislation in Archaeology and the role of Museums in Public Education. Students will be required to carry out a practical assignment and write individual reports of their findings.

### **Environmental Impact Assessment and Tourism Development**

The course discusses the development nature and purpose as well as the process of environmental impact assessment. It also examines the impacts of project actions, policies and programmes on cultural and socio-economic environment and tourism resources. Emphasis is placed on policy issues, economic, social and environmental factors that influence tourism development in parts of Africa. Sustainable development will be an important part of the course.

### **Topics on African Archaeology With Emphasis on West Africa**

Detailed comparative studies of published Archaeological Assemblages, Discussions of themes.

### **Research Design and Execution**

Critical appraisal of literature and other materials. Identification of problems; Data treatment and Publication of results.

### **Technology and Artifact Classification**

Practical work in classification using materials available in the Department. Discussion of criteria employed, Drawings, and measurements where appropriate, Graphical and statistical presentation of results and writing of reports.

### **Africa's Indigenous Knowledge and Technology**

This course discusses some aspects of Africa's indigenous or cultural knowledge (folklores, proverbs, music, oral traditions, religion and rituals etc) and how these have influenced Africa's technological development with particular reference to pottery and metal working, food production and processing, shelter, crafts and transportation and traditional medicine. The course also discusses indigenous knowledge and sustainable development and transfer of technology.

### **Conservation and Material Science**

The course deals with the study of physical and chemical properties of some materials, chemical properties of tropical soil and the chemistry of some atmospheric elements in the tropics. The interplay of materials with soils, and/or the atmosphere in the tropics. Treatment of materials affected by soil or atmospheric actions. Some mitigating measures on materials and monuments.

### **Ethnography of Africa**

Myths of Origin and Interpretive frameworks; marriage and kinship; religions and religious practices; social and political organizations and history of kingdoms in Nigeria and any ethnic group in West/East/South Africa other than Nigeria.

### **Archaeology (Anthropology) and Information Technology**

The course examines the basic principles and application of information technology (IT) to archaeological problems. It also discusses the methods and techniques of using IT in archaeological data collection, surveying, modelling, designs, analyses and interpretation. Students shall be introduced to the use of Geographic Information System (GIS) in the study of the following – topographic maps, statistical analysis and site distributions, using data built into the computer.

### **Quantitative Methods in Archaeology**

The course uses simple statistical techniques to expose students to various aspects of data gathering and management. Emphasis will be placed on the computation of archaeological data.

### **Theory and Methods in Social Archaeology**

The theories and methods employed in the analysis of archaeological data, the place of archaeology in relation to other natural human sciences; the rise and development of theories in museum studies, an appraisal of the organizational techniques and performance in museum organizations.

### **Database Management System**

Introduction/Rationale: Brief history, pros and cons. Data independence; Data Modelling; conceptual Data model, entity-relation model: Logical data Modelling: relational, hierarchical, network; Relational data mode; Normalization, 1<sup>st</sup>, 2<sup>nd</sup> 3<sup>rd</sup> and Boyce-Codd normal forms, relation algebra and SQL; Query optimization techniques; Physical storage organization ; Basic (sequential; Direct, index) and Higher level (list, multilist, Ring, invested); Database Management Issues; Transactions and integrity, failure and crash recovery, concurrency control, serialisability and privacy and security; Distributed database systems; Transparency, fragmentation, heterogeneity, and Querying; Object-oriented database systems, Systems; Concepts, inheritance, polymorphism; practical systems; Database design and implementation using commercial database software.

**Cultural Tourism in Africa**

The course exposes students to peoples and languages in Africa; survey of historical archaeological sites in Africa and their contents. A regional approach will be adopted in this study. Some of the important attractions that will be studied includes Yankari Games Reserve, Argungu Fishing and Cultural Festivals, Old Oyo National Park, New Yam Festival and Masquerade Festivals in parts of Nigeria; the famous Zimbabwean Ruins, the East African Safari; the Pyramids of Egypt.

**History, Principles and Philosophies Of Tourism**

The historical development of tourism in world perspective. The basic principles of tourism, leisure and education. The social and economic benefits of tourism; national policies on tourism, agents and agencies of tourism.

**Development Studies**

State formation; methods of governance; ethnicity and pluralism; man-power Planning; social organizational development – Economic Communities of West African States (ECOWAS).

**Tourism Industry Studies**

The roles, characteristics and operations of the principal industries engaged in tourism. Students are required to visit any of the industries (e.g. hotels, holiday resorts; etc) and report on the management, structure and activities.

**Conservation Principles and Practice**

Conservation of monuments and sites rescue/salvage operation on-site; conservation of archaeological findings, problems of conservation of sites, monuments and cultural materials; illegal examinations, looting, vandalization.

**Environmental Anthropology**

Vegetation study; settlement patterns; waste disposal techniques; resource exploitation and control; myths and social embodiments of environmental factors (water; lighting, social protests); Study of patterns of disasters.



## **10. POSTGRADUATE PROGRAMME IN CLASSICAL STUDIES**

### **10.1. PHILOSOPHY**

The M.A. programme is designed to prepare students for doctoral study in Classical Studies and to avail them the opportunity of further knowledge about the ancient world as well as an education of lasting value to their professional and personal lives. The programme would also prepare qualified students for careers in teaching and research, among others by providing individualized training and mentoring in all areas of Classical Scholarship. The range of career opportunities is what distinguishes graduates of Classics.

### **10.2. AIMS AND OBJECTIVES**

This programme is expected to offer deeper and specialized knowledge of Greek or Latin Language and other aspects of ancient Mediterranean life and culture; archaeology, history, literature, religion and thought. The programme is set to address a wider set of critical concerns, such as cultural awareness and literary sensibility and to maintain a steady focus on further sharpening of students' analytical thinking and writing skills. This education invites students to share in the appreciation and scrutiny of the legacies of the ancient. Moreover the programme is aimed at enabling the students to locate themselves as Nigerians or other nationals, as the case may be, in the various benefits of Classical civilization in a comparative and analytical manner and to identify how to apply the knowledge for the advancement of the society.

The Ph.D is primarily aimed at preparing students for careers in teaching and research through the development of both general competence in Classical Studies and to provide special expertise in one or more specific area(s) of the discipline.

### **10.3. ADMISSION REQUIREMENTS**

For the M.A. candidates are required to possess:

- (i) The minimum of five O' Level Credit Passes, which must include English Language and any one of the following subjects - Literature in English, History, Religious Studies, Government, Yoruba, French or any other relevant Social Science subject.
- (ii) An honours degree in Classics/Classical Studies or other related disciplines such as English, Religious Studies, History, Theatre Arts, European Studies, Archaeology, Philosophy, Linguistics, Political Science, Anthropology, Sociology and Geography, not lower than a Second Class Lower division, from a recognized university.

The Ph.D programme is continued from the M.A. programme. Therefore, students who wish to proceed to the Ph.D level must obtain appropriate grades at the M.A.

### **10.4. AREAS OF SPECIALIZATION**

The following are areas of specialization in the Department, from which it is required of postgraduate students to make a choice. The M.A. dissertation and the Ph.D thesis would reflect the area of specialization.

- (i) **Classical Literature**  
Greek Epic, Lyric, Elegiac and Iambic poetry; Greek Rhetoric; Latin Epic, Lyric and Elegiac poetry; Latin Rhetoric.
- (ii) **Ancient History**  
Greek History, Roman History, Byzantine History, Egyptian History, Historiography

- (iii) **Ancient Philosophy**  
The Pre-Socratics, Socrates and the Sophists, Plato, Aristotle, Epicureanism and Stoicism, Neo-Platonism and Early Christian Philosophy.
- (iv) **Ancient Science and Religion**  
Greek Science, Geography, Astronomy, Greek Religion, Roman Religion, Christianity in the Roman Empire, Egyptian Religion, Christianity in Egypt.
- (v) **Classical Archaeology and the History of Africa in Antiquity**  
Archaeology of North Africa (Maghreb) and North-East Africa (Egypt and Sudan).  
Archaeology of Italy and Roman Britain.
- (vi) **Epigraphy**  
Latin Epigraphy  
Greek Epigraphy
- (vii) **Classical Mythology**
- (viii) **Gender Issues in the Classical World**  
Women in the Classical World  
Family life in Greece and Rome.
- (ix) **Roman Law and International Relations and Diplomacy**

#### 10.5. DURATION OF PROGRAMMES

- (a) **M.A.**
  - (i) The **full-time M.A.** programme would run a minimum of three semesters, and a maximum of four semesters.
  - (ii) The **part-time M.A.** programme would run for a minimum of six semesters and maximum of eight semesters.
- (b) **PhD**
  - (i) The **full-time Ph.D** programme would run for a minimum of six semesters and a maximum of eight semesters
  - (ii) The Part-Time Ph.D programme would run for eight semesters minimum and a maximum of ten semesters.

#### 10.6. REQUIREMENTS FOR GRADUATION

- (a) **M. A. Programme**  
To be awarded the M.A. degree in Classical Studies, a candidate must have taken and passed the prescribed number of compulsory and required courses and totaling 30 units as follows:  
  
Compulsory Courses
  - (1) One of the following: - CLL 701 (4 units), CLG 701 (4 units)
  - (2) CLC 701 Project (6 units). In all cases, M.A. students must write and submit to the Department a dissertation duly supervised by a lecturer in the department whose qualifications are not below the Ph.D
  - (3) Seminar Work on one area of 1-9 (2 units)
  - (4) Special subject chosen from CLC 703 – 715 (3 units).  
1-4 above total 15 units
- (b) Candidates will not be allowed to register for more than 25 units of other electives.

- (c) To be considered for the award of the degree of the M.A. candidates will be required, in addition to satisfying the examiners in compulsory courses, to obtain a minimum of 15 units in other courses.
- (d) Candidates other than graduates of Classics/Classical Studies who intend to obtain the Degree of M.A., Classical Studies shall be required to take and pass remedial courses in Greek and/or Latin as determined by the Department.
- (b) **Ph.D.**
  - (i) Candidates shall be required to submit a thesis on a topic approved by the Department and supervised by a member of staff whose qualification is not below the Ph.D, and who is not lower than Senior Lecturer in rank.
  - (ii) The thesis must be defended before an external examiner duly nominated for that purpose and appointed by Senate.
  - (iii) Candidates shall be required, before registering their titles, to present two seminar papers at Departmental/Faculty level.
  - (iv) Candidates shall be required, before the end of their study to demonstrate a satisfactory reading and translation ability of at least one of the following languages:
    - (i). French
    - (ii). German
    - (iii). Italian.

#### **10.7. DOMAIN OF THE PROGRAMMES**

The M.A. and Ph.D programmes in Classical Studies shall be domiciled in the Department of Classics in Nigerian universities.

#### **10.8. STUDENT ENROLMENT**

The number of students in the programmes at any point shall depend on the carrying capacity of the department.

#### **10.9. ACADEMIC REGULATIONS**

- (a) **Good Standing:** To be in good standing, a student must in each semester have a Cumulative Grade Point Average (CGPA) of not less than 3.0 on a five-point scale.
- (b) **Withdrawal**  
An M.A. candidate whose CGPA is below 3.0 at the end of the third semester of course work shall be required to withdraw from the university.
- (c) **Attendance**  
In order to be eligible for examination in a particular taught course, a student shall have attended a minimum of 75% of the total periods of formal instructions delivered for the course.

#### **10.10. COURSE EVALUATION**

In the M.A. and PhD programmes, the assessment of students' achievements would be based on

- i) Terminal examinations administered at the end of the course;
- ii) Term papers, Seminar Papers,
- iii) Field Research/Reports, Group projects, etc.

### Continuous Assessment

All continuous assessment scores shall constitute between 30 – 40% of the total scores for a course, while the formal examination shall constitute 60-70% of the total scores for a course.

### External Examination System

For the M.A. and Ph.D programmes there shall be duly appointed external examiners who would assess and certify the overall performance of the students in their dissertations and theses and any other aspects of the evaluation process that may from time to time be approved by Senate.

### Examination, Grading Procedure and Results

(i) Weighing

In addition to Continuous Assessment, final examinations shall be given at the end of a course. The total scores for Continuous Assessment shall not be less than 30%, and not be more than 40% of total scores for a course.

(ii) Pass Mark

The minimum pass mark for M.A. and Ph.D courses shall be 50%.

### Grading System

Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of Grade Point Equivalent (or Grade Point Average –GPA). 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 credit points (or units) by the total number of units for all the courses taken in the semester. The credit point for a course is computed by multiplying the number of units for the course by the Grade Point Equivalent of the marks scored in the course. Each course shall be graded out of a maximum of 100 marks and assigned appropriate Grade point Equivalent as in the table (i) below:

**Table 1:**

| (i)<br>CREDIT UNITS  | (ii)<br>%<br>SCORE | (iii)<br>LETTER<br>GRADES | (iv)<br>GRADE<br>POINTS<br>(GP) | (v)<br>GRADE<br>POINT<br>AVERAGE                                       | (vi)<br>CUM.<br>GRADE<br>POINT<br>AVERAGE<br>(CGPA) | (vii)<br>CLASS OF<br>DEGREE |
|--|--------------------|---------------------------|---------------------------------|--|---|-----------------------------|
| Vary according to contact hours assigned to each course per week per semester, and according to load carried by students | 70 – 100           | A                         | 5                               | Derived by multiplying (i) and (iv) and dividing by Total Credit units | 4.50 – 5.00   | DISTINCTION                 |
|  | 60-69              | B                         | 4                               |  | 3.45 – 4.49   | CREDIT                      |
|  | 50-59              | C                         | 3                               |  | 3.0 – 3.44  | PASS                        |
|  | Below 50           | F                         | 0                               |  | Below 3.0   | FAIL                        |

(iv) **Presentation of Results**

Results for the M.A. and Ph.D examination shall be presented from the Postgraduate Schools Board of Examiners to the Senate for approval.

(v) **Release of Results**

Results shall be released/published not later than two (2) weeks after approval by Senate.

(vi) **Degree Classification**

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme, as indicated in the table (2) below:

**Table 2:**

|       | <b>CGPA</b> | <b>CLASS OF DEGREE</b> |
|-------|-------------|------------------------|
| (i)   | 4.50 – 5.00 | DISTINCTION            |
| (ii)  | 3.45-4.49   | CREDIT                 |
| (iii) | 3.00-3.44   | PASS                   |
| (iv)  | BELOW 3.00  | FAIL                   |

**10.11. RESOURCE REQUIREMENTS FOR TEACHING AND LEARNING IN THE PROGRAMMES**

**i) ACADEMIC STAFF TEACHER-STUDENT RATIO**

This should be determined by the carrying capacity of the department, and should take student enrolment in the undergraduate programme into account.

**ii) ACADEMIC STAFF WORK LOAD**

Lecturers in the M.A. and Ph.D programmes should not have more than six (6) Credits per semester.

**iii) STAFFING**

Academic Staff involved in the M.A. and Ph.D programme shall normally be holders of the Ph.D. No lecturer should supervise more than 3 Ph.D candidates and 2 M.A. candidates at a time.

However, whereas Ph.D holders may take lectures in both programmes, those below the rank of Senior Lecturer shall not supervise doctoral theses.

**iv) STAFF MIX**

The recommended staff mix for effective curriculum delivery is 20:30:50 for Professor/Reader; Senior Lecturer; and Others.

**v) NON-ACADEMIC STAFF**

We recommend the recruitment of competent technical, secretarial and clerical staff to complement the academic staff in maintaining equipment such as those in the Language Laboratory, audio-visual and reprographic equipment, and provide secretarial services whenever necessary.

i) The ratio of non-teaching staff to academic staff should be 1:4

ii) Among the non-academic staff, the ratio of Senior Staff to Junior Staff should be 3:2

**vi) COMPUTER LITERACY**

With the computer age and application of information technology, both academic and non-academic staff should be computer literate. Where they are not, the university should establish structures to ensure that this becomes a reality.

## ACADEMIC PHYSICAL SPACE AND EQUIPMENT REQUIREMENTS

### a) PHYSICAL FACILITIES

- i) Lecture Rooms
- ii) Seminar Rooms
- iii) Board Room
- iv) Computer Room, including Virtual Library Facilities
- v) Audio-Visual Room
- vi) Adequate Rehearsal Space(s)

### b) OFFICE ACCOMMODATION

| POSITION/RANK               | m <sup>2</sup> |
|-----------------------------|----------------|
| Professor's Office          | 18.50          |
| Head of Department's Office | 18.50          |
| Tutorial Staff Office       | 13.50          |
| Technical Staff Space       | 7.00           |
| Secretarial Staff Space     | 7.00           |
| Seminar Space per Student   | 1.85           |

### c) CLASSROOM SPACE AND EXAMINATION HALLS

- i) Adequate Classrooms and Seminar rooms should be provided with enough chairs and tables;
- ii) Adequate Examination halls should also be provided.

### d) EQUIPMENT

For effective teaching and learning, the following equipment and facilities should be provided:

- i) Computers;
- ii) Reprographic Equipment (e.g. Photocopiers); and
- iii) Internet and E-Mail facilities

### e) LIBRARY FACILITIES

There must be adequate library facilities, including special holdings in the main library for the department in the General and Journals section, and a departmental library. In general, dedicated collections for the department must feature current issues of local peer-reviewed journals, international journals in the discipline, and current text books and critical works on every aspect of Classical scholarship.

#### COMMUNICATION COMPETENCY:

Students in the M.A. and Ph.D programme in Classical Studies should be able to communicate effectively in speaking and writing.

## 10.12. LEARNING OUTCOMES FOR THE M.A. and Ph.D. PROGRAMMES

- a. Comprehensive knowledge of area of specialization: This embodies an understanding of the historical and the theoretical foundations of the areas of specialization.
- b. Problem solving capabilities: Graduates should be able to demonstrate problem-solving capacity through critical, innovative and creative approaches to analyzing problems.
- c. Global perspective: Graduates should have a global perspective through understanding of both domestic and global environments.
- d. Communication competency: Graduates should be able to manage information, social responsibility, cultural and gender sensitivity and conflict resolution.
- e. Graduates produced should be research experts, university teachers of their areas and competent in scholarship.

**10.13. DETAILED COURSE CURRICULUM FOR M.A. PROGRAMME**

| <b>Course Code</b> | <b>Course Title/Contents Course Description/Synopsis</b>  | <b>No. Of Contact hour/Unit(s)*</b> |
|--------------------|---|-------------------------------------|
| CLL 701            | <b>Latin Language:</b> Translation, syntax, grammar, stylistics, metre; reading of a number of texts from a variety of authors.   | 60: 4: C                            |
| CLL 702            | <b>Latin Literature I:</b> Prescribed texts in verse from the Augustisian Era (Virgil, Horace, Propertius, Ovid).   | 45: 3: E                            |
| CLL 703            | <b>Latin Literature II:</b> Prescribed texts in prose from the Republican and Imperial Periods (Cicero, Seneca, Petronius and Tacitus).   | 45: 3: E                            |
| CLL 704            | <b>Latin Textual Criticism:</b> Textual criticism in theory and practice; consideration of textual problems over a wide range of authors and detailed critical study of a set text.                                   | 45: 3: E                            |
| CLL 705            | <b>Latin Epigraphy:</b> Latin inscriptions as historical source - material; language, lettering styles, and other epigraphic conventions; interpretation and restoration.   | 45: 3: E                            |
| CLG 701            | <b>Greek Language:</b> Translation, syntax, grammar metre; reading of a number of texts from a variety of authors.  | 60: 4: E                            |
| CLC 705            | <b>The Historian's Craft:</b> Critical survey of approaches to ancient history since the 19 <sup>th</sup> century.  | 45: 3: E                            |
| CLG 702            | <b>Greek Literature 1:</b> Prescribed texts in verse from the Homeric to the Hellenistic Periods.   | 45: 3: E                            |
| CLG 703            | <b>Greek Literature II:</b> Prescribed texts in prose of the 5 <sup>th</sup> and 4 <sup>th</sup> Centuries B.C.   | 45: 3: E                            |
| CLG 704            | <b>Greek Textual Criticism:</b> Textual criticism in theory and practice; consideration of textual problems over a wide range of authors and detailed critical study of a set text                                    | 45: 3: E                            |
| CLG 705            | <b>Greek Epigraphy:</b> Greek inscriptions as historical source - material; language, lettering styles, and other epigraphic conventions; interpretation and restoration.   | 45: 3: E                            |
| CLC 701            | <b>Project Study:</b> Supervised study of a project of the student's choice in either classical literature, languages, ancient history, science, religion, mythology, classical archaeology or gender and difference. | 6: C                                |
| CLC 702            | <b>Seminar</b> two or more papers on any of the areas other than that chosen for the project study.   | 30: 2: C                            |
| CLC 703            | <b>Roman Society:</b> Study of Roman society with particular reference to the late Republic and the Principate  | 45: 3: E                            |
| CLC 704            | <b>Greek Society:</b> Study of ancient Greek society with particular reference to the Classical and Hellenistic periods   | 45: 3: E                            |

- **C –Compulsory**
- **E – Electives**
- **R – Required**

## 11. POSTGRADUATE PROGRAMMES IN RELIGIOUS STUDIES

### 11.1. PHILOSOPHY:

The philosophy of the M.A. and Ph.D. programmes is to train and develop scholars who will be concerned with the critical study of the African religious and cultural life in all its diversity. Emphasis is placed on those religious traditions which have the greatest importance in the history of Africa – (African traditional religious traditions, Christianity and Islam) with their ethical demands. The emerging scholars will develop the ability to understand, analyze and critically interpret the nature of religious reality as well as the mutual interplay of religious features with other elements in the broader social and cultural context.

### 11.2. OBJECTIVES

- i) To deepen the candidates' critical and analytical understanding of Religious and Cultural Traditions of mankind with special reference to the African context.
- ii) To encourage an in-depth study of specific areas within the subject with a view to pursue specialized research.
- iii) To produce graduates familiar with the methodological and theoretical developments in the relevant fields of Religion and Cultural Studies who will be able to apply their knowledge to their environment and also make their own contribution to universal scholarship.
- iv) To help students to develop independent thought and critical judgement and tolerance in the field of Religion and Culture with a view to achieve greater understanding and harmonious living in society.
- v) To promote the students' careers in teaching, administration, the law courts and the foreign services.
- vi) To give the students thorough grounding in major areas of Christianity and Islam as well as the cultures and institutions of Christians and Muslims.

### 11.3. ADMISSION REQUIREMENTS

#### a) **M.A. Programme**

All candidates must possess the minimum of five Ordinary Level Credit Passes which must include English Language and any four of the Arts and Social Science subjects.

Candidates must possess a good Bachelors degree in Religion and its variants (e.g. Religious Studies, Religious and Cultural Studies, Religious Management and Cultural Studies, Islamic or Christian Religious Studies, Theology, etc.), not lower than a Second Class Lower division, from a recognized university.

All candidates shall be subjected to a selection process.

#### b) **Ph.D Programme**

Candidate must possess a good Master's degree in Religion or its variants from a recognized university, with a CGPA not below 3.5 on a five-point scale. Candidates who did not make up to 3.5 will be required to register for the M.Phil/Ph.D programme. Such candidates must present two seminars and a research proposal for grading and must score a minimum CGPA of 3.5 before proceeding to the Ph.D, otherwise the M.phil Degree should be awarded upon the submission of a thesis. This thesis should be examined following the procedure of a Ph.D thesis.



#### 11.4. AREAS OF SPECIALISATION: M.A. and Ph.D

1. African Traditional Religion
2. Biblical Studies: Old and New Testaments
3. Church History
4. Islamic Studies
5. Religious Ethics and Philosophy
6. Sociology of Religion
7. Philosophy of Religion
8. Comparative Religion
9. Ethics and Philosophy
10. Interaction of Religion
11. Islamic History, Thought and Institutions
12. Islamic Law and Jurisprudence
13. Qur'anic and Hadith Sciences
14. Islamic Religious Movements and Modern Development

#### 11.5. DURATION OF PROGRAMMES

##### M. A.

- a) The full-time M.A. programme would run a minimum of three semesters, and a maximum of four semesters.
- b) The part time M.A. programme would run for a minimum of six semesters and maximum of eight semesters.

##### PhD

- a) The full-time Ph.D. programme would run for a minimum of six semesters, and a maximum of eight semesters,
- b) The part-time Ph.D programme would run for eight semesters and a maximum of ten semesters.

#### 11.6. REQUIREMENTS FOR GRADUATION

##### M. A. Programme

- i) To be awarded the M.A. degree a student must have taken and passed the prescribed number of compulsory and required courses selected from the approved list, and totalling 30 units as follows:

|                     |          |
|---------------------|----------|
| Core Courses        | 24 units |
| Thesis/Dissertation | 6 units  |
| Total               | 30 units |

- ii) In all cases, M.A. students must write and submit to the department a thesis/dissertation duly supervised by a lecturer in the department whose qualifications are not below the Ph.D. Such a thesis must be defended before an external examiner nominated by the department and appointed by Senate for that purpose.

##### Ph.D. Programme

To graduate, all Ph.D. candidates must take and pass all the requisite courses as prescribed in the Ph.D course list below totalling 27 units as follows:

|                     |          |
|---------------------|----------|
| Core Courses        | 18 units |
| Dissertation/Thesis | 9 units  |
| Total               | 27units  |

Every Ph.D. candidate must submit a Dissertation on a chosen and approved topic, supervised by a member of staff whose qualification is not below the Ph.D, and who is not lower than Senior Lecturer in rank.

The Ph.D. thesis must be defended before an external examiner duly nominated for that purpose and appointed by Senate.

### **11.7. DOMAIN OF THE PROGRAMMES**

The M.A. and Ph.D. Programmes shall be domiciled in the Department, and in Faculties of Arts or Humanities of recognized universities.

#### **STUDENT ENROLMENT**

The number of students in the programme at any point in time shall depend on the carrying capacity of the department.

#### **ACADEMIC REGULATIONS**

**Good Standing:** To be in good standing, a student must in each semester have a Cumulative Grade Point Average (CGPA) of not less than 3.0 on a five-point scale.

#### **Withdrawal**

An M.A. candidate whose CGPA is below 3.0 at the end of the third semester of course work shall be required to withdraw from the university.

#### **Attendance**

In order to be eligible for examination in a particular taught course, a student shall have attended a minimum of 75% of the total periods of formal instructions delivered for the course.

### **11.8. COURSE EVALUATION**

In the M.A. and Ph.D programmes, the assessment of students' achievements would be based on:

- i) Terminal examinations administered at the end of the course;
- ii) Term papers, Seminar Papers,
- iii) Field Research/Reports, Group projects, etc.

#### **Continuous Assessment**

All continuous assessment scores shall constitute between 30 – 40% of the total scores for a course, while the formal examination shall constitute 60-70% of the total scores for a course.

#### **External Examination System**

For the M.A. and Ph.D programmes there shall be duly appointed external examiners who would assess and certify the overall performance of the students in their dissertations and thesis and any other aspects of the evaluation process that may from time to time be approved by Senate.

#### **Examinations, Grading Procedure And Results**

In addition to continuous assessment, final examinations shall be given at the end of a course. The total scores for continuous assessment shall not be less than 30%, and not be more than 40% of total scores for a course.

#### **Pass Mark**

The minimum pass mark for M.A. and Ph.D courses shall be 50%.

### Grading System

Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of Grade Point Equivalent (or Grade Point Average –GPA). 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 credit points (or units) by the total number of units for all the courses taken in the semester. The credit points for a course is computed by multiplying the number of units for the course by the Grade Point Equivalent of the marks scored in the course. Each course shall be graded out of a maximum of 100 marks and assigned appropriate Grade point Equivalent as in the table (i) below:

**Table 1:**

| (i)<br>CREDIT<br>UNITS   | (ii)<br>% SCORE | (iii)<br>LETTER<br>GRADES | (iv)<br>GRADE<br>POINTS<br>(GP) | (v)<br>GRADE<br>POINT<br>AVERAGE                                       | (vi)<br>CUM.<br>GRADE<br>POINT<br>AVERAGE<br>(CGPA) | (vii)<br>CLASS OF<br>DEGREE |
|--|-----------------|---------------------------|---------------------------------|--|---|-----------------------------|
| Vary according to contact hours assigned to each course per week per semester, and according to load carried by students | 70 – 100        | A                         | 5                               | Derived by multiplying (i) and (iv) and dividing by Total Credit units | 4.50 – 5.00   | DISTINCTION                 |
|  | 60-69           | B                         | 4                               |  | 3.45 – 4.49   | CREDIT                      |
|  | 50-59           | C                         | 3                               |  | 3.0 – 3.44  | PASS                        |
|  | Below 50        | F                         | 0                               |  | Below 3.0   | FAIL                        |

### Presentation of Results

Results for the M.A. and Ph.D examination shall be presented from the Postgraduate Schools Board of Examiners to the Senate for approval.

### Release of Results

Results shall be released/published not later than two (2) weeks after approval by Senate.

### Degree Classification

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme, as indicated in the table (2) below:

**Table 2:**

|       | CGPA        | CLASS OF DEGREE |
|-------|-------------|-----------------|
| (i)   | 4.50 – 5.00 | DISTINCTION     |
| (ii)  | 3.45-4.49   | CREDIT          |
| (iii) | 3.00-3.44   | PASS            |
| (iv)  | BELOW 3.00  | FAIL            |

## 11.9. RESOURCE REQUIREMENTS FOR TEACHING AND LEARNING IN THE PROGRAMMES

### i) ACADEMIC STAFF TEACHER-STUDENT RATIO

This should be determined by the carrying capacity of the department, and should take student enrolment in the undergraduate programme into account.

ii) **ACADEMIC STAFF WORK LOAD**

Lecturers in the M.A. and Ph.D programmes should not have more than six (6) Credits (i.e. 90 hours) per semester.

iii) **STAFFING**

Academic Staff involved in the M.A. and Ph.D programme shall normally be holders of the Ph.D. No lecturer should supervise more than 3 PhD candidates and 2 MA candidates at a time.

However, whereas Ph.D holders may take lectures in both programmes, those below the rank of Senior Lecturer shall not supervise doctoral theses.

**STAFF MIX**

The recommended staff mix for effective curriculum delivery is 20:30:50 for Professor/Reader; Senior Lecturer; and Others.

**NON-ACADEMIC STAFF**

We recommend the recruitment of competent technical, secretarial and clerical staff to complement the academic staff in maintaining equipment such as those in the Language Laboratory, audio-visual and reprographic equipment, and provide secretarial services whenever necessary.

- i) The ratio of non-teaching staff to academic staff should be 1:4
- ii) Among the non-academic staff, the ratio of Senior Staff to Junior Staff should be 3:2

**COMPUTER LITERACY**

With the computer age and application of information technology, both academic and non-academic staff should be computer literate. Where they are not, the university should establish structures to ensure that this becomes a reality.

**ACADEMIC PHYSICAL SPACE AND EQUIPMENT REQUIREMENTS**

a) **PHYSICAL FACILITIES**

- i) Lecture Rooms
- ii) Seminar Rooms
- iii) Board Room
- iv) Computer Room, including Virtual Library Facilities

b) **OFFICE ACCOMMODATION**

| <b>POSITION/RANK</b>        | <b>m<sup>2</sup></b> |
|-----------------------------|----------------------|
| Professor's Office          | 18.50                |
| Head of Department's Office | 18.50                |
| Tutorial Staff Office       | 13.50                |
| Technical Staff Space       | 7.00                 |
| Secretarial Staff Space     | 7.00                 |
| Seminar Space per Student   | 1.85                 |

## **CLASSROOM SPACE AND EXAMINATION THEATRES**

- i) Adequate Classrooms and Seminar rooms should be provided with enough chairs and tables;
- ii) Adequate Examination halls and theatres should also be provided.

## **EQUIPMENT**

For effective teaching and learning, the following equipment and facilities should be provided.

- i) Well-equipped culture room
- ii) Computers
- iii) Reprographic Equipment (e.g. Photocopiers, Risographs)
- iv) Video Camera
- v) Projector & Screen
- vi) Tape Recorder, and
- vii) Internet and E-Mail facilities

## **LIBRARY FACILITIES**

There must be adequate library facilities, including special holdings in the main library for the department in the General and Journals section, and a departmental library. In general, dedicated collections for the department must feature current issues of local peer-reviewed journals, international journals in the discipline, and current text books, critical works, and commentaries.

### **11.10. LEARNING OUTCOMES FOR THE M.A. and Ph.D. PROGRAMMES**

- 1) Comprehensive knowledge of area of specialization: This embodies an understanding of the historical and the theoretical foundations of the areas of specialization.
- 2) Problem solving capabilities: Graduates should be able to demonstrate problem-solving capacity through critical, innovative and creative approaches to analyzing problems.
- 3) Global perspective: Graduates should have a global perspective through understanding of both domestic and global environments.
- 4) Communication competency: Graduates should be able to manage information, social responsibility, cultural and gender sensitivity and conflict resolution.
- 5) Graduates produced should be research experts, university teachers of their areas and competent scholars.

### **11.11. COURSE OUTLINES**

#### **1) M.A Comparative Religious Studies**

##### **First Semester**

##### **Core Courses**

|   |   |         |
|---|---|---------|
| 1) Trends in Methodology of Religious Studies | - | 3 units |
| 2) Themes in Comparative Religion             | - | 3 units |
| 3) New Religious Movements in Africa          | - | 3 units |
| 4) Seminar                                    | - | 3 units |

Total 12 units

##### **Elective Courses**

|  |  |         |
|--|--|---------|
| 5) Phenomenology of Religion                               |  | 3 units |
| 6) Old Testament Covenant and Monarchy in Israel           |  | 3 units |
| 7) The Origin and Growth of Western Christianity in Africa |  | 3 units |
| 8) Islam in Africa   |  | 3 units |
| 9) Foundation of Religious Ethics                          |  | 3 units |
| 10) Social Theories of Religion                            |  | 3 units |
| 11) The Early Christians and Scholastic Philosophers       |  | 3 units |

## SECOND SEMESTER

### Core Course

|      |   |   |          |
|------|---|---|----------|
| i)   | Religion and Social Change in Africa                  | - | 3 units  |
| ii)  | Seminar   | - | 3 units  |
| iii) | African Traditional Religious Mythology and Cosmology | - | 3 units  |
| iv)  | The Miracles and Parables of Jesus in The Gospels     | - | 3 units  |
|      | Total   |   | 12 units |

### Elective Courses

|      |   |   |         |
|------|---|---|---------|
| i)   | Rise and Growth of African Christianity                   | - | 3 units |
| ii)  | Islamic Revivalist Movements in Africa                    | - | 3 units |
| iii) | Bio-Ethics and HIV/AIDS in Africa: The Religions Response | - | 3 units |
| iv)  | Religion and Secularism                                   | - | 3 units |
| v)   | Issues in Philosophy of Religion                          | - | 3 units |

|                          |   |                 |
|--------------------------|---|-----------------|
| <b>Total Core</b>        | - | <b>24 units</b> |
| <b>M.A. Dissertation</b> | - | <b>6units</b>   |

Total Required 30 units

## M.A. COMPARATIVE RELIGIOUS STUDIES

### FIRST SEMESTER

#### TRENDS IN METHODOLOGY OF RELIGIOUS STUDIES

The course aims at understanding the main issues and perspectives in the methodology of religious studies. It will pay particular attention to the initiatives and activities of the International Association for the History of Religions (I.A.H.R.) towards the evolution and promotion of a widely acceptable and viable methodology. In addition to examining in detail the phenomenological and historical methods, the course will review the other theoretical perspectives that are being utilized by scholars including the sociological, cultural anthropological and psychological reason for their rise with particular attention to Aladura Praying Movements, Healing Churches and Messianic Churches. The course deals with the place of Abiodun Emmanuel and Garrick Braide, the new wave of Pentecostalism, public response to New Religious Movement and concludes with New Religious Movements and Contribution to the Modernisation of Nigeria.

#### THEMES IN COMPARATIVE RELIGION

This course will try to identify and define some of the major aspects of religious life the world over, and to suggest how they are related to one another. The following themes will be given special attention: Religious Language, Divinity, God and gods, Mythology and Cosmology, Ritual and Symbolism.

Other themes include: Scripture and Oral texts, Worship including Prayer and Sacrifice, Calling, Asceticism and Mysticism, Pilgrimage, Priesthood, Prophecy/Divination/Revelation and Ecstasy (spirit possession), Priesthood, etc. For each aspect; there will be brief working definition, followed by a critical review of current theories and an attempt to show its relations to other aspects.

#### NEW RELIGIOUS MOVEMENTS IN AFRICA

The course examines the rise of New Religious Movements, the Typology of New Religious Movements in African Traditional Religions, Islam and Christianity. It also examines the first wave of

the African Churches and reason for their rise with particular attention to Aladura praying movements, healing Churches, prayer houses and Messianic Churches. The course deals with the place of Abiodun Emmanuel and Garrick Braide, the new wave of Pentecostalism, public response to New Religious Movement and concludes with New Religious Movements and Contribution to the Modernisation of Nigeria.

## **SEMINAR**

### **PERSPECTIVES AND ISSUES IN THE STUDY OF AFRICAN TRADITIONAL RELIGION**

The course will discuss in detail the historical evolution of the systematic study of African traditional Religion and highlight the different perspectives scholars have utilized in the study. It will also try to expose the general issues of methodology and conceptual framework in the study to date.

- a) The evolution of, and general perspectives in the study of African traditional religion.
- b) Issues of methodology
- c) Implications of the nature and general features of African traditional religion.
- d) The challenge of oral sources
- e) Developing viable conceptual schemes for analysis
- f) Issues of current debate in scholarship
- g) Continuity and change in African traditional religion.

### **OLD TESTAMENT COVENANT AND MONARCHY IN ISRAEL**

This Course is aimed at exposing the origins and development of Covenant and Monarchy in Israel, paying attention to their presence in Exodus and the Historical Books. It highlights the following areas:

- a) Historical origin and development of Old Testament Covenant concept and the Monarchy in Israel.
- b) The Sinai Periscope, Escape or Expulsion from Egypt.
- c) Exegesis and Theology of selected texts of Exodus especially Chapters 12-15 and 18-24.
- d) Study of the Covenant as Liberation and the relevance of the Covenant in African Society
- e) The narrative stories of kingship and the cycles of the monarchy in Israel from Samuel to Omri (the Books of Samuel and Kings).

### **THE RISE AND GROWTH OF CHRISTIANITY IN AFRICA**

This course is aimed at examining the origins and growth of European missionary brand of Christianity in Africa. It thus attempts a survey of the early Christian beginnings in North, West, East- Central and South African sub-regions. It examines the European missionary patterns of evangelism and the African responses; the conflict and cohesion in mission communities in Africa; the inter-relationships between the European missionaries and the colonial masters and settlers in the Christianization process in Africa; and the influence of colonialism on the growth of mission communities. The course concludes with a critical assessment of the European missionary contributions to the growth of Christianity in Africa.

### **ISLAM IN AFRICA**

This course is aimed at examining the role of Islam in Africa. It highlights the Muslim Brotherhood and Islamic activism in Africa, the state of Islam in Africa since independence in countries like Nigeria, Algeria, Egypt and others. The course examines Islam and politics in Africa, Islamic attitude to women with emphasis on gender equality, education, dressing, seclusion and polygamy. It also includes contemporary issues like the OIC, the *Shariah*, Human Rights, globalization and crisis in Muslim education system.

## **FOUNDATION OF AFRICAN TRADITIONAL RELIGIOUS ETHICS**

The course examines the historical development of religious ethical teachings; it investigates the sources of religious ethics, including God, divinities, natural law, customs, education, taboos, prohibitions, sanctions, myths, folklores, fairy tales, fables, proverbs, professional codes of ethics, and oracle. The ethics is taught by methods of oral traditions, plays, story telling, apprenticeship and imitation. Conflict with modern system of ethics and its decline will be examined comparatively.

The course also analyses personalist and legal models of ethical decision making, including an investigation into the use of sources, scriptures, human reason, and experience. Theological notions of virtue and sin, good and evil, the nature and role of personal conscience and conversion are emphasized. The validity of moral norms and moral absolutes in a contextualist age is investigated.

## **SOCIAL THEORIES OF RELIGION**

This course examines the religious theories of Comte, Marx, Durkheim, Weber and Freud as related to the meanings and functions of religion in society. It seeks to appropriate their insights as they apply to social development in Africa and religious factors underlying human personality and human relations.

## **THE EARLY CHRISTIANS AND SCHOLASTIC PHILOSOPHERS**

This course is an investigation into the writings of some Christian philosophers from the early Church period to the Scholastic period (between the 11<sup>th</sup> and 13<sup>th</sup> centuries). It considers some philosophical schools of thought such as Epicureanism; Stoicism and neo-Platonism of Plotinus, which influenced early Christian thought and philosophy.

## **SECOND SEMESTER**

### **RELIGION AND SOCIAL CHANGE IN AFRICA**

The course begins with the examination of religion as a catalyst and recipient of change. The course discusses processes and patterns of socio-religious change and factors responsible for social change. The course also examines the modern trends in religious change and issues like religion/state relations in Africa, religion and politics in Africa, religion and economy in Africa, religion and education in Africa and the issues of religion and the family institution in Africa. The course provides insights into secular alternative to religion, religious interaction and dialogue in a plural society, and religion and globalization.

### **AFRICAN TRADITIONAL RELIGIOUS MYTHOLOGY AND COSMOLOGY**

The course will discuss the inherent issues connected with the nature of African traditional religions, as well as the evolution of the systematic study and their implications for methodology and conceptual scheme. It will also treat various substantial aspects of the traditional religions of the peoples of sub-Saharan Africa, including;

- i) general features of traditional African myths
- ii) traditional cosmology and gender
- iii) principal traditional religious beliefs
- iv) traditional ritual, symbolism, iconography and festivals
- v) traditional religious personages and officials
- vi) divination, healing and witchcraft

Effort will be made in discussing the topics to account for the impact of social and religious change on the traditional religious life of the continent. The course will also try to handle such issues as the place of traditional religion in social control, religion and art in traditional African societies, as well as the portrayal of African traditional religions in contemporary literary works.



### **THE MIRACLES AND PARABLES OF JESUS IN THE GOSPELS**

This course will review the literary genres of the New Testament and thereafter discuss the miracles and parables of Jesus in the gospels. The following areas will be highlighted:

- a) Major contemporary approaches to the study of gospel miracles and parables
- b) Gospel miracles and the laws of nature.
- c) Study of parables in the literary sense in the Ancient Near East.
- d) Structure, purpose and meaning of miracles and parables of Jesus.
- e) Use of miracles and parables in Jesus ministry.
- f) Parables and proverbs: Comparisons and contrasts.
- g) Hermeneutic principles of Jesus miracles and parables in African context.

### **HISTORY AND GROWTH OF AFRICAN CHRISTIANITY**

This course attempts a study of the origin and growth of African Christianity in its total religious, socio-political and cultural contexts with the aim of determining the African Christian spirituality since the attainment of religious independency from the mission churches. The course also helps to point the way for the church to exist in post-Christian era in Africa.

The course thus begins by examining the basic causative factors responsible for the rise of Independent Churches in Africa (with case studies of “African” and “Ethiopian” churches) and New Christian Religious Movements (with case studies of “African” and “Ethiopian” churches) and New Christian Religious Movements (with case-studies of mass movements and initiatives of prototype prophets and evangelists). The course also examines such issues as continuity and unresolved conflicts in African Christianity; the origins and problems in African Christian Theology; inculturation and its obstacles in African cultural heritage; Liberation theology and African Christianity. The course ends with a manifesto on the significance of modern African Christianity.

### **ISLAM REVIVALIST MOVEMENTS IN AFRICA**

This course is an in depth study of the lives and works of African Islam reformers and revivalists and the development of Islam. Prominent reformers and revivalists for study include the Sufi reformers like Ahmad Baba al-Massufi al-Tinbukti, the Sokoto Caliphate reformers, Hassan al-Banna and the Muslim Brotherhood, Sayyid Qutb, Bamidele and Lanase Movement of Nigeria, Jamaladdin Al-Afghani, Muhammad Abduh, Rashid Rida and Muslim Modernist movement. The course also examines the formation of Salafiyah movements and particular attention will be placed on Hassan Turabi (Sudan), Islamic Movement in Nigeria, Mahmud Gumi, Izalah of Nigeria, Boko Haram and Darul Islam in Nigeria, The Nahdah movement in Tunisia, Muslim Organisations in Nigeria and the formation of Nigeria Supreme Council for Islamic Affairs.

### **BIO-ETHICS AND HIV/AIDS IN AFRICA: THE RELIGIOUS RESPONSE**

This course will be concerned with both religious ethical methodology and with content questions. The course will investigate in detail moral responsibilities toward human life both in its inception, its care during life, and at death. Among the issues to be examined are those of the laboratory generation of human life, abortion, care of handicapped children, capital punishment, killing in war, care of the dying. The specific questions to be considered include sterilization, transplantation, experimentation, death, other current concerns in bio-ethics.

The course also examines human sexuality and HIV/AIDS: prevention, management and control of HIV/AIDS and the religious response in the light of religious attitude to the outcasts; counseling and care.

### **SOCIETY AND SECULAR ALTERNATIVES TO RELIGION**

This is an advanced critical study of the alternatives offered to human religious traditions and heritage. Emphasis will be on understanding the nature of society/states and types of religious interaction in them; the concept of secularity and secularism; modern challenges to religion; secular alternatives to

religion: science and positivism; Marxism and economic salvation; humanism: Augustine Compt's stages and religion of humanity, Rudolf Bultman's demythologization, Jeremy Bentham and J. S. Mill's utilitarianism, Ludwig Feurbach's humanism etc.; society and religion in contemporary society.

### **ISSUES IN PHILOSOPHY OF RELIGION**

This course will first examine the problem of evil; such as suffering, pain, death, hunger, natural disasters and so on, and the various arguments for the existence of God; contemporary trends in philosophy of religion; the rapid changing contours of African religious life in the face of increasing and ever recurrent religious conflicts and the truth claims of the major religions and reasons for religious conflict.

### **SEMINAR**

### **THESIS**

### **COURSE OUTLINES**

#### **ETHICS AND PHILOSOPHY M.A**

##### **First Semester**

|              |                                      |         |                 |
|--------------|--------------------------------------|---------|-----------------|
| a)           | Morality and Human Rights            |         | 3 units         |
| b)           | Morality and Law                     |         | 3 units         |
| c)           | Morality and the pluralistic society |         | 3 units         |
| d)           | Awareness of God and the impact of   | Science | 3 units         |
| e)           | Special problems in Ethics           |         | 3 units         |
| f)           | Dissertation                         |         | 6 units         |
| <b>Total</b> |                                      |         | <b>21 units</b> |

#### **INTERACTION OF RELIGION M.A.**

|              |  |  |                 |
|--------------|--|--|-----------------|
| a)           | African Christian Theology                       |  | 3 units         |
| b)           | Relations Among People of Living Faiths          |  | 3 units         |
| c)           | Old Testament Theology                           |  | 3 units         |
| d)           | New Testament Theology                           |  | 3 units         |
| e)           | Ilm Al-Kalam (Islamic Theology)                  |  | 3 units         |
| f)           | Christian Encounter with Non Christian Religions |  | 3 units         |
| g)           | Dissertation                                     |  | 6 units         |
| <b>Total</b> |  |  | <b>24 units</b> |

### **11.12. COURSE DESCRIPTION**

#### **Interaction Of Religion M.A.**

- a African Christian Theology.
- b Relations Among People of Living Faiths  
This course analyses the concept of religious dialogue and studies the various principles of dialogue, history of relations between Christians, Muslims and adherents of African Traditional Religion. It looks at the Nigerian example and directions to the future.
- c Ilm Al-Kalam (Islamic Theology)  
The course discusses Islamic concept of theology with special attention on topics such as reason and revelation, attributes of God, God and man, God and evil, death and eschatology.

- d. **Christian Encounter with Non-Christian Religions in Nigeria**  
The course traces the encounter of Christianity with non-Christian religions in Nigeria. It also examines the consequences of such encounters in relation to both conflict generation, and developments towards national consciousness, social consensus and solidarity.
- e. **Old Testament Theology**  
This course provides fundamental elements of OT theology including themes such as; history of OT theology, attributes of God, God and creation, Covenant, Exodus and salvation, Election of Israel, Messianic concept and prophetic traditions.
- f. **New Testament Theology**  
This course provides the history of NT theology, including themes to include, Kingdom of God, Christology, the Holy Spirit, the resurrection event as foundational to Christian faith, eschatology and the influence of Paul in NT theology.

### **Ethics and Philosophy**

#### **Morality and Human Rights** - 3 units

The course deals with the nature, content and justification of human rights. It examines the different kinds and theories concerning them including the protection and limits of rights in general and current issues regarding rights with special reference to Africa and Nigeria.

#### **Morality and Law** - 3 units

This course deals with certain basic and crucial issues regarding morality and law, functions of morality and law, enforcement of morals, worldviews and the public interest, law and its sanctions.

#### **Morality and the Pluralistic Society** - 3 units

The nature of the pluralistic society such as Nigeria and the distinct morality that arises from it. It identifies morality as moral pluralism, moral relativism, moral liberalism and their implication with special reference to Nigeria.

#### **Awareness of God And The Impact of Science** - 3 units

Man's Awareness of God has undergone a Copernican revolution. Scientific breakthroughs and achievements have led to the process of secularization with its attendant impact on humanity's idea about God.

#### **Special Problems in Ethics** - 3 units

This course outlines and discusses different approaches to the study of ethics among contemporary scholars. The emphasis is placed on topics such as war and peace, responsibility and technology, democracy and morality, and their historical settings and current phases.

#### **1. Biblical Studies First Semester**

##### a) **Old Testament**

- |      |   |   |         |
|------|---|---|---------|
| i.   | Advanced Research Methods                       | - | 3 units |
| ii.  | African Christian Theology                      | - | 3 units |
| iii. | Advanced Hermeneutics And Exegesis              | - | 3 units |
| iv.  | The Rise of Judaism and Rabbinic Interpretation | - | 3 units |

Total - 12 units

#### **Second Semester**

- |      |                                      |   |         |
|------|--------------------------------------|---|---------|
| i)   | Advanced Hebrew                      | - | 3 units |
| ii)  | Old Testament in African scholarship | - | 3 units |
| iii) | The Old Testament in Recent Study    | - | 3 units |

|  |  |   |          |
|--|--|---|----------|
| iv)                                    | Archaeology in Palestine   | - | 3 units  |
|  | Total  | - | 12 units |
| <b>Electives</b>                       |  |   |          |
| i)                                     | Deuteronomistic History and Theology   | - | 3 units  |
| ii)                                    | Dissertation   | - | 6 units  |
|  | Total Required   | - | 30 units |
| <b>b) New Testament</b>                |  |   |          |
| <b>First Semester</b>                  |  |   |          |
| i)                                     | Advanced Research Methods  | - | 3 units  |
| ii)                                    | African Christian Theology   | - | 3 units  |
| iii)                                   | Advanced Hermeneutics And Exegesis   | - | 3 units  |
| iv)                                    | Methods in NT Interpretation   | - | 3 units  |
| <b>Second Semester</b>                 |  |   |          |
| i)                                     | Current Trends in NT Studies   | - | 3 units  |
| ii)                                    | New Testament in African Scholarship   | - | 3 units  |
| iii)                                   | Advanced Greek   | - | 3 units  |
| vi)                                    | New Testament Exegesis   | - | 3 units  |
|  | Total  | - | 12 units |
| <b>Electives</b>                       |  |   |          |
| i)                                     | Contemporary Perspectives in Pauline Life and Thought  | - | 3 units  |
| ii)                                    | Dissertation   | - | 6 units  |
|  | Total Required   | - | 30 units |
| <b>2. Church History</b>               |  |   |          |
| <b>First Semester</b>                  |  |   |          |
| i)                                     | Advanced Research Methods  | - | 3 units  |
| ii)                                    | African Christian Theology   | - | 3 units  |
| iii)                                   | African Church Historiography  | - | 3units   |
| iv)                                    | Themes in African Contemporary Church History  | - | 3 units  |
| <b>Second Semester</b>                 |  |   |          |
| i)                                     | Christian Mission in East and Central Africa in the 19 <sup>th</sup> and 20 <sup>th</sup> Centuries. | - | 3 units  |
| ii)                                    | Pentecostalism in Africa   | - | 3 units  |
| iii)                                   | Dissertation   | - | 6 units  |
|  | Total Required   | - | 30 units |
| <b>3. African Traditional Religion</b> |  |   |          |
| <b>First Semester</b>                  |  |   |          |
| i)                                     | Advanced Research Methods  | - | 3 units  |
| ii)                                    | African Christian Theology   | - | 3 units  |
| iii)                                   | Phenomenological Study of African Traditional Religion   | - | 3 units  |

|     |   |   |          |
|-----|---|---|----------|
| iv) | Religion and Healing in ATR and Afro American Cults | - | 3 units  |
|     | Total   | - | 12 units |

### Second Semester

|      |   |   |          |
|------|---|---|----------|
| i)   | Impact of Change in African Traditional Religion    | - | 3 units  |
| ii)  | African Traditional Religion in African Scholarship | - | 3 units  |
| iii) | Critical Approaches to the Study of ATR             | - | 3 units  |
| iv)  | Dissertation  | - | 6 units  |
|      | Total Required                                      | - | 30 units |

### 1. The Old Testament

#### Advanced Research Methods

Studies the methods of research into the various areas of religious studies with emphasis on documentation, analysis and interpretation of data.

#### African Christian Theology

Discusses the need for African Christian Theology, historical development of African Christian Theology, methodological problems in evolving African Christian Theology, current typologies of African Christian Theology and outlines hermeneutical principles by which to evaluate current issues and trends being addressed by third world theologians.

#### Advanced Hermeneutics And Exegesis

The course studies the application of the tools and principles of hermeneutical exegesis on given Biblical periscope to highlight the methodological uniqueness of the application of the principles of the discipline. Use Biblical passages from the writings and Jesus' teachings in the gospels.

#### Advanced Hebrew

Advanced study of Hebrew Grammar and the translation and exegesis of select texts in either Exodus or Deuteronomy

#### Advanced Hebrew - 3 units

The course traces the evolution of the alphabet and discusses Hebrew language constructions as found in the Biblica Hebraica. Basic principles of translations are taught with emphasis on forms and manifestations as they affect African languages.

#### Old Testament in African Scholarship - 3 units

This course examines current African re-reading of the Old Testament. It also provides historical backgrounds to OT text and interpretation from African context. It studies selected Hebrewisms compared to African traditional religion.

#### Old Testament in Recent Study - 3 units

The course interrogates current Old Testament approaches to understanding and interpreting OT text. It also examines modern critical biblical scholarship with specific reference to the Old Testament.

#### Archaeology in Palestine - 3 units

The course treats the methods of archaeological investigation and proceeds to survey Selected major excavation Sites in Palestine with special reference to biblical-events

#### Dissertation - 6 units

### 2. New Testament

### **First Semester**

**Advanced Research Methods** - 3 units  
Studies the methods of research into the various areas of religious studies with emphasis on documentation, analysis and interpretation of data.

**African Christian Theology** - 3 units  
Discusses the need for African Christian Theology, historical development of African Christian Theology, methodological problems in evolving African Christian Theology, current typologies of African Christian Theology and outlines hermeneutical principles by which to evaluate current issues and trends being addressed by third world theologians.

**Advanced Hermeneutics And Exegesis** - 3 units  
The course studies the application of the tools and principles of hermeneutical exegesis on given Biblical periscope to highlight the methodological uniqueness of the application of the principles of the discipline. Use Biblical passages from the writings and Jesus' teachings in the gospels.

**Methods In New Testament Interpretation** - 3 units  
This course presents approaches towards NT interpretation, with emphasis on history of NT interpretation, critical NT studies, New Testament scholars such as Craig Blomberg, Craig Keener, Ben Witherington III, Robert Gundry, etc.

**Current Trends In New Testament Studies** - 3 units  
This course provides contemporary perspectives in New Testament Studies, with emphasis on the influence of enlightenment on NT biblical research, and methodology. It also discusses scholars such as Rudolf Bultmann, Albert Schweitzer and the Jesus Seminar on NT.

**New Testament In African Scholarship** - 3 units  
This course presents African scholarly re-reading of New Testament text with emphasis on new interpretative models, contextualization and feminist reading of NT text.

**Advanced Greek** - 3 units  
The course involves more grammar and syntax. Selected passages are to be read from the Greek New Testament with a drill in textual reading and the use of the apparatus.

**New Testament Exegesis** - 3 units  
This course applies Hermeneutical principles in exegeting selected New Testament texts such as the Gospel of John, Romans or Ephesians.

**Contemporary Perspectives In Pauline Life And Thought** -3 units  
This course examines new perspectives on Paul, his life and foundations of his theological thought. It also looks at Paul on women, slaves and freedom, and other related themes.

**Dissertation** - 6 units

### **3. Church History**

#### **First Semester**

**Advanced Research Methods** - 3 units  
Studies the methods of research into the various areas of religious studies with emphasis on documentation, analysis and interpretation of data.

**African Christian Theology** - 3 units

Discusses the need for African Christian Theology, historical development of African Christian Theology, methodological problems in evolving African Christian Theology, current typologies of African Christian Theology and outlines hermeneutical principles by which to evaluate current issues and trends being addressed by third world theologians.

**African Church Historiography - 3 units**

This course outlines and critically examines the method of doing African church history within the context of the scientific study and writing of history. It also studies tools for the study of African Christianity, problems of oral tradition in church history, missionary and church historical documents and ways of preserving local church history.

**Themes in African Contemporary Church History - 3 units**

The course will study new developments in the church in Africa, new patterns of church growth, new Pentecostal and charismatic churches since the 1950s, new religious pseudo-Christian movements, church economics, youth and the church will be examined closely.

**Christian Mission in East and Central Africa in the 19<sup>th</sup> and 20<sup>th</sup> Centuries - 3 units**

The course examines the planting of Christianity in East and Central Africa. It discusses the role of the mission church with regards to racial conflict in the region; and how this has affected the church.

**Pentecostalism in Africa - 3 units**

The course provides a historical development of Pentecostalism as a global phenomenon as it affects Africa, global shift of Christianity in Africa and the role of Pentecostal churches in Africa. It pays attention particularly on Pentecostal growth, strategies of growth, leaders and the role of the media in propagating Pentecostalism.

**Dissertation - 6 units**

**4. African Traditional Religion**

**First Semester**

**Advanced Research Methods - 3 units**

Studies the methods of research into the various areas of religious studies with emphasis on documentation, analysis and interpretation of data.

**African Christian Theology - 3 units**

Discusses the need for African Christian Theology, historical development of African Christian Theology, methodological problems in evolving African Christian Theology, current typologies of African Christian Theology and outlines hermeneutical principles by which to evaluate current issues and trends being addressed by third world theologians.

**Phenomenological Study of African Traditional Religion - 3 units**

The course applies the phenomenological methods to the study of African Traditional religion with emphasis on the sacred and profane in ATR, divinities, myths, rituals, witchcraft, sorcery and sacrifices, taboos and traditional medicine.

**Religion and Healing in Africa and Afro-American cults - 3 units**

The course examines cross-cultural comparative studies of different divination systems and spirit possession cults in African traditional religion and Afro-American cults. It traces the African roots of spirit possession cults in the new world especially voodooism in Haiti and Brazil and finds parallels with African settings.

**Impact of Change on African Traditional Religions - 3 units**

This course critically examines the impact of social change on traditional religion in Nigeria. It focuses specifically on the changes in belief, values, institutions and rituals of the traditional religion. The course examines also areas of resistance to change and looks at changes resulting from interaction of ATR with Christianity and Islam.

**A Critical Survey of Approaches to the Study of ATR - 3 units**

This course makes a critical survey of the different approaches to the study of African Traditional Religion. It traces the development in the methods of the study of Art from accounts of early explorers, missionaries, colonialists and anthropologists. It presents the British, French German, and Neo-nationalists African Scholars on ATR and suggests a methodology of ATR from multi-dimensional background.

**Dissertation - 6 units**

**Core Compulsory Courses For All Ph.D Students (3 Units Each)**

**1 Comparative Religious Studies**

**First Semester**

- |  |   |         |
|--|---|---------|
| i) Phenomenology of Religion and African | - | 3 units |
| ii) Advanced Theories of Religion        | - | 3 units |
| iii) Ph.D. Seminar I                     | - | 3 units |

Total 9 units

**Second Semester**

- |  |   |         |
|--|---|---------|
| i) The Study of Religion in Contemporary society | - | 3 units |
| ii) Traditional Religion in the Diaspora         | - | 3 units |
| iii) Ph.D Seminar II                             | - | 3 units |

Total 9 units

**Electives**

- |  |   |         |
|--|---|---------|
| 1) World Religions                         | - | 3 units |
| 2) Relations Among People of Living Faiths | - | 3 units |

**Total Core - 18 units**

**Ph.D Dissertation - 9 units**

Total Required 27 units

**2 African Traditional Religion**

**First Semester**

- |   |   |         |
|---|---|---------|
| a) Contemporary Issues in the Study of African Traditional Religion | - | 3 units |
| b) Symbolism in African Traditional Religion                        | - | 3 units |
| c) African Concepts of Man  | - | 3 units |

Total 9 units



**Second Semester**

- |   |   |         |
|---|---|---------|
| i) Ph.D. Seminar  | - | 3 units |
| ii) Phenomenology of African Traditional Religion in the Diaspora | - | 3 units |
| iii) African Culture and Elements of Worship in A.T.R             | - | 3 units |

|       |  |         |
|-------|--|---------|
| Total |  | 9 units |
|-------|--|---------|

**Electives**

- |  |   |         |
|--|---|---------|
| i) African Traditional Religion in African Scholarship | - | 3 units |
| ii) Secret Societies in African Traditional Religion   | - | 3 units |

|                   |   |                 |
|-------------------|---|-----------------|
| <b>Total Core</b> | - | <b>18 units</b> |
|-------------------|---|-----------------|

|                          |   |                |
|--------------------------|---|----------------|
| <b>Ph.D Dissertation</b> | - | <b>9 units</b> |
|--------------------------|---|----------------|

|                |  |          |
|----------------|--|----------|
| Total Required |  | 27 units |
|----------------|--|----------|

**3. Biblical Studies****The Old Testament****First Semester**

- |  |   |         |
|--|---|---------|
| i) Methods and Perspectives in Old Testament Studies | - | 3 units |
| ii) Deuteronomistic History and Theology             | - | 3 units |
| iii) Ph.D. Seminar                                   | - | 3 units |

|       |  |         |
|-------|--|---------|
| Total |  | 9 units |
|-------|--|---------|

**Second Semester**

- |                                  |   |         |
|----------------------------------|---|---------|
| The Rise of Judaism and Rabbinic | - | 3 units |
| Prophetic Movements in Israel    | - | 3 units |
| Wisdom Literature                | - | 3 units |

|       |  |         |
|-------|--|---------|
| Total |  | 9 units |
|-------|--|---------|

|                   |   |                 |
|-------------------|---|-----------------|
| <b>Total Core</b> | - | <b>18 units</b> |
|-------------------|---|-----------------|

|                          |   |                |
|--------------------------|---|----------------|
| <b>Ph.D Dissertation</b> | - | <b>9 units</b> |
|--------------------------|---|----------------|

|                |  |          |
|----------------|--|----------|
| Total Required |  | 27 units |
|----------------|--|----------|

**OR****4. The New Testament****First Semester**

- |                                  |   |         |
|----------------------------------|---|---------|
| i) Methods in NT Interpretation  | - | 3 units |
| ii) Current Trends in NT Studies | - | 3 units |
| iii) Johannine Literature        | - | 3 units |

|       |  |         |
|-------|--|---------|
| Total |  | 9 units |
|-------|--|---------|

**Second Semester**

- |   |   |         |
|---|---|---------|
| a) Contemporary Perspective on Pauline Life and Thought | - | 3 units |
| b) New Testament Studies in Scholarship                 | - | 3 units |
| c) Ph.D. Seminar  | - | 3 units |

|           |   |   |          |
|-----------|---|---|----------|
|           | Total   |   | 9 units  |
|           | <b>Total Core</b>   | - | 18 units |
|           | Ph.D Dissertation   | - | 9 units  |
|           | Total Required  |   | 27 units |
| <b>5.</b> | <b>Church History</b>   |   |          |
|           | <b>First Semester</b>   |   |          |
| i)        | Controversies and the Early Church Councils   | - | 3 units  |
| ii)       | The Reformation and Counter Reformation   | - | 3 units  |
| iii)      | Christianity in Africa  | - | 3 units  |
|           | Total   |   | 9 units  |
|           | <b>Second Semester</b>  |   |          |
| i)        | Christian Missions and the Rise of African Independent Churches (AICs) in West Africa | - | 3 units  |
| ii)       | Christian Encounter in Africa, Society and Culture                                    | - | 3 units  |
| iii)      | Ph.D. Seminar   | - | 3 units  |
|           | Total   |   | 9 units  |
|           | <b>Total Core</b>   | - | 18 units |
|           | <b>Ph.D Dissertation</b>  | - | 9 units  |
|           | Total Required  |   | 27 units |
| <b>6.</b> | <b>Ethics And Philosophy</b>  |   |          |
|           | <b>First Semester</b>   |   |          |
| i)        | Social Theories of Religion   | - | 3 units  |
| ii)       | Contemporary Moral Issues   | - | 3 units  |
| iii)      | Religious Economy and Business Ethics   | - | 3 units  |
|           | Total   |   | 9 units  |
|           | <b>Second Semester</b>  |   |          |
| i)        | Ethics and the Natural Law  | - | 3 units  |
| ii)       | Religion and Public Life  | - | 3 units  |
| iii)      | Ph.D Seminar  | - | 3 units  |
|           | Total   |   | 9 units  |
|           | <b>Total Core</b>   | - | 18 units |
|           | <b>Ph.D Dissertation</b>  | - | 9 units  |
|           | Total Required  |   | 27 units |

## 7. Sociology Of Religion

### First Semester

|   |   |         |
|---|---|---------|
| i) Religion and the Interaction of Social Institutions in Nigeria | - | 3 units |
| ii) Religion, Culture and Gender Studies                          | - | 3 units |
| iii) Ph.D Seminar I   | - | 3 units |

Total 9 units

### Second Semester

|                                    |   |         |
|------------------------------------|---|---------|
| i) Issues in Sociology of Religion | - | 3 units |
| ii) Religion and Cultural Tourism  | - | 3 units |
| iii) Ph.D Seminar II               | - | 3 units |

Total 9 units

**Total Core - 18 units**

**Ph.D Dissertation - 9 units**

Total Required 27 units

## 8. Philosophy Of Religion

### First Semester

|                                    |   |         |
|------------------------------------|---|---------|
| a) The Freewill/Determinism Debate | - | 3 units |
| b) Metaphysical Issues in Religion | - | 3 units |
| c) The Problem of Evil             | - | 3 units |

Total 9 units

### Second Semester

|   |   |         |
|---|---|---------|
| a) Religion and Science in Contemporary Society       | - | 3 units |
| b) The Logic and Consequences of Prosperity Preaching | - | 3 units |
| c) Ph.D. Seminar I                                    | - | 3 units |

Total 9 units

**Total Core - 18 units**

**Ph.D Dissertation - 9 units**

Total Required 27 units

## Ethics And Philosophy M.A

### First Semester

|   |   |         |
|---|---|---------|
| i. Morality and Human Rights              | - | 3 units |
| ii. Morality and Law                      | - | 3 units |
| iii. Morality and the pluralistic society | - | 3 units |

Total 9 units

### Second Semester

|   |   |         |
|---|---|---------|
| a. Awareness of God and the impact of Science | - | 3 units |
| b. Special problems in Ethics                 | - | 3 units |
| c. Ph.D. Seminar                              | - | 3 units |

|                                |   |   |                 |
|--------------------------------|---|---|-----------------|
|                                | Total   |   | 9 units         |
|                                | <b>Total Core</b>                                   | - | <b>18 units</b> |
|                                | <b>Ph.D Dissertation</b>                            | - | <b>9 units</b>  |
|                                | Total Required                                      |   | 27 units        |
| <b>Interaction Of Religion</b> |   |   |                 |
| <b>First Semester</b>          |   |   |                 |
|                                | i. Relations Among People of Living Faiths          | - | 3 units         |
|                                | ii. Old Testament Theology                          | - | 3 units         |
|                                | iii. New Testament Theology                         | - | 3 units         |
|                                | Total   |   | 9 units         |
| <b>Second Semester</b>         |   |   |                 |
|                                | a. Ilm Al-Kalam (Islamic Theology)                  | - | 3 units         |
|                                | b. Christian Encounter with Non Christian Religions | - | 3 units         |
|                                | c. Ph.D. Seminar                                    | - | 3 units         |
|                                | Total   |   | 9 units         |
|                                | <b>Total Core</b>                                   | - | <b>18 units</b> |
|                                | <b>Ph.D Dissertation</b>                            | - | <b>9 unit</b>   |
|                                | Total Required                                      |   | 27 units        |

### 11.13. COURSE DESCRIPTIONS

#### **Ph.D Comparative Religious Studies**

##### **Core Compulsory Courses**

##### **1. Comparative Religious Studies**

##### **Advanced Theories Of Religion**

The course aims at outlining and explaining the more recent theoretical developments and propositions of scholars both in the subject proper and in related disciplines bearing on Religious Studies, such as Karl Marx, Max Weber, Emite Durkheim, and Sigmund Freud. The developments include current findings in the historical method and phenomenology of religion, as well as issues arising from Cognitive theories, neurobiological theories and sociological/anthropological theories of religion.

##### **Seminar: Contemporary Themes In Comparative Religion**

The course will treat certain themes of current relevance in religious studies and interrelated fields. Such issues as religious language, religious fundamentalism, religious life in secular societies, modern atheism, religion and gender issues, religion, development and ecology, religion and globalization/free market economy, religion and disease/poverty alleviation, religion and bio-ethical issues, religion and art, religion and the mass media, etc.

## **2. African Traditional Religion**

### **African Traditional Religion In African Scholarship**

This course discusses the contribution of African scholars to the study of African Traditional Religion such as Bolaji Idowu, John Mbiti, Cardinal Francis Arinze, J.O.Awolalu, E-Ikengah Metuh, among others. It provides a survey of their writings, arguments, emphases and current trends in the study of African Traditional Religion.

### **Contemporary Issues In The Study Of African Traditional Religion**

This is a critical examination of issues about the nomenclature, such as African Traditional Religion or Religions, Ancestrlogy and some derogatory terms used in describing the religion. The resilience of the religion in contemporary society as the keeper of the tradition, sexuality, commitment, family life, traditional medicine and bioethics and major issues like poverty, war, gender, inequality, governance and corruption will also be studied from A.T.R. perspectives.

### **Symbolism In African Traditional Religion**

This course investigates the nature and functions of symbols and signs, myths and rituals in religious beliefs and organizations. It also examines symbolic forms and processes of rites of passage and festivals; Symbolism of some religious and cultural events, symbolic religious communication such as colour, numerology, seasons and astrology.

### **Phenomenology Of Religion And African Traditional Religion In The Diaspora**

This course deals with the study of the world major religions in a comparative manner within the context and framework of African Traditional Religion. The course also examines the development and practice of African Traditional Religion among the African Americans, particularly those in Brazil, Cuba, Mexico and the Caribbean.

### **African Culture And Elements of Worship In A.T.R**

This course is a comparative investigation of the African culture with examples from major cultures, highlighting their ideological, philosophical, anthropological practices and ways of life of the people. This course also studies the meaning and purpose of worship; types and occasions of worship; sacrifice. Different types of divination and sacrifice as well as the purpose and significance of confession in the liturgy are also examined.

### **Secret Societies In African Traditional Religion**

This course examines the social values and the religious significance of secret societies. The negative and positive functions of these societies are also studied. This will, in addition, focus on the origin and activities of secret cults and gangsterism in tertiary institutions.

### **Dissertation**

## **3. Biblical Studies**

### **Inter-Testamental History And Literature**

Trace the history and the development of apocalypticism in the later periods of the Old Testament, evolution and types of pseudepigraphical literature. The Dead sea scrolls, and the social setting of Palestinian world to the 2<sup>nd</sup> century A.D.

### **Methods And Perspectives In Old Testament Studies**

The focus of this course is building interpretative skills. In addition to learning and applying critical methods and perspectives to various texts, students will also examine the philosophical and theological presuppositions of the methods and perspectives in old Testament studies. Students will consider issues

relating to the interpretation of the text, such as the canonical process, the authority of the text, the relationship of the Old Testament to the New, History of Old Testament Biblical criticism; Methods and perspectives of the Old Testament: Textual criticism, Source criticism, Form criticism and tradition history, Redaction criticism, Canonical criticism, Rhetorical criticism, Narrative criticism, Psychological criticism, Socio-scientific criticism, Postmodernist criticism. The course will end with a review of notable Old Testament Biblical critics

### **Deuteronomistic History And Theology**

The course will involve an intensive examination of, as well as an attempt to evaluate the major theories concerning the composition and history of the Deuteronomistic history from North (1943) to the present; A consideration of the principal themes of Deuteronomistic theology, eg. The Deuteronomist and his materials, basic principles and features of the Deuteronomist, covenant, yahwism, cult, land, etc.

### **Prophetic Movements In Israel**

This course is aimed at exposing the origins and development of the Prophetic Movements in Israel, paying attention to their presence in the Historical Books and in the Prophets. It highlights the following areas:

- a) Historical origin, nature and development of Prophecy in Israel and a reading of some books of the Major and Minor Prophets (e.g. Isaiah, Jeremiah, Ezekiel, Amos, Hosea, etc.)
- b) The cycles of Prophetism in Israel
- c) The role of prophecy in Israelite society from the point of view of the Covenant.
- d) The relevance of Prophetism in African Society

### **Wisdom Literature**

The course discusses Ancient Near Eastern background, sources, origin and principal genres of Wisdom Literature in the Old Testament; Structural and stylistic analysis of selected passages; Development of principal themes and proverbs in Africa etc.

### **Dissertation**

## **b. THE NEW TESTAMENT**

### **INTER-TESTAMENTAL HISTORY AND LITERATURE**

Traces the history and the development of apocalypticism in the later periods of the Old Testament, evolution and types of pseudepigraphical literature. The Dead sea scrolls, and the social setting of Palestinian world to the 2<sup>nd</sup> century A.D.

### **CRITICAL PROBLEMS AND METHODS IN THE STUDY OF THE GOSPELS**

The course studies the Synoptic problem, Relation between the Synoptic Gospels and the Fourth Gospel; Relation between the Acts of the Apostles and Paul's letters; Background to Paul's letters; Third World Theologies; Contemporary Theological Issues (Gay, Stem Cell Research and Anglicanism and the Global South, etc); Pentecostalism; Interpretation of the New Testament in African Context. The course studies current trends in New Testament scholarship, and interpretation of the New Testament in African scholarship.

### **TEXTS AND CANON OF THE NEW TESTAMENT**

The course examines the earliest Texts of the New Testament; Types of texts – versions and quotations; Principles and Methods of textual criticism (History and Exegetical Methods); Formation of the Canon of New Testament (Apocryphal Gospels – Polycarp, 1 Clement, Shepherd of Hermas, Epistle of Barnabas, and Didache); Apologetic, Marcionite Prologue, Muratorian Canon, Wisdom of

Solomon; Early History of Undisputed Books (Hebrews, Apocalypse, Epistle of James, Marcion and Tatian, etc).

#### **ADVANCED NEW TESTAMENT GREEK**

Advanced study of Hebrew Grammar and the translation and exegesis of select texts in either the gospel of Mark, John or Ephesians.

#### **JOHANNINE LITERATURE**

The course studies the structure, source, authorship and purpose of John's Gospel; and Johannine Epistles. Emphasis on characteristics, theology of John, and the synoptic Gospels.

#### **PAULINE THEOLOGY**

The course examines the basic features of Pauline writings, mission, nature and polity of the church as well as ethics in Paul's theology. The course also examines Pauline theology and new testament kerygma, and Pauline writings and New Testament corpus. The Resurrection of Jesus in the Gospel tradition and apostolic interpretation with particular reference to Paul (Appearances, Bodily Resurrection the Empty Tomb, etc); The Resurrection and Re-incarnation in the African context.

#### **DISSERTATION**

### **4. CHURCH HISTORY**

#### **CONTROVERSIES AND THE EARLY CHURCH COUNCILS**

This course traces the origin of the early Church controversies and their impact on the church in Africa, the roles played by various Church councils, Nicea (323 AD), and Chalcedon (451 AD), the Councils and development of Canon, and in resolving the controversies as well as the legacy inherited from the decisions of these Councils by the Church. Early African involvement eg. Councils of Carthage, etc

#### **THE REFORMATION AND COUNTER REFORMATION**

The purpose of the course is to examine the History of Christianity with special reference to the rise of Protestantism, the role of Martin Luther, John Calvin, Zwingli and Protestant theology. The course also examines the effort of the Roman Catholic Church to deal with the Protestant Reformation.

#### **CHRISTIANITY IN AFRICA**

The purpose of this course is to examine the history of Christianity in Africa with special reference to its operation within the secular structures in Africa since its inception. The following topics will thus constitute the focus of the study: the characteristic features of the origin of Christianity in Africa; the missionary factor with emphasis on the dynamics of mission expansion, mission policies and practices; the missions, state and education; Christianity and nationalism; the missions and colonialism/imperialism; the church in socio-political crises in Africa; African responses to Christian missions; the mission and the rise of religious independence in Africa.

#### **CHRISTIAN ENCOUNTER IN AFRICA, SOCIETY AND CULTURE**

This course examines the place of Christianity in relation to the multi-dimensional issues which are of interest to the renaissance in African contemporary socio-cultural milieu. Among the issues to examine are: Christianity and the African social institutions; Africa and culture clash; the Christianization of African society and culture; the Africanization (contextualization) of Christianity; the persistence of traditional worldview in Christianity in Africa; liturgical adaptation in African Christianity; and recent developments in African spirituality.

## **CHRISTIAN MISSIONS AND THE RISE OF AFRICAN INDEPENDENT CHURCHES (AICS) IN WEST AFRICA**

The course outlines missionary policies and strategies in the work of missions, leading to the founding of the mission churches. The course examines the role of missionaries in the mission church, the problem of indigenization of the mission church and the rise of breakaway churches leading to African Independent Churches. It also examines the structure, development and impact of African Independent Churches with specific reference to Aladura Churches.

## **DISSERTATION**

### **5. ETHICS AND PHILOSOPHY**

#### **SOCIAL THEORIES OF RELIGION AND CONTEMPORARY MORAL ISSUES**

This course examines the religious theories of Comte, Marx, Durkheim, Weber and Freud as related to the meanings and functions of religion in society. It seeks to appropriate their insights as they apply to social development in Africa.

The course also considers specific moral issues in areas of sexuality, unity, social justice, and bioethics within the context of Christian moral theology. Selected issues in personal and social morality will be addressed within a framework of traditional and contemporary ethical teachings.

#### **RELIGIOUS ECONOMY AND BUSINESS ETHICS**

This course is a sociological analysis of forms of the religious economy in a religiously plural society. Their foreign and local resources with special attention to the doctrine of prosperity in relation to spirituality, authority and power will be examined.

The course is also an analysis of the religious ideas and practices as they relate to production, distribution and marketing of goods and services. The study examines the effects of the religious beliefs and attitudes on trade and commerce. Attention will be given to the issues of the immoral practices in business.

#### **ETHICS AND THE NATURAL LAW**

The course will investigate the development of natural law thinking in Christian moral theology. After the study of the pre-Thomistic traditions in natural law thinking it will focus on the work of St. Thomas, the shift in natural law thinking in such writers as Duns Scotus and Francis Suarez, and it will then take up major twentieth century developments in natural law including a discussion of natural law and the contemporary discussion among Christian authors.

#### **RELIGION AND PUBLIC LIFE**

This course will begin with an investigation of the meaning of virtue in Aristotle's Nicomachean Ethics. It will then focus on the teaching of St. Thomas Aquinas on virtue in contemporary moral thought, with attention to the work of A. McIntyre, S. Hauerwas, G. Meilaender, and G. Grisez among others. Relate this with Nigerian experience.

## **DISSERTATION**

### **6. SOCIOLOGY OF RELIGION**

#### **RELIGION AND SOCIAL INSTITUTIONS IN NIGERIA**

This is a study of the religious content and between religion and other institutions, structures and systems in different religions and spheres of the world. Emphasis will be on the main and sub-institutions of society: religion and economic institutions, religion and political systems, judiciary, sacred monarchy/kingship, marriage and family, secret societies, health, welfare institutions age grade system and so on.



## **RELIGION, CULTURE AND GENDER STUDIES**

This course is aimed at using religion to bring women into critical focus. However, our emphasis will be an African women theories of gender and sexuality; United Nations and Women Development; African concept and world view on sexuality; Culture and women: values, status, labels and stereotypes; cultural institutions of women's honour, dignity and of denigration of women in world religions; women in African political economy: traditional and modern; women's protest; African women and modern gender ideals.

## **ISSUES IN SOCIOLOGY OF RELIGION**

This is a thematic study of selected theses and issues in sociological study of religion. Some of the issues include: Liberation theology, religion and environment (eco-theology), religion and stratification, religious proliferation, prosperity preaching, mass media evangelism, religion and crime in society; social change, revivalism, fundamentalism and fanaticism in modern society. The course also includes: sociological analysis of selected religious issues such as ritual/sacrifice, prayer, the sacred, religion and symbolic communication, functional theories of myth in religious societies.

## **RELIGION AND CULTURAL TOURISM**

This course is a study of the interplay between religion and cultural tourism, with emphasis on Africa. Issues to be discussed are: The concept and content of cultural tourism; relationship between religion and culture; culture and tourism; religion and tourism; policy, planning and strategies in cultural tourism; Cultural tourism in African religions and tourism development: Cultural tourism and; Religious Pilgrimages; cultural tourism and culture conflict (culture shock, religious arrogance etc.), Religious festivals and cultural tourism research and forecast; cultural tourism services and ethics in African culture; Human relation strategies: cultural tourism and community relations; organization and management principles; Cultural revival and community development (Case studies like the Arugungun festival, the Oshogbo cline, Ifa divination etc are discussed); Culture and development; UNESCO and World Tourism organization.

## **DISSERTATION**

### **8. PHILOSOPHY OF RELIGION**

#### **THE FREEWILL/DETERMINISM DEBATE**

This course is designed to have an insight into the freewill Debate from its beginning to the present stage. It will examine the works of Alvin Planting, Ninian Smart, J.L. Mackie and Antony Flew. There will be an attempt to solve some of the problems. There will also be a close examination of the relationship of religion and philosophy.

#### **METAPHYSICAL ISSUES IN RELIGION**

Metaphysical issues in religion are raised in this course. These include miracles, mythology, resurrection, the Soul, and Reincarnation. Witchcraft and allied beliefs are examined and their implications for religion discussed.

#### **THE PROBLEM OF EVIL**

This course will examine the problem of evil in religion. For example, issues about pain, suffering, death. It will also state how a believer could look at the problem of evil from the perspective of reason and faith.

#### **PHILOSOPHICAL ARGUMENTS FOR AND AGAINST BELIEF IN GOD**

This course will undertake a detailed study of two of theistic arguments. It will trace their origin, development and present stage and also discuss their relevance to that debate on belief in God today.

### **RELIGION AND SCIENCE IN CONTEMPORARY SOCIETY**

This course traces the history of the contact of religion and science. It also examines what caused the strain in relationship in the last two centuries, and the role each played in their mutual development and interaction. A few of the new areas of contact between religion and science are discussed. This will include such topics as cloning, transplant, blood transfusion, Test-tube babies etc.

### **THE LOGIC AND CONSEQUENCES OF PROSPERITY PREACHING**

The course is a philosophical examination of the premises and arguments leading to prosperity teaching and the consequences for the message of religions as well as for public and private morality.

### **PHILOSOPHICAL ARGUMENTS FOR AND AGAINST BELIEF IN GOD**

This course will undertake a detailed study of two of theistic arguments. It will trace their origin, development and present stage and also discuss their relevance to that debate on belief in God today.

### **DISSERTATION**

#### **COURSE DESCRIPTION INTERACTION OF RELIGION**

##### **ADVANCED RESEARCH METHODS**

**3 Units**

Studies the methods of research into the various areas of religious studies with emphasis on documentation, analysis and interpretation of data.

##### **AFRICAN CHRISTIAN THEOLOGY**

**3 Units**

Discusses the need for African Christian Theology, historical development of African Christian Theology, methodological problems in evolving African Christian Theology, current typologies of African Christian Theology and outlines hermeneutical principles by which to evaluate current issues and trends being addressed by third world theologians.

##### **RELATIONS AMONG PEOPLE OF LIVING FAITHS**

**3 Units**

This course analyses the concept of religious dialogue and studies the various principles of dialogue, history of relations between Christians, Muslims and adherents of African Traditional Religion. It looks at the Nigerian example and directions to the future.

##### **ILM AL-KALAM (ISLAMIC THEOLOGY)**

The course discusses Islamic concept of theology with special attention on topics such as reason and revelation, attributes of God, God and man, God and evil, death and eschatology.

##### **CHRISTIAN ENCOUNTER WITH NON-CHRISTIAN RELIGIONS IN NIGERIA**

The course traces the encounter of Christianity with non-Christian religions in Nigeria. It also examines the consequences of such encounters in relation to both conflict generation, and developments towards national consciousness, social consensus and solidarity.

##### **OLD TESTAMENT THEOLOGY**

This course provides fundamental elements of OT theology including themes such as; history of OT theology, attributes of God, God and creation, Covenant, Exodus and salvation, Election of Israel, Messianic concept and prophetic traditions.

## **NEW TESTAMENT THEOLOGY**

This course provides the history of NT theology, including themes to include, Kingdom of God, Christology, the Holy Spirit, the resurrection event as foundational to Christian faith, eschatology and the influence of Paul in NT theology.

## **COURSE DESCRIPTION**

### **ETHICS AND PHILOSOPHY**

### **ADVANCED RESEARCH METHODS**

Studies the methods of research into the various areas of religious studies with emphasis on documentation, analysis and interpretation of data.

### **MORALITY AND HUMAN RIGHTS**

The course deals with the nature, content and justification of human rights. It examines the different kinds and theories concerning them including the protection and limits of rights in general and current issues regarding rights with special reference to Africa and Nigeria.

### **MORALITY AND LAW**

This course deals with certain basic and crucial issues regarding morality and law, functions of morality and law, enforcement of morals, worldviews and the public interest, law and its sanctions.

### **MORALITY AND THE PLURALISTIC SOCIETY**

The nature of the pluralistic society such as Nigeria and the distinct morality that arises from it. It identifies morality as moral pluralism, moral relativism, moral liberalism and their implication with special reference to Nigeria.

### **AWARENESS OF GOD AND THE IMPACT OF SCIENCE**

Man's Awareness of God has undergone a Copernican revolution. Scientific breakthroughs and achievements have led to the process of secularization with its attendant impact on humanity's idea about God.

### **SPECIAL PROBLEMS IN ETHICS**

This course outlines and discusses different approaches to the study of ethics among contemporary scholars. The emphasis is placed on topics such as war and peace, responsibility and technology, democracy and morality, and their historical settings and current phases.

## **CORE COURSES FOR PH.D. STUDENTS**

### **1. Biblical Studies**

#### **a) Old Testament**

- i) The Rise of Judaism and Rabbinic Interpretation
- ii) Advanced Hebrew
- iii) Old Testament in African scholarship
- iv) The Old Testament in Recent Study
- v) Archaeology in Palestine
- vi) Deuteronomistic History and Theology
- vii) Dissertation

#### **b) New Testament**

- i) Methods in NT Interpretation
- ii) Current Trends in NT Studies
- iii) New Testament in African Scholarship
- iv) Advanced Greek
- v) New Testament Exegesis

- vi) Contemporary Perspectives in Pauline Life and Thought
- vii) Dissertation

**2. Church History**

- i) African Church Historiography
- ii) Themes in African Contemporary Church History
- iii) Christian Mission in East and Central Africa in the 19<sup>th</sup> and 20<sup>th</sup> Centuries.
- iv) Pentecostalism in Africa
- v) Dissertation

**3. African Traditional Religion**

- i) Phenomenological Study of African Traditional Religion
- ii) Religion and Healing in ATR and Afro American Cults
- iii) Impact of Change in African Traditional Religion

**11.13.1. COURSE DESCRIPTION- Ph.D.**

**OLD TESTAMENT**

**THE RISE OF JUDAISM AND RABBINIC INTERPRETATION**

This course treats the religious history of the Jews from the edict of the restoration to the time of Bar Kochbar. The interpretation of Israel's faith and rabbinic traditions in the books of Ezekiel, Esdras and the rise of Judaism and major schools of biblical interpretation are treated.

**ADVANCED HEBREW**

The course traces the evolution of the alphabet and discusses Hebrew language constructions as found in the Biblica Hebraica. Basic principles of translations are taught with emphasis on forms and manifestations as they affect African languages.

**OLD TESTAMENT IN AFRICAN SCHOLARSHIP**

This course examines current African re-reading of the Old Testament. It also provides historical backgrounds to OT text and interpretation from African context. It studies selected Hebrewisms compared to African traditional religions

**OLD TESTAMENT IN RECENT STUDY**

The course interrogates current Old Testament approaches to understanding and interpreting OT text. It also examines modern critical biblical scholarship with specific reference to the Old Testament.

**ARCHAEOLOGY IN PALESTINE**

The course treats the methods of archaeological investigation and proceeds to survey Selected major excavation Sites in Palestine with special reference to biblical-events

**THESIS**

**2. NEW TESTAMENT**

**METHODS IN NEW TESTAMENT INTERPRETATION**

This course presents approaches towards NT interpretation, with emphasis on history of NT interpretation, critical NT studies, New Testament scholars such as Craig Blomberg, Craig Keener, Ben Witherington III, Robert Gundry, etc.

**CURRENT TRENDS IN NEW TESTAMENT STUDIES**

This course provides contemporary perspectives in New Testament Studies, with emphasis on the influence of enlightenment on NT biblical research, and methodology. It also discusses scholars such as Rudolf Bultmann, Albert Schweitzer and the Jesus Seminar on NT.

### **NEW TESTAMENT IN AFRICAN SCHOLARSHIP**

This course presents African scholarly re-reading of New Testament text with emphasis on new interpretative models, contextualization and feminist reading of NT text.

### **ADVANCED GREEK**

The course involves more grammar and syntax. Selected passages are to be read from the Greek New Testament with a drill in textual reading and the use of the apparatus.

### **NEW TESTAMENT EXEGESIS**

This course applies Hermeneutical principles in exegeting selected New Testament texts such as the Gospel of John, Romans or Ephesians.

### **CONTEMPORARY PERSPECTIVES IN PAULINE LIFE AND THOUGHT**

This course examines new perspectives on Paul, his life and foundations of his theological thought. It also looks at Paul on women, slaves and freedom, and other related themes.

### **THESIS**

#### **3. CHURCH HISTORY**

##### **AFRICAN CHURCH HISTORIOGRAPHY.**

This course outlines and critically examines the method of doing African church history within the context of the scientific study and writing of history. It also studies tools for the study of African Christianity, problems of oral tradition in church history, missionary and church historical documents and ways of preserving local church history.

##### **THEMES IN AFRICAN CONTEMPORARY CHURCH HISTORY**

The course will study new developments in the church in Africa, new patterns of church growth, new Pentecostal and charismatic churches since the 1950s, new religious pseudo-Christian movements, church economics, youth and the church will be examined closely.

##### **CHRISTIAN MISSION IN EAST AND CENTRAL AFRICA IN THE 19<sup>TH</sup> AND 20<sup>TH</sup> CENTURIES**

The course examines the planting of Christianity in East and Central Africa. It discusses the role of the mission church with regards to racial conflict in the region; and how this has affected the church.

##### **PENTECOSTALISM IN AFRICA**

The course provides a historical development of Pentecostalism as a global phenomenon as it affects Africa, global shift of Christianity in Africa and the role of Pentecostal churches in Africa. It pays attention particularly on Pentecostal growth, strategies of growth, leaders and the role of the media in propagating Pentecostalism.

### **THESIS**

#### **4. AFRICAN TRADITIONAL RELIGION**

##### **PHENOMENOLOGICAL STUDY OF AFRICAN TRADITIONAL RELIGION**

The course applies the phenomenological methods to the study of African Traditional religion with emphasis on the sacred and profane in ATR, divinities, myths, rituals, witchcraft, sorcery and sacrifices, taboos and traditional medicine.

### **RELIGION AND HEALING IN AFRICA AND AFRO-AMERICAN CULTS**

The course examines cross-cultural comparative studies of different divination systems and spirit possession cults in African traditional religion and Afro-American cults. It traces the African roots of spirit possession cults in the new world especially voodooism in Haiti and Brazil and finds parallels with African settings.

### **IMPACT OF CHANGE ON AFRICAN TRADITIONAL RELIGION**

This course critically examines the impact of social change on traditional religion in Nigeria. It focuses specifically on the changes in belief, values, institutions and rituals of the traditional religion. The course examines also areas of resistance to change and looks at changes resulting from interaction of ATR with Christianity and Islam.

### **A CRITICAL SURVEY OF APPROACHES TO THE STUDY OF ATR**

This course makes a critical survey of the different approaches to the study of African Traditional Religion. It traces the development in the methods of the study of Art from accounts of early explorers, missionaries, colonialists and anthropologists. It presents the British, French German, and Neo-nationalists African Scholars on ATR and suggests a methodology of ATR from multi-dimensional background.

### **THESIS**

## **12. POSTGRADUATE PROGRAMMES IN PHILOSOPHY**

### **12.1. PHILOSOPHY**

The M.A/Ph.D programme in Philosophy is designed to deepen the students' knowledge of philosophy and to develop a more critical, independent and creative approach to reality.

### **12.2. AIMS AND OBJECTIVES**

The programme aims at:

- i) Equipping the students to rationally meet the challenges of life.
- ii) Empowering the students to play leadership roles in nation building
- iii) Preparing students for research and university teaching
- iv) Enabling students to be effective in policy and decision making
- v) Helping graduates develop problem solving capabilities through critical, innovative and creative approach to analyzing problems.
- vi) Communication competency, ability for logical analysis, social responsibility, gender sensitivity and conflict resolution.

### **12.3. ADMISSION REQUIREMENTS**

#### **a) M.A. Programme**

- 1) All candidates must possess the minimum of five O' Level Credit Passes which must include English Language and Mathematics.
- 2) Candidates must possess a good Bachelors degree in Philosophy, not lower than a Second Class Lower division, from a recognized university.
- 3) All candidates shall be subjected to a selection process.

#### **b) PhD Programme**

Candidate must possess a good master's degree in Philosophy from a recognized university, with a CGPA not below 3.5 on a five-point scale.

Candidates who did not make up to 3.5 will be required to register for the M.phil/Ph.D programme. Such candidates must present two seminars and a research proposal for grading and must score a minimum CGPA of 3.5 before preceding to the Ph.D, otherwise the M.phil Degree should be awarded upon the submission of a thesis. This thesis should be examined following the procedure of a Ph.D thesis.

### **12.4. AREAS OF SPECIALISATION**

The following are the areas in which candidates could specialize:

- a) Metaphysics
- b) Epistemology
- c) Ethics
- d) History of Philosophy
- e) African Philosophy
- f) Political Philosophy
- g) Philosophy of Social Sciences
- h) Logic and Methodology

## COURSES STRUCTURE

### M.A

#### a) 1<sup>st</sup> Semester: Core/Compulsory Courses

All candidates, irrespective of their areas of specialization must take the following core courses in their 1<sup>st</sup> semester:

|                                       |         |
|---------------------------------------|---------|
| Research Methodology                  | 3 units |
| 21 <sup>st</sup> Century Epistemology | 3 units |
| Theories of Ethics                    | 3 units |
| Problems of the History of Philosophy | 3 units |

Total 12 units

#### b) 2<sup>nd</sup> Semester

All candidates must take in the 2<sup>nd</sup> Semester:

|                                      |         |
|--------------------------------------|---------|
| 21 <sup>st</sup> Century Metaphysics | 3 units |
|--------------------------------------|---------|

#### Seminar

|   |         |
|---|---------|
| Any three courses of 3 credits each from the area of specialisation | 9 units |
|---|---------|

Total 12units

#### c) Areas of Specialisation and Courses

#### Credit Units

##### Metaphysics

|                           |         |
|---------------------------|---------|
| Greek Metaphysics         | 3 units |
| The Problem of Being      | 3 units |
| Medieval Metaphysics      | 3 units |
| Modern Metaphysics        | 3 units |
| Materialistic Metaphysics | 3 units |
| Philosophy of Mind        | 3 units |

Total 18 units

##### Epistemology

|                               |         |
|-------------------------------|---------|
| Rationalist Epistemology      | 3 units |
| Empiricist Epistemology       | 3 units |
| Medieval Epistemology         | 3 units |
| Renaissance Epistemology      | 3 units |
| Skepticism                    | 3 units |
| Philosophy of Science         | 3 units |
| Philosophy of Education       | 3 units |
| Philosophy of Social Sciences | 3 units |

Total 24 units

##### Ethics

#### Credit Units

|  |         |
|--|---------|
| Greek and Utilization Ethics             | 3 units |
| Ethical Problems                         | 3 units |
| Existentialist and Naturalistic Ethics   | 3 units |
| Ethical Issues in Science and Technology | 3 units |
| Philosophy of Religion                   | 3 units |
| Aesthetic Theory                         | 3 units |



|                          |          |
|--------------------------|----------|
| Environmental Ethics     | 3 units  |
| Philosophy of Literature | 3 units  |
| Total                    | 24 units |

**History of Philosophy**

|  |          |
|--|----------|
| Greek and Post-Aristotelian Philosophy | 3 units  |
| Medieval Philosophy                    | 3 units  |
| Renaissance Philosophy                 | 3 units  |
| Modern Philosophy                      | 3 units  |
| Philosophy of History                  | 3 units  |
| Total                                  | 15 units |

**African Philosophy**

|                                 |          |
|---------------------------------|----------|
| Issues in African Philosophy    | 3 units  |
| African Metaphysics             | 3 units  |
| African Epistemology            | 3 units  |
| African Ethics                  | 3 units  |
| Contemporary African Philosophy | 3 units  |
| Total                           | 15 units |

**Political Philosophy**

|                                   |          |
|-----------------------------------|----------|
| Greek Political Philosophy        | 3 units  |
| Medieval Political Philosophy     | 3 units  |
| Marxist Political Philosophy      | 3 units  |
| Contemporary Political Philosophy | 3 units  |
| Philosophy of Law                 | 3 units  |
| Total                             | 15 units |

|  |          |
|--|----------|
| Any Core Course of three units each per semester as elective | 6 units  |
| Dissertation   | 6 units  |
| Total Core   | 24 units |
| Total Required   | 30 units |

d) **PhD**

A candidate for the Ph.D degree is required to specialize in any of the aforementioned areas of specialization. He is required to take 27 credit units in all including 9 credit units for dissertation

e) **Compulsory Courses/Requirements for the various specialization areas**

| <b>Metaphysics</b>                         | <b>Credit Units</b> |
|--|---------------------|
| Advanced Metaphysics                       | 3 units             |
| Special Author in Metaphysics              | 3 units             |
| Seminar I and II of three units each       | 6 units             |
| Two other Core Courses of three units each | 6 units             |
| Total                                      | 18 units            |

|  |          |
|--|----------|
| Thesis                                     | 9 units  |
| Total Required                             | 27 units |
| <b>Epistemology</b>                        |          |
| Advanced Epistemology                      | 3 units  |
| Special Author in Epistemology             | 3 units  |
| Seminar I and II of three units each       | 6 units  |
| Two other Core Courses of three units each | 6 units  |
| Dissertation                               | 9 units  |
| Total                                      | 27 units |

|  |          |
|--|----------|
| <b>Ethics</b>                              |          |
| Advanced Ethics                            | 3 units  |
| Special Author(s) in Ethics                | 3 units  |
| Seminar I and II of three units each       | 6 units  |
| Two other core courses of three units each | 6 units  |
| Thesis                                     | 9 units  |
| Total                                      | 27 units |

|  |          |
|--|----------|
| <b>History of Philosophy</b>               |          |
| Advanced Contemporary History              | 3 units  |
| Problems of History of Philosophy          | 3 units  |
| Seminar I and II of three units each       | 6 units  |
| Two other Core Courses of three units each | 6 units  |
| Thesis                                     | 9 units  |
| Total                                      | 27 units |

|  |          |
|--|----------|
| <b>African Philosophy</b>                  |          |
| African Social and Political Philosophy    | 3 units  |
| Special Author in African Philosophy       | 3 units  |
| Seminar I and II of three units each       | 6 units  |
| Two other Core Courses of three units each | 6 units  |
| Thesis                                     | 9 units  |
| Total                                      | 27 units |

|  |          |
|--|----------|
| <b>Political Philosophy</b>                |          |
| Advanced Political Philosophy              | 3 units  |
| Special Author in Political Philosophy     | 3 units  |
| Seminar I and II of three units each       | 6 units  |
| Two other Core Courses of three units each | 6 units  |
| Thesis                                     | 9 units  |
| Total                                      | 27 units |

f) **Ph.D Electives**

|  |            |
|--|------------|
| Aesthetic Theory   | 3 units    |
| Environmental Ethics   | 3 units    |
| Medical Ethics   | 3 units    |
| Philosophy of Education  | 3 units    |
| Philosophy of Science and Technology                                   | 3 units    |
| Philosophy of Mathematics  | 3 units    |
| Philosophy of Social Sciences  | 3 units    |
| Philosophy of Literature   | 3 units    |
| Symbolic Logic   | 3 units    |
| Marxist Philosophy   | 3 units    |
| Comparative Philosophy   | 3 units    |
| Advanced Philosophy of law   | 3 units    |
| Advanced Philosophy of Religion  | 3 units    |
| Total  | 39 units   |
| The core courses including Ph.D seminar ( I and II) – 6x3=18 for each. |            |
| Total Required   | - 27 units |

g) **Core Courses Description**

**21<sup>st</sup> Century Metaphysics**

This course will focus on the study of contemporary metaphysical systems, such as those of Heidegger, the Neo-Thomists, Neo-Idealists and Whitehead.

**21<sup>st</sup> Century Epistemology**

This course will focus on the study of epistemological issues in contemporary philosophy, such as phenomenology, existentialism, logical positivism, pragmatism, analytic philosophy, etc.

**Theories of Ethics**

This course will focus on the various theories of ethics. This will include the ethics of Plato and Aristotle, the existentialist ethics of Heidegger, Sartre, Albert Camus, the utilitarian ethics of John Stuart Mill, the emotivist ethics of A. J. Ayer and the intuitionist ethics of G.E. Moore and David Ross.

**Problems of History of Philosophy**

Origin of the notion of philosophy as Divine Wisdom and its secularisation changing ideal of philosophical knowledge, philosophical problems, old and new epochs in philosophy, personality role in the development of philosophy; and ideological functions of philosophy.

h) **Other Courses Description**

**Metaphysics**

**Greek metaphysics**

This course is a study of the metaphysics of ancient Greek philosophers such as Parmenides, Heraclitus, Anaxogoras, Pythagoras, Plato, Aristotle, the Stoics, and Plotinus.

**The Problem of Being**

This course will be a study of the concept of being in Western Philosophy from the pre-Socratics to Heidegger.

**Medieval Metaphysics**

This course will be a detailed study of the medieval philosophers such as John Scotus, Eriugena, St. Anselm of Ockham and Francis Suarez.

**Modern Metaphysics**

This course will be a detailed study of the metaphysics of the continental rationalists such as Descartes, Leibniz, Spinoza, Kant's criticism of metaphysics and the German idealists will be studied.

**Epistemology****Rationalist Epistemology**

This course will be a critical study of the rationalist approach to the problem of knowledge. The epistemological claims of the rationalists will be critically examined.

**Empiricist Epistemology**

This course will be a critical study of the empiricist approach to the problem of knowledge. The epistemological claims of the empiricist will be critically examined.

**Medieval Epistemology**

This course will focus in detail on the epistemology of medieval philosophers like St. Thomas Aquinas, St. Bonaventure, etc.

**Renaissance Epistemology**

This course focuses on the epistemology and rise of modern science in the Renaissance period, the empirical basis of science, the epistemology of William of Ockham, Francis Bacon, etc, will be studied in detail.

**Ethics****Greek and Utilitarian Ethics**

This course will focus on the ethics of Greek philosophers like the Sophists, Socrates, Plato, Aristotle, the Stoics, Epicurus, etc, as well as focus on utilitarian ethics before Jeremy Bentham, John Stuart Mill and after.

**Ethical Problems**

This course will be a study of some of the controversial ethical problems such as the problem of freedom and determination, the universality and relativity of morals, euthanasia, abortion, moral principles and their application to concrete situations etc.

**Existentialist and Naturalistic Ethics**

This course will be a study of the moral implications of the philosophy of Heidegger, Sartre, Albert Camus as well as a study of the naturalistic theories of ethics by Aristotle, Thomas Hobbes and David Hume.

**Ethical Issues in Science and Technology**

This course will focus on the numerous ethical problems in science and technology like, in vitro fertilization, cloning, surrogate motherhood parenting, environmental issues, advertising, commercialism, etc.

**History of Philosophy****Greek and Post-Aristotelian Philosophy**

This course will be a study of ancient Greek philosophers like Socrates and Aristotle as well as the major schools in the Post-Aristotelian period.

**Medieval Philosophy**

This course will focus on the development of philosophy in the middle ages and its link with both ancient and modern philosophy. Philosophers to be studied include Boethius, St. Bonaventure, St. Thomas Aquinas, etc.

**Renaissance Philosophy**

This course will focus on Renaissance philosophers as Francis Bacon, William of Ockham, Francis Suarez, etc. The link between philosophy and the rise of science in the Renaissance period will be given prominent attention.

**Modern Philosophy**

This course will focus on the rise of modern philosophy. Rationalism and Empiricism will be studied through philosophers like Descartes, Leibniz, Spinoza, Locke, Berkley and Hurrle.

**African Philosophy****Issues in African Philosophy**

This course will examine the various theories and definitions of African philosophy. What are the essential features that distinguish it from Western or Eastern Philosophies? What is the relation between philosophy and culture? Can there be a philosophy that is not culture-bound,etc.

**African Metaphysics**

This course will be concerned with issues such as the ways and modalities of knowledge, the content and source of knowledge, mind, body problem and epistemological queries about the African theory of knowledge.

**Contemporary African Philosophy**

This course will be a study of the works of present-day African philosophers, and trends in temporary African philosophy.

**Political Philosophy****Greek Political Philosophy**

This course will examine the political philosophy of ancient Greek philosophers, such as Plato, Aristotle, the Stoics, etc.

**Medieval Political Philosophy**

This course will examine the political philosophy of medieval philosophers, such as St. Augustine, St. Thomas Aquinas, William of Ockham, Machiavelli, St. Thomas Moore and Jean Bodin.

**Marxist Political Philosophy**

This course Will examine the political theory of Karl Marx and Lenin, the revolution, Dialectical materialism, economic determinist ideology, class struggle, and capitalism.

**Contemporary Political Philosophy**

Specific features of 20<sup>th</sup> century political thought, comparative analysis of capitalism and socialism; new world order and its philosophical implications, examination of concepts, such as “third world”, “east-west”, “democracy”, ‘totalitarianism’.

## 12.5. DURATION OF PROGRAMMES

### a) M. A.

- i) The Full-Time M.A. programme would run a minimum of three semesters, and a maximum of four semesters.
- ii) The part time M.A. programme would run for a minimum of six semesters and maximum of eight semesters.

### b) Ph.D

- i) The full-time Ph.D. programme would run for a minimum six semesters, and a maximum of eight semesters,
- ii) The part-time Ph.D programme would run for eight semesters and a maximum of ten semesters.

## 12.6. REQUIREMENTS FOR GRADUATION

### M. A. Programme

To be awarded the M.A. degree must have taken and passed the prescribed number of compulsory and required courses selected from the approved list, and totaling 30 units as follows:

|                     |          |
|---------------------|----------|
| Core Courses        | 24 units |
| Thesis/Dissertation | 6 units  |
| Total               | 30 units |

In all cases, M.A. students must write and submit to the department a thesis/dissertation duly supervised by a lecturer in the department whose qualifications are not below the Ph.D. Such a thesis must be defended before an external examiner nominated by the department and appointed by Senate for that purpose.

### Ph.D. Programme

To graduate, all Ph.D. candidates must take and pass all the requisite courses as prescribed in the Ph.D course list below totaling 27 units as follows:

|                     |          |
|---------------------|----------|
| Core Courses        | 18 units |
| Dissertation/Thesis | 9 units  |
| Total               | 27units  |

Every Ph.D. candidate must submit a Dissertation on a chosen and approved topic, supervised by a member of staff whose qualification is not below the PhD, and who is not lower than Senior Lecturer in rank. The Ph.D. thesis must be defended before an external examiner duly nominated for that purpose and appointed by Senate.

## 12.7. DOMAIN OF THE PROGRAMMES

The M.A. and Ph.D. Programmes shall be domiciled in the Department, and in Faculties of Arts or Humanities of recognized universities.

## 12.8. STUDENT ENROLMENT

The number of students in the programme at any point in time shall depend on the carrying capacity of the department.

## **12.9. ACADEMIC REGULATIONS**

**Good Standing:** To be in good standing, a student must in each semester have a Cumulative Grade Point Average (CGPA) of not less than 3.0 on a five-point scale.

### **Withdrawal**

An M.A. candidate whose CGPA is below 3.0 at the end of the third semester of course work shall be required to withdraw from the university.

### **Attendance**

In order to be eligible for examination in a particular taught course, a student shall have attended a minimum of 75% of the total periods of formal instructions delivered for the course.

## **12.10. COURSE EVALUATION**

In the M.A & Ph.D programmes, the assessment of students' achievements would be based on:

- i) Terminal examinations administered at the end of the course;
- ii) Term papers, Seminar papers,
- iii) Field Research/Reports, Group projects, etc.

### **Continuous Assessment**

All continuous assessment scores shall constitute between 30 – 40% of the total scores for a course, while the formal examination shall constitute 60-70% of the total scores for a course.

### **External Examination System**

For the M.A. and Ph.D programmes, there shall be duly appointed external examiners who would assess and certify the overall performance of the students in their dissertations and theses and any other aspects of the evaluation process that may from time to time be approved by Senate.

### **Examinations, Grading Procedure And Results**

In addition to continuous assessment, final examinations shall be given at the end of a course. The total scores for continuous assessment shall not be less than 30%, and not be more than 40% of total scores for a course.

### **Pass Mark**

The minimum pass mark for M.A and Ph.D courses shall be 50%.

### **Grading System**

Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of Grade Point Equivalent (or Grade Point Average –GPA). 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 credit points (or units) by the total number of units for all the courses taken in the semester. The credit point for a course is computed by multiplying the number of units for the course by the Grade Point Equivalent of the marks scored in the course. Each course shall be graded out of a maximum of 100 marks and assigned appropriate Grade point Equivalent as in the table (i) below:

**Table 1:**

| (i)<br><b>CREDIT<br/>UNITS</b>   | (ii)<br><b>% SCORE</b> | (iii)<br><b>LETTER<br/>GRADES</b> | (iv)<br><b>GRADE<br/>POINTS<br/>(GP)</b> | (v)<br><b>GRADE<br/>POINT<br/>AVERAGE</b>                              | (vi)<br><b>CUM.<br/>GRADE<br/>POINT<br/>AVERAGE<br/>(CGPA)</b> | (vii)<br><b>CLASS OF<br/>DEGREE</b> |
|--|------------------------|-----------------------------------|--|--|--|-------------------------------------|
| Vary according to contact hours assigned to each course per week per semester, and according to load carried by students | 70 – 100               | A                                 | 5  | Derived by multiplying (i) and (iv) and dividing by Total Credit units | 4.50 – 5.00  | DISTINCTION                         |
|  | 60-69                  | B                                 | 4  |  | 3.45 – 4.49  | CREDIT                              |
|  | 50-59                  | C                                 | 3  |  | 3.0 – 3.44   | PASS                                |
|  | Below 50               | F                                 | 0  |  | Below 3.0  | FAIL                                |

**Presentation Of Results**

Results for the M.A. and Ph.D examination shall be presented from the Postgraduate Schools Board of Examiners to the Senate for approval.

**Release Of Results**

Results shall be released/published not later than two (2) weeks after approval by Senate.

**Degree Classification**

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme, as indicated in the table (2) below:

**Table 2:**

|       | <b>CGPA</b> | <b>CLASS OF DEGREE</b> |
|-------|-------------|------------------------|
| (i)   | 4.50 – 5.00 | DISTINCTION            |
| (ii)  | 3.45-4.49   | CREDIT                 |
| (iii) | 3.00-3.44   | PASS                   |
| (iv)  | BELOW 3.00  | FAIL                   |

**12.11. RESOURCE REQUIREMENTS FOR TEACHING AND LEARNING IN THE PROGRAMMES****i) ACADEMIC STAFF TEACHER-STUDENT RATIO**

This should be determined by the carrying capacity of the department, and should take student enrolment in the undergraduate programme into account.

**ii) ACADEMIC STAFF WORK LOAD**

Lecturers in the M.A. and Ph.D programmes should not have more than six (6) Credits (i.e. 90 hours) per semester.



iii) **STAFFING**

Academic Staff involved in the M.A. and PhD programme shall normally be holders of the Ph.D. No lecturer should supervise more than 3 Ph.D candidates and 2 M.A candidates at a time.

However, whereas Ph.D holders may take lectures in both programmes, those below the rank of Senior Lecturer shall not supervise doctoral theses.

**STAFF MIX**

The recommended staff mix for effective curriculum delivery is 20:30:50 for Professor/Reader; Senior Lecturer; and Others

**NON-ACADEMIC STAFF**

We recommend the recruitment of competent secretarial and clerical staff to provide secretarial services whenever necessary.

- i) The ratio of non-teaching staff to academic staff should be 1:4
- ii) Among the non-academic staff, the ratio of Senior Staff to Junior Staff should be 3:2

**COMPUTER LITERACY**

With the computer age and application of information technology, both academic and non-academic staff should be computer literate. Where they are not, the university should establish structures to ensure that this becomes a reality.

**ACADEMIC PHYSICAL SPACE AND EQUIPMENT REQUIREMENTS**

a) **PHYSICAL FACILITIES**

- i) Lecture Rooms
- ii) Seminar Rooms
- iii) Board Room
- iv) Computer Room, including Virtual Library Facilities

b) **OFFICE ACCOMMODATION**

| <b>POSITION/RANK</b>        | <b>m<sup>2</sup></b> |
|-----------------------------|----------------------|
| Professor's Office          | 18.50                |
| Head of Department's Office | 18.50                |
| Tutorial Staff Office       | 13.50                |
| Technical Staff Space       | 7.00                 |
| Secretarial Staff Space     | 7.00                 |
| Seminar Space per Student   | 1.85                 |

**CLASSROOM SPACE AND EXAMINATION THEATRES**

- i) Adequate Classrooms and Seminar rooms should be provided with enough chairs and tables;
- ii) Adequate Examination halls and theatres should also be provided.

### **EQUIPMENT**

For effective teaching and learning, the following equipment and facilities should be provided.

- i) Computers
- ii) Reprographic Equipment (e.g. Photocopiers, Risographs)
- iii) Video Camera
- iv) Projector & Screen
- v) Tape Recorder and
- vi) Internet and E-Mail Facilities

### **LIBRARY FACILITIES**

There must be adequate library facilities, including special holdings in the main library for the department in the General and Journals section, and a departmental library. In general, dedicated collections for the department must feature current issues of local peer-reviewed journals, international journals in the discipline, and current text books, critical works, novels, poetry collections and dramatic works.

### **12.12. LEARNING OUTCOMES FOR THE M.A. and Ph.D. PROGRAMMES**

- a) Comprehensive knowledge of area of specialization: This embodies an understanding of the historical and the theoretical foundations of the areas of specialization.
- b) Problem solving capabilities: Graduates should be able to demonstrate problem-solving capacity through critical, innovative and creative approaches to analyzing problems.
- c) Global perspective: Graduates should have a global perspective through understanding of both domestic and global environments.
- d) Communication competency: Graduates should be able to manage information, social responsibility, cultural and gender sensitivity and conflict resolution.
- e) Graduates produced should be research experts, university teachers of their areas and competent scholars.

### 13. POSTGRADUATE PROGRAMMES IN ISLAMIC STUDIES

#### MA Islamic Studies Course Outlines

##### Compulsory courses (3 Units Each)

- 1) Research Methodology
- 2) History of Islam
- 3) The Qur'an
- 4) Hadith Studies
- 5) *Fiqh* (Jurisprudence)

##### Electives (3 units each)

- 6) Islamic Thought and Philosophy
- 7) Islamic Economic Thought
- 8) Islamic Modern Development
- 9) Islamic Development in Africa
- 10) Selected Authors
- 11) Islamic Logic
- 12) Thesis

#### 13.1. COURSE DESCRIPTION

##### Research Methods

3 Credits

This course is designed to help the student collect research data and will include analysis of the data collected; techniques of editing and translating Arabic manuscripts and basic rules on dissertation writing.

##### History of Islam

3 credits

The course will give a general survey of the History of Islam from the birth of the Prophet Muhammad to the end to the Abbasid Caliphate in 1258 A.D. Emphasis will be given to the expansion of Islam in North Africa and Spain. The course will also cover a survey of the Ottoman Sultanate and its relationship with the rest of the Muslim world.

##### The Qur'an

3 credits

The course will cover the history and development of Qur'anic Exegesis (*Tafsir*). Emphasis will be given to the study of the various trends of interpretation of the Qur'an among the *Ahl-al-Sunnah*, the *Shi'a* and the *Mu'tazilah*; major issues in *Tafsir* in the modern times including in depth studies of the ideas of Abduh, Sayyid Qutb, etc. The course will also include textual studies of *Surat Al-Baqarah* and *Ma'idah* particularly the verses dealing with aspects of Islamic Law, Candidates for this course will be required to be able to read *Juz'i Amma* according to the principles of *Tajwid*.

##### Hadith Studies

3 credits

This course will cover the history and development of Hadith literature including detailed study of the methods used by Bukhari and Muslim of their Sahih collections, here will also be textual studies of 40 (forty) traditions from the *Riyad al-Salihin* of al-Nawawi and *al-Baa'ith al-Hatheeth* of Ibn Kathir.

##### *Fiqh* (Jurisprudence)

3 credits

The course is designed to give the student a comprehensive idea about Islamic Jurisprudence (*Fiqh*) and will cover the history and development of *Fiqh*, the birth and development of the Makili School of jurisprudence (the Muwatta of Imam Malik Textual studies will include the Chapters of *Salat*, *Sawm*, *Zakat* *Hajh*, *Jihad*, *Mirath* from the various commentaries of the *Risalah* of Ibn Abi Zayd and the *Bidayah* of Ibn Rushd.

## **Group B**

### **Islamic Thought and Philosophy**

**3 credits**

The course is expected to cover the following: a detailed study of the sources of Islamic Thought derived from the Qur'an and Hadith, a comparative study of Islamic and Greek Philosophies as well as selected themes in Islamic thought starting from the period of al-Ghazali to the present. The course will also discuss the ideas of Ibn Khaldun as expounded in his *Muqadimah*.

### **Islamic Economic Thought**

3 credits

The course is designed to introduce the student to the basic principles of Islamic economic thought in comparison to modern economic theories. In addition, the Islamic view point in relation to insurance, banking and interest (*riba*) will be studied. A survey of the birth and development of the Islamic Bank as operated throughout the world will also be discussed.

### **Islamic Modern Development**

3 credits

The course is designed to acquaint the student with the political and social developments in modern Muslim states including the rise and development of modern Islamic states in the Middle East, North Africa and Central Asia, the Indian Sub-continent and South East Asia.

### **Islamic Development in Africa**

3 credits

This course is designed to give a thorough grounding to the student on the introduction and development of Islam and its institutions into East and Central Africa including the Sudan Republic, Islam in West Africa and the role played by Muslim scholars in disseminating Islam in Hausa land, Senegambia and Kanem-Borno.

### **Selected Authors**

3 credits

The objective of this course is to give the student the chance to have a comprehensive conception of the intellectual output of the chosen philosopher, Mallam or scholar. A student would be required to choose one author from the list to be provided each year depending on the availability of the teachers who would shoulder the responsibility of teaching the course. The students are expected to come into contact with all the available writings of the thinker in addition to the critical writing on that thinker.

### **Logic**

3 credits

In this course logic would be taught as an adjunct of certain Islamic studies disciplines such as the principles of jurisprudence (*Usul al-Fiqh*). It further aims at teaching the student how to acquire a critical mind and achieve clarity in his thinking and writing. Aspects to be studied would include Modern logic and symbolic logic. Contributions of Muslim philosophers such as al-Farabi, Ibn Sina and Ibn Rushd in the field of logic will also be studied.

## **PhD ISLAMIC STUDIES**

- |       |   |           |
|-------|---|-----------|
| i)    | General Research Methodology                                      | 3 credits |
| ii)   | Islamic Historiography  | 3 credits |
| iii)  | Islam in the Modern World   | 3 credits |
| iv)   | Heresiology   | 3 credits |
| v)    | Objectives and Goals of Shari'ah ( <i>Maqaasid Ash-Shari'ah</i> ) | 3 credits |
| vi)   | Ethics in Islam   | 3 credits |
| vii)  | Islam and Gender Studies in Africa                                | 3 credits |
| viii) | Thesis  | 3 credits |

## **COURSE DESCRIPTION**

### **Heresiology**

The objective of the course is to clarify the foundational principle in Islam as a call to unity and firm adherence to the Qur'an and Sunnah, emphasizing that division is always the product of extremism and deviant thought. Awareness of ancient sects which appeared in Muslim history enables the student to understand the present and the historical roots of contemporary sects. The course also provides students with an historical background of roles played by deviant sects during Islamic history and reasons for the appearance of sects. The groups to be examined include Khaarijites; their origin, opinions, and sub-sects Shi'ites: Twelvers, Zaydites, Ismailites; Baatinites past and present: Qaramanians, Babakites, Nusairites, Druze, Bahai, Qadianites. The Scholastic sects origins and teachings include Jabrites, Qadarites, Merji'ates, Mu'tazilites, Ash'arites and Maatureedites

### **Objectives and Goals of Shari'ah (Maqaasid Ash-Sari'Ah)**

The course examines the concept of Maqaasid al-Shari'ah and identifies the importance. The relationship between Maqaasid and Fiqh emergence, development, and analysis of main documented work in the domain ways of identifying the goals of Shari'ah. Kinds of goals: general and specific goals comprehensive and partial goals. Relationship between Bases of jurisprudence and public interest/unrestricted interest. Peculiarities of public interest/unrestricted interest, steps/stages of goals of Shari'ah According to its degree; essentials/necessities(daruriyyah), embellishment/comforts (Hajjiyyat) and complementary/Luxuries(Tashniyyat), The course concludes with goal of the Legislator in establishing Shari'ah and the importance prioritizing benefits, balancing, determining the more correct when benefits conflict.

### **Ethics in Islam**

The course examines ethics and basis of ethical teachings in Islam, The Qualities of believers in Qur'an, Muslim ethical teachings from Qur'an and Hadith, Muslim ethical teachings with reference to the work of Al-Ghazali . Muslim and ethical issues in Modern age; Cloning, Euthanasia, Suicide and Capital punishment. Islam and Public life; transparency, accountability, Justice, power and leadership, Human rights/injustice, rule of law and the problem of absolute/ dictatorial rulers among Muslim states. Ethical writings of Maududi and contemporary revivalist movements.

### **Islam and Gender Studies in Africa**

The place of gender in Islam Humanity from the same source, equality of the two sexes before Allah, The Prophet examples and teachings on women in Islam, Modesty and Hijab of women. Feminism, gender and Islam, role of women, men in Islamic society, Women education, Muslim women and public life, freedom and liberty within Islam, family planning, contraception and Muslim women. Gender and discrimination, Polygamy in Islam, Female circumcision and Child marriage Muslim women and domestic violence, adultery and rape laws, Women Voices and Islamic movements in Africa, Muslim Women Organization and Islamic Activism in Sub Saharan Africa

### **General Research Methodology**

3 credits

This course is designed to acquaint the student with general research methodology of the use of library and archival sources, documentation of sources and how to conduct and record oral interview. In addition, the student will be taught the techniques and methods of collection, studying, scrutinizing, editing and translating Arabic manuscripts, institutional survey and development of Arabic script and art of literary composition; and the role copies of al-khatatun will be examined. In addition an in depth analysis of the methodology of the Fuqaha; Muhadithun, Mufassirun and Usuliyun will be carried out.

**Islamic Historiography**

3 credits

This course will survey the depth of the historical writing in Islam from the 7<sup>th</sup> – 14<sup>th</sup> century CE. Attention will be focused on the role of Hadith, Sirah and Maghazi literature and Muslim history. In addition the works of prominent Muslim historians such as Ibn Ishaq, Ibn Hisham, al-Waqidi, Ibn Said, al-Balaguri, al-Tabari, Al-Masudi, Ibn Khatib and ibn Khaldun will also be studied. There will also be a general review of Islamic history and culture. Emphasis will also be given to the study of the works of indigenous writers such as Muhammad Bello's *Infaqual-Maisur* Abdulkadir Mustapha's *Mansufa al-Sudan*.

**Islam in the Modern World**

3 credits

This course will survey the emergence of modern Muslim states such as Pakistan, Indonesia and Iran. It will also Study the socio-political development in the Muslim Arab countries such as Egypt, Saudi Arabia, Libya and the rest of the *Maghrib*. The resurgence of Islamic Institutions in many Muslim Societies will also be studied. Historical development of Muslim relations with non-Muslim nations and societies will also be examined; where attention will specifically be given to the following;

- (i) The crusades
- (ii) The colonial subjugation of Muslim People by the Western European nations
- (iii) Orientalism and its effects on Muslim societies
- (iv) The Palestinian question and related issues
- (v) The American attitude to the Muslim world development

Students will also be asked to present three (3) Seminar Papers to be assessed and computed as parts of credit earned to fulfil the 27 credit required.

## **14. POSTGRADUATE PROGRAMMES IN HISTORY AND ITS VARIANTS**

The Benchmark statements contained in this presentation indicate the minimum requirements which each University in Nigeria should attain in respect M.A./PhD programmes in History and its variants.

### **14.1. PHILOSOPHY**

The M.A./PhD programmes in History and its variants are designed to produce highly qualified and competent historians and experts in the discipline. It is intended that the products will be equipped with necessary skills with which to undertake critical analyses of issues to meet the challenges of modern society in a globalized world.

### **14.2. AIMS AND OBJECTIVES**

The M.A./Ph.D Programmes in History and International Studies are aimed at:

- i) providing students with requisite historical knowledge, a highly developed sense of balance as well as considerable breadth and depth of knowledge of the local, national, African and international communities and environments.
- ii) to enable the students to develop the spirit of enquiry and to understand the role of evidence as the basis of informed judgment through training in research in an atmosphere of intellectual independence
- iii) to train students in critical and rational thinking and judgment
- iv) to produce students who can assume leadership roles in the task of nation-building, in teaching and research, in policy decision making, in administration and management of affairs as well as in international and foreign relations
- v) to enable students to avail themselves of the lessons of history and apply them as appropriate to resolving national developmental challenges

### **14.3. ADMISSION REQUIREMENTS**

Basic Admission Requirements

- (a) The criteria for admission into the M.A. Programme will be as follows:
  - (i) Candidates for the M.A. programme in History or its variants must have five credit passes including English, History or Government at the 'O' Level as basic requirement.
  - (ii) Candidates with Bachelors degree in Arts (BA) in History, History and International Studies, History and Diplomatic Studies, History and International Relations as well as History and Strategic Studies. The candidates must be graduates of approved and recognized universities, and must obtain a minimum of Second Class Lower Division degree.
  - (iii) Candidates must take and pass a qualifying examination administered by the University.
- b) **Ph.D Programme**

Candidates must possess a good Master's degree in History or its variants from a recognized university, with a CGPA not below 3.5 on a five-point scale. Candidates who did not make up to 3.5 will be required to register for the M.phil/Ph.D programme. Such candidates must present two seminars and a research proposal for grading and must score a minimum CGPA of 3.5 before preceding to the Ph.D, otherwise the M.phil Degree should be awarded upon the submission of a thesis. The thesis should be examined following the procedure of a Ph.D thesis.

#### 14.4. AREAS OF SPECIALISATION

Areas of specialization in which candidates could specialize include:

- i) Political History
- ii) Economic History
- iii) International Studies
- iv) International Relations
- iii) Diplomatic History
- iv) Strategic Studies
- v) Social and Political History
- vi) Comparative History
- vii) Intellectual History

#### 14.5. DURATION OF PROGRAMMES

a) **M. A.**

- i) The full-time M.A. programme would run for a minimum of three semesters (the final semester being fully devoted to writing the dissertation) and a maximum of four semesters.
- ii) The part time M.A. programme would run for a minimum of six semesters and maximum of eight semesters.

b) **Ph.D**

- i. The full-time Ph.D. programme would run for a minimum six semesters And a maximum of eight semesters.
- ii. The part-time Ph.D programme would run for a minimum of eight semesters and a maximum of ten semesters.

#### 14.6. REQUIREMENTS FOR GRADUATION

(a) **M. A Programme**

To be awarded the M.A. degree, candidates must have taken and passed the prescribed number of compulsory and required courses selected from the provided list, and totaling 30 units as follows:

|              |          |
|--------------|----------|
| Core Courses | 24 units |
| Dissertation | 6 units  |
| Total        | 30 units |

In all cases, M.A. students must write and submit to the Department a dissertation duly supervised by a lecturer in the Department whose qualification is not below the Ph.D. degree. Such a dissertation must be defended before an external examiner nominated by the Department and appointed by Senate for that purpose.

(b) **Ph.D. Programme**

To graduate, all Ph.D. candidates must take and pass all the requisite courses as prescribed in the Ph.D course list below totaling 27 units as follows:

|              |   |
|--------------|---|
| Core Courses | 18 units (including Seminars I and II and two other compulsory courses) |
| Thesis       | 9 units   |
| Total        | 27units   |

Every Ph.D. candidate must submit a Dissertation on a chosen and approved topic, supervised by a member of staff whose qualification is not below the Ph.D, and who is not lower than Senior Lecturer in rank.



The Ph.D. thesis must be defended before an external examiner duly nominated for that purpose and appointed by Senate.

#### **14.7. DOMAIN OF THE PROGRAMMES**

The M.A. and Ph.D. Programmes shall be domiciled in the Department, and in Faculties of Arts or Humanities of recognized universities.

#### **14.8. STUDENT ENROLMENT**

The number of students on the programme at any point in time shall depend on the carrying capacity of the department.

#### **14.9. ACADEMIC REGULATIONS**

- (a) **Good Standing:** To be in good standing, a student must in each semester have a Cumulative Grade Point Average (CGPA) of not less than 3.0 on a five point scale.
- (b) **Withdrawal**  
An M.A. candidate whose CGPA is below 3.0 at the end of the second semester of course work shall be required to withdraw from the university.
- (c) **Attendance**  
In order to be eligible for examination in a particular taught course, a student shall have attended a minimum of 75% of the total period of formal instructions delivered for the course.

#### **14.10. COURSE EVALUATION**

In the M.A. & Ph.D programmes, the assessment of students' achievements would be based on

- i) Terminal examinations administered at the end of the course;
- ii) Term papers, Seminar Papers,
- iii) Field Research/Reports, Group projects, etc.

##### **Continuous Assessment**

All continuous assessment scores shall constitute between 30% and 40% of the total scores for a course, while the formal examination shall constitute 60-70% of the total scores for a course.

##### **External Examination System**

For the M.A. and Ph.D programmes, there shall be duly appointed external examiners who would assess and certify the overall performance of the students in their dissertations and theses and any other aspects of the evaluation process that may from time to time be approved by Senate.

##### **Examinations, Grading Procedure And Results**

In addition to continuous assessment, final examinations shall be given at the end of a course. The total scores for continuous assessment shall not be less than 30%, and not be more than 40% of total scores for a course.

##### **Pass Mark**

The minimum pass mark for M.A. & Ph.D courses shall be 50%.

### Grading System

Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of Grade Point Equivalent (or Grade Point Average –GPA). 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 credit points (or units) by the total number of units for all the courses taken in the semester. The credit point for a course is computed by multiplying the number of units for the course by the Grade Point Equivalent of the marks scored in the course. Each course shall be graded out of a maximum of 100 marks and assigned appropriate Grade Point Equivalent as in the table (i) below:

**Table 1:**

| (i)<br>CREDIT<br>UNITS   | (ii)<br>%<br>SCORE | (iii)<br>LETTER<br>GRADES | (iv)<br>GRADE<br>POINTS<br>(GP) | (v)<br>GRADE<br>POINT<br>AVERAGE  | (vi)<br>CUM.<br>GRADE<br>POINT<br>AVERAGE<br>(CGPA) | (vii)<br>CLASS OF<br>DEGREE |
|--|--------------------|---------------------------|---------------------------------|---|---|-----------------------------|
| Vary according to contact hours assigned to each course per week per semester, and according to load carried by students | 70 – 100           | A                         | 5                               | Derived by multiplying (i) and (iv) and dividing by Total credit units. | 4.50 – 5.00   | DISTINCTION                 |
|  | 60-69              | B                         | 4                               |   | 3.45 – 4.49   | CREDIT                      |
|  | 50-59              | C                         | 3                               |   | 3.0 – 3.44  | PASS                        |
|  | Below 50           | F                         | 0                               |   | Below 3.0   | FAIL                        |

### Presentation Of Results

Results for the M.A. and Ph.D examination shall be presented from the Postgraduate Schools Board of Examiners to the Senate for approval.

### Release of Results

Results shall be released/published not later than two (2) weeks after approval by Senate.

### Degree Classification

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme, as indicated in the table (2) below:

**Table 2:**

|       | CGPA        | CLASS OF DEGREE |
|-------|-------------|-----------------|
| (i)   | 4.50 – 5.00 | DISTINCTION     |
| (ii)  | 3.45-4.49   | CREDIT          |
| (iii) | 3.00-3.44   | PASS            |
| (iv)  | BELOW 3.00  | FAIL            |

#### 14.11. RESOURCE REQUIREMENTS FOR TEACHING AND LEARNING ON THE PROGRAMMES

- (a) **ACADEMIC STAFF TEACHER-STUDENT RATIO**  
This should be determined by the carrying capacity of the department, and should take student enrolment in the undergraduate programme into account.
- (b) **ACADEMIC STAFF WORK LOAD**  
Lecturers on the M.A. and Ph.D programmes should not teach more than six (6) Credits (i.e. 90 hours) per semester.
- (c) **STAFFING**
- 1. ACADEMIC STAFF**  
Academic Staff involved in the M.A. and Ph.D programmes shall normally be holders of the Ph.D. No lecturer should supervise more than three (3) Ph.D candidates and two (2) M.A candidates at a time.  
However, whereas Ph.D holders may take lectures in both programmes, those below the rank of Senior Lecturer shall not supervise doctoral theses.  
The recommended staff mix for effective curriculum delivery is 20:30:50 for Professor/Reader; Senior Lecturer; and Others.
- 2. NON-ACADEMIC STAFF**  
We recommend the recruitment of competent technical, secretarial and clerical staff to complement the academic staff in maintaining equipment such as those in the Language Laboratory, Audio-visual and Reprographic Units, and provide secretarial services whenever necessary.
- i) The ratio of non-teaching staff to academic staff should be 1:4
  - ii) Among the non-academic staff, the ratio of Senior Staff to Junior Staff should be 3:2
- 3. COMPUTER LITERACY**  
With the computer age and application of information technology, both academic and non-academic staff should be computer literate. Where they are not, the university should establish structures to ensure that this becomes a reality.

#### ACADEMIC PHYSICAL SPACE AND EQUIPMENT REQUIREMENTS

- (a) **PHYSICAL FACILITIES**
- i) Lecture Rooms
  - ii) Seminar Rooms
  - iii) Board Room
  - iv) Computer Room, including Virtual Library Facilities
- (b) **OFFICE ACCOMMODATION**
- | POSITION/RANK               | m <sup>2</sup> |
|-----------------------------|----------------|
| Professor's Office          | 18.50          |
| Head of Department's Office | 18.50          |
| Tutorial Staff Office       | 13.50          |
| Technical Staff Space       | 7.00           |
| Secretarial Staff Space     | 7.00           |
| Seminar Space per Student   | 1.85           |

- (c) **CLASSROOM SPACE AND EXAMINATION THEATRES**
  - i) Adequate Classrooms and Seminar rooms should be provided with enough chairs and tables;
  - ii) Adequate Examination halls and theatres should also be provided.
  
- (d) **EQUIPMENT**  
 For effective teaching and learning, the following equipment and facilities should be provided.
  - i) Well-equipped language laboratory
  - ii) Computers
  - iii) Reprographic Equipment (e.g. Photocopiers, Risographs)
  - iv) Video Camera
  - v) Projector & Screen
  - vi) Tape Recorder
  - vii) Internet and E-Mail facilities
  
- (e) **LIBRARY FACILITIES**  
 There must be adequate library facilities, including special holdings in the main library for the department in the General and Journals section, and a departmental library. In general, dedicated collections for the department must feature current issues of peer-reviewed local and international journals in the discipline, and current text books, critical works, novels, poetry collections and dramatic works.

#### **14.12. LEARNING OUTCOMES FOR THE M.A. and Ph.D. PROGRAMMES**

The expected learning outcomes are as follows:

- a) Comprehensive knowledge of area of specialization: This embodies an understanding of the historical and theoretical foundations of the areas of specialization.
- b) Problem-solving capabilities: Graduates should be able to demonstrate problem-solving capacity through critical, innovative and creative approaches to analyzing problems.
- c) Global perspective: Graduates should have a global perspective through understanding of both domestic and global environments.
- d) Communication competency: Graduates should be able to manage information, social responsibility, cultural and gender sensitivity and conflict resolution.
- e) Graduates produced should be research experts, university teachers of their subjects and competent scholars.

**14.13. COURSES OFFERED IN THE PROGRAMMES**

**(a) COURSES FOR M.A. PROGRAMME**

| <b>Title</b>   | <b>Units</b> |
|--|--------------|
| <b><u>A. Social and Political History</u></b>  |              |
| i) Theories and Methods of History   | 3            |
| ii) Advanced Studies in Philosophy of History  | 3            |
| iii) Colonialism, Nationalism and Independence in Africa                                     | 3            |
| iv) Evolution of Liberal Democratic Governments  | 3            |
| <b><u>B. Economic History</u></b>  |              |
| i) Theories and Methods of History   | 3            |
| ii) Economic History and Developments in Africa Since the 20 <sup>th</sup> Century           | 3            |
| iii) Economic History of Nigeria since the 20 <sup>th</sup> Century                          | 3            |
| iv) Land and Labour in Africa  | 3            |
| <b><u>C. International Studies</u></b>   |              |
| i) Theories and Methods of History   | 3            |
| ii) Theories of International Relations  | 3            |
| iii) International Institutions and Organizations  | 3            |
| iv) Contemporary History of the Middle East  | 3            |
| <b><u>Electives</u></b>  |              |
| i) Thematic Studies in Nigerian History  | 3            |
| ii) Africa and European Imperialism (with particular emphasis on its economic implications). | 3            |
| iii) Religion and the State in African History   | 3            |

| <b>Title</b>  | <b>Units</b> |
|---|--------------|
| <b><u>A. Social and Political History</u></b>   |              |
| i) Nation-Building in Post-Independence Africa  | 3            |
| ii) The Blacks in Diaspora  | 3            |
| iii) The Military and Politics in Nigeria   | 3            |
| iv) Urban History of Africa   | 3            |
| <b><u>B. Economic History</u></b>   |              |
| i) Comparative Industrial Growth and Development of Japan and China                         | 3            |
| ii) Capitalism, Communism and Mixed Economy   | 3            |
| iii) Economic Role of Women in African History  | 3            |
| iv) Problems and Prospects of Regional Economic Co-operation in West Africa                 | 3            |
| <b><u>C. International Studies</u></b>  |              |
| i) Trends in World Diplomacy  | 3            |
| ii) Africa and the Wider World  | 3            |
| iii) Advanced Studies in International Law and Diplomacy Project                            | 3            |
| iv) Advanced Studies in International Law and Diplomacy since the 19 <sup>th</sup> century. | 3            |

| <b>Electives</b> |  |   |
|------------------|--|---|
| i)               | Co- operation in West Africa                       | 3 |
| ii)              | The Evolution of Nigerian Foreign Policy           | 3 |
| iii)             | Studies on Strategic Issues Since the 20th Century | 3 |
| iv)              | Comparative Borderlands History                    | 3 |

#### 14.14. COURSE DESCRIPTIONS FOR M.A PROGRAMME

##### 1<sup>ST</sup> SEMESTER

##### **Advanced Study in Philosophy of History**

The course examines the meaning, nature, significance and relevance of history to society. Topics like ultimate history, objectivity in history, causation in history, moral judgment in history, history as science and/or art as well as the history of history writing and the development of history as a discipline will be discussed and examined.

##### **Thematic Studies in Nigerian History**

This course takes a look at the thematic study of Nigerian history from pre-colonial times. Issues to be treated include: pre-colonial history of Nigerian communities; background to British advent to and conquest of Nigeria; the amalgamation; constitutional developments; the nationalist movement, party and ethnic politics, the civil war, military rule, census and revenue allocation.

##### **Colonialism, Nationalism and Independence in Africa**

The course takes a critical look at the impact of colonialism in Africa; the internal and external factors of African nationalism; nationalist movements in Africa; the philosophy of African nationalist leaders like Kwame Nkrumah, Nnamdi Azikiwe, Ahmed Ben Bella, Gamal Abdel Nasser and Houphouet-Boigny; nationalism in settler and non-settler colonies and attainment of independence by African countries.

##### **Religion and the State in Africa**

The course deals with the issue of religion and the State in Africa in time perspective. Indigenous religious traditions and beliefs, Islam and Christianity are the major religions to be examined.

##### **Economic History and Developments in Africa Since the 20<sup>th</sup> Century**

This course examines the Dependency Theory and post-independence African economies; problems and prospects of regional economic organisations; The role of the IMF and the World Bank; the place of Economic Commission for Africa (ECA) in the economic development of Africa; Africa and the global economy- produce exports and strategic minerals

##### **Economic History of Nigeria since the 19<sup>th</sup> Century**

The themes to be discussed here include: the nature and pattern of external influences on Nigeria's economic and political development; major trends and changes in the monetary and banking sectors of the economy, mining and manufacturing/industrial sector; agriculture, the Nigerian oil economy and OPEC; Indigenization, Commercialization, Deregulation and Privatization; Government agricultural development schemes, such as Operation Feed the Nation, Green Revolution, River Basin Development Authorities; Agricultural Development Projects(ADPs); the Structural Adjustment Programme (SAP), National Directorate of Employment (NDE), DFRRRI, Better Life for Rural Women; Family Support Programme, Poverty Alleviation Measures/Programme; NEEDS, Corruption and the Economy, etc.

### **Africa and European Imperialism**

This course makes a general survey of the internal and external developments and dynamics that prepared the setting in both Europe and Africa for European imperialism. Students are expected to study some of the theories of imperialism as propounded by thinkers like Hobson, Lenin, J.A. Schumpeter, Rosa Luxemburg and D.K. Fieldhouse. Themes to be covered include historical origin of imperialism, colonialism and neo-colonialism. Selected case studies shall be examined with particular to economic implications.

### **Theories of International Relations**

A plethora of theories arose as analytical tools in the Study of international relations after the Second World War. These theories hypothetically seek to establish the causes of conflicts and made suggestions on how to avoid them. The theories to be studied include: the realist theory; the game theory; the communication theory and radical political economy or Marxist theory.

### **International Institutions and Organizations**

This course examines the genesis and historical antecedents of International Institutions and Organizations. These Organizations include: The Congress of Vienna, The League of Nations; The UNO, The OAS, The EEC/EU, The OAU/AU, ECOWAS, ASEAN and The Arab League.

### **Contemporary History of the Middle East**

This course discusses the major issues and crises in the Middle East since the European colonization of the area: the Arab-Israel conflict; relations among the Arab nations; the politics of oil; the Palestinian question, The Gulf Crises and the contemporary American invasion of Iraq and the Iraqi war.

### **Land and Labour in Africa**

The issue of land and labour as factors of production in the economies of African societies since the intrusion of European commercial and empirical interests in Africa are discussed in this course. The settler and non-settler colonies; the plantation economy; colonial policies on land and labour and African reactions to them are among the issues to be examined.

### **Evolution of Liberal Democratic Governments**

The course examines the origins of liberal democratic forms of government namely: Parliamentary form of government practised in Great Britain and France and the Presidential system practised in USA and some African countries.

## **2ND SEMESTER**

### **Nation-Building in Post-Independence Africa**

The course examines approaches to nation-building in global comparative perspective. Case studies of plural societies illustrate how particular peoples and nations have dealt with the challenges of nation-building, drawing lessons for African countries. The problems of nation-building examined in this course include: the party systems; the problems of one-party system in a democratic polity; post-independence African political economy, foreign policy issues; problems of political stability, ethnic national boundaries; bilateral and multi-lateral relationships in Africa.

### **Africa and the Wider World**

Issues treated here include the foreign factor in the decolonization of Africa; Independence and neo-colonialism in Africa; Africa and international organizations like the UNO, EEU/EU, social aspects of globalization; Africa and super power polities; Africa and the new World Order, etc.

### **The Blacks in Diaspora**

The focus here is on the history of Africans in the Americas. The course will specifically examine the trans-Atlantic slave trade, comparison of the status and treatment of slaves and the mulattoes in British

French Spanish and Portuguese colonies; the abolition of the slave trade and slavery; the civil rights movement in the United States; African – Americans and the political and economic development of Africa and Africa in America today.

### **Comparative Industrial Growth and Development of Japan and China**

The course examines the different approaches adopted by the industrial nations and powers like Japan and China, compares and contrasts these approaches and uses them as example for the Third World countries to emulate.

### **Capitalism, Communism and Mixed Economy**

The course analyses the three types of economic systems, namely Capitalism, Communism and Mixed Economy. It explains the mode of production and distribution adopted by each system as well as the problems associated with each system.

### **Economic Role of Women in African History**

The course examines the contributions of women to the growth and development of African societies in the socio-economic development of Africa. Prominent female personalities like the legendary Queen Amina of Zaria, Omu Okwei, Mrs. Funmilayo Anikulapo Kuti, and Mrs. Margaret Ekpo are to be studied.

### **Trends in World Diplomacy**

The course traces the evolution of contemporary world diplomacy from the Congress of Vienna to the present. Principles and issues like balance of power, continentalism, European imperialism and colonization are discussed. Also discussed are America's policy of isolationism and non-interference by external powers in American continental affairs. The failure of the League of Nations and Collective Security, The Second World War and America's involvement in the war; the principle of self determination and the Atlantic Charter, the Cold War, East/West relations, the collapse of the Soviet Union (USSR), the new World Order and Globalization are also issues that come under focus.

### **Urban History of Africa**

The course deals with urbanization from prehistoric times to the present. It highlights changes wrought by technology, trade, warfare, migrations, imperialism and other factors. Issues to be examined include the economy, politics and social conditions in African cities, and the rise and challenge of mega-cities in Africa.

### **The Military and Politics in Nigeria**

The course discusses military intervention and governance in Nigeria. Topics discussed here include the various military regimes in Nigeria beginning with the Major Nzeogwu Coup of 1966 to the regime of General Sani Abacha. Why each military regime came to power, what they achieved as well as their failures are highlighted; finally the opinion that military is an aberration and undemocratic is popularly expressed.

### **Advanced Studies in International Law and Diplomacy Since the 19<sup>th</sup> Century**

The course examines the emergence of nation states in Europe and the growth of diplomatic intercourse among them. The issue of diplomacy and the emergence of international law in relation to the Holy Alliance, Vienna Congress of 1815, the Congress of Aix-la-Chapelle of 1818, the Hague system, the Concert of Europe, The Berlin Congress, Colonialism, Trade and diplomatic theories etc. will also be discussed.

### **Problems and Prospects of Regional Economic Co-operation in West Africa**

The course examines the features of the economy of West African Sub-region and issues in its underdevelopment. It further examines the various organizations in West Africa (such as the Mano River Union, the Benin Union and ECOWAS) which have been set up by joint effort of the states in the



sub-region to facilitate economic development; the problems and prospects of these efforts are to be highlighted.

### **The Evolution of Nigerian Foreign Policy**

The course exposes students to the thrust and dynamics of Nigerian foreign policy since 1960. It also addresses major issues that determine the basis of Nigeria's foreign policies and how these have affected the development of Nigeria as a nation over the years.

### **Strategic Studies Issues Since the 20th Century**

This course deals with events and issues in the 20<sup>th</sup> and 21<sup>st</sup> centuries that are of strategic relevance. The contributions of Hitler, Mao Zedong, Alfred Mahan, Thomas Schelling and Robert McNamara on the subject will be examined. Such modern concepts and theories as game theory, theory of conflict and conflict resolution, deterrent strategic planning, defence policies, foreign policy analysis and the role of science and technology in strategic thinking and planning will be discussed. In addition, an attempt will be made to apply the various theories to selected case studies.

### **Comparative Borderlands History**

The course deals with the theories and concepts of borderlands history. It highlights the factors in the making of internal and international boundaries, case studies of borderland communities and partitioned peoples.

### **Research Methods and Techniques**

The course is designed to acquaint the students with the methods and techniques involved in research writing in history. Emphasis is laid on data collection and evaluation, as well as interpretation and documentation, and proper referencing – footnotes, endnotes and bibliography.

## **COURSES FOR Ph.D. PROGRAMME**

| <b>Title</b>   | <b>Units</b> |
|--|--------------|
| <b><u>A. Social and Political History</u></b>  |              |
| i) Seminar I: Topic to be chosen by the student or assigned by the lecturer              | 3            |
| ii) Africa and European Imperialism  | 3            |
| iii) Advanced Studies in Foreign Policies of Major World Powers                          | 3            |
| <b><u>B. Economic History</u></b>  |              |
| i) Seminar I: Topic to be chosen by the student or assigned by the lecturer              | 3            |
| ii) Advanced Studies in Economic History of Nigeria Since the 20 <sup>th</sup> Century   | 3            |
| iii) Land and Labour in Africa   | 3            |
| <b><u>C. International Studies</u></b>   |              |
| i) Seminar I: Topic to be chosen by the student or assigned by the lecturer              | 3            |
| ii) Advanced Studies in International Relations  | 3            |
| iii) War and Peace in Africa   | 3            |
| <b><u>Electives</u></b>  |              |
| (i) Modern African Political Thought   | 3            |
| (ii) Colonialism in Africa   | 3            |
| (iii) Advanced Studies in Trends in World Diplomacy                                      | 3            |
| (iv) Afro-Islamic Civilization: 18thC to Modern Times                                    | 3            |
| (v) African Boundary Politics  | 3            |
| (vi) Comparative Economic History of Japan, South Korea and Singapore Since World War II | 3            |

| <b>Title</b>   | <b>Units</b> |
|--|--------------|
| <b><u>A. Social and Political History</u></b>  |              |
| i) Seminar II: Topic to be chosen by the student or assigned by the lecturer                 | 3            |
| ii) Themes in Social and Political History of Africa Since Independence                      |              |
| iii) Problems and Issues in African Historiography   | 3            |
|  | 3            |
| <b><u>B. Economic History</u></b>  |              |
| i) Seminar II: Topic to be chosen by the student or assigned by the lecturer                 | 3            |
| ii) Economic Reforms in Africa since the 1980s   |              |
| iii) Africa and World Economic Order   | 3            |
|  | 3            |
| <b><u>C. International Studies</u></b>   |              |
| i) Seminar II: Topic to be chosen by the student or assigned by the lecturer                 | 3            |
| ii) Evolution of Diplomacy   |              |
| iii) International Economic Relations Since 1945   | 3            |
|  | 3            |
| <b><u>Electives</u></b>  |              |
| i) Comparative Industrial Growth and Development of USA and Britain                          | 3            |
| ii) East-West Relations since 1945   |              |
| iii) Socio–Political and Economic Reforms and Democratic Rule in Nigeria since 1999          | 3            |
| iv) Neo-Colonialism in Africa  | 3            |
| v) Nationalism and Nation-Building in Africa   | 3            |
| vi) Comparative Studies in Decolonization and Nation-Building: India, Singapore and Malaysia | 3            |
|  | 3            |

#### 14.15. COURSE DESCRIPTIONS FOR Ph.D PROGRAMME

##### 1<sup>ST</sup> SEMESTER

##### **Africa and European Imperialism**

The courses make a general survey of the internal and external developments and dynamics that prepared the setting both in Europe and Africa for European imperialism. The theories of imperialism propounded by renowned thinkers like A.J. Hobson, V.I. Lenin, Rosa Luxemburg, Antonio Gramsci, J.A. Schumpeter and D.K. Fieldhouse will be analyzed. Themes to be discussed include the historical origin of imperialism, colonialism, and neo-colonialism. Case studies will be made.

##### **Advanced Studies in Foreign Policies of Major World Powers**

The course examines the foreign policies of the major world powers namely: USA, Russia, Britain, France, China, Japan and Germany within the context of world politics since World War II.

##### **Advanced Studies in Economic History of Nigeria Since the 20<sup>th</sup> Century**

The course discusses the nature and pattern of external influences in Nigeria's economic and political developments; the major trends and changes in the monetary and banking sectors of the economy, mining and manufacturing/industrialisation sector; agriculture, Nigerian oil sector and OPEC; Indigenisation, Commercialization, Deregulation and Privatization policies of government; Operation Feed the Nation, Green Revolution, River Basin Development Authorities; Agricultural Development Projects (ADPs), the Structural Adjustment Programme (SAP), National Directorate of Employment

(NDE), DFRRRI, Better Life for Rural Women, Family Support Programme; Poverty Alleviation Programme; NEEDs, Corruption and the Economy.

### **Land and Labour in Africa**

The course discusses and analyses land and labour as factors of production in the economies of African societies since the advent of Europeans with their commercial and imperial interests in Africa. Land tenure systems, plantation agriculture versus peasant-based agricultural economy, colonial policies on land and labour, and African reactions to such policies will also be examined. Post-independence developments on land, labour and related issues will also be considered.

### **Advanced Studies in International Relations**

This course equips the students with a better understanding of interaction among nations in the international environment. It focuses on bilateral and multi-lateral relations, especially in the framework of international organizations. Themes examined include treaties and alliance formation as exemplified by the Entente Cordiale, Triple Alliance, and the Treaty of Versailles; the League of Nations, the United Nations, the Security Council and use of Veto power, the North Atlantic Treaty Organization (NATO), Warsaw Pact, the Non-alignment Movement and Cold War.

### **Colonialism in Africa**

The course examines the background to, process and means of the establishment of colonial rule in Africa. It also undertakes a comparison of colonial policies and the African agency.

### **African Boundary Politics**

The course examines the politics of African boundary delimitation in colonial and post-independence Africa. It considers case-studies from the colonial period to the Nigeria/Cameroun Bakassi Saga.

### **Afro-Islamic Civilization: 18thC to Modern Times**

The course focuses on Islamic Jihads in pre-colonial Africa; the Mahdis; encounters with colonialism and Christianity; Muslims and modern African States; pan-Islamic movements; African Muslims and the Wider World.

### **War and Peace in Africa**

The course deals with the background to and the causes of wars; the nature, course and effects of conflicts, insurgency and counter-insurgency, peace and conflict resolution mechanisms; disarmament and arms control; the role of international organizations in peace initiatives, etc.

### **Comparative Economic History of Japan, South Korea and Singapore Since World War II**

The course compares the differential experiences of the three Asian powers since World War II. It highlights the process of institutional reforms and economic development, as captured by the term "Asian Tigers," with lessons for African countries.

### **Advanced Studies in Trends in World Diplomacy: From the 19<sup>th</sup> Century to Present**

The course traces the evolution of contemporary world diplomacy from the Congress of Vienna to the present. Principles and issues like balance of power, continentalism, European imperialism, globalization, American policy of isolationism and foreign non-interference in their affairs, the failure of the League of Nations and Collective Security; The Second World War and American involvement in the war; the principle of self determination; The Atlantic Charter; The Cold War; East/West relations; the Collapse of the Soviet Union (USSR); The New World Order and Globalization are all discussed.

## **2<sup>ND</sup> SEMESTER**

### **Themes in Social and Political History of Africa since Independence**

The course examines the following topics: political instability in Africa since independence; military rule; one-party system; ethnic conflicts and hegemony; minority rule; struggle for democracy in the 1980s and 1990s, etc.

### **Problems and Issues in African Historiography**

The course examines the ramifications of historiography: the meaning of history to Africans; written and non-written sources for the writing of African history such as archaeology, ethnography, linguistics, early writings on Africa, European sources of African history, including missionary and colonial archives; and the interdisciplinary approach to the study of African history.

### **Neo-Colonialism in Africa**

The course focuses attention on the origins, dimensions and implications of neo-colonialism in Africa. It examines the roles of the colonial state, multi-national corporations and the African elite in establishing the institutional framework for the exploitation and plunder of the African economy. The course also considers measures taken by the independent African countries to curb the menace.

### **Economic Reforms in Africa since the 1980s**

The course examines the crisis of economic underdevelopment, national industrial policies (such as import-substitution), problems and prospects of regional economic organizations; the role of the IMF, the World Bank and the Economic Commission for Africa (ECA) in the economic development of Africa.

### **Africa and World Economic Order**

The course examines African economies in the global context: the slave trade; “legitimate” trade; colonisation and unequal economic relations of Africa and the imperial powers; the relevance of Dependency Theory; The World Bank, IMF and African economies; UNCTAD; foreign borrowing and foreign debts in the economic development of Africa; the information and communications technology (ICT) revolution; globalization and the African economy, intercontinental trade, theories of international trade, foreign and underdevelopment; the politics of the new international economic order, etc.

### **Principles and Practice of Diplomacy**

This course traces the evolution of contemporary world diplomacy from the Treaty of Westphalia through the Congress of Vienna to the formation of the UN with principles and issues like balance of power, sovereignty, power politics and the policy of non-interference in the internal affairs of sovereign states; national interest as a tool for foreign policy formation; international moral obligation to fight crimes against humanity and to oppose illegitimate rulers vis-à-vis the principle of non-interference.

### **International Economic Relations**

The course examines the link between “economics” and “politics” in international relations. It also discusses the issue of International monetary arrangement; Politics of International trade. Theories of international trade relations; foreign Aid and underdevelopment; the politics of the new International Economic Order.

### **Socio-Political and Economic Reform and Democratic Rule in Nigeria Since 1999**

The course deals with the major socio-political and economic developments in Nigeria since the return to civil rule in Nigeria in May 1999. Topics to be treated include: Constitutional Debate, Revenue Allocation, the Press and consolidation of democracy in Nigeria; relations among the three tiers

(Federal-State-Local) or arms (Executive-Legislature-Judiciary) of government, labour and industrial management educational and health matters; external relations of Democratic Nigeria; the challenge of systemic corruption and economic reforms in Nigeria.

### **Comparative Industrial Growth and Development of USA and Britain**

The course examines different approaches adopted by various industrial countries of the world, with particular reference to Britain and USA, against their different backgrounds and settings, to achieve industrial development. This contrasts with the dismal record of Third World countries.

### **East – West Relations**

This course discusses the history of the Cold War, with emphasis on relations between the Western and Eastern blocs; the roles of NATO and Warsaw Pact countries; China, Cuba and the Third World countries.

### **Nationalism and Nation-Building in Africa**

The course examines the variants and dynamics of nationalists movements in Africa and the processes and challenges of nation-building since the late 1950s. The course is set in a global context.

### **Comparative Studies in Decolonization and Nation-Building (India, Singapore and Malaysia)**

The course seeks to understand why these ex-British colonies have managed to maintain democratic systems of government while achieving significant economic development unlike most other ex-British colonies in Africa and Asia. Relevant lessons are to be drawn from this exercise.

### **Seminars I and II**

Students choose their topics or are assigned topics by the lecturer.

### **Thesis**

The topic chosen by the candidate will be researched under supervision.

## 15. POSTGRADUATE PROGRAMMES IN FRENCH LANGUAGE AND LITERATURE

### 15.1. PHILOSOPHY

The philosophy of the M.A. and Ph.D. programmes in French Language and Literature in Nigerian universities is to train and develop scholars whose critical inquiries into the use of the French Language as a medium of communication, in both regular linguistic exchange and critical or scientific writing, would reassert human values and appreciate the complexity of human motivations and actions. This is against the background of Francophone societies, particularly those that suffered French colonial rule or domination, in Africa and beyond, where cultural, political and psychological violence pervaded and still pervade the human condition. There, as a panacea, writers respond in various writings that become the subject of serious studies beyond the undergraduate content. The products of the M.A. and Ph.D. programmes are therefore expected to acquire linguistic, critical and analytic competences that would enable them exhibit a higher proficiency in the use of the French Language on a variety of discourse situations, critically analysing and interpreting texts in the language.

### 15.2. AIMS AND OBJECTIVES

By exposing students to advanced knowledge in the disciplines of French Language and Literature, the M.A. and Ph.D. programmes aim at producing scholars who would utilize their knowledge of the French Language and Literature in French for human, national, African and global development. Such products would also be expected to apply their knowledge for the advancement of humanity, highlighting awareness, especially through equipping and motivating them for a full and balanced development of their personality and the need for the replication and refinement of the same. More specifically, in Nigeria as an Anglophone country, the establishment of the postgraduate programmes in French aims at breeding more university-trained researchers in and teachers of the various areas of the discipline.

### 15.3. ADMISSION REQUIREMENTS

- a) **M.A. Programme**
  - i) All candidates must possess the minimum of five O' Level Credit Passes which must include English Language.
  - ii) Candidates must possess a good Bachelor's degree in French or B.A Education/French, French Studies, French Language or French Literary Studies, or other recognised/accepted equivalent, not lower than a Second Class Lower division, from a recognized university.
  - iii) All candidates shall be subjected to a selection process.
- b) **M.Phil. Programme**

Normally, candidates for the M.Phil. should be holders of an M.A. degree in Foreign Languages. A Second Class (Upper Division) B.A. degree in Foreign Languages should also be acceptable. Candidates who obtain less than 60% (B+) average in the M.A. coursework may also register.

#### **An Important Note on M.Phil. (Master of Philosophy) Degree**

However, there has remained an unending disagreement arising from a controversy about the status of the M.Phil. Degree. While many universities consider it a make-up Master's Degree for persons who could not make the minimum pass grade to qualify for registration for the Ph.D., a few others consider it an even higher Master's Degree than the M.A.

We believe that this disagreement and controversy could be laid to rest by finally expunging the M.Phil. from the Post-graduate programme in departments of French Language and Literature. However, those already on the programme should be allowed to complete it, for whatever it is worth, on the terms under which they were admitted.

c) **Ph.D. Programme**

Candidates must possess a good Master's degree in French, French Studies, French Language or French Literary Studies from a recognized university, with a CGPA not below 3.5 on a five-point scale.

Candidates who did not make up to 3.5 will be required to register for the M.phil/Ph.D. programme. Such candidates must present two seminars and a research proposal for grading and must score a minimum CGPA of 3.5 before proceeding to the Ph.D., otherwise the M.phil Degree should be awarded upon the submission of a thesis. This thesis should be examined following the procedure of a Ph.D. thesis.

#### 15.4. AREAS OF SPECIALISATION

Candidates for the M.A. or Ph.D. programme in French may specialize in any of the following general areas.

- i) French Language
- ii) Literature in French (drawn from any of the major regions and genres)
- iii) Comparative Literature
- iv) French Language and Linguistics

#### 15.5. DURATION OF PROGRAMMES

a) **M. A.**

- i) The full-time M.A. programme would run a minimum of three semesters, and a maximum of four semesters.
- ii) The part time M.A. programme would run for a minimum of six semesters and maximum of eight semesters.

b) **Ph.D.**

- i) The full-time Ph.D. programme would run for a minimum six semesters, and a maximum of eight semesters,
- ii) The part-time Ph.D. programme would run for eight semesters and a maximum of ten semesters.

#### 15.6. DEGREES TO BE OFFERED

The following are examples of designations to be used for the degrees of Master of Arts (M.A.), Master of Philosophy (M.Phil.) and Doctor of Philosophy (Ph.D.) in the various options :

- i) M.A. (African Literature in French)
- ii) M.A. (Comparative Literature)
- iii) M.A. (Literature in French)
- iv) M.A. (French Language and Linguistics)
- v) Ph.D. (African Literature in French)
- vi) Ph.D. (Comparative Literature)
- vii) Ph.D. (Literature in French)
- viii) Ph.D. (French Language and Linguistics)

## 15.7. REQUIREMENTS FOR GRADUATION

### M. A. Programme

- i) To be awarded the M.A. degree in any of the areas of specialisation in French Language, Literature or Literary Studies, a candidate must have taken and passed the prescribed number of compulsory and required courses selected from the approved list, and totalling 30 units as follows:

|              |          |
|--------------|----------|
| Core Courses | 24 units |
| Dissertation | 6 units  |
| Total        | 30 units |

In all cases, M.A. students must write and submit to the department a thesis/dissertation duly supervised by a lecturer in the department whose qualifications are not below the Ph.D. Such a thesis must be defended before an External Examiner nominated by the department and appointed by Senate for that purpose.

ii) **Ph.D. Programme**

To graduate, all Ph.D. candidates must take and pass all the requisite courses as prescribed in the Ph.D. course list below totalling 27 units as follows:

|                     |          |
|---------------------|----------|
| Core Courses        | 18 units |
| Dissertation/Thesis | 9 units  |
| Total               | 27 units |

Every Ph.D. candidate must submit a Dissertation on a chosen and approved topic, supervised by a member of staff whose qualification is not below the Ph.D., and who is not lower than Senior Lecturer in rank.

The Ph.D. thesis must be defended before an External Examiner duly nominated for that purpose and appointed by Senate.

### DOMAIN OF THE PROGRAMMES

The M.A. and Ph.D. Programmes in French Language and Literature shall be domiciled in the Departments where French is studied, separately or along with other subjects, and by whatever names they are called (Department of French, Foreign Languages, (Modern) European Languages, European Studies, French Language and Literature, or French and Literary Studies) and in Faculties of Arts or Humanities of recognized universities.

### STUDENT ENROLMENT

The number of students in the programme at any point in time shall depend on the carrying capacity of the department.

### ACADEMIC REGULATIONS

#### **Good Standing:**

To be in good standing, a student must in each semester have a Cumulative Grade Point Average (CGPA) of not less than 3.0 on a five-point scale.



**Withdrawal:**

An M.A. candidate whose CGPA is below 3.0 at the end of the third semester of course work shall be required to withdraw from the university.

**Attendance:**

In order to be eligible for examination in a particular taught course, a student shall have attended a minimum of 75% of the total periods of formal instructions delivered for the course.

**15.8. COURSE EVALUATION**

In the M.A. and Ph.D. programmes, the assessment of students' achievements would be based on

- i) Terminal examinations administered at the end of the course;
- ii) Term Papers, Seminar Papers; and
- iii) Field Research/Reports, Group Projects, etc.

**CONTINUOUS ASSESSMENT**

All continuous assessment scores shall constitute 30 - 40% of the total scores for a course, while the formal examination shall constitute 60 - 70%.

**EXTERNAL EXAMINATION SYSTEM**

For the M.A. and Ph.D. programmes, there shall be duly appointed External Examiners who would assess and certify the overall performance of the students in their dissertations and theses and any other aspects of the evaluation process that may from time to time be approved by Senate.

**EXAMINATIONS, GRADING PROCEDURE AND RESULTS**

- i) In addition to continuous assessment, final examinations shall be given at the end of a course. The total scores for continuous assessment shall not be less than 30%, and not be more than 40% of total scores for a course.
- (ii) **Pass Mark**  
The minimum pass mark for M.A. and Ph.D. courses shall be 50%.

**GRADING SYSTEM**

Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of Grade Point Equivalent (or Grade Point Average – GPA). 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 credit points (or units) by the total number of units for all the courses taken in the semester. The credit point for a course is computed by multiplying the number of units for the course by the Grade Point Equivalent of the marks scored in the course. Each course shall be graded out of a maximum of 100 marks and assigned appropriate Grade point Equivalent as in the table (i) below:

**Table 1:**

| (i)<br><b>CREDIT UNITS</b>   | (ii)<br><b>% SCORE</b> | (iii)<br><b>LETTER GRADES</b> | (iv)<br><b>GRADE POINTS (GP)</b> | (v)<br><b>GRADE POINT AVERAGE</b>                                      | (vi)<br><b>CUM. GRADE POINT AVERAGE (CGPA)</b> | (vii)<br><b>CLASS OF DEGREE</b> |
|--|------------------------|-------------------------------|----------------------------------|--|--|---------------------------------|
| Vary according to contact hours assigned to each course per week per semester, and according to load carried by students | 70 – 100               | A                             | 5                                | Derived by multiplying (i) and (iv) and dividing by Total Credit units | 4.50 – 5.00                                    | DISTINCTION                     |
|  | 60-69                  | B                             | 4                                |  | 3.45 – 4.49                                    | CREDIT                          |
|  | 50-59                  | C                             | 3                                |  | 3.0 – 3.44                                     | PASS                            |
|  | Below 50               | F                             | 0                                |  | Below 3.0                                      | FAIL                            |

**PRESENTATION OF RESULTS**

Results for the M.A. and Ph.D. examination shall be presented from the School of Postgraduate Studies Board of Examiners to the Senate for approval.

**RELEASE OF RESULTS**

Results shall be released/published not later than two (2) weeks after approval by Senate.

**DEGREE CLASSIFICATION**

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme, as indicated in the table (2) below:

**Table 2:**

|       | <b>CGPA</b> | <b>CLASS OF DEGREE</b> |
|-------|-------------|------------------------|
| (i)   | 4.50 – 5.00 | DISTINCTION            |
| (ii)  | 3.45-4.49   | CREDIT                 |
| (iii) | 3.00-3.44   | PASS                   |
| (iv)  | BELOW 3.00  | FAIL                   |

**15.9. RESOURCE REQUIREMENTS FOR TEACHING AND LEARNING IN THE PROGRAMMES****i) ACADEMIC STAFF TEACHER-STUDENT RATIO**

This should be determined by the carrying capacity of the department, and should take student enrolment in the undergraduate programmes into account.

**ii) ACADEMIC STAFF WORK LOAD**

Lecturers in the M.A. and Ph.D. programmes should not have more than six (6) Credits (i.e. 90 hours) per semester.

**iii) STAFFING**

Academic Staff involved in the M.A. and Ph.D. programmes shall normally be holders of the Ph.D. No lecturer should supervise more than 3 Ph.D. candidates and 2 M.A. candidates at a time.

However, whereas Ph.D. holders may take lectures in both programmes, those below the rank of Senior Lecturer shall not supervise doctoral theses.

### **STAFF MIX**

The recommended staff mix for effective curriculum delivery is 20:30:50 for Professor/Reader; Senior Lecturer; and Others.

### **NON-ACADEMIC STAFF**

We recommend the recruitment of competent technical, secretarial and clerical staff to complement the academic staff in maintaining equipment such as those in the Language Laboratory, Audio-visual and Reprographic Rooms, and provide secretarial services whenever necessary.

- i) The ratio of non-teaching staff to academic staff should be 1:4
- ii) Among the non-academic staff, the ratio of Senior Staff to Junior Staff should be 3:2

### **COMPUTER LITERACY**

With the computer age and application of information technology, both academic and non-academic staff should be computer literate. Where they are not, the university should establish structures to ensure that this becomes a reality.

### **ACADEMIC PHYSICAL SPACE AND EQUIPMENT REQUIREMENTS**

#### **a) PHYSICAL FACILITIES**

- i) Lecture Rooms
- ii) Seminar Rooms
- iii) Board Room
- iv) Computer Room, including Virtual Library Facilities

#### **b) OFFICE ACCOMMODATION**

| <b>POSITION/RANK</b>        | <b>m<sup>2</sup></b> |
|-----------------------------|----------------------|
| Professor's Office          | 18.50                |
| Head of Department's Office | 18.50                |
| Tutorial Staff Office       | 13.50                |
| Technical Staff Space       | 7.00                 |
| Secretarial Staff Space     | 7.00                 |
| Seminar Space per Student   | 1.85                 |

### **CLASSROOM SPACE AND EXAMINATION THEATRES**

- i) Adequate Classrooms and Seminar Rooms should be provided with enough chairs and tables;
- ii) Adequate Examination halls and theatres should also be provided.

### **EQUIPMENT**

For effective teaching and learning, the following equipment and facilities should be provided.

- i) Well-equipped language laboratory
- ii) Computers (PCs and Laptops)
- iii) Reprographic Equipment (e.g. Photocopier, etc.)
- iv) Video Camera
- v) Projector and Screen

- vi) Tape Recorder
- vii) Internet and E-Mail facilities

### LIBRARY FACILITIES

There must be adequate library facilities, including special holdings in the main library for the department in the General and Journals section, and a departmental library. In general, dedicated collections for the department must feature current issues of local peer-reviewed journals, international journals in the discipline, and current text books, critical works, novels, poetry collections and dramatic works.

### LEARNING OUTCOMES FOR THE M.A., AND Ph.D. PROGRAMMES

The identified communication deficiencies of graduates of French, which the post-graduate programmes in French aim to address, mean that the graduates of these programmes should be able to communicate excellently in the French Language, and show creativity in the use of French in discourse situations and/or in creative and critical writing.

## 15.10. DETAILED STRUCTURE OF M.A. PROGRAMMES

### 1. M.A. AFRICAN LITERATURE IN FRENCH

|                                |  |   |                 |
|--------------------------------|--|---|-----------------|
| <b>1<sup>st</sup> Semester</b> | <b>(Core Courses)</b>                            |   |                 |
| i)                             | Research Methodology                             | - | 3 units         |
| ii)                            | Literary Theory and Criticism                    | - | 3 units         |
| iii)                           | African Fiction of the Colonial Times            | - | 3 units         |
| iv)                            | Francophone African Theatre and Drama            | - | 3 units         |
|                                | <b>Total</b>                                     |   | <b>12 units</b> |
|                                | <b>(Electives) – Choose One</b>                  |   |                 |
| i)                             | Linguistics and the Study of Literature          | - | 2 units         |
| ii)                            | Issues in Comparative Literature                 | - | 3 units         |
| iii)                           | Translation I                                    | - | 3 units         |
| <b>2<sup>nd</sup> Semester</b> | <b>Core Courses</b>                              |   |                 |
| i)                             | Fiction of Disillusionment After Independence    | - | 3 units         |
| ii)                            | Francophone African Poetry in French             | - | 3 units         |
| iii)                           | Afro-American and Caribbean Literature in French | - | 3 units         |
| iv)                            | <i>La Francophonie</i> & Francophone Literature  | - | 3 units         |
|                                | <b>Total</b>                                     |   | <b>12 units</b> |
|                                | <b>(Electives) – Choose One</b>                  |   |                 |
| i)                             | Modern Literature of France                      | - | 3 units         |
| ii)                            | Realism in World Literature                      | - | 3 units         |
| iii)                           | Translation II                                   | - | 3 units         |
|                                | <b>Total Core</b>                                | - | <b>24 units</b> |
|                                | <b>M.A. Dissertation</b>                         | - | <b>6 units</b>  |
|                                | <b>Total Required</b>                            |   | <b>30 units</b> |

2. **M.A. COMPARATIVE LITERATURE**

**1<sup>st</sup> Semester (Compulsory Courses)**

|  |   |         |
|--|---|---------|
| i) Research Methodology                      | - | 3 units |
| ii) Literary Theory and Criticism            | - | 3 units |
| iii) Linguistics and the Study of Literature | - | 3 units |
| iv) Issues in Comparative Literature         | - | 3 units |

Total 12 units

\*(To be based on any relevant or local African Oral Literature(s) and written African Literature in any Two or More European Languages – English, French, German, even if in translation).

**(Electives) – Choose One**

|                 |   |         |
|-----------------|---|---------|
| - Translation I | - | 3 units |
|-----------------|---|---------|

**2<sup>nd</sup> Semester (Core Courses)**

|  |   |         |
|--|---|---------|
| Comparative Studies in the African Novel | - | 3 units |
| Comparative Studies in Poetry*           | - | 3 units |
| Comparative Studies in Drama*            | - | 3 units |
| Afro-American and Caribbean Literature   | - | 3 units |

Total 12 units

**(Electives) - Choose One**

|                                 |   |         |
|---------------------------------|---|---------|
| i) Modern European Literature   | - | 3 units |
| ii) Realism in World Literature | - | 3 units |
| iii) Translation II             | - | 3 units |

**Total Core - 24 units**

**M.A. Dissertation - 6 units**

Total Required 30 units

3. **M.A. LITERATURE IN FRENCH**

**1<sup>st</sup> Semester (Compulsory Courses)**

|  |   |         |
|--|---|---------|
| i) Research Methodology  | - | 3 units |
| ii) Literary Theory and Criticism  | - | 3 units |
| iii) French Fiction Since the 19 <sup>th</sup> Century                                   | - | 3 units |
| iv) Trends in the French Drama From Classical Age to the end of 19 <sup>th</sup> Century | - | 3 units |

Total 12 units

|  |   |                 |
|--|---|-----------------|
| <b>(Electives) – Choose One</b>  |   |                 |
| i) Linguistics and the Study of Literature                                     | - | 3 units         |
| ii) Issues in Comparative Literature   | - | 3 units         |
| iii) Translation I   | - | 3 units         |
| <b>2<sup>nd</sup> Semester (Core Courses)</b>                                  |   |                 |
| i) Main Movements in French Poetry Over the Ages                               | - | 3 units         |
| ii) French Theatre and Drama in Modern Times :<br>The Absurd, Before and After | - | 3 units         |
| iii) <i>La Francophonie</i> & Francophone Literature                           | - | 3 units         |
| iv) Modern Literature of Revolt in France                                      | - | 3 units         |
| Total  |   | 12 units        |
| <b>(Electives) – Choose One</b>  |   |                 |
| i) Realism in World Literature   | - | 3 units         |
| ii) Translation II   | - | 3 units         |
| <b>Total Core</b>  | - | <b>24 units</b> |
| <b>M.A. Dissertation</b>   | - | <b>6 units</b>  |
| Total Required   |   | 30 units        |

4. **M.A. FRENCH LANGUAGE AND LINGUISTICS**

|   |   |                 |
|---|---|-----------------|
| <b>1<sup>st</sup> Semester (Compulsory Courses)</b> |   |                 |
| i) Research Methodology                             | - | 3 units         |
| ii) French Phonetics & Phonology                    | - | 3 units         |
| iii) Syntax and Morphology of Present-Day French    | - | 3 units         |
| iv) Lexicology, Semantics & Pragmatics of French    | - | 3 units         |
| Total   |   | 12 units        |
| <b>(Electives) – Choose One</b>                     |   |                 |
| a. Bilingualism and Multilingualism                 | - | 3 units         |
| b. Varieties of French                              | - | 2 units         |
| c. Translation I                                    | - | 3 units         |
| d. Applied Linguistics                              | - | 3 units         |
| Total   |   | 12 units        |
| <b>2<sup>nd</sup> Semester (Core Courses)</b>       |   |                 |
| i) Stylistics                                       | - | 3 units         |
| ii) Discourse Analysis                              | - | 3 units         |
| iii) Contrastive Linguistics                        | - | 3 units         |
| iv) The French Language in Nigeria                  | - | 3 units         |
| Total   |   | 12 units        |
| <b>(Electives) – Choose One</b>                     |   |                 |
| i) Sociolinguistics                                 | - | 3 units         |
| ii) Psycholinguistics                               | - | 3 units         |
| iii) French as a Foreign Language                   | - | 3 units         |
| iv) Translation II                                  | - | 3 units         |
| v) Theories and Methods of Translation              | - | 3 units         |
| <b>Total Core</b>                                   | - | <b>24 units</b> |

|                          |   |                |
|--------------------------|---|----------------|
| <b>M.A. Dissertation</b> | - | <b>6 units</b> |
| Total Required           |   | 30 units       |

**15.11. DETAILED STRUCTURE OF Ph.D. PROGRAMMES**

**1. PH.D. IN AFRICAN LITERATURE**

|   |                       |         |
|---|-----------------------|---------|
| <b>1<sup>st</sup> Semester</b>                                      | <b>(Core Courses)</b> |         |
| 1. Current Methods and Techniques of Critical Discourse in Africa   | -                     | 3 units |
| 2. World Literatures in French (Outside Africa and the Black World) | -                     | 3 units |
| 3. Doctoral Seminar I   | -                     | 3 units |
| Total   |                       | 9 units |

|   |                       |         |
|---|-----------------------|---------|
| <b>2<sup>nd</sup> Semester</b>  | <b>(Core Courses)</b> |         |
| i) Beyond Commitment and Disillusionment :<br>New Francophone Literature in West Africa | -                     | 3 units |
| ii) African and Black World Literatures in French                                       | -                     | 3 units |
| iii) Doctoral Seminar II  | -                     | 3 units |
| Total   |                       | 9 units |

|                     |   |                 |
|---------------------|---|-----------------|
| <b>Total Core</b>   | - | <b>18 units</b> |
| <b>Ph.D. Thesis</b> | - | <b>9 units</b>  |

Total Required 27 units

**2. Ph.D. In Comparative Literature**

|   |                             |         |
|---|-----------------------------|---------|
| <b>1<sup>st</sup> Semester</b>  | <b>(Compulsory Courses)</b> |         |
| i) Current Methods and Techniques of Critical Discourse<br>in Comparative Studies | -                           | 3 units |
| ii) World Literatures in French (Outside Africa<br>and the Black World)           | -                           | 3 units |
| iii) Doctoral Seminar I   | -                           | 3 units |
| Total   |                             | 9 units |

|   |                       |         |
|---|-----------------------|---------|
| <b>2<sup>nd</sup> Semester</b>                        | <b>(Core Courses)</b> |         |
| i) Theme Studies, Influences and Literatures of Ideas | -                     | 3 units |
| ii) African and Black World Literatures in French     | -                     | 3 units |
| iii) Doctoral Seminar II                              | -                     | 3 units |
| Total   |                       | 9 units |

|                     |   |                 |
|---------------------|---|-----------------|
| <b>Total Core</b>   | - | <b>18 units</b> |
| <b>Ph.D. Thesis</b> | - | <b>9 units</b>  |

Total Required 27 units

|    |   |                             |                 |
|----|---|-----------------------------|-----------------|
| 3  | <b>Ph.D. In French Literature</b>   |                             |                 |
|    | <b>1<sup>st</sup> Semester</b>  | <b>(Core Courses)</b>       |                 |
|    | i) What Is Literature Today? : Current Methods and Techniques of Critical Discourse in France | -                           | 3 units         |
|    | ii) World Literatures in French Including the Diaspora  | -                           | 3 units         |
|    | iii) Doctoral Seminar I   | -                           | 3 units         |
|    | Total   |                             | 9 units         |
|    | <b>2<sup>nd</sup> Semester</b>  | <b>(Core Courses)</b>       |                 |
|    | i) Beyond The Existentialist and The Absurd New French Literature of Ideas and its Form       | -                           | 3 units         |
|    | ii) African and Black World Literatures in French   | -                           | 3 units         |
|    | iii) Doctoral Seminar II  | -                           | 3 units         |
|    | Total   |                             | 9 units         |
|    | <b>Total Core</b>   | -                           | <b>18 units</b> |
|    | <b>Ph.D. Thesis</b>   | -                           | <b>9 units</b>  |
|    | Total Required  |                             | 27 units        |
| 4. | <b>Ph.D. In French Language</b>   |                             |                 |
|    | <b>1<sup>st</sup> Semester</b>  | <b>(Compulsory Courses)</b> |                 |
|    | i) Linguistic Theory and Present Day French   | -                           | 3 units         |
|    | ii) Applied Linguistics in French   | -                           | 3 units         |
|    | iii) Doctoral Seminar I   | -                           | 3 units         |
|    | Total   |                             | 9 units         |
|    | <b>2<sup>nd</sup> Semester</b>  | <b>(Compulsory Courses)</b> |                 |
|    | i) Foreign Language Acquisition   | -                           | 3 units         |
|    | ii) Doctoral Seminar II   | -                           | 3 units         |
|    | iii) Semantics  | -                           | 3 units         |
|    | Total   |                             | 9 units         |
|    | <b>(Electives) – Choose One</b>   |                             |                 |
|    | i) French-Based Pidgins/Creoles   | -                           | 3 units         |
|    | ii) Advanced Theories and Methods of Translation  | -                           | 3 units         |
|    | <b>Total Core</b>   | -                           | <b>18 units</b> |
|    | <b>Ph.D. Thesis</b>   | -                           | <b>9 units</b>  |
|    | Total Required  |                             | 27 units        |



## 15.12. DETAILED COURSE OUTLINES FOR SOME COMPULSORY COURSES

*(Each may be used solely or in combination with other(s))*

### **M.A. LITERATURE COURSES**

#### **Literary Theory and Criticism**

The development of literary criticism and theory informs every aspect of literary studies especially at the post-graduate levels. This course examines the diversities of critical issues and approaches at the basis of differing theories of literature and practices of criticism - biography, chronology, sources, influences and bibliography in relation to literature, the intersections of literature and other disciplines, etc. Literature's interactions with philosophy, psychology, sociology, ideology and the way literary theories are enriched by inter-disciplinary thrusts will be discussed.

The theory and practice of literary criticism as they have evolved in various parts of the world since Aristotle will be examined. Authors and texts will be studied from recent perspectives. Theories such as formalism, structuralism, post-formalism, post-structural and Reader-response theory will be critiqued. More modern and contemporary criticism and theories that will be studied include semiotics, Deconstruction, post construction, Gender theories, inter-textuality, psycho-analysis and symbolism.

Students will study specific classical and modern critics of France as illustrations of the ideas introduced into literary theory and criticism from the Francophone world. There will be an assessment of the modern and contemporary periods as the melting pot of all theories and practices over the ages.

#### **African Literary Theory and Criticism**

A study that builds on Literary Theory and Criticism generally. It examines the varying discourses on literary theorization and practical criticism of African literature from the colonial period to the present. Examination and evaluation of theories, poetics and aesthetics of both oral written literatures as developed on African and black Literatures of the world. Specific attention will be paid to literary theories and practical criticisms as engaged in by and black writers and critics themselves.

#### **Research Methodology**

This course seeks to guide students towards A successful planning and execution of their research projects. It critically presents of research methods and approaches, exposing s4udents to the challenges of research. Issues of emphasis include editing, authenticity, plagiarism, interpretation, original research and documentation. It equips students and prepares them for thesis writing. It aims at the conceptualization, identification and clear formulation of research problems, objectives and hypothesis. It focuses on the classification and analysis of data collected, and sheds light on the investigation and identification of appropriate methods, parameters and paradigms for structuring theses within specified theoretical framework.

#### **The West African Novel in French Before Independence**

A study of prose works, especially the novel, written by West African authors (Senegal to Cameroun) stressing among other things, the emergence Of written prose in modern African culture and the different trends that are visible in the subjects of those work Short stories, especially translation and adaptations from traditional literature will be studied. A study of the works relating them to the role of written Literature<sup>174</sup>in the modern African situation. Special works will be studied in detail especially in relation to the category in which their subjects are grouped.

#### **The Literature of Disillusionment: The West African Novel in French Since Independence**

Attention will be focussed on the departure from 'commitment' as demonstrated in pre-independence poetry and fiction, from the fight against assimilation to the re-definition of new goals requiring not

only a rejection of the imported values, but also a re-assessment of traditional culture. New trends in the concept of Africana, the new literature and the description of post-independence socio-political reality will be given attention.

#### **Theatre Drama in Francophone Africa**

A study of written drama in Francophone Africa. Emphasis will be laid on the epic-historical orientation of the genre, the struggle for independence, the influence of French Drama on African Drama in French and the new orientations in Francophone Africa Drama. Specific dramatists will be studied.

#### **Afro-Caribbean Literature in Colonial Times**

A study of the tradition of commitment in Francophone poetry and fiction; its origin, its aims and objectives, its artistic as well as ideological achievements; the Negritude philosophy in poetry and fiction and the novel in the struggle for politico-cultural independence Reacted by a rapidly changing social reality.

#### **The African Diaspora Literature in French**

A study of Afro-Caribbean literature stressing two Importance Issues: Africa traditional culture in Francophone literature written in the New World; influence of the New World on African artists using the same language. Issues like the Negron Renaissance in the New World, the search for cultural identity etc. will be related to contemporary developments in Africa and in France. Specific Caribbean works will be studied to illustrate the search for cultural identity.

#### **Feminism/Womanism and Francophone Female African Writers**

The number of Francophone female writers, especially novelists, has increased considerably in recent times to merit singular critical attention. This course will therefore discuss feminist/womanist theories from their origins, specifying their aims and achievements with relation to women's experiences especially As regards the literary field. The theoretical exposition will be followed by a detailed study of the works of any two Francophone female Africa writers who have made their mark on the literary scene.

#### **Issues and Problems of Comparative Literature**

An introduction To the general issues and problems of Comparative literature; history and methods; evaluation, history of ideas, style and taste, stylistics, psychoanalysis and archetypes; image studies, sociology of arts, genre theory, thematic, moral criticism and structuralism.

#### **Influences, Schools and Movements in Literatures**

A study of relationship, links, influences between authors, literatures periods, etc. Here the international dimensions of comparative literature will receive special attention. Subjects like classicism, romanticism, realism, negritude, revolt, commitment, disillusionment are samples of viable topics.

#### **Theme Study in African Literature**

A study of significant themes in literature of Africa with appropriate selection of works and authors. Themes such as culture, fracas, revolt, violence, marriage and politics in literary works will be considered.

#### **Literature and the Interdisciplinary Pursuit**

Emphasis in this course will be on the interdisciplinary aspect of comparative study. Connections may be found between literature and other disciplines such as Psychology, Sociology, Law, History, Linguistics, Music, application of modern technology such as film, the computer etc. This study may

utilize any knowledge in these other disciplines in the elucidation of the content and the analysis of the form of literary texts.

### **The Age of Enlightenment in French Literature**

From classicism to pre-romanticism, the age of Voltaire, Diderot and Rousseau. Emphasis will be laid on the ideas propagated as well as on the distinctive elements and qualities visible in the works of the main writers. The dominant preoccupation of the age-the age of rationalism and ideas-will be highlighted especially through the works of the 'Philosophers' (intelligentsia) such as the Encyclopaedia.

### **From Rousseau to Romanticism**

A study of the movement from philosophical rationalism to a pre-romantic rehabilitation of the senses in the works of J.J. Rousseau, in romantic poetry drama and fiction and their distinguishing characteristics. Works by Hugo, Vigny and Musset as illustrations of their specific contributions to the body of writing and ideas belonging to the Romantic Movement will be studied.

### **The Novel in Nineteenth Century France**

From romantic to realist fiction: a study of themes, ideas and aesthetic theories that preoccupy the French novelist in the 19<sup>th</sup> century, realism and positivism in fiction; the novelist as scientist, philosopher and aesthete; the hero and the unheroic hero in 19<sup>th</sup> century French fiction, Flaubert and the French novel.

### **Aspects of Twentieth Century French Literature**

Selected authors from the 20<sup>th</sup> century will be studied partly in the light of the new consciousness aroused by the First World War as well as of a persisting catholic humanism. Attention will be focussed on the literature of revolt and revolution typified by the works of Camus and Sartre. The Nouveau Roman and the French Avant-garde Theatre, and the Theatre of the Absurd, will be studied

## **M.A. LANGUAGE COURSES**

### **Phonetics and Phonology of French**

The course involves the description of the sounds of French, German or Portuguese, their organization into a phonological system and provides the students extensive practice in their perception and production. The segmental and supra-segmental aspects of the sounds will be presented as closely connected units of the system.

### **Applied Linguistics**

The course aims at studying the application of the findings of General Linguistics and other related disciplines to the teaching of foreign languages. It seeks to train the student to prepare, evaluate and adapt foreign language teaching materials to specific needs.

### **Foreign Language Research Methodology**

The aim of this course is to acquaint students with the techniques and linguistic tools needed for research in foreign language studies. Students will be exposed to investigations in the areas of linguistics, translation and the teaching of foreign language.

### **Morphology and Syntax of French**

The course deals with the description of the morphological processes and syntactic patterns of foreign languages. The formal tools and concepts required for this description will be presented using various models. Attention will be paid to the basic sentence structures and their relationships.

### **Theories and Methods Translation**

This course examines critically translation theories and methods as they have been practised from early times to date. It looks at different types of translation and focuses on what the task of the translator is. The necessarily comparative nature of translation will also be dwelt upon.

### **Semantics and Pragmatics**

The course focuses on the study of meaning in general and in French, German or Portuguese languages in particular, at the word, sentence and discourse levels.

### **Translation: French into English**

The course provides students with ample practice in translating different types of texts, ranging from literary to technical ones from French/German/Portuguese into English.

### **Translation: English into French**

This course provides students with ample practice in translating different types of texts ranging from literary to technical ones from English into French/German/Portuguese.

## **(ii) Ph.D. Courses**

### **Seminar in Literature I**

The seminar involves a close examination of modern literature particularly African Literature in foreign languages: English, French and Portuguese, with the aim of discussing issues that are of particular interest to critics and researchers.

### **Seminar in Literature II**

The seminar will be one subject to be taken from the student's field of research. It should normally involve highlighting and discussing the main issues that will feature in the thesis.

### **French Phonology**

The course will examine the phonological system and the sound patterns of the French language, theories of phonological analysis such as the phonemic approach, the distinctive approach and the prosodic systems. The articulatory, auditory and acoustic analysis of French shall be made.

### **French Syntax**

This course will study some theories of grammar and will apply these theories to make an in-depth study of some aspects of the syntax of French. These will include passivation, the syntax of the auxiliary, nominalisation, pronominalisation, relativisation and interrogation.

### **French Morphology**

The course will consider in detail the various morphological processes involved in word formation and word structure in French. Models for morphological description will be examined as well as interactions between morphology, syntax and phonology on the principles of word-level grammar in structural and post-structural linguistics.

### **Semantics**

The course will consider various theoretical approaches to the study of meaning in French, the formal nature of semantic representation and the interaction between the semantic and syntactic components. The course will also treat the nature of theoretical evidence and argumentation vis-à-vis semantic description.

### **Foreign Language Acquisition**

This course will examine the theoretical and practical issues relevant to the teaching and learning of second and foreign languages: general theories of language learning, the role of the first language in the

acquisition of other language, cognitive and socio-cultural variable at play, contrastive analysis, error analysis, language teaching methods etc.

#### **Advanced Theories of Translation**

Various theories of translation will be presented and evaluated in this course. Some works will be examined in their original and translated versions, serving to illustrate different approaches to translation. The course is also partly conceived of as a comparative stylistic study of the French and English languages, and selected aspects of the vocabulary and syntax of the two languages will be thoroughly examined.

#### **Contrastive Analysis**

The aim of this course is to acquaint students with the various techniques and methods of contrastive studies in linguistics. The history of contrastive studies will be surveyed. The course will review the theoretical significance of contrastive analysis to translation, language typology and universals, and to Applied and General Linguistics.