National Universities Commission

Core Curriculum and Minimum Academic Standards for the Nigerian University System (CCMAS)

Social Sciences
2023

Ten Unique Features

1. The courses are arranged in a manner that enables teachers to lay solid foundation for subsequent courses at the higher levels.
2. Research methodology, an extremely critical course in the discipline has been re-designed to give students direct practical experience while writing their projects.
3. All the programmes contain 21st Century skills that enhance the employability of graduates.
4. Innovation has been infused into the programme so that graduates will develop entrepreneurial skills peculiar to their disciplines.
5. Courses are novel and address the cultural environments of the universities to enhance town-gown relationship

6. The courses are elaborately contextualised in terms of contents which provide concrete guide for all the teachers and students in the programme.
7. Addresses current developments in the social dynamics of Nigeria providing opportunities for intellectual responses to such phenomena as banditry and "unknown gunmen".
8. Minimum academic and administrative standards are provided to ensure that the discipline in all universities have measurable indices for growth and development.
9. Practical experience through field practicum has been institutionalised in the relevant disciplines.
10. The new courses challenge teachers to upgrade knowledge base necessary for 21st century classroom teaching.
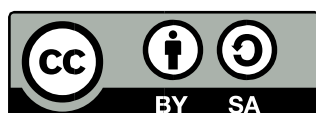
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Formally unveiled by

His Excellency, Professor Yemi Osinbajo, *SAN, GCON*
Vice President, Federal Republic of Nigeria

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New

Foreword

In furtherance of the "change" mantra of the present administration, I published a roadmap to guide my Ministry on ways of addressing the multiple problems that faced the education sector of the country shortly after my assumption of office in 2016. Known as "***Education for Change: Ministerial Strategic Plan − 2016-2019***" (updated to 2018-2022), the content of the document reaffirms government's commitment to strengthening institutional structures and establishing innovative approaches that would quickly revamp the education sector.

The nations' universities hold a pride of place in the execution of such a strategy, being at the peak of the educational system and charged in an overall manner, with the responsibility of catalysing the sustainable and inclusive growth and prosperity that the "change" mantra envisions. Thus, a "rapid revitalization of the Nigerian university system", which is proceeding apace, became imperative. Improvement in research, teaching and learning facilities, deepening ICT penetration and the provision of enhanced power supply in our university campuses are some of the areas receiving stringent attention. In the same vein, the need was felt to radically review the curricula which universities had used for more than a decade so as to put in place one that would more directly address local issues, meet international standards and is fit for purpose for the training of 21st century graduates.

The National Universities Commission has concluded the review of the former *Benchmark Minimum Academic Standards (BMAS)* of 14 disciplines into those of Core *Curriculum and Minimum Academic Standards (CCMAS)* of 17 disciplines. I am therefore pleased to present these documents to the universities, the general public and the international community as I am sure that their application would tremendously uplift scholarship in our universities. I thank all and sundry who worked assiduously to bring this seminal enterprise to fruition.

Malam Adamu Adamu
Honourable Minister of Education

New

Preface

Section 10 (1) of the Education (National Minimum Standards and Establishment of Institutions) Act, Cap E3, Laws of the Federation of Nigeria 2004, empowers the National Universities Commission to lay down minimum standards for all universities and other degree awarding institutions of higher learning in the Federation and the accreditation of their degrees and other academic awards. The earliest efforts at giving effect to this legal framework in the Nigerian University System (NUS) started in 1989 following the collaboration between the Commission and Nigerian Universities, which led to the development of the Minimum Academic Standards (MAS) for all programmes in Nigerian universities. The MAS documents were subsequently approved by the Federal Government for use as a major instrument for quality assurance in the Nigerian University System (NUS). The documents were employed in the accreditation of programmes in the NUS for over a decade.

In 2001, the Commission initiated a process to revise the documents because the said MAS documents were essentially content-based and merely prescriptive. In 2004, the Commission developed outcome-based benchmark statements for all the programmes through a workshop that allowed for exhaustive deliberations by relevant stakeholders. Following comments and feedback from the universities to the effect that the Benchmark-style Statements were too sketchy to meaningfully guide the development of curriculum and inadequate for the purpose of accreditation, the Commission, in 2007 put in place a mechanism for the merger of the Benchmark-style Statements and the revised Minimum Academic Standards, which birthed the Benchmark Minimum Academic Standards (BMAS). The resultant BMAS, an amalgam of the outcome-based Benchmark statements and the content-based MAS clearly articulated the Learning Outcomes and competencies expected of graduates of each academic programme in Nigerian Universities without being overly prescriptive while at the same time providing the requisite flexibility and innovativeness consistent with institutional autonomy. In all, the BMAS documents were developed for the thirteen existing disciplines namely, **Administration and Management, Agriculture, Arts, Basic Medical Sciences, Education, Engineering and Technology, Environmental Sciences, Law, Medicine and Dentistry, Pharmaceutical Science, Sciences, Social Sciences and Veterinary Medicine.**

The Commission, in 2016, in its sustained commitment to make the NUS adaptable to global trends in higher education, constituted a group of relevant academic experts to develop a BMAS in **Computing**, thus increasing the number of disciplines in Nigerian Universities to fourteen.

In keeping with its mandate of making university education in Nigeria more responsive to the needs of the society, the National Universities Commission commenced the journey to restructure the BMAS in 2018, introducing in its place, the **Core Curriculum and Minimum Academic Standards (CCMAS),** to reflect the 21st Century realities, in the existing and new disciplines and programmes in the Nigerian University System.

The new CCMAS is a product of sustained stakeholder interactions over two years. The composition of each panel took into consideration, the triple helix model, as a unique feature. This involved a blend of academic experts, academies, government (represented by NUC), professional bodies and of course, the private sector represented by the Nigerian Economic Summit Group (NESG). In order to enrich the draft documents, copies of each discipline were forwarded to all critical stakeholders including the relevant academic units in

Nigerian Universities, the private sector, professional bodies and the academies for their comments and input. These inputs along with the curriculum of programmes obtained from some foreign and renowned universities served as major working materials for the various panels constituted for that purpose.

Bearing in mind the need to adhere to covid-19 protocol as prescribed by the National Centre for Disease Control (NCDC), the Commission was compelled by prevailing circumstances to finalize the curriculum virtually. General Assemblies were also held via Zoom, comprising, the NUC Strategic Advisory Committee (STRADVCOM), Chairpersons/Co-Chairpersons of the various disciplines and Panel Members of the respective programmes. Each Discipline and Programme had NUC representatives who assisted panellists with all the tools and working materials. Several online meetings were held at programmes level, where the real business of developing the CCMAS took place. The products of the various programme-based virtual meetings were submitted to the corresponding discipline group and then to the National Universities Commission. These documents were further scrutinized and fine-tuned by a smaller group of versatile subject matter specialists and relevant private sector practitioners.

In line with the dynamism in higher education provisioning, the Commission took cognizance of complaints by the universities on the high number of General Studies (GST) courses in the BMAS, and was subsequently streamlined. Entrepreneurship courses such as Venture Creation and Entrepreneurship, and innovation found generous space. In addition, the new curriculum unbundled the Bachelor of Agriculture, Bachelor of Science in Mass Communication and the Bachelor of Architecture Programmes, while establishing some emerging specializations in these fields as obtained globally. This is in furtherance of the goal of producing fit for purpose graduates. The Allied Health Sciences was also carved out as a new Discipline from the existing Basic Medical Sciences discipline.

Preceding the completion of the curriculum review content and language editing, a 3-day validation workshop (face-to-face mode) involving critical stakeholders, including STRADVCOM, Vice-Chancellors and Directors of Academic Planning of Nigerian Universities, as well as the Nigerian Economic Summit Group (NESG) was organized by the Commission to validate the CCMAS documents, and to engender ownership for ease of implementation.

Consequent upon the afore-mentioned processes, seventeen CCMAS documents were produced for the following academic disciplines in the NUS:

1. Administration and Management
2. Agriculture
3. Allied Health Sciences
4. Architecture
5. Arts
6. Basic Medical Sciences
7. Computing
8. Communication and Media Studies
9. Education
10. Engineering and Technology
11. Environmental Sciences
12. Law
13. Medicine and Dentistry
14. Pharmaceutical Science
15. Sciences

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16. Social Sciences
17. Veterinary Medicine

The CCMAS documents are uniquely structured to provide for 70% of core courses for each programme, while allowing universities to utilise the remaining 30% for other innovative courses in their peculiar areas of focus. In addition to the overall Learning Outcomes for each discipline, there are also Learning Outcomes for each programme and course. In general, programmes are typically structured such that a student does not carry less than 30 credit units or more than 48 credit units per session.

Consequently, the Commission is optimistic that the 2022 CCMAS documents will serve as a guide to Nigerian Universities in the design of curriculum for their programmes with regards to the minimum acceptable standards of input and process, as well as, measurable benchmark of knowledge, 21st century skills and competences expected to be acquired by an average graduate of each of the academic programmes, for self, national and global relevance.

Professor Abubakar Adamu Rasheed, *mni, MFR, FNAL*
Executive Secretary

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Introduction

Two Acts provide the legal framework for the quality assurance and regulatory mandates of the National Universities Commission. The first is the **National Universities Commission Act No. N81 Laws of Federation Nigeria (L.F.N.) 2004**.

This Act sets up the National Universities Commission as a body corporate charged with the responsibility of advising the Federal and State Governments of all aspects of university education and the general development of universities in Nigeria. The second, **Education (National Minimum Standard and Establishment of Institutions) Act No. E3 L.F.N. 2004**, *empowers the National Universities Commission to lay down minimum standards for all universities and other institutions of higher learning in the Federation and the accreditation of their degrees and other academic awards in formal consultation with the universities for that purpose, after obtaining prior approval therefor through the Minister, from the President.*

Following the enactment of NUC Act No. E3 L.F.N. 2004, the National Universities Commission developed the first set of Minimum Academic Standards (MAS) in 1989 for all the academic programmes existing in the Nigerian University System (NUS) at that time under the 13 major disciplines of Administration, Agriculture, Arts, Education, Engineering and Technology, Environmental Sciences, Law, Medicine and Dentistry, Management Sciences, Pharmaceutical Science , Science, Social Sciences and Veterinary Medicine. The Minimum Academic Standard served as the reference documents for the first accreditation of programmes conducted in NUS in 1990.

In its bid to review the Minimum Academic Standard documents, which was predicated on the fact that they were prescriptive, the Commission decided to develop the outcome-based Benchmark Statements for all programmes in the Nigerian University System in line with contemporary global practice in 1999. In the first comprehensive review of the Minimum Academic Standards by NUC, which was in 2004, the Commission decided to merge the Benchmark Statements and the revised Minimum Academic Standards into a new document called Benchmark Minimum Academic Standards (BMAS). These documents were approved for use in Nigerian universities in 2007. A second attempt at reviewing the BMAS was in 2011. It must however be noted that stand alone BMAS for new programmes were at different times developed by the Commission on request from some Nigerian universities.

The Current Review of the BMAS

The journey of the current curriculum review efforts commenced in 2018, when the National Universities Commission circulated the 2018 draft BMAS to all Nigerian universities and other

stakeholders for their comments. In addition to the harvested comments, the curriculum of different programmes of some world-class universities were downloaded. The draft 2018 BMAS, compiled comments of Nigerian universities and other stakeholders and the downloaded curriculum of some foreign universities served as the working documents for the curriculum review panels. A multi-stakeholder approach was deployed in constituting the panels for the curriculum review exercise. The constituted panels included:

i.   Academic staff of Nigerian universities;
ii.   Representatives of the Academies;
iii. Representatives of Professional bodies/associations
iv.   Representatives of the private sector

In addition to the reviewers working individually and in consultation with their subject area peers, over 512 cumulative online meetings of the general assembly (Vice-Chancellors, Discipline Chairmen/Chairpersons, programme-specific reviewers and Heads/representatives of international quality assurance agencies and institutions); Discipline groups; and programme groups were held between March and November, 2021. Physical meetings were also held to finalize the curriculum review exercise.

The reviewers carried out their assignments with a view to producing a curriculum for their respective programmes that will reflect both national and international expectations. Specifically, the reviewers focused on ensuring that the emerging curriculum will be adequate to train Nigerian university students in the 21st Century. By implication and in addition to current trends in the various programmatic areas, the curriculum will be ICT oriented, promote Artificial Intelligence, enhance skills acquisition (including soft skills), inculcate and sharpen entrepreneurship mindset of students and capable of steering the deployment of evolving technologies to deliver its content.

The Core Curriculum and Minimum Academic Standards (CCMAS)
The major highlights of the new curriculum are:

1. Change of nomenclature from **Benchmarks Minimum Academic Standards (BMAS)** to **Core Curriculum and Minimum Academic Standards (CCMAS);**
2. The curriculum provides for 70% minimum core courses requirements for graduation. Nigerian universities are expected to provide the remaining 30%;
3. In consonance with global best practice, the curriculum is to stimulate blended learning in its delivery;
4. Mass Communication has been unbundled to create a distinct discipline of Communications comprising degree programmes in Advertising, Broadcasting, Development Communication Studies, Film and Multimedia, Information and Media Studies, Journalism and Media Studies, Mass Communication, Public Relations and Strategic Communication;
5. Agriculture has been unbundled into programmes in its contributing components of B.Sc Agricultural Economics, B.Sc. Animal Science, B.Sc. Crop Science and B.Sc. Soil Science;
6. The unbundling of Architecture and introduction of Architecture as a new discipline with programmes like Architecture, Architectural Technology, Furniture Design, Interior Architecture Design, Landscape Architecture and Naval architecture;
7. The split of the Basic Medical Sciences discipline into two – Basic Medical Sciences and Allied Health Sciences;
8. Reduction of the General Studies (GST) course from 36 credit units to 12 credit units of 6 courses as follows:
    i.   Communication in English;
    ii.   Nigerian People and Culture;

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  iii. Philosophy, Logic and Human Existence;
  iv. Entrepreneurship and Innovation;
  v. Venture creation; and
  vi. Peace and Conflict resolution.

9. Entrepreneurship has been repackaged with the introduction of programme-specific entrepreneurship;
10. The number of academic disciplines has been increased from 14 to 17 as follows:

  i. Administration and Management
  ii. Agriculture
  iii. Allied Health Sciences
  iv. Architecture
  v. Arts
  vi. Basic Medical Sciences
  vii. Communications and Media Studies
  viii. Computing
  ix. Education
  x. Engineering and Technology
  xi. Environmental Sciences
  xii. Law
  xiii. Medicine and Dentistry
  xiv. Pharmaceutical Science
  xv. Sciences
  xvi. Social Sciences
  xvii. Veterinary Medicine

Having reviewed the curriculum of Nigerian universities, the next steps will include training and retraining of academic staff of Nigerian universities to effectively deliver the content of the curriculum.

Glossary of Course Codes

These are the 3-letter codes for the identification of courses offered in the various programmes in the Social Sciences as well as courses offered in other disciplines covered in the CCMAS for the Nigerian University System. They are classified in two categories based on the sources of courses involved:

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

Category B: Course codes for courses offered by the various programmes in the Social Sciences.

Category A

Courses	Course Code
Common courses for programmes in the Social Sciences	SSC
General Studies Courses offered at the university level for students registered in all the disciplines in the university	GST ENT

Category B

Programme	Course Code
Criminology and Security Studies	CSS
Demography and Social Statistics	DSS

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Development Studies	DES
Economics	ECO
International Relations	IRS
Peace and Conflict Resolution	PCR
Petroleum Economics and Policy Studies	PEP
Political Science	POL
Politics, Philosophy and Economics	PPE
Psychology	PSY
Social Standards	SST
Social Work	BSW
Sociology	SOC

New

Preamble

These Core Curriculum Minimum Academic Standards (CCMAS) are designed for the education and training of undergraduate students wishing to obtain first degrees in the different areas of Social Sciences in the Nigerian university system. Presented in this Section are the basic operational elements that serve to define the minimum academic standards required to achieve the cardinal goal of producing graduates in Social Sciences with sufficient academic background and practical exposure to face the challenges of a developing economy in the increasingly globalised world economy.

It is pertinent to note that this CCMAS Document is expected to guide institutions in the design of curricula for their Social Sciences programmes by stipulating the minimum requirements. Institutions are therefore encouraged to take due cognizance of the CCMAS while bringing necessary innovation into the content and delivery of their programmes towards achieving the overall goals of Social Science education and training in the country.

The subject matter of Social Science is the individual behaviour and institutions in society. It involves the study of human behaviour, the environment and its elements, and the interaction among these. Its knowledge and approach are inevitable for improving the quality of human life. The various disciplines in the Social Science study human behaviour from their special standpoint. However, being a dynamic area of study, there are different perspectives which constitute the various disciplines in the Social Science. These include:

1. the need to describe, explain, predict and control human behaviour and the socio-cultural environment;
2. the need to avoid unnecessary human biases as well as the trial and error approach to social problems through the formulation of appropriate hypotheses and theories of Social Science;
3. the need to raise our consciousness in public socio-economic and other national policies;
4. the need for critical thinking in critiquing the existing system and its operation in Nigeria and going further to propose alternatives; and
5. the need for comparative analysis such that the situation in Nigeria can be compared with other African, and indeed, Third world countries.

However, being a dynamic area of study which evolves with changes in physical and human situations, emerging new areas include: Demography & Social Statistics, International Relations, Criminology and Security Studies, Peace Studies and Conflict Resolution. Some universities who are responding quickly to their environment also offer combined honours degree programmes. In this revised Social Science CCMAS, new courses are suggested in Petroleum Economics and Policy Studies, Social Work, Social Standards, Politics, Philosophy and Economics (PPE) as well as in Development Studies.

The content and sequence of the courses are determined by the creativity of the academic staff of the various departments which allow each University, Faculty or Department, to develop the character of its programmes.

New

Programmes and Degrees

The programmes in Social Sciences cover the following degree areas.

Table 1: 1 List of Programmes and Degrees

S/N	Programmes	Degree(s) in view
1	Criminology and Security Studies	B.Sc
2	Demography and Social Statistics	B.Sc
3	Development Studies	B.Sc
4	Economics	B.Sc
5	International Relations	B.Sc
6	Peace and Conflict Resolution	B.Sc
7	Petroleum Economics and Policy Studies	B.Sc
8	Political Science	B.Sc
9	Politics, Philosophy and Economics	B.Sc
10	Psychology	B.Sc
11	Social Standards	B.Sc
12	Social Work	B.Sc.
13	Sociology	B.Sc

Philosophy, Aims and Objectives of Social Sciences
Philosophy
The philosophy underlying the programmes of the Social Sciences is to produce graduates imbued with the ability to understand and make contribution to the development of Nigeria and the global Community. The Social Sciences have the mission to foster an understanding of the rapidly changing world including issues of globalisation and a 'borderless world' as well as relationships between various 'worlds'. This broad objective can be achieved by equipping students with a solid foundation as well as specialized knowledge in a particular discipline; prepare graduates to meet the human resources needs; create in graduates entrepreneurial knowledge; ability to apprehend current changes as well as a sense of public responsibility and a spirit of self-reliance.

Objectives
Accordingly, Social Sciences training should:
1. develop the student's understanding of social problems at the various levels of the Nigerian and global society;
2. develop in the student the ability for objective and critical judgment and to observe, understand, analyse and synthesize socio-economic, political and environmental problems using Social Sciences methods and techniques;
3. create an enabling environment for desirable behavioural change which would help the student to develop values that are in consonance with hard work, probity, commitment, discipline and patriotism; and
4. enable the graduate of the Social Sciences to fit into various fields of human endeavour both in the private and public sectors of the economy and equip him/her with entrepreneurial skills and a sense of self-reliance.

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

Admission into Social Science programmes in Nigerian Universities is by two modes: The Unified Tertiary Matriculation Examination (UTME) and Direct Entry (DE). The requirements for each are as stated below:

UTME Mode

Candidates for admission into the four year degree programme in the Social Science in Nigeria should possess a Senior School Certificate (SSC) or General Certificate of Education of West African Examination Council (WAEC) or National Examination Council (SSC-WAEC/NECO) or their equivalent with at least five credit passes in relevant subjects including Mathematics and English Language at not more than two sitting.

Direct Entry

Candidates for Direct Entry admission shall possess five credit passes in the Senior Secondary Certificate, General Certificate of Education, National Examination Council or their equivalent including English and Mathematics of which at least two shall be at the Advanced level or four credit passes of which at least three shall be at the Advanced level provided that such passes are not counted at both levels of the examinations. In some cases, holders of diploma certificate in disciplines related to courses of study desired in the Social Sciences are accepted.

Minimum / Maximum Duration

The minimum duration of Social Sciences programmes is four academic sessions for candidates who enter through the UTME mode. Direct Entry candidates admitted to the 200 level of their programmes will spend a minimum of three academic sessions.

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

Graduation Requirements

A student shall qualify for the award of a Social Science degree when he/she has:
1. completed and passed the prescribed number of courses including all compulsory courses specified by the University/Department, not less than 120 units for UTME and 90 for DE;
2. completed and met the standards for all required and elective courses; and
3. obtained a minimum Cumulative Grade Point Average CGPA of 1.00 and above.

Course System

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

Definition of Course System

This should be understood to mean a quantitative system of organization of the curriculum in which subject areas are broken down into unit courses which are examinable and for which students earn credit(s) if passed. The courses are arranged in progressive order of complexity or in levels of academic progress. Level 1 courses are for example 100 and 101; Level II courses are for example 200 and 202. The second aspect of the system is that courses are assigned weights allied to Units.

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Units

Consist of specified number of student-teacher contact hours per week per semester. Units are used in two complementary ways: one, as a measure of course weighting, and the other, as an indicator of student workload. As a measure of course weighting for each Unit course (e.g. HIS 105, ZOO 203, ARCH 504), the credit unit to be earned for satisfactorily completing the course is specified; e.g. a 2-credit unit course may mean two 1-hour lecture per week per semester or one 1-hour lecture plus 3-hour practical per week per semester.

As a measure of workload, "One Credit Unit" means one hour of lecture or one hour of tutorial per week per semester. For other forms of teaching requiring student teacher contact, the following equivalents may apply: two hours of seminar, three hours of laboratory or field work, Clinical practice/practicum, studio practice or stadium sporting activity, six hours of teaching practice; four weeks of industrial attachment where applicable. Normally, in Course Credit System, courses are mounted all year round, thus enabling students to participate in examinations in which they are unsuccessful or unable to participate on account of ill health or for other genuine reasons. In such a system, no special provisions are made for re-sit examinations.

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

The minimum credit load per semester is 15 credit units. For the purpose of calculating a student's cumulative GPA(CGPA) in order to determine the class of Degree to be awarded, grades obtained in all the courses whether compulsory or optional and whether passed or failed must be included in the computation.

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

Grading of Courses

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

Table 1. 2 Grade Point System

Mark %	Letter Grade	Grade Point
70 − 100	A	5
60 − 69	B	4
50 − 59	C	3
45 − 49	D	2
40 − 44	E	1
0 − 39	F	0

Grade Point Average and Cumulative Grade Point Average

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

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

New

Table 1:3 Calculation of GPA or CGPA

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

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

Degree Classifications

Classes of degree are to be awarded depending on the cumulative GPA obtained. The classes of degrees that may be awarded are First Class Honours, Second Class Honours (Upper Division), Second Class Honours (Lower Division), Third Class Honours, and Pass (see Table 1.4).

Table 1.4: Degree Classification

CGPA	Class of Degree
4.50 − 5.00	First Class Honours
3.50 − 4.49	Second Class Honours (Upper Division)
2.40 − 3.49	Second Class Honours (Lower Division)
1.50 − 2.39	Third Class Honours
1.00 − 1.49	Pass

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

Probation

Probation is a status granted to a student whose academic performance fall below an acceptable standard. A student whose Cumulative Grade Point Average is below 1.00 at the end of a particular year of study, earns a period of probation for one academic session. A student on probation is allowed to register for courses at the next higher level in addition to his/her probation level courses provided that:
1. the regulation in respect of student work-load is complied with; and
2. the pre-requisite courses for the higher level courses have been passed.

Withdrawal

A candidate whose Cumulative Grade Point Average is below 1.00 at the end of a particular period of probation should be required to withdraw from the University. Where possible,

New

consideration may be given to a student withdrawn from a programme of study for transfer to any other programme within the same university.

Subject to the conditions for withdrawal and probation, a student may be allowed to repeat the failed course Unit(s) at the next available opportunity, provided that the total number of credit units carried during that semester does not exceed 24, and the Grade Points earned at all attempts shall count towards the CGPA.

Modes of Student Assessment

All courses taken must be evaluated and a final grade given at the end of the semester. To arrive at the final grade, the evaluation must be a continuous process consisting of some or all of the following where applicable:

1. Continuous Assessment
2. Examinations

Continuous Assessment

Continuous assessment shall be done through essays and tests. Scores from continuous assessment shall normally constitute 30-40 per cent of the full marks for courses which are primarily theoretical.

Examinations

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

Final Examination: 60% - 70%

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

External Examination System

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

Students' Evaluation of Courses

There should be an established mechanism to enable students to evaluate courses delivered to them at the end of each semester. This should be an integral component of the course credit system to serve as an opportunity for feedback on the effectiveness of course delivery. Such an evaluation which should be undertaken by students at the end of each course, should capture, among others:

1. improvement in the effectiveness of course delivery;
2. continual update of lecture materials to incorporate emerging new concepts;
3. effective usage of teaching aids and tools to maximize impact of knowledge on students;
4. improvement in students' performance through effective delivery of tutorials, timely in; and
5. presentation of continuous assessment and high-quality examination.

It is very important that students' evaluation of courses be administered fairly and transparently through the use of well-designed questionnaires. The completed questionnaires should be professionally analyzed and results discussed with the course lecturer(s) towards improvement in course delivery in all its ramifications.

B.Sc. Criminology and Security Studies

Overview

Criminology and Security Studies programme investigates the bases of social order by drawing on and integrating theories and methods for explaining human behaviours in several disciplines like sociology, anthropology, psychology, political science, economics, philosophy, geography, psychology, genetics, biology and biochemistry. Though Criminology and Security Studies embodies multidisciplinary pedagogy and paradigms that draw on theories and research on explanations of bio-physiological, physical and environmental influences on human behaviour, its dominant models are grounded in the social sciences especially sociology.

The key focus of the criminology component of the programme is to analyse, understand and explain the sources, functions and consequences of law; the determinants of construction and perpetration of crime; reactions to violation of law by society and the state, and reactions to the victims of crime. The security studies component of the programme investigates the construction, dimensions, objects and determinants of safety at various levels of corporate existence of human beings, from the family to the global community. Criminology and Security Studies seeks to advance knowledge on the factors that enhance or undermine the freedom of individuals, communities, and nations. It ~~they~~ also seeks to understand the factors that engender fear and want while promoting holistic development, social orderliness and public safety. The discipline focuses on understanding and explaining the normative foundation of society and its graduates are equipped to identify, advocate and implement policies and programmes that promote, secure and safe society.

Philosophy

The philosophy underlying the B.Sc. Criminology and Security Studies programme is to produce graduates equipped with appropriate knowledge to contribute to the development and security of Nigeria, Africa and the global community. The programme emphasises problem-solving theory, research and practice towards problem solving. Graduates from the programme will acquire globally competitive knowledge of theories and research methods in the field and will be able to apply them to design efficient strategies for the prevention, mitigation and control of crime and insecurity as well as promote security at community, society and national levels. The course structure and content have been designed to meet the following needs: understanding of theoretical and research approaches; acquaintance with contemporary challenges of crime and insecurity within the country and globally; and the acquisition of competencies to pursue advanced studies and careers or secure employment in the fields or to engage in entrepreneurial endeavours.

Objectives

The objectives of the degree programme in Criminology and Security Studies are to:
1. equip students with the knowledge of theoretical and methodological approaches in Criminology and Security Studies to enable them understand the sources, functions and consequences of law and the causes and consequences of crime and insecurity;
2. train the students to analyse, design and implement policies and programmes for the prevention and control of crime and insecurity;
3. prepare students for advanced study and career in academic and research institutions;

New

4. acquaint students with comparative knowledge of global manifestations, prevention and control of crime and insecurity;
5. apprise students with the understanding of systems and agencies for the prevention and control of crime and insecurity within Nigeria and in different contexts and countries;
6. equip students with competences and tools required for career in criminal justice, law enforcement and security; and
7. produce graduates that can apply their knowledge to engagements in research, consultancies, security services and other entrepreneurial initiatives.

Employability skills

1. Specialist career in government's law enforcement, security and criminal justice agencies.
2. Employment in corporate security agencies and departments.
3. Establish and operate security services like consultancy, guard and security companies, marketing of security products.
4. Establish and operate not for profit organisations for advocacy of advancement of security, criminal justice and human rights in society.
5. Establish and operate commercial research, consultancy and vocational training services in the field of security.
6. Graduate training for teaching and research in tertiary institutions.

21st Century Skills

The 21st century skills expected from the programme are as follows:
1. analytical skills required for trans-disciplinary theoretical investigation, understanding and explaining of the factors that enhance or prevent social disorganisation, deviance, crime and insecurity;
2. research skills and application of learned skills to conduct and evaluate research on sources of crime, insecurity and solutions to them in societies;
3. innovation skills to contribute to the design and implementation of public, corporate and community security programmes;
4. creativity and ability to establish and manage enterprises that provide security services, consultancy and marketing of security-related products;
5. team work and ability to manage security departments, policies, programmes and regimen in public and private organisations, and
6. global perspectives and challenges of crime, insecurity and transnational mechanisms for their prevention and control.

Unique Features

The unique features of the programme are:
1. sound problem-solving theoretical and research knowledge;
2. trans-disciplinary orientation;
3. knowledge and skills in problem-solving;
4. capacity for entrepreneurial initiatives;
5. exposure to global dynamics of threats, manifestations, prevention and control of insecurity; including increasing role of private security companies and community driven initiatives; and
6. critical engagement of global academic and policy discourse on the structure, planning, management, equipping, oversight and performance within the security sector.

Admission and Graduation Requirements

Admission requirements
For a four-year programme
In addition to Unified Tertiary Matriculation Examination (UTME) score the candidates who wish to study Criminology and Security Studies must have obtained a credit in Mathematics and English Language plus credit pass in any three of the following subjects: Economics, Government, History, Literature, Biology, Geography and Religious Studies at the Senior Secondary Certificate (SSC), at not more than two sittings.

For the three-year programme candidates shall:
1. possess five credit passes in the SSC at not more than two sittings, of which at least two shall be at advanced level, or four credit passes of which at least three shall be at advanced level provided that such passes are not counted at both levels of the examinations. For emphasis, credit passes in English Language, Mathematics and any of Economics, Geography or Government is compulsory.

2. Diploma certificate obtained at an upper credit or higher in recognised diploma programme in criminology, criminal justice, law enforcement, and security studies. They must obtain credit in English and Mathematics and any three of the following subjects - Economics, Government, Geography, History, Literature, Biology, and religious studies.

Graduation requirements
To qualify for graduation a candidate must possess the:
1. prescribed minimum requirement of 120 units by NUC CCMAS for Social Sciences;
2. prescribed minimum requirements by the University Senate;
3. prescribed minimum requirements by the Faculty; and
4. prescribed minimum requirements by the Department, including passes in all compulsory courses and minimum earned credits for each year and the entire programme.

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication Skills in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	
CSS 101	Introduction to Criminology and Security Studies	3	C	45	
SOC 101	Introduction to Sociology	3	C	45	
CSS 102	Introduction to Criminal Justice System	3	C	45	
CSS 103	Deviant Behaviours and Social Control	3	C	45	
CSS 104	Social Sciences and Human Behaviours	3	C	45	
	Total	**19**			

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	
ENT 211	Entrepreneurship and Innovation	2	C	30	
CSS 201	Nigerian Law Enforcement and Security System	2	C	30	
CSS 203	Comparative Police and Policing Systems	2	C	30	
CSS 204	Applied Statistics in Criminology and Security Studies	2	C	30	
CSS 206	Conflict Resolution and Peace-building	3	C	45	
CSS 202	Nigerian Criminal Procedure and Evidence	2	C	30	
SSC 202	Introduction to Computer and its Application	3	C	45	
CSS 205	Human Rights and Criminal Justice Systems	2	C	30	
CSS 207	Prisons and Correction Services	2	C	30	
	Total	**22**			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	
ENT 312	Venture Creation	2	C	15	45
SSC 301	Innovation in the Social Sciences	2	C	30	
SSC 302	Research Method I	2	C	30	
CSS 301	Theories of Crime, Criminal Behaviour and Punishment	3	C	45	
CSS 303	Research Methods in Criminology and Security Studies	3	C	45	
CSS 305	Forensic Science	2	C	30	
CSS 302	Theoretical Perspectives on Security	2	C	30	
CSS 304	Intelligence and Investigation Management	3	C	45	
CSS 306	Internship	2	C	30	
	Total	**23**			

400 Level

Course Code	Course Title	Units	Status	LH	PH
SSC 401	Research Method II	2	C	30	
CSS 401	Research Project	4	C		180
CSS 403	Contemporary Development in Criminology and Security Studies	3	C	45	
CSS 406	Comparative National Security Policy and Strategy	2	C	30	

New

CSS 402	Democracy and Governance of Security Sector	3	C	45	
CSS 404	Humanitarian Emergency and Disaster Management	3	C	45	
CSS 405	National and Transnational Organised Crimes	3	C	45	
	Total	**20**			

Course Contents and Learning Outcomes

100 Level

GST 111: Communication Skills in English   (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of this course, students should be able to:
1. identify possible sound patterns in English Language and list notable Language skills;
2. classify word formation processes;
3. construct simple and fairly complex sentences in English;
4. apply logical and critical reasoning skills for meaningful presentations;
5. demonstrate an appreciable level of the art of public speaking and listening; and
6. write simple and technical reports.

Course Contents
The sound patterns in English Language will be considered. These will include vowels and consonants, phonetics and phonology). In addition, the English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations) will be considered. Thereafter, the course will examine the nature of the sentence in English especially in terms of its types such as simple, complex and compound sentences. Besides, the structure and function of the different types will be examined. The course will equally examine the issue of grammar and usage especially in relation to the subjects of tense, mood, modality and concord, and the aspects of language use in everyday life. Moreover, the course will focus on the important subjects of logical, critical thinking, and reasoning methods. Under this category the discussion will dwell on the issues of logic and syllogism, inductive and deductive arguments and reasoning methods, analogy, generalisation and explanations, ethical considerations, copyright rules and infringements. There will be practical activities which will involve sufficient writing activities including, pre-writing, writing, post writing and proofreading, brainstorming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making and mechanics of writing. The last part of the course will examine the nature of comprehension strategies such as reading and types of reading, comprehension skills including the 3RsQ. The discussion will be extended to the subject of information and communication technology in modern language learning. Thus, the language skills for effective communication will be examined. This will involve a consideration of the major word formation processes. Writing and reading comprehension strategies will be considered. The skills required for meaningful presentation, and the art of public speaking and report writing.

GST 112: Nigerian Peoples and Culture   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, students should be able to:
1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents
Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence).Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification, Judiciary and fundamental rights). Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition). Citizenship and civic responsibilities. Indigenous languages, usage and development. Negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation). Re-orientation Strategies: Operation Feed the Nation (OFN). Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

CSS 101: Introduction to Criminology and Security Studies   **(3 Units C: LH 45)**

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the culture, value and norms as foundation of society and social order;
2. describe the problem posed to social order by deviance, crime and conflict;
3. identify traditional and informal mechanisms for preventing, controlling and resolving deviance and conflict;
4. identify the evolution of the discipline;
5. discuss the philosophical foundations of positivism and subjectivist approaches;
6. analyse basic concepts and perspectives in the discipline; and
7. compare the programme with others in the social sciences.

Course Contents
Definitions of the concepts that constitute the normative foundation of society and social order – (culture, values, norms, socialisation and many others). Definitions and comparison

New

of the concepts of deviance and conformity. Crime and insecurity; significance of social control and social solidarity. Traditional and informal mechanisms for preventing, controlling and resolving deviance and conflicts. Evolution of criminology and penology. Development of security studies. Pioneers in the fields. Positivism and non-positivism models. Major perspectives in criminology and security studies. Relationship of criminology and security studies to other social sciences, including law. Development of criminology and security studies in Nigeria. Careers in the fields.

CSS 102: Introduction to Criminal Justice System   (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the normative foundation of society in culture, values, norms and laws;
2. identify the key agencies of the criminal justice system;
3. explain the roles or functions of criminal justice agencies;
4. discuss responses to crime through criminal law and process; and
5. explain the various theoretical and policy perspectives on the criminal justice system.

Course Contents
Overview of the normative, traditional and informal systems of maintaining social order, investigating and resolving deviance and dispute. Definition of crime and deviance. Nature of criminal law. Processes and purpose of criminal justice system. Adversarial and inquisitorial criminal justice process. Functions and powers of criminal justice agencies, key criminal justice agencies (police, prosecution, courts, penal and correctional institutions, specialised policing agencies). Offenders and victims in criminal justice system. Evolution, functions, effectiveness and challenges of criminal justice agencies in Nigeria.

CSS 103: Deviant Behaviours and Social Control   (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the nature, concept and sources of deviance;
2. discuss various theories of deviance and social control;
3. identify the relationships between power, deviance, and social control; and
4. link the interconnections between crime, deviance, crime, social control and security.

Course Contents
Normative bases of society. Socialisation and social control. Definitions of deviance. Types of deviance behaviour. Similarities and differences between deviant and criminal behaviours. Social construction and definition of deviance, labelling and stigmatisation of deviance. Theoretical perspectives on deviance. Role of inequality, institutions, lifestyles, culture, gender, and identities in definitions and control of deviance. Formal and informal social control of deviance.

CSS 104: Social Sciences and Human Behaviours   (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. differentiate between the sources of scientific and non-scientific knowledge;
2. discuss the differences between scientific and non-scientific sources of knowledge on human behaviours;
3. trace the evolution of social science disciplines; and

New

4. identify the major assumptions about the determinants of human behaviours by different social sciences programmes.

Course Contents
Scientific and non-scientific sources of knowledge on human behaviours. Nature of science: enlightenment era, positivism and scientific method. Evolution of social sciences. Key focus of social science programmes (anthropology, criminology, economics, geography, political science, psychology, sociology). Perspectives on the scientific character of social science discipline. Freewill and determinism in explanation of human behaviour. Comparative perspectives and assumptions of the social science discipline on the nature, determinants, types and control of human behaviour.

200 Level

GST 212: Philosophy, Logic and Human Existence   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. appreciate the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. identify the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically asses the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents
Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character moulding, and many more.

ENT 211: Entrepreneurship and Innovation   (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of this course, students should be able to:
1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;

New

6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

The course contents will cover the following areas, viz.: the concept of entrepreneurship (entrepreneurship, intrapreneurship/corporate entrepreneurship). The theories, rationale and relevance of entrepreneurship (Schumpeterian and other perspectives, risk-taking, necessity and opportunity-based entrepreneurship and creative destruction). Characteristics of entrepreneurs (opportunity seeker, risk taker, natural and nurtured, problem solver and change agent; innovator and creative thinker). Entrepreneurial thinking. Critical thinking, reflective thinking, and creative thinking. Innovation (concept of innovation, dimensions of innovation, change and innovation, knowledge and innovation). Enterprise formation, partnership and networking (basics of business plan, forms of business ownership, business registration and forming alliances and joint ventures). Contemporary entrepreneurship issues (knowledge, skills and technology, intellectual property, virtual office, networking). Entrepreneurship in Nigeria (biography of inspirational entrepreneurs, youth and women entrepreneurship, entrepreneurship support institutions, youth enterprise networks and environmental and cultural barriers to entrepreneurship. Basic principles of e-commerce.

SSC 202: Introduction to Computer and its Application   (3 Units C: LH 45)

Learning Outcomes

At the end of the course, the students should be able to:
1. explain the history of computing sciences;
2. discuss in detail the different computing programs and their characteristics;
3. evaluate different computer applications; and
4. apply search engines to source on-line resources.

Course Contents

Historical perspectives of computing sciences that gave birth to the different programs. Characteristics of each program in computing sciences. Hardware, Software; and human resources; Integration and application in business and other segments of society. Information processing and its roles in society. laboratory assignments using the PC's operating system, and several commonly used application software, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and on-line resources, browsers, and search engines.

CSS 201: Nigerian Law Enforcement and Security System (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to;
1. explain the normative foundation of society;
2. define the concepts underpinning social order;
3. examine the source of Nigerian law;
4. identify the major law enforcement and security agencies in Nigeria;
5. discuss the development, functions, powers and oversight of law enforcement and security agencies globally and in Nigeria; and
6. discuss the performance, capabilities, constraints and prospects of the law enforcement and security agencies.

Course Contents

Roles of values, norms, institutions, socialisation and social control institutions in maintaining social order. Conformity and deviance. Traditional and informal social control systems. Law as social control. Sources of law in Nigeria. Nature, sources and types of crime and criminal behaviours. Law enforcement and criminal justice administration. Evolution and legal basis of key law enforcement and security agencies (armed forces, police; specialised policing and regulatory agencies). Types, functions and powers of law enforcement and security agencies. Juvenile justice system. Performance, capability, constraints, prospects, oversight and accountability of law enforcement and security organisations in Nigeria.

CSS 202: Nigerian Criminal Procedure and Evidence   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. explain the goals and structure of Nigerian criminal justice system, fundamental human rights, principles of law enforcement and criminal justice administration;
2. identify the basic principles of Nigerian criminal procedure and evidence;
3. discuss the nature and stages of criminal procedure;
4. explain the purposes and elements of criminal procedure as well as the significance of evidence in criminal justice administration; and
5. demonstrate knowledge of procedure and evidence in selected criminal proceedings like homicide, theft, fraud, and rape.

Course Contents

Overview of the goals and structure of criminal law and criminal justice system. Fundamental rights, law enforcement and criminal justice administration. Overview of the sources and development of Nigerian criminal law. Key stages of criminal procedure (arrest, detention, indictment or charges, arraignment for plea; trial, judgment, sentencing and execution of sentence). Major actors in criminal procedure (police, investigators; prosecutors, judges, custodial officials and defence attorneys and witnesses). Nature of evidence. Requirements for the admissibility of evidence. Nature and stages of criminal procedure. Significance of evidence in criminal justice administration. Procedure and evidence in selected criminal proceedings like homicide, theft, fraud, and rape. Juveniles in criminal justice system.

CSS 203: Comparative Police and Policing Systems   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. discuss the structure, organization, types, functions of police and policing in different countries;
2. analyse the different philosophies and styles of policing;
3. discuss the factors that affect police effectiveness, legitimacy and deviance; and
4. explain significance of police reform, oversight and accountability.

Course Contents

Definitions and distinction between police and policing. Evolution of police force in Nigeria. Purpose of policing and police. Powers of police. Structure and organization of police and policing. Types of police and policing. Police legitimacy and deviance. Philosophy and styles of policing. Human rights and policing. Police reform. Police occupational culture. Transnational policing. Evolution of police organizations and system in selected countries. Contemporary comparative development in police organisations and powers. International,

regional and national police organisations and associations. Oversight and accountability of police. Traditional and informal mechanisms for the control of crime and insecurity in Nigerian societies and elsewhere will be considered.

CSS 204: Applied Statistical Methods in Criminology and Security Studies   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss logic of statistical analysis in criminology and security studies;
2. explain the computation of descriptive and central tendency statistics;
3. identify statistical analysis most appropriate for different levels of measurement;
4. compute central tendency and descriptive statistics;
5. demonstrate understanding of the underlying principles of hypothesis testing, tests of association, correlation and covariation;
6. interpret research reports in which descriptive statistics, measures of association, correlation and co-variation are applied; and
7. undertake statistical analysis using a statistical software.

Course Contents
Logic of statistical methods in criminology and security studies. Descriptive statistics and measures of central tendencies (frequencies, mean, median, range, mode, mean) that summarise the characteristics of a population and sample. Inferential statistics (estimates from sample) used to infer characteristics of population. Statistic parameters and estimations; correlation (bivariate, multivariate). Tests for data at different levels of measurement (categorical/nominal, ordinal, interval and ratio). Tests of association for nominal, ordinal levels of measures most often used in Criminology and security studies. Pearson correlation and Spearman rank order correlation, regression analysis, analysis of variance, factor analysis, hypothesis testing, parametric and non-parametric tests. Statistical analysis software commonly used in social sciences (such as, SPSS).

CSS 205: Human Rights and Criminal Justice Systems   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. evaluate the concepts of human rights and criminal justice administration;
2. identify the provisions of international and national instruments on human rights in criminal justice administration process;
3. discuss the tension between human rights and operations of criminal justice agencies and systems;
4. explain the functions and limitations of human rights oversight bodies in protecting the rights of victims of crime, criminal suspects and convicted offenders; and
5. identify the human rights provisions in Nigerian Constitutions and government human rights organisations in Nigeria.

Course Contents
Nature, elements and types of human rights. Human rights and criminal justice administration. Organisation and functions of criminal justice systems. International human rights instruments and criminal justice administration. Constitutional and statutory provisions on human rights in Nigeria. Child Rights Act. Public order laws and human rights (assembly and protest). Civil society organisation and human rights protection. Non-state security providers (vigilantes, community crime watch groups) and human rights. Oversight and

New

accountability of law enforcement and security agencies and non-state security providers. Rights of suspects, offenders and victims in the Nigerian criminal justice system. Government human rights organisations in the country (NHRC, LAC; PCC, Legislature, law enforcement an security agencies, judiciary). Legal aid and assistance, public defender. Office of ombudsperson. Challenges to the protection of human rights in and by Nigerian criminal justice system.

CSS 206: Conflict Resolution and Peace-building   (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the concepts of conflict, conflict analysis, peacekeeping, peace enforcement, peace-building, arbitration and mediation;
2. examine the elements, nature and causes of conflict as well as conflict resolution objectives and processes;
3. explain the impact of governance and development on conflict, conflict resolution and peacekeeping;
4. identify mechanisms of peacekeeping and peace building in post-conflict setting;
5. analyse conflicts; identify parties and interests of parties;
6. appreciate theoretical perspectives on conflict, conflict resolution and peace building;
7. discuss the roles of conflict and their effects on conflict resolution and peacekeeping;
8. explain the relationship among conflict resolution, peace building, security and development; and
9. discuss the principles and ethics in mediation, conflict resolution and peace building.

Course Contents
Concepts of conflict, conflict resolution, peacekeeping, peace enforcement, peacekeeping, mediation and arbitration. Elements, nature and causes of conflict. Factors that enhance or inhibit peace. Traditional conflict prevention and resolution methods. Governance, development and conflict; early warning system. Parties and interests in conflicts. Types and stages of conflict. Role of conflict entrepreneurs and warlords. Resource conflicts, strategies of conflict resolution. Conflict analysis and mediation. Mechanisms of peacekeeping and peace building in post-conflict setting. Perspectives on conflict resolution and peace building. Relationship among conflict resolution, peace-building, security and development, and principles and ethics in mediation, conflict resolution and peace-building, and transitional justice.

CSS 207: Prisons and Correction Services   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the concepts, evolution and functions of prisons and correction services;
2. identify the philosophy, justifications and goals of prisons and correction service;.
3. discuss the evolution of punishment and correction agencies in Nigeria as well as the organisation and function of remand homes, approved schools, borstal training institutions and prisons; and
4. assess the effectiveness and limitations of prisons and correction services.

Course Contents
Evolution of prisons and correction services. Philosophy, justifications and goals of punishment and correction of offenders. Functions of prisons and correction agencies; classification of inmates. Interviewing techniques, record and case management; group

New

counselling and therapy. Effects of imprisonment on offenders. Labour, education and vocational training in custodial centres. Evolution of punishment and correction agencies in Nigeria. Remand homes, approved schools, borstal training institutions and prisons evolution of prisons and correctional services in Nigeria; functions of the Nigerian Correction Service; including juvenile custody and corrections in Borstal, Approved and Remand Homes. Effectiveness and limitations of prisons and correction services. Features of custodial and non-custodial punishment and treatment of offenders; nature and features of probation and parole. Principles and practices in restorative justice in correction services.

300 Level

GST 312: Peace and Conflict Resolution   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, students should be able to:
1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course Contents
Concepts of peace, conflict and security in a multi-ethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts. Structural conflict theory, realist theory of conflict, frustration-aggression conflict theory. The root causes of conflict and violence in Africa will be studied: indigene and settlers phenomenon. Boundaries/boarder disputes. Political disputes. Ethnic disputes and rivalries. Economic inequalities. Social disputes. Nationalist movements and agitations. Selected conflict case studies – Tiv-Junkun; Zango Kartaf, chieftaincy and land disputes and many others. Peace-building, management of conflicts and security: peace and human development. Approaches to peace and conflict management (religious, government, community leaders and many others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice. The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, (ADR). A)Dialogue   b). Arbitration,   c). Negotiation   d). Collaboration and many others. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation   (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of this course, students, through case study and practical approaches, should be able to:
1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;

New

3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents
Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research).Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition).Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,).Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and many others. Digital Business and E-Commerce Strategies).

SSC 301: Innovation in the Social Sciences   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. enumerate innovative ideas that borders on societal problems;
2. apply social science knowledge to research on public and private sectors;
3. design techniques for proposal writing;
4. appreciate social and human welfare services, and
5. analyse models for establishing family and community development.

Course Contents
Identifying Innovative ideas in dealing with Societal Problems and Environmental Issues. Establishing and mobilising resources for establishing enterprises through which social science knowledge can be applied to social research for public and private sectors; social and human welfare services such as care for children and the elderly, training consulting services; Proposal writing techniques for grants, Managing grants. Models for establishing Family Social Health Centres, Community Gender Balancing Units, and Community Development Management Units. Social Sciences and innovation in technology and Patenting new ideas.

New

SSC 302: Research Method I   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the concept and scope of research methods;
2. discuss in detail procedures for conducting a research;
3. analyse the principles guiding research; and
4. discuss types of research – experimental non-experimental and quasi-experimental research.

Course Contents
Introduction to Social Science research protocol with particular emphasis on proposal development. Literature review (conceptual, empirical and theoretical framework). Ethnography of the study area, statement of the research problem, sampling procedures and methods of data collection and instruments.

CSS 301: Theories of Crime, Criminal Behaviour and Punishment (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. appreciate the development of criminology and its sub-disciplines;
2. discuss the theoretical and methodological perspectives in criminology;
3. analyse the philosophy and methods of punishment and corrections, including victim and restorative justice;
4. demonstrate skill in evaluating and applying criminological theories to crime problems in Nigeria; and
5. evaluate the functions, performance, challenges and prospects of criminal justice administration in Nigeria.

Course Contents
Normative foundation of society and social order (values, norms, rules, laws, social control). Evolution of criminology. Sub-disciplines or sub-specialities of the field. Pioneers in criminology and penology. Positivist and non-positivist approaches to criminology. Typology of crimes. Theoretical perspectives in criminology – bio-psychological. Sociological approaches – strain (anomie), sub-cultural, control. Social learning, developmental, critical, feminist, post-modernist, conflict (social Marxist), routine activity and economic models. Traditional and contemporary crime prevention and control strategies. It also covers philosophies and perspectives on crime and punishment. Criminal justice administration process. Role of criminal justice agencies. Evolution, functions and powers of police and judicial system in Nigeria. Philosophy, theories, types and methods of punishment and correction (retribution, restitution, deterrence, rehabilitation). Custodial and non-custodial treatment of offenders. Victims of injustice and restorative justice. Assessment of the application of criminological theories in Nigeria and evaluation of criminal justice administration in Nigeria.

CSS 302: Theoretical Perspectives on Security   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. analyse various definitions of security;
2. discuss theoretical perspectives on security and security sector;

New

3. identify the agencies in security sector;
4. explain the functions of security agencies;
5. discuss the structure and functions of security agencies in Nigeria; and
6. apply theoretical perspectives of security to explaining and managing contemporary security challenges in Nigeria.

Course Contents

Nature of social order. Evolution and definitions of the concept of security – state-centric and human-centric approaches. Human security framework. Significance of security. Micro and macro perspectives. Theories on security in inter-state and world politics. Types of security at community and national levels. Concept and composition of security sector. State and non-state security providers. Nexus between security and development. Key security agencies in Nigeria. Functions of security agencies in Nigeria. Security challenges in Nigeria, performance and challenges of security agencies in Nigeria. Contemporary threats and manifestations of insecurity in Nigeria and application of theories for their explanation and management.

CSS 303: Research Methods in Criminology and Security Studies   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. identify the principles of scientific methods;
2. discuss research methods in criminology and security studies;
3. explain dominant social research methods in criminology and security studies including qualitative, quantitative and mixed methods;
4. discuss appropriate methods and instruments of data collection and analysis; and
5. conduct and assess small scale research in criminology and security studies.

Course Contents

Sources of scientific and non-scientific knowledge. Positivist, interpretivist, and constructionist approaches to reality. Concept of research, types of research. Research process. Roles of theory, concept and variable in research. Research problem formulation. Research aim, questions and objectives. Nature and purpose of literature review. Research designs (experimental, quasi-experimental, cross sectional survey, panel and longitudinal; case study; mixed-designs) quantitative data collection methods (survey, questionnaire, interviews, secondary data. Data collection and analysis (ethnography, focus group discussion, observation, in-depth interview). Population, sample and sampling. data collection methods and tools. Construction of questionnaire and interview guides. Qualitative and quantitative analysis. Ethical issues in research. Report writing and presentation; reference styles.

CSS 304: Intelligence and Investigation Management   (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. compare and distinguish between criminal intelligence and investigation;
2. identify the nature and purpose of criminal investigation;
3. discuss the process (cycle) of intelligence production and management;
4. describe the process of criminal investigation;
5. appreciate the value of investigation in criminal justice system; and
6. grasp the significance of intelligence in security management.

New

Course Contents

Nature and sources of intelligence; relationship between intelligence and investigation. Nature, purpose and process of intelligence production (intelligence cycle); sources of intelligence. process of criminal investigation and management; crime scene investigation. Scientific and technological tools of investigation. Surveillance and intelligence gathering; profiling for intelligence and investigation; intelligence sharing; significance of criminal intelligence in criminal investigation and prosecution; methods, uses and significance of criminal investigation in criminal justice administration and security management. Criminal investigation, intelligence and human rights. Criminal investigation and intelligence agencies in Nigeria.

CSS 305: Forensic Science   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. explain the meaning, evolution, theories and methods of forensic science;
2. discuss methods applied and evidence obtained through forensic science;
3. analyse the significance of forensic science in criminal intelligence, investigation and prosecution;
4. appreciate the significance of forensic science in law enforcement and criminal justice administration; and
5. assess the application of forensic science in the Nigerian criminal justice and security systems.

Course Contents

Overview of evolution, concepts, forensic science speciality. Application of forensic science in criminal intelligence, investigation and prosecution. Investigation and collection of evidence at the crime sceneWIDER laboratory analysis of exhibits; forensic methods and evidence (biological, chNOCFemical, psychological and anthropological analyses. DNA, trace, fingerprints, toxicology; blood, vocal, document and handwriting); application of forensic science in law enforcement and criminal justice administration in Nigeria.

CSS 306: Internship or Organisational Visits   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. acquire practical experience of the functions, operational procedures, performance and challenges of an institution or agency with whom the internship experience was served; and
2. prepare and present an analytical report of the operations, performance, challenges and prospects of a law enforcement and security organisation.

Course Contents

Placement in or visits to organisations and agencies relevant to criminology and security studies. Such agencies or organisations include law enforcement and security agencies, courts, correctional institutions and commercial private security organisations and many others. Skill and techniques of preparing and presenting analytical report on the establishment, functions, powers, performance and challenges of the chosen Nigerian law enforcement and security organisation. Guest lectures by invited professional and heads of security agencies and private security companies for different aspects of the course.

New

400 Level

SSC 401 : Research Method II   (2 Units C: LH 30)
Learning Outcomes
At the end of the course, the students should be able to:
1. prepare and present a research proposal;
2. collect and organize meaningful data;
3. conduct pilot study and write research report; and
4. apply appropriate statistics in data analysis.

Course Contents
Data collection and coding procedures. Analysis of data and relate these to the research objectives. Writing and discussing the research report.

CSS 401: Research Project   (4 Units C: PH 180)

Learning Outcomes
At the end of the course, the students should be able to:
1. carryout a research successfully; and
2. write a research report.

Course Contents
Apply the knowledge acquired in the various courses on theory, research methods and statistics to conduct, report and defend a research report on a significant problem in criminology and security studies, under the supervision of a lecturer in the Department.

CSS 402: Democracy and Governance of Security Sector   (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. apprise the concepts of security sector, security sector governance and security sector reform and transformation;
2. identify the major security sector agencies and their roles;
3. explain the essence and determinants of security sector reform;
4. discuss the relationship between democratic governance of society and security sector governance; and
5. identify challenges of security sector governance and reform in Nigeria.

Course Contents
Nature, types and principles of democracy. Definitions of security sector, security sector governance, security sector reform and security sector transformation. Post-conflict security sector reconstitution. Agencies and institutions that constitute the security sector. Essence and elements of security sector governance. Determinants and characteristics of security sector governance and reform. Roles of the legislature, executive, judiciary and civil society in security sector governance and reform. Nexus between democracy and security. Oversight and accountability in democratic governance of society and security sector. Security sector reform goals and approaches. Challenges of security sector reform. Democracy and security in Nigeria. Composition and governance of security sector in Nigeria. Security sector reform in Nigeria.

New

CSS 403: Contemporary Development in Criminology and Security Studies (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the assumptions of emerging theoretical and methodological approaches in criminology and security studies;
2. identify national global trends and patterns of crime and insecurity;
3. discuss new approaches to the prevention and control of crime and insecurity;
4. identify trends in roles of international organisations and professional law enforcement associations;
5. assess the roles of Regional Economic Communities and African Union in promoting security, democracy, peace and development;
6. link the nexus between globalisation, transnational crimes and policing; and
7. discuss trends in criminology and security studies in Africa.

Course Contents
Contemporary developments in criminology theory and research. Emerging pattern and trends of crime and insecurity at local and global levels. New directions in research. Policy options and debates. Emerging trend in national and global approaches to the prevention, control and mitigation of crime and insecurity. Role of technology in perpetration, prevention and control of crime. Nexus between globalisation and transnational crime and policing. Transnational instruments, law enforcement organisations and associations in transnational crimes. Regional Economic Communities and African Union and promotion of security, democracy, peace and development. Trends in criminology and security studies in Africa.

CSS 404: Humanitarian Emergency and Disaster Management (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the concepts of humanitarianism, humanitarian and complex emergencies and disaster;
2. explain humanitarian principles, code of conduct and accountability in humanitarian and disaster response management;
3. identify disaster management approaches;
4. discuss political, economic and socio-cultural factors in disaster response and humanitarian response; and
5. identify emergency management framework, disaster reduction and risk management agencies in Nigeria.

Course Contents
Definitions of humanitarianism, humanitarian and complex emergencies. Human and non-human induced disasters. Characteristics of natural disasters and complex emergencies. Humanitarian principles. Code of conduct and accountability in humanitarian and disaster responses. Legal and non-legal framework for disaster management cycle. Political, economic and socio-cultural factors in humanitarian emergency and disaster response management. Disaster response and coordination. Multi-sectoral needs assessment and responses in disaster response. Disaster risk management approaches. Operation planning and coordination. Logistic and supply chain in relief distribution management. Building resilience. Monitoring and evaluation in humanitarian and disaster response management. Emergency management framework and agencies in Nigeria (NEMA and SEMA). Disaster reduction and risk management agencies in Nigeria.

New

CSS 405: National and Transnational Organised Crimes   (3 Units C: LH 45)

Learning Outcomes

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

1. discuss concepts of crime, organised crimes; transnational organised crimes (TOC); organisational and white-collar crimes;
2. evaluate the complex nature of organised crimes (both local and transnational);
3. explain the structures, dynamics and types of local and transnational organised crimes;
4. identify goods and services provided by local and transnational organised criminals;
5. discuss the impact of organised crime on political and economic systems, and
6. assess the effectiveness of regional, local and international preventive measures and on controlling organised crime.

Course Contents

Definitions of the concepts of crime, organized crimes. Transnational organized crimes (TOC). Organizational and white-collar crimes. Structure and types of transnational organised crimes and enterprises. Criminal networks. Dynamic characteristics of organized crimes. Goods and services provided by transnational organized crimes. Cybercrime and transnational organised crime, impact of TOC on the political and socioeconomic systems. TOC in Africa and Nigeria (trafficking in persons, drugs, arms; fauna and flora crimes; maritime crimes; illicit financial flows; cybercrimes). Prevention and control of TOC. Local, regional and international conventions on TOC. Global indexes on organised crimes, especially Africa organised crime index.

CSS 406: Comparative National Security Policy and Strategy (2 Units C: LH 30)

Learning Outcomes

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

1. define and differentiate between national security policy, national security strategy and national defence policy;
2. identify the key elements of national security policy and strategies;
3. establish relationship between national security policy and national development planning;
4. discuss the national security policy formulation process; and
5. compare national security policies across selected countries for effective implementation in Nigeria.

Course Contents

An overview of concepts of national security policy. National security strategy. National defence policy, national defence strategy. National development policy and plan. The purposes and key elements of national security policy and strategies. Policy and strategy cycles. Linkages between security policy and development planning, national security policy formulation process. components of national security strategy. Relationships between national security policy and national security strategy. Overview of Nigerian security strategy. Case study of national security policy and strategy of selected countries.

New

Minimum Academic Standards
Equipment

S/N	Equipment	Quantity
1	Computers	One computer to every academic staff, 2 computers for processing examination, 2 computers for the administration of the department and 24 in the laboratory
2	Printers	One printer to every academic staff, 2 printers for processing examination and 2 printers for the administration of the department
3	Photocopiers	Two photocopiers for academic purposes and 2 photocopiers for the administration of the department
4	Storage cabinet	One for each academic staff
5	Projector and ancillary equipment for power presentation	One in each lecture and seminar room and 2 in the laboratory
6	Audio speaker	One in each lecture and seminar rooms
7	Document scanners in the Department	Two scanners in the Department
8	Digital and video recording devices	2 each in the laboratory

Staffing

Academic Staff – minimum of 6 academic staff in the first year, including at least 2 senior lecturers and 3 PhD holders. Academic staff should earn their first or postgraduate degrees in criminology, security and conflict studies, war and peace studies or equivalent programmes with substantial course work in criminology and security studies.

The NUC guidelines on staff/student ratio of 1:30 for the Social Sciences departments shall apply. There is need to have a reasonable number of Staff with doctoral degrees as well as sufficient industrial experience. With a minimum load of 15 Units per semester for students and a minimum of six full-time equivalent of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practicals and supervision of projects.

All academic staff should have computer skills and it is expected that at least 70% of the academic staff should possess Ph.Ds. In addition, at least 20% of the academic staff should be Professors /Readers, 35 % Senior Lecturers and 45% Lecturers I and below.

New

Academic Support Personnel

Teaching Assistant/Demonstrators to help lecturers in the conduct of tutorials, practicals and field work. This category of personnel is not expected to be regular staff as they are to be paid on the basis of approved hourly rate.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate.

Library

1. Internet access.
2. Relevant books in hard and soft formats in both the University and Department library.
3. Subscription to hard copy and e-copy of the most reputable internal journals in the discipline.
4. Subscription to journal databases like *Jstor* and *Ebscohost.*

Classrooms, laboratories, clinics, workshops and offices

1. An adequately furnished office for each academic staff.
2. Spacious and properly furnished office for Head of Department.
3. Spacious and adequately furnished office for the Department Secretary.
4. Spacious office for administrative staff.
5. Properly furnished Seminar room for the Department (50 seating capacity).
6. Four lecture rooms – at least 50 seating capacity each.
7. Laboratory room (1) equipped with relevant digital and video teaching tools.

The NUC recommends the following physical space requirement:

		m^2
Professor's Office	-	18.50
Head of Department's Office	-	18.50
Tutorial Teaching Staff's Office	-	13.50
Other Teaching Staff Space	-	7.00
Technical Staff Space	-	7.00
Secretarial Space	-	7.00

New

B.Sc. Demography and Social Statistics

Overview

Demography and Social Statistics is a discipline that educates people on human population. A key component of the discipline is manpower and sustainable development of any nation. Demography and Social Statistics programme draws from the knowledge of mathematics, sociology, anthropology, economics, political science, ecology, geography, genetics, psychology and medicine. Areas within Demography and Social Statistics include fertility, mortality, morbidity, migration, nuptiality, environment and sustainable development, sexual and reproductive health, urbanization, cartography, ancient/mediaeval thoughts and modern theories on population, social research, computer application and programming, data evaluation and analysis, labor force. Graduating from Demography and Social Statistics programme offers job opportunities, such as working in social and medical health institutions and firms; working with Non-Governmental Organizations (NGOs) and Governmental agencies; serving as administrators, researchers, planners and programme officers and consultants.

Philosophy

The philosophy of Demography and Social Statistics Programme is to provide students with the highest academic and professional standards in providing solutions to problems that arise from the interface between population and socio-economic, political and development factors; and capacitate them to effectively and meaningfully contribute to population, manpower and sustainable development of the nationally and globally.

Objectives

The overall aim of Demography and Social Statistics degree programme is to study the size, composition, distribution and dynamics of human population; and apply statistical methods to demographic data as well as evaluate population policies and programmes for sustainable development.

Demography and Social Statistics programme is specifically designed to:

1. offer the student the skills and competencies needed to function effectively as a demographer and statistician in the government and non-governmental ministries, commissions and agencies;
2. sufficiently prepare the student to take up a career in academia, statistics and research methods lecturer in the Departments of mathematics, sociology, anthropology, economics, political science, geography, psychology, public health among others; and
3. produce personnel to fill the manpower needs in the various sectors of the Nigerian and global economy where there is a demand for statistically-oriented personnel in the national and global economy.

Employability Skills

1. Engage in productive, sexual and reproductive health promotion activities.
2. Impart essential knowledge in population studies, demography, social statistics and research methods.
3. Conduct careful, objective and systematic study of the human population at different settings.
4. Engage in sporting changes, identifying trends and calling attention to human population problems, programmes and phenomena.

New

5. Initiate and participate in social surveys for governments and agencies.
6. Develop and effectively run adolescent, youth and women action research Centres.

21st Century Skills

The 21st century skills mentioned below will enable the students to acquire knowledge and skills they need to be competent demographers and social statisticians in self-employment, governmental and non-governmental organizations and agencies:
1. computing and ICT literacy;
2. analysis, interpretation and synthesizing information;
3. accessing productive and reproductive health information;
4. critical thinking;
5. collaborating with organizations/agencies that show interest in capacity building of their staff;
6. creativity on use of electronic data collection, use of data analysis software and use of demographic software;
7. advocacy for demographic dividends and capacity building needs; and
8. digital literacy.

Unique Features

The unique features of the programme are:
1. offers the students skills and competencies of a demographer and statistician;
2. shapes personal values and beliefs that support productive, sexual and reproductive healthy behaviours;
3. shapes group norms that promote demographic dividends and sustainable population growth; and
4. develops the essential life skills to effectively contribute to population, manpower and sustainable development of the nation.

Admission and Graduation Requirements

Admission requirements
For a four year programme:
In addition to UTME score, candidates for admission should possess a Senior School Certificate (SSC) with at least five credit passes, at not more than two sittings including Mathematics, English Language and Economics and two social science subjects.

For the three-year programme: candidates shall possess five credits in SSC, of which at least two shall be at Advanced Level, provided that such passes are not counted at both levels of the examination. For emphasis, English Language, Mathematics and Economics are required at credit passes.

Graduation requirements
To graduate from the programme, students must have:
1. obtained 120 units for candidates who entered the university through UTME;
2. obtained 90 units for candidates who entered the university through direct entry;
3. spent minimum of eight semesters and maximum of twelve semesters for UTME candidates;
4. spent minimum of six semesters and maximum of ten semesters for direct entry students; and
5. fulfilled other university and faculty requirements for graduation.

New

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication Skills in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	
DSS 101	Introduction to Population Studies and Demography	2	C	30	
DSS 103	Mathematics for Social Sciences I (Algebra and Trigonometry)	2	C	30	
DSS 105	Introduction to Sociology	2	C	30	
DSS 102	Introduction to Demography and Social Statistics	2	C	30	
DSS 104	Mathematics for Social Sciences II (Vectors: Geometry and Dynamics)	2	C	30	
	Total	**14**			

200 Level

Course Code	Course title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	
ENT 211	Entrepreneurship and Innovation	2	C	30	
SSC 202	Introduction to Computer and its Application	3	C	45	
DSS 201	Population Growth (theories and patterns)	2	C	30	
DSS 203	Social and Economic Statistics	2	C	30	
DSS 205	Demographic Data Evaluation and Appraisal	2	C	30	
DSS 202	Concepts of Population (composition, structure and processes)	2	C	30	
DSS 204	Census Principles, Editing and Management	2	C	30	
DSS 206	Introduction to Cartography	2	C	30	
	Total	**19**			

300 Level

Course Code	Course title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	
ENT 312	Venture Creation	2	C	15	45
DSS 301	Measures of Population Change and Measurements of Population Growth	2	C	30	
DSS 303	Social Statistics for Demographers	2	C	30	
DSS 305	Social Investigation (nature, evolution and organization)	2	C	30	
DSS 307	Labour Force – Concepts, Measurement and Problems	2	C	30	
DSS 309	Population and Cartography	2	C	30	
DSS 302	The Quality of Population and	2	C	30	

New

Course code	Course title	Units	Status	LH	PH
	Family Life				
DSS 304	Computer Applications in Demography	2	C	30	
DSS 306	Data Collection and Analysis (Research methodology)	2	C	30	
DSS 308	Labour Force –Theoretical Consideration	2	C	30	
SSC 301	Innovation in the Social Sciences	2	C	30	
SSC 302	Research Method I	2	C	30	
	Total	**26**			

400 Level

Course code	Course title	Units	Status	LH	PH
DSS 401	Demographic Data Evaluation	3	C	45	
DSS 403	Population Theories	2	C	30	
DSS 405	Advanced Social Statistics I	2	C	30	
DSS 407	Sexual and Reproductive Health	3	C	45	
DSS 402	Demographic Estimation	2	C	30	
DSS 404	Population Trends and Policies	3	C	45	
DSS 406	Advanced Social Statistics II	2	C	30	
DSS 408	Research Project	6	C		270
SSC 401	Research Method II	2	C	30	
	Total	**25**			

Course Contents and Learning Outcomes

100 Level

GST 111: Communication Skills in English   (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of this course, students should be able to
1. identify possible sound patterns in English language;
2. list notable language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents
The sound patterns in English Language will be considered. These will include vowels and consonants, phonetics and phonology). In addition, the English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations) will be considered. Thereafter, the course will examine the nature of the sentence in English especially in terms of its types such as simple, complex and compound sentences. Besides, the structure and function of the different types will be examined. The course will equally examine the issue of grammar and usage especially in relation to the subjects of tense, mood, modality and concord, and the aspects of language use in everyday life. Moreover, the course will focus

New

on the important subjects of logical, critical thinking, and reasoning methods. Under this category the discussion will dwell on the issues of logic and syllogism, inductive and deductive arguments and reasoning methods, analogy, generalisation and explanations, ethical considerations, copyright rules and infringements. There will practical activities which will involve sufficient writing activities including, pre-writing, writing, post writing, editing and proofreading, brainstorming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making and mechanics of writing. The last part of the course will examine the nature of comprehension strategies such as reading and types of reading, comprehension skills including the 3RsQ. The discussion will be extended to the subject of information and communication technology in modern language learning. Thus, the language skills for effective communication will be examined. This will involve a consideration of the major word formation processes. Writing and reading comprehension strategies will be considered. The skills required for meaningful presentation, and the art of public speaking and report writing.

GST 112: Nigerian Peoples and Culture   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of trade, economic and self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian state towards nation building;
6. analyse the role of the judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents
Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria).Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence).Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War).Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

New

DSS 101: Introduction to Population Studies and Demography (2 Units C: LH 30)

Learning outcomes

At the end of the course, the students should be able to:
1. explain the main concepts of population studies and demography;
2. describe vividly the sources of demographic data;
3. analyse the merits and demerits of de facto and de jure methods of data collection ;and
4. discuss the relationship between population studies and demography.

Course Contents

Definition and clarification of the main demographic concepts. The clarification of scope of Demography – population characteristics/ composition, population processes, population change, mortality and morbidity. Others are race, ethnicity, language groups and national heritage to reveal or explain a population's origin and for administration of government programmes. Definition and clarification of the sources of demographic data - the field canvass, censuses and surveys, the record system, population register, vital registration systems, administrative records. Reliability of demographic data and the associated concepts of de facto, de jure population enumeration, the post enumeration survey (PES), types of census questionnaires and types of census errors.

DSS 102: Introduction to Demography and Social Statistics (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. explain the main concepts of social statistics and in relation to demography;
2. describe the features of the measurement scales nominal, ordinal, interval and ratio;
3. analyse the merits and demerits of de facto and de jure methods of data collection; and
4. discuss the relationship between demography and social statistics.

Course Contents

Definition and clarification of the following concepts of social statistics – sample, population, statistic, parameter, descriptive statistics, inferential statistics and the measurement scales in the social sciences. Definition and clarification of the following concepts of social statistics, in relation to Demography comprising tools of demography (proportion, rates, ratios, cohort measures and period measures and many others) fertility, mortality, life-table, migration, nuptiality and family planning. There should be an exposition on the relationship between demography and social statistics.

DSS 103: Mathematics for Social Scientists I (Algebra and Trigonometry) (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. analyse the rules and equations in mathematics;
2. apply the rules and procedures in algebra and trigonometry;
3. solve mathematical problems involving BODMAS;
4. simplify fractions; and
5. follow a logical path to solve a problem in mathematics/statistics.

New

Course Contents

Elementary set theory, subsets, union, intersection, complements, Venn diagram. Real numbers, integers, rational and irrational numbers, mathematical induction binomial theorem. Complex numbers; algebra of complex numbers. The Argand Diagram. DeMoivre's theorem, the roots of unity. Circular measure, trigonometric functions of angles of any magnitude, additional factors formulae.

DSS 104: Mathematics for Social Scientists II (Vectors: Geometry and Dynamics) (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. explain the mathematical concepts in vectors: geometry and dynamics;
2. apply the mathematical rules and procedures in vectors: geometry and dynamics; and
3. identify the mathematical problems involving vectors: geometry and dynamics for solution; be positioned ahead for understanding, interpretation and understanding.

Course Contents

Geometric representation of vectors in $1 - 3$ dimensions, components, direction cosines. Addition, Scalar, multiplication of vectors, independence. Scalar and vector products of two vectors; Differentiation and integration of vectors with respect to a scalar variable. Two-dimensional co-ordinate geometry; Straight lines, circles, parabola, ellipse, hyperbola. Tangents, normals Kinematics of a particle. Topics include components of velocity and acceleration of a particle moving in a plane. Force, momentum, laws of motion under gravity, projections, resisted vertical motion, elastic string, simple pendulum, impulse.

SOC 105: Introduction to Sociology   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. connect between the two revolutions of the 18th century;
2. discuss the founding fathers and the emergence of sociology as a discipline;
3. relate the basic analysis and description of social structure and dynamics of human society;
4. explain the relationships between sociology and other social sciences;
5. define the basic terms and concepts of sociology, culture and the processs of socialisation; and
6. define key concepts in sociological discurse.

Course Contents

Analysis of the connection between the Industrial and Political revolutions which occurred in the 18th century, the attempts by the founding fathers of Sociology to produce a science of society and emergence of Sociology. The difference between sociology and other social science subjects; Introduction to basic concepts of Sociological analysis such as roles, status, society, culture, culture contact and many others: The social structure and its dynamics: The process of socialisation and use of its products to channel behaviour towards certain directions while barring others simultaneously.

New

200 Level

GST 212: Philosophy, Logic and Human Existence   (2 Units C: LH 30)

Learning Outcomes

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

1. describe the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically asses the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character moulding and many others.

ENT 211: Entrepreneurship and Innovation   (2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,).Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction).Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative

New

thinker).Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking).Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation).Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures).Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship).Basic principles of e-commerce.

SSC 202: Introduction to Computer and its Application (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the history of computing sciences;
2. discuss in detail the different computing programs and their characteristics;
3. evaluate different computer applications; and
4. apply search engines to source on-line resources.

Course Contents
Historical perspectives of computing sciences that gave birth to the different programs. Characteristics of each program in computing sciences. Hardware, Software; and human resources; Integration and application in business and other segments of society. Information processing and its roles in society. laboratory assignments using the PC's operating system, and several commonly used application software, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and on-line resources, browsers, and search engines.

DSS 201: Population Growth (Theories and Patterns) (2 units C: LH: 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. distinguish between population thought and population theory;
2. describe the population growth trends and patterns of the ancient world and modern period;
3. compare the ancient population growth trends with those of the modern period;
4. identify the factors that had influenced the revolution in the mortality and fertility trends in the west; and
5. explain demographic changes in the developing countries.

Course Contents
Population growth trends, thoughts, theories and patterns from Palaeolithic to the early historic period. Ancient world population growth patterns and trends from ancient to modern times. And population growth in the modern period. Introduction to Population theory. The vital revolution in the West. Mortality and fertility trends and natural increases. Demographic changes in developing countries with an explosion on the Nigerian population scene.

New

DSS 202: Concepts of Population (Composition, Structure and Processes) (2 Units C: LH 30)

Learning Outcomes

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

1. explain population composition;
2. discuss the implications of age-sex structure of a population on the demographic and social character of the society;
3. identify the factors affecting fertility, mortality and migration;
4. describe the measures of fertility, mortality and migration;
5. describe the types and patterns of migration; and
6. define urbanization processes.

Course Contents

Population composition: age-sex structure and other basic social, cultural and economic characteristics of the population. Their implications for the demographic and social character of a society will be discussed exhaustively. Population processes: factors, effects and measures of fertility (birth), mortality (death) and migration. The course will cover migration patterns: rural-rural, rural-urban, urban-rural, urban-urban: International migration; volume of migration; age-sex selectivity in migration. Urbanization concepts; historical trends and contemporary patterns in developing countries; as well as Labour-force Concepts.

DSS 203: Social and Economic Statistics (2 Units C: LH 30)

Learning Outcomes

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

1. differentiate between social and economic statistics;
2. identify the major producers of social and economic statistics;
3. identify sources of health, housing, crime and labour statistics;
4. explain the uses and limitations/problems of health, housing, crime and labour statistics;
5. discuss problems of analysis of health, housing, crime and labour statistics; and
6. explain the methods of collecting data on health, housing, crime and labour statistics.

Course Contents

Concept of Social statistics, general characteristics of social statistics in less developing countries (LDC).The differences between social and economic statistics. Sources of social and economic statistics: Published national, published international sources, unpublished sources. Population statistics: Sources – national and international. Uses of census data, uses of sample surveys, uses of population registers, uses of not-traditional sources of population statistics. Health Statistics: Types of Health data, health problems data, uses and limitations of health statistics. Educational Statistics: Sources, coverage, uses and limitations of educational data. Major producers of statistics. Housing statistics: sources, uses/needs and limitations. Statistics on crime: collection methods, nature/scope, uses, problems of analysis and crime prevention. Labour statistics (employment, unemployment and underemployment): definition, measurement problems and uses.

DSS 204: Census Principles, Editing and Management (2 Units C: LH 30)

Learning Outcomes

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

1. define population and housing census;
2. discuss the essential features and uses of population and housing census;

3. explain the relationship between the population census and housing census;
4. describe the quality assurance for field operations, role of enumerators, role of supervisors and role of coordinators;
5. explain planning, organization and administration of population and housing censuses; and
6. discuss the relationship between population studies and demography.

Course Contents

Introduction: Definitions, essential features and uses of population and housing census. Relationship between the population census and housing census. Planning, organization and administration of population and Housing censuses: Legal basis, budget, calendar, census publicity, cartographic work, small-area identification, questionnaire preparation, census tests, type of enumeration and method of enumeration, timing and duration of enumeration. Major constraints to planning. Field operations: Quality assurance for field operations; role of enumerators, role of supervisors, role of coordinators, Observing interviewers. Plans for processing and dissemination.

DSS 205: Demographic Data Evaluation and Appraisal   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. identify the sources of errors in demographic data;
2. explain management and avoidance of errors in demographic data;
3. carry out adjustments of demographic data using age-sex accuracy index, whipple's myer's, united nations indices; and
4. describe the direct and indirect standardization techniques and simple methods of appraising data.

Course Contents

Sources, management and control of errors in demographic data: Simple methods of appraising demographic data: -digit preference and age-sex ratios, age-sex accuracy index, Whipple's Myer's, United Nations indices and many others. Adjustment of errors in demographic data: Adjustment of census totals for under-or over-enumeration; adjustment of age data such as, Newton's formula and the United Nations smoothing formula. Standardization Techniques: "Direct" and "Indirect"; Comparative mortality index.

DSS 206: Introduction to Cartography   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:
1. define the concepts of cartography;
2. discuss the principles of cartography;
3. explain the techniques of map making and elements of map;
4. analyse the rudiments of Enumeration Area demarcation maps and their interpretation; and
5. construct and interpret designs of physical and economic maps.

Course Contents

Definition of the concepts of Cartography. Principles of Cartography. History of map making. Techniques of map making. Types of maps. Elements of maps. Designs and construction of physical and economic maps. Basic contour compilation. Profiles. Flow maps. Pie graphs. Bar graphs. Map projection and learning techniques.

New

300 Level

GST 312: Peace and Conflict Resolution   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, students should be able to:
1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course Contents
Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts. Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon. Boundaries/boarder disputes. Political disputes. Ethnic disputes and rivalries. Economic Inequalities. Social disputes. Nationalist Movements and Agitations. Selected Conflict Case Studies – Tiv-Junkun. Zango Kartaf, Chieftaincy and Land disputes and many others. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and many others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice. The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR.Dialogue   b). Arbitration,   c). Negotiation   d). Collaboration and many others. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation   (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of this course, students, through case study and practical approaches, should be able to:
1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

New

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research).Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition).Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,).Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and many others. Digital Business and E-Commerce Strategies).

SSC 301: Innovation in the Social Sciences (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. enumerate innovative ideas that borders on societal problems;
2. apply social science knowledge to research on public and private sectors;
3. design techniques for proposal writing;
4. appreciate social and human welfare services, and
5. analyse models for establishing family and community development.

Course Contents

Identifying Innovative ideas in dealing with Societal Problems and Environmental Issues. Establishing and mobilising resources for establishing enterprises through which social science knowledge can be applied to social research for public and private sectors; social and human welfare services such as care for children and the elderly, training consulting services; Proposal writing techniques for grants, Managing grants. Models for establishing Family Social Health Centres, Community Gender Balancing Units, and Community Development Management Units. Social Sciences and innovation in technology and Patenting new ideas.

SSC 302: Research Method I (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. explain the concept and scope of research methods;
2. discuss in detail procedures for conducting a research;
3. discuss the principles guiding research; and
4. discuss types of research – experimental non-experimental and quasi-experimental research.

New

Course Contents
Introduction to Social Science research protocol with particular emphasis on proposal development; literature review (conceptual, empirical and theoretical framework), ethnography of the study area statement of the research problem, sampling procedures and methods of data collection and instruments.

DSS 301: Measures of Population Processes and Measurements of Population Growth   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. compute fertility, mortality, migration and many other rates and ratios;
2. describe and interpret fertility, mortality, migration and many other rates and ratios;
3. explain the types and functions of the life table;
4. compute and interpret expectation of life at birth; and
5. compute and interpret numerical population change, NI, RNI, GR and DT.

Course Contents
Measures of fertility: The crude birth rate, general fertility rate, age-specific fertility rates, gross and net reproduction rates and many others. Measures of mortality and morbidity: The crude death rate, age specific mortality rate, cause specific death rates, infant mortality rate, child mortality rate, maternal mortality rate and ratio and many others. Measures of migration: immigration rate, emigration rate, net-migration rate and many others. Measures of nuptiality: crude marriage rate, divorce rate and many others. The Life Table: Types, functions and the interrelations. Measurements of population growth – the numerical population change, the balancing equation, natural increase, rate of natural increase, growth rate and doubling time.

DSS 302: Population and Family Life   (2 Units: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. distinguish between regular population, institutional population and special population;
2. ascertain the social, cultural, economic and environmental conditions under which people live;
3. identify the conditions, quality of life of families, and problems of the vulnerable population in Nigeria;
4. explain common imparts of technological change on the people and the environment; and
5. discuss the experience, expectations and problems of the elderly at old age.

Course Contents
Types of population: Regular population, institutional population and special population. The conditions under which people in the developing countries live: social, cultural, economic and environmental. The quality of population and family life: housing, occupation, sources of energy and domestic water, sanitation and waste disposal. The concentration of the ethnic groups. The impact of technological change on the people and the environment. Infants, adolescents, youth welfare and development, Education and social security. The experience, expectations and problems of the elderly at old age. Perception of the elders by the young. Old Persons' institutional care and support.

DSS 303: Social Statistics for Demographers   **(2 Units C: LH 30)**

Learning Outcomes

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

1. apply special topics in statistics to demographic issues, population estimation;
2. apply experimental methods in health, education, housing stock to probability theory estimation;
3. describe binomial and poison, hypergeometric and multinomial, sampling distribution of the mean and other linear programmes; and
4. explain estimation inferences about the intercept and slopes.

Course Contents

Application of special topics in statistics to demographic issues – population/demographic data estimation. Population modelling, curve fitting in data evaluation and graduation. Application of experimental methods in health, education, housing stock and the probability theory estimation. Statistical distribution: Binomial and poison. Hyper-geometric and multinomial. Sampling distribution of the mean and other linear forms: understanding of statistical tables. Estimation – point and interval, test of hypothesis. Testing problems, definition and general concepts. Power of test, one-and two-sided alternatives; critical regions. Correlation Analysis: the bivariate normal distribution, correlation from bivariate normal. Regression Analysis – Least-squares estimation, inferences about the intercept and slopes. Coefficient of determination.

DSS 304: Computer Applications in Demography   **(2 Units C: LH 30)**

Learning Outcomes

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

1. define the levels of measurements of qualitative and quantitative variables;
2. identify the appropriate software for univariate, bivariate and multivariate analysis of qualitative and quantitative data;
3. apply appropriate software for univariate, bivariate and multivariate analysis of qualitative and quantitative data; and
4. explain research instrument design, revision, range, consistency and structural checks and many others.

Course Contents

Measurement: Definition, levels of measurement. Analysing quantitative Data: Univariate; Bivariate; Multivariate. Choice of appropriate statistical methods, assumptions, limitations and interpretation. Basic Computer skills. Types of Data Analysis Software: EPI-INFO, SPSS, STATA, Demographic Software. EPI-INFO BASICS: Questionnaire designing, revision, range, consistency and structural checks: Simple data analysis. Introduction to SPSS SOFTWARE: Data Editor; Variable and value labels; the use of syntax; simple data analysis Basic STATA commands. Introduction to Qualitative Data Analysis: Qualitative software. Data Interpretation and Report Writing. The Internet and the use of search engines.

DSS 305 Social Investigation (nature, evolution and organization)   **(2 Units C: LH 30)**

Learning Outcomes

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

1. explain the nature, purpose and evolution of social investigation;
2. describe the subject matter and types of social research;
3. describe a research design – types of research and study designs;

New

4. discuss the features and conduct of population census, demographic sample surveys and vital registration system; and
5. explain the subject matter of research methods techniques.

Course Contents
The nature and purpose of social investigations; the evolution of social investigation, contemporary social investigations. Types of Research: A survey of literature, a survey of educational practices or opinions, case studies, socio-metric study of a population (individual, people, group, cohort, community and many others), problems, programmes, phenomena, society, culture and social interaction.. Complete census, pilot studies and sample surveys. Preliminaries to Research: Choosing a field research, background reading, formulating a title. The Planning of Surveys: Defining the topic, choosing the method, choosing the subjects (coverage), sample design and statistical techniques; making a pilot study.

DSS 306: Data Collection and Analysis (Research methodology)　　　(2　Units C: LH 30)

Learning Outcomes
At the end of the course, students should be able to:
1. describe the methods of data collection and the advantages as well as the disadvantages of each method;
2. discus the design, consistency checks, content validity and reliability of the instrument of data collection;
3. explain ethics of social enquiry, problems of rapport and non-response;
4. analyse socio-metric techniques in the study of small groups, scaling methods;
5. describe editing, coding and the problem of categorisation in data processing; and
6. utilise manual and machine tabulation as well as the use of computer packages.

Course Contents
Methods of Data Collection: Participant observation and non participant observation, the interview (structured interview and unstructured interview), the questionnaire (mailed questionnaire and collective questionnaire), narratives, oral history and many others. Advantages and shortcomings of each of the methods of data collection. Design of instrument of data collection. Content, wording, open and pre-coded questions; pre-testing and pilot surveys. Interviewing: the ethics of social enquiry; the interviewer and the respondents; the problem of rapport and non-response. The use of Projective Techniques: Socio-metric techniques in the study of small groups, scaling methods; introduction to experimental design. Data processing: editing, coding and the problem of categorisation. Tabulation: Manual and machine tabulation – the use of computer packages. Analysis: Interpretation and presentation of results – the research proposal and the research report.

DSS 307: Labour Force-Concepts, Measurement and Problems(2 Units C: LH 30)
Learning Outcomes
At the end of the course, students should be able to:
1. define the basic labour force concepts of unpaid family worker, marginal worker, unemployed person and many others;
2. explain the sources of labour force data;
3. compute and interpret working life tables for males and females;
4. estimate gross and net years of active life as well as estimate future labour force; and
5. describe the measures of economically active population, activity rates, unemployment, employment, underemployment, working life and manpower projection techniques.

New

Course Contents

The development of the labour force concepts: Basic concepts and problems of definition and those relating to specific groups - unpaid family worker, marginal worker, unemployed person and many others. Sources of Data: National – the population census, labour force sample Surveys. Establishment Surveys and many others: International – Bulletin of Labour Statistics and many others. Problems of comparability of Data on Economically active women. Demographic Measures of the Economically Active Population. Code Refined, Age-specific and standardized activity rate. Measures of Employment, Unemployment and Underemployment. Measurement of Working life. Working life tables for males and females. Gross and net years of active life. Estimation of future labour Force: Manpower projections.

DSS 308: Labour Force - theoretical Considerations   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:
1. discuss the demographic and economic factors influencing the labour force, size and growth;
2. explain the levels and trends of economic development and relative size of the labour force in developed and developing countries;
3. discuss the female participation in the labour force of developed and less developed countries;
4. identify peace and conflict resolutions mechanisms in volatile and vulnerable communities and work places; and
5. discuss manpower and labour, pension planning and workmen's compensation in governmental and non-governmental organization and agencies.

Course Contents

Demographic, social and economic factors in labour force size and growth. The effects of population growth, age-sex structure, fertility or birth rate, age-specific activity rates, migration, income, education and many others. on the size and growth of the labour force. Levels and trends of economic development and relative size of the labour force. Levels and trends of crude activity rates in countries at different levels of development. Economic structure of the labour force: regional variations and changes in the processes of economic growth. Female participation in the labour force: Substantive studies of the socio-cultural and economic determination (more developed and less developed countries). Changes in women's participation in the labour Force and the process of Economic Development: the U-Curve hypothesis, logistic trends of participation by females and many others. Peace and conflict resolutions; manpower and labour, pension planning and workmen's compensation.

DSS 309: Population and Cartography   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:
1. identify the types of population for enumeration exercise;
2. identify community landmarks and household characteristics;
3. describe the templates and application of EAD maps; and
4. explain the GIS components and operations in EAD exercises.

Course Contents

Types of population (regular population, institutional population and special population) for census (enumeration exercise), community landmarks and household characteristics. Maps and projections: ellipsoids. Cartographic projections; coordinate systems; types of scales.

Accuracy of maps symbolization. Construction of enumeration areas (EAs). Introduction to Geographic Information System (GIS). Characteristics and types of GIS data. Types of data. Concepts of data and information. GIS models. GIS components' inputs to GIS. GIS database design and organisation. Integration in GIS. Querying in GIS. GIS outputs and visualization. Accuracy of data and integration errors in GIS. Tessellation. Types of tessellation; overview of GIS computer packages, such as ArcGIS.

400 Level

SSC 401: Research Method II   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. prepare and present a research proposal;
2. collect and organise meaningful data;
3. conduct pilot study and write research report; and
4. apply appropriate statistics in data analysis.

Course Contents
Data collection and coding procedures. Analysis of data and relate these to the research objectives. Writing and discussing the research report.

DSS 401: Demographic Data Evaluation   (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. describe the assessment of demographic data with the methods of detection and prevention of errors;
2. discuss the methods avoiding and reducing errors;
3. explain the concepts of stationary, stable and quasi-stable population models;
4. compute and evaluate gross and net reproduction rates, mean length of female generation and replacement index; and
5. explain implications of these demographic concepts for national social and economic development.

Course Contents
Assessment of demographic Data: Detection of errors in population census and vital registration data. Topics include:- Methods of reducing these errors, Models of Population Growth. Familiarity with the concepts of stationary, stable and quasi-stable population models and their potentialities for demographic data evaluation and adjustment (without actual application), model age distribution and rate of growth. Explanation of the concepts of gross and net reproduction rate, mean length of female generation and replacement index.

DSS 402: Demographic Estimation   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the use of the stable, stationary and quasi-stable models in obtaining demographic parameters for areas with poor quality data;
2. apply brass and related techniques for computing fertility and mortality from current and retrospective data;

3. demonstrate effectively the use of the stable, stationary and quasi-stable models and population projections; and
4. explain the methods of constructing actual life tables and understand the uses of the tables in demographic estimation.

Course Contents
Introduction to estimation techniques: the use of the stable, stationary and quasi-stable models in obtaining demographic parameters for areas with poor quality data. Brass and other techniques for computing fertility and mortality from current and retrospective data. The life table: Methods of constructing actual life tables: the uses of tables (survival probability in demographic estimation). Population Projection: The nature and types of population projections, uses of population projections, general issues and principles – assumption, length of projection period, frequency and nature of revision. Projections of total population and sub-populations – mathematical and component projection methods of estimating population between census dates - interpolations.

DSS 403: Population Theories   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able:
1. distinguish between population thoughts and population theories;
2. identify the ancient, sacred and medieval writers on population;
3. discuss the ancient, sacred and medieval writings on population;
4. analyse the evolution of population theories from the population thoughts; and
5. explain the propositions of the modern theories on population and relate them to present day demographic situations.

Course Contents
The development of Population Theory. The ancient and medieval writings. Towards modern Theory: mercantilist; physiocratic and related views: The political arithmetic. Malthus and his Theory: the classical and neo-classical schools of economics and population theory. Socialists and Marxist Writings: Early Socialists, Karl Marx, Engels, Post Marxian Socialists. Contributions of other disciplines to population theory: Mathematical theories – the logistic law and related theories of population growth: Biological theories and sociological theories. The demographic transition theory. Optimum population theory. Social factors and fertility behaviour.

DSS 404: Population Trends and Policies   (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss implications of fertility and mortality levels and patterns for world population growth trends;
2. analyse the world population growth trends with particular reference to regions with extremes;
3. describe family planning knowledge and practice in relation to the 1965, 1969, 1974 and 1984 world population conferences mandate; and
4. explain the conditions under which the people live and the impact of technological change on the vulnerable people and the environment.

Course Contents
Population Trends: World trends, level and differentials. Implications of fertility and mortality levels and patterns. The role of migration in World population trends. Demographic-economic interrelationships and the world population "explosion" "momentum". Marriage trends and the birth rates; contemporary marriage trends in the west. Population Policies: Pro-nationalist, effectiveness of population policies. Family planning knowledge and practice. The 1965, 1969, 1974 and 1984 World Population Conferences. Progression towards World Fertility control. Specific area studies of population trends in the developing world with particular reference to the conditions under which the people live and the impact of technological change on the people and the environment.

DSS 405: Advanced Social Statistics I (2 Units C: LH 30)
Learning Outcomes
At the end of the course, the students should be able to:
1. explain the methods of data analysis on the differences, associations or relationships between/among population parameters in relation to the characteristics of the data; and
2. discuss Social Statistics as the science of data on the society, culture and social interactions.

Course Contents
The use of statistical procedures in demographic research. Types of demographic research. Hypotheses that could be tested by some of the procedures. The suitability of some of the procedures in studying differentials in response or behavioural patterns. The usefulness of some of the statistical procedures in studying relationships among population parameters. The suitability of some procedures in estimating values of demographic variables. Random variables – relationship to population models (such as, stable). Statistical estimation - Inferences about means and proportions such as, Test of significance of the difference between fertility levels of urban and rural populations. Examining differences reflect this among three or more means – Analysis of Variance – Different models (such as fixed, random and mixed, corresponding to different research designs. Detecting which means differ from the others–the Multiple Comparisons Procedures: Fishers' Least significant difference, Tukey's W. Procedure, Duncan's New Multiple Range and Schaffer's Method.

DSS 406: Advanced Social Statistics II (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. effectively apply correlation and regression as measures of association, difference and relationship for parametric data in social research; and
2. effectively apply chi square, phi coefficient, spearman rho, f-ratio (Anova) among others as measures of association, difference and relationship for non-parametric data in social research.

Course Contents
Simple Linear regression and Correlation – Properties of the least Squares estimators. Analysis of variance approach. Correlation. Multiple regression: The matrix approach to linear Regression model. OLS estimation, coefficient of determination, hypothesis testing and interpretation of coefficients. Analysis of covariance – Introduction (the need for the procedure in demographic analysis). Examination of a completely randomized design with one covariate, multiple covariates. Count Data and the Contingency Tables – the chi-square Test of Independence; Ordinal data and the use of non-parametric methods in demographic analysis.

New

DSS 407: Sexual and Reproductive Health   **(3 Units C: LH 45)**

Learning outcomes
At the end of the course, the students should be able to:
1. identify the reproductive health concerns of women;
2. discuss the social/modern family planning knowledge, attitude and; and birth control in traditional society;
3. explain child health and early childhood development;
4. describe ante natal and postnatal care;
5. analyse about female genital mutilation;
6. discuss the modern birth control types, suitability, effectiveness and acceptability; and
7. discuss the societal context of the prevalence of STDs.

Course Contents
Reproductive health concerns for women: Sexual violence, domestic violence, HIV/AIDS, Sexually transmitted diseases (STDs), Uterine fibroids and many others. Social aspects of family planning, Child health and early childhood development. Ante natal and postnatal care. Female genital mutilation. Birth control in historical perspective – birth control in traditional society; The spread of family planning practice in the West. Modern birth control techniques– types, suitability, effectiveness and acceptability in various regions of the world; Family Planning Programmes in the developing world, fertility and population trends.

DSS 421: Individual Research Project I and II   **(6 Units C: PH 270)**

Learning Outcomes
At the end of this course, the student will be:
1. familiar with the foci of social research; and
2. thorough with the research methodology of the long essay or project.

Course Contents
Each undergraduate is assigned to a supervisor who will only advise on and participate in every aspects of the fieldwork and the writing of the paper. The supervisor is expected to assess but not correct the paper. The undergraduate will, with the assistance, of the supervisor, select a research topic in this semester. Students who are eligible to offer the course must complete chapters 1 – 3 on Introduction, Literature Review and Methodology (including questionnaire). Students are to submit a typewritten copy of chapters 1 – 3 to their supervisors not later than the last week of the semester; this paper will be assessed and graded at the end of the semester. Students are expected to commence their fieldwork after their supervisors have approved their data collection instruments. Part II covers the Data Analysis and Report Writing. The paper should not be more than 15,000 words or less than 10,000 words. It will be designed to give the undergraduate in their final year an opportunity to put into practice their knowledge of the design and analysis of social investigations as a preparation either for graduate work or employment in establishments where such training is desirable. They will be permitted to use library materials including existing data in the department.

New

Minimum Academic Standards

Equipment

S/N	Item	Quantity	Remarks
1.	Laptops	10	4 laptops (1 for each level), 1 each for HOD's office, academic seminars, data lab, postgraduate committee, student library for internet access, Exam Committee.
2.	Projector	2	1 for Seminar room 1 Data Lab
3.	Projector Screen	2	1 for Seminar room 1 Data Lab
4.	Wireless Remote Control	2	1 for Seminar room 1 Data Lab
5.	Android device for electronic data collection	50	1 set for each student of an average of 100 students. Movement from Questionnaire to electronic device conforming to international standards.
6.	Furniture for data lab chairs (60)and tables (20)	60 20	Chairs Tables
7.	Desktop computer units	50	For practical courses on data analysis classes; short term workshops; data analysis services; and training.
8.	Office wall shelves for academic staff	18	1 in each office
9.	Refrigerators for offices	10	1 for each office

Staffing

Academic Staff

The NUC guidelines on staff/student ratio of 1:30 for the Social Sciences departments shall apply. There should be a minimum of six full-time equivalent of Staff in the department. There is need to have a reasonable number of Staff with doctoral degrees as well as sufficient industrial experience. All academic staff should have computer skills and it is expected that at least 70% of the academic staff should possess Ph.Ds. In addition, at least 20% of the academic staff should be Professors /Readers, 35 % Senior Lecturers and 45% Lecturers I and below.

There should be regular capacity building in data analysis, use of data analysis software, use of electronic data collection, use of demographic software:

Academic Support Personnel

Teaching Assistant/Demonstrators to help lecturers in the conduct of tutorials, practicals and field work. This category of personnel is not expected to be regular staff as they are to be paid on the basis of approved hourly rate.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate.

New

Library

Number of Books	For Each of the following Areas:
Two current demography and social statistics books	Fertility, mortality, morbidity, migration, nuptiality, environment and sustainable development, sexual and reproductive health, urbanization, cartography, ancient/mediaeval Population thoughts and modern theories on population, social research, computer application and programming, data evaluation and analysis, labour force.

Classrooms, Laboratories, Workshops and Offices Spaces

S/N	Item	Quantity	Remarks
1.	HOD's office	1	Furnished with chairs, tables, wall shelves, settee, window blinds, a/c, tv and toilet facilities/conveniences
2.	Departmental Office	1	Furnished with chairs, tables, wall shelves, settee, window blinds, a/c, tv and toilet facilities/conveniences
3	Conference room	1	Large enough to accommodate teaching and non-teaching departmental staff for meetings and conferences
4	Professor's office	For each professor	Large office space furnished with chairs, tables, wall shelves, settee, window blinds, a/c, tv and toilet facilities/conveniences
5.	Reader and S/L	For each Reader and S/L	Adequate office space furnished with chairs, tables, wall shelves, settee, window blinds, a/c, tv and toilet facilities/conveniences
6.	LI, LII and A/L	1 for pairing	Adequate office space furnished with chairs, tables, wall shelves, settee, window blinds, a/c, TV and toilet facilities/conveniences
7.	Coffee room	1	Furnished with chairs, tables and conveniences
8	Lecture theatre	3	300 seater furnished with chairs, tables, a/c and toilet facilities/conveniences
9.	Data Lab	1	For practical courses on data analysis classes furnished with chairs, tables, a/c and toilet facilities/conveniences.
10.	Class rooms	10	Furnished with chairs, tables, a/c and toilet facilities/conveniences

The NUC recommends the following physical space requirement:

		m^2
Professor's Office	-	18.50
Head of Department's Office	-	18.50
Tutorial Teaching Staff's Office	-	13.50
Other Teaching Staff Space	-	7.00
Technical Staff Space	-	7.00
Secretarial Space	-	7.00

New

B.Sc. Development Studies

Overview

Development Studies deals with changes in how society works and the way in which these changes support or limit the greater realization of human potential. Although the programme concentrates mainly on issues that are particularly relevant to developing countries with emphasis on how economic, environmental, social and political processes interact, it has recently expanded its frontiers to cover diverse South North relations in our rapidly globalizing World. The programme specifically draws on the scientific traditions from four different disciplines i.e., Sociology, Economics, Political Science and Human geography. The programme offers a rich and coherent basis for understanding the processes and solutions to the problems of development. The programme is generally a multidisciplinary field of study concerned with the issues, problems and policy options facing the developing world such as inequality, poverty, hunger and wellbeing. Areas within the profession of Development Studies encompass poverty and development, industrial development, trade and globalization, population and development, and environment and development.

Philosophy

The philosophy underlying BSc. Development Studies programme is to produce a crop of graduates equipped with appropriate knowledge to make their contribution to the development of Nigeria, Africa and the global community in the field of Social Sciences in general and in the various sub-fields of Development Studies in particular.

Objectives

The overall aim of Development Studies degree programme is to impart relevant knowledge and skills needed to enable candidates to analyse and engineer development both as a concept and in practice within the socio-economic, political and resource contexts of a given society. The Development Studies Programme is aimed at developing skills to enable its graduates to:

1. acquire a wide array of relevant theories and methods in development studies;
2. cultivate the ability to apply their knowledge and skills in development studies to the understanding and solution of societal problems in Nigeria and elsewhere;
3. internalize the relevant knowledge and skills base from which they can proceed to further studies in special areas of development studies;
4. recognise the importance of development studies in contemporary national and global affairs;
5. deploy a range of useful competencies for employment, whether public, private or self-employment;
6. have a sound knowledge of development terminology and develop their understanding of the interrelationship of development at local, national, regional and international levels;
7. learn techniques for effective political interaction and community participation necessary for planning and technological development process; and
8. identify short- and long-term policies for sustainable development.

Employability skills

Employability skills to be acquired from the programme include:

1. skills in development planning including ability to produce a draft Development Plan;

New

2. skills to work as development consultant after period of internship;
3. possesses skills as officer/manager of development projects;
4. possesses the ability to work as socio-economic and marketing researcher;
5. skills as monitoring and impact evaluation expert;
6. team up with others in community development engagement; and
7. acquired skills to partner in municipal planning assignment.

21st Century Skills

The 21st century skills of the programme are:
1. team work relevant in technical programmes job like Agriculture, ICTs, Engineering, Medicine, Business, Mining and Climate change and many others;
2. research skills and practices learnt in the Bachelor of Development Studies are highly sought after by a broad range of employers including international aid organizations, consulting firms, and local, state and federal government departments; and
3. global awareness acquired for development advocacy for local and international NGOs.

Unique Features of the Programme

The unique features of the programme are:
1. project design and management;
2. better negotiators, capable of understanding complex issues;
3. strong management and communication skills;
4. advocacy;
5. decision making;
6. interpersonal communication;
7. guiding public and private sector on issues relating to social, economic and political change and reform, empowerment, sender main streaming, and development communication among other fields;
8. the qualification equips students with skills and understanding of different theories, practice and activities which are useful to facilitate holistic and integrated focused development;
9. development facilitation;
10. environmental planning; and
11. development communication.

Admission and Graduation Requirements

Admission requirements

For a four-year programme:
In addition to UTME score, the candidate should possess a Senior School Certificate with at least five credit passes including Mathematics, English Language and Government, and any other two social science subject, at not more than two sittings.

For the three-year programme: candidates for Direct Entry admission shall possess five credits in Senior School Certificate, of which at least two shall be at Advanced Level, provided that such passes are not counted at both levels of the examination. For emphasis, credit passes in English Language, and Government or any other social science subject are required.

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Graduation requirements

To graduate from the programme, students must have:
1. obtained 120 units for candidates who entered the university through UTME;
2. obtained 90 units for candidates who entered the university through direct entry;
3. spent minimum of eight semesters and maximum of twelve semesters for UTME candidates; and
4. spent minimum of six semesters and maximum of ten semesters for direct entry students;

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication Skills in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	
DES 101	Introduction to Development Studies	2	C	30	
DES 103	Economics for Development Studies	2	C	30	
POL 101	Introduction to Political Science	2	C	30	
SOC 101	Sociology and Culture in Development	2	C	30	
DES 104	Psychological Perspectives on Development	2	C	30	
MGS 101	Elements of Management	2	C	30	
	Total	**16**			

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	
ENT 211	Entrepreneurship and Innovation	2	C	30	
SSC 202	Introduction to Computer and its Application	3	C	45	
DES 201	Development Theories and Practices	2	C	30	
POL 203	Nigerian Government and Politics (adopt synopsis for Pol. Sci.)	2	C	30	
ACC 202	Development budget and Financing	2	C	30	
DES 207	Non-Governmental Organisations, Development and Change	2	C	30	
DES 202	Applied Statistics for Development (adopt synopsis for Statistics)	2	C	30	
DES 204	Basic Accounting (adopt synopsis for Accounting)	2	C	30	
ECO 206	History and Structure of Nigerian Economy (adopt synopsis for Economics)	2	C	30	
	Total	**21**			

New

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	
ENT 312	Venture Creation	2	C	30	45
SSC 301	Innovation in the Social Sciences	2	C	30	
SSC 302	Research Method I	2	C	30	
BUS 326	Business Communication	2	C	30	
DES 303	Development Policy and Planning	2	C	30	
DES 305	Gender and Development	2	C	30	
DES 307	Supervised Field attachment	2	C	30	
DES 302	Research Methods	2	C	30	
DES 304	Project Management, monitoring and evaluation	2	C	30	
DES 306	Community and Rural Development	2	C	30	
DES 308	Development Economics	2	C	30	
	Total	**24**			

400 Level

Course Code	Course Title	Units	Status	LH	PH
SSC 401	Research Method II	2	C	30	
DES 401	Research Project	6	C		270
DES 403	Globalization and development	2	C	30	
DES 405	Ecology and Sustainable Development	2	C	30	
SOC 409	Sociology of Development	2	C	30	
DES 402	Issues in Social development	3	C	45	
DES 404	International Relations and Development	2	C	30	
DES 407	Informal sector in Nigeria	2	C	30	
POL 401	Development Administration	2	C	30	
	Total	**23**			

Course Contents and Learning Outcomes

100 Level

GST 111: Communication Skills in English   **(2 Units C: LH 15; PH 45)**
Learning Outcomes
At the end of this course, students should be able to
1. identify possible sound patterns in English language;
2. list notable language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

The sound patterns in English Language will be considered. These will include vowels and consonants, phonetics and phonology). In addition, the English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations) will be considered. Thereafter, the course will examine the nature of the sentence in English especially in terms of its types such as simple, complex and compound sentences. Besides, the structure and function of the different types will be examined. The course will equally examine the issue of grammar and usage especially in relation to the subjects of tense, mood, modality and concord, and the aspects of language use in everyday life. Moreover, the course will focus on the important subjects of logical, critical thinking, and reasoning methods. Under this category the discussion will dwell on the issues of logic and syllogism, inductive and deductive arguments and reasoning methods, analogy, generalisation and explanations, ethical considerations, copyright rules and infringements. There will practical activities which will involve sufficient writing activities including, pre-writing, writing, post writing, editing and proofreading, brainstorming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making and mechanics of writing. The last part of the course will examine the nature of comprehension strategies such as reading and types of reading, comprehension skills including the 3RsQ. The discussion will be extended to the subject of information and communication technology in modern language learning. Thus, the language skills for effective communication will be examined. This will involve a consideration of the major word formation processes. Writing and reading comprehension strategies will be considered. The skills required for meaningful presentation, and the art of public speaking and report writing.

GST 112: Nigerian Peoples and Culture   (2 Units C: LH 30)

Learning Outcomes

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

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of trade, economic and self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian state towards nation building;
6. analyse the role of the judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence).Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social

New

vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

DES 101: Introduction to Development Studies (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. apprise the challenges facing the developing world and also the relevant strategies required to address them;
2. identify the current political landscape and its importance in addressing socio-economic problems;
3. explain the characteristics and nature of development;
4. discuss the historical overview of the term development studies;
5. analyse some development and growth theories;
6. examine the applicability of these development and growth theory to the African nations, especially Nigeria;
7. explain the linkages between colonization and industrialization; and
8. proffer solution to problem of industrialization in Nigeria.

Course Contents
Meaning and importance of Development Studies, colonization industrialization and Development, Gender issues in Development, overview of Development theories. Introduction to planned change. National development planning. Types of development planning. Development planning and implementation in Nigeria. Challenges of development planning in Nigeria. Development plans and performance. Development planning and state priorities. Development and economy.

DES 103: Economics for Development Studies (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. define what is economics and the basic economic problems;
2. distinguish between microeconomics and macroeconomics;
3. explain how choice end up determining what, how and for whom goods and services get produced;
4. explain how prices and output in an industry are determined, and why firm enter and leave industry;
5. describe and explain how microeconomic models can be used to consider fundamental economic choices of households and firms;
6. explain how macroeconomic models can be used to analyse the economy as a whole; and
7. interpret and use economic models, diagrams, and tables and use them to analyse economic situations.

Course Contents
Scope and method of Economics, consumer and producer theories and market equilibrium. household behaviour; firm behaviour and market; production profit maximising firms. Cost and revenue function cost minimising equilibrium condition. Types and characteristics of

markets. Public goods and externalities introduction to macroeconomics, the role of government in the economy. The key sectors of the economy, national income accounting concepts of GDP, GNP and national income. Approaches to GDP calculation. Money in the modern economy. Inflation, the international economy, terms of trade, exchange rates, trade barriers, balance of payments.

POL 101: Introduction to Political Science   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. identify the key conception political science such as politics, power, authority, influence, state, nation and many others);
2. assess the nature, form and character of politics;
3. list the contributions of the founding/leading scholars of political science;
4. differentiate between political science as a field of study and politics as an art or practise;
5. explain the relationship among the various concepts in political science and many others; and
6. discuss the relationship between political science and other fields of study (other social sciences, humanities and the natural sciences).

Course Contents
The nature of politics. Issues of political discourse and practice. Language and basic concepts of Politics. Methods of Political Science. Approaches to the study of politics; the 'science' or 'art' of the discipline; nation, state and society; power, authority and influence, constitution and constitutionalism, political culture and political socialisation and many others.

SOC 101: Introduction to Sociology   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. distinguish between the two revolutions of the 18th century;
2. discuss the founding fathers and the emergence of sociology as a discipline;
3. identify the basic analysis and description of social structure and dynamics of human society;
4. explain the relationships between sociology and other social sciences;
5. define the basic terms and concepts of sociology, culture and the processs of socialisation; and
6. define key concepts in sociological discurse.

Course Contents
Analysis of the connection between the Industrial and Political revolutions which occurred in the 18th century, the attempts by the founding fathers of Sociology to produce a science of society and emergence of Sociology. The difference between sociology and other social science subjects; Introduction to basic concepts of Sociological analysis such as roles, status, society, culture, culture contact and many others: The social structure and its dynamics: The process of socialisation and use of its products to channel behaviour towards certain directions while barring others simultaneously.

New

DES 104: Psychological Perspectives on Development   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. define human behaviour theoretically and operationally;
2. explain how human behaviour is influencing the process of development across the globe;
3. develop an insight on how psychological theories impact sustainable human development; and
4. identify the psychological barriers to development.

Course Contents

The concept of human behaviour and development. Theories of human development. Biological, psychodynamic, behavioural, social learning, humanistic, interaction of human behaviour and development. Application of theories to health, education, social care and early years settings. Social - psychological perspectives of development. Psychological barriers to development.

MGS 101: Elements of Management   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. describe the primary functions of management and the roles of managers;
2. identify the work of major contributions to the field of management;
3. explain the components and considerations for strategic management;
4. enumerate the process and techniques of individual and group decision – making;
5. identify common organisational structures and the advantages and disadvantages of each;
6. describe current trends and challenges in human resource management;
7. appraise the importance of employee motivation and how to promote it; and
8. describe current trends and challenges in global business management.

Course Contents

Basic concepts in management. Management principles, functions of the manager. Planning, nature and purpose the organizing function. Selecting of employees and managers. Appraisal of managers, management development. Nature of directing, motivation, leadership, controlling. The control process, control technique. The Nigerian environment. Management problems in Nigeria, challenges of indigenization. Transferability of management system.

COM 101:   Intro to Computer Science   (2 units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:
1. trace historical development of computing to the current programmes in the discipline;
2. distinguish the salient characteristics of the different programmes of the computing discipline;
3. identify the roles and applications of computers and computing in different areas of human endeavour;
4. identify and explain the basic components of a computer system;
5. develop basic literacy on the use of computer systems;
6. develop competence on the use of common office productivity applications; and

New

7. make purposeful use of the internet for information gathering, learning and continuous professional development.

Course Contents
Historical perspective of computing sciences. Characteristics of each program in computing sciences. The nature of hardware, software, and human resources and their integration and application in business and other segments of society. Te nature of information processing and its roles in society. Lab assignments applying operating system, and several commonly used applications, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and on-line resources, browsers, and search engines.

200 Level

GST 212: Philosophy, Logic and Human Existence   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically asses the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents
Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character moulding and many others.

ENT 211: Entrepreneurship and Innovation   (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of this course, students should be able to:
1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;

New

7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship).Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker).Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking).Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation).Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and join ventures).Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship).Basic principles of e-commerce.

SSC 202: Introduction to Computer and its Application   (3 Units C: LH 45)

Learning Outcomes

At the end of the course, the students should be able to:
1. explain the history of computing sciences;
2. discuss in detail the different computing programs and their characteristics;
3. evaluate different computer applications; and
4. apply search engines to source on-line resources.

Course Contents

Historical perspectives of computing sciences that gave birth to the different programs. Characteristics of each program in computing sciences. Hardware, Software; and human resources; Integration and application in business and other segments of society. Information processing and its roles in society. laboratory assignments using the PC's operating system, and several commonly used application software, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and on-line resources, browsers, and search engines.

DES 201: Development Theories and Practice   (2 units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:
1. discuss the main features of developing countries;
2. explain strategies for development based on balanced and unbalanced growth;
3. evaluate the contested meaning of the term 'development';
4. identify the distinct implications for policy, academic work and social activism that different theories of development imply; and
5. appraise the power relations - local, national and global that shape the creation and propagation of different theories of development.

New

Course Contents
Theories and models of development; several broad areas of development theory i.e. classical political economy modernization theory, dependency theory, neoclassicism, Marxism, post colonialism, feminist theories and theories of sustainable development.

DES 202: Applied Statistics for Development   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. make effective utilization of the relevant statistical tools in conducting empirical researches in the area;
2. recognize discrete probability distribution functions generally;
3. calculate and interpret expected values;
4. create and interpret frequency table;
5. appreciate the importance and scope of statistics; application and limitations of social statistics, the use of statistics in social sciences;
6. apply various types of sampling methods to data collection;
7. recognize, describe and calculate the measures of the centre of data; mean, median and mode;
8. recognize central limit theorem problems;
9. differentiate between type i and type ii errors; and
10. describe hypothesis testing in general and in practice.

Course Contents
Introduction to statistics, use of statistics in everyday life, distributions and comparison types and techniques of data presentation percentages, ratio. Measures of central tendency. Graphic presentations, measures of association. The mean, mode and other measures central tendency. The standard deviation and other measures of dispersion.

POL 203: Nigerian Government and Politics   (2 units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. describe the evolution of federal system in Nigeria; intergovernmental relations, politics of resources control, revenue allocation and restructuring; and
2. appraise the general politics and other frameworks governing the operation of Nigerian politics and institutions.

Course Contents
Factors that have shaped Nigerian government since independence. Colonial rule and relations with traditional institutions. Politics of decolonization, constitutional development. The civil war, military rule, and democracy and its challenges. Issues of national integration. Federal arrangement and division of powers. Critical issues in Nigerian politics i.e, colonialism, nationalism and independence General politics, economic and social frameworks within which Nigerian politics and the governmental institutions develop and function.

ACC 201: Basic Accounting (2 units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. explain the nature and basis of government accounting;
2. describe the five basic components of accounting system, components of balance sheet, the 3 golden rules of accounting; the 2 main accounting system; elements of accounting and financial reporting; and
3. gain skills in the classification and interpretation of ledger accounts and two column three column cash books.

Course Contents

Definition and Principles of accounting. Its history, basic types, uses of accounting statements, ledger entry, ability to prepare financial statements. Major branches of accounting; principle of double-entry. Journals. Cash book, classification and interpretation of ledger accounts. Balancing of accounts. Scope of accounting. Nature of business transactions. Preparation of cash book and two column and three column cash book. Posting to the ledger accounts and extraction of simple trial balance. Trading, profit and loss account and balance sheet. Double entry principles. The trial balance. Identification and correction of errors in the ledgers. Prepayment and accruals. Joint venture accounts.

ACC 202: Development Budget and Financing (2 units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. explain the concept of development budget;
2. mention and explain the 5 steps to budget process;
3. describe the importance of budgeting in development process; financial budget and its rudiments;
4. identify and explain financing budget plan template to govern expenditure; and
5. explain the basic concepts in budgeting procedures and funds control in public sector institutions.

Course Contents

Various sectors of development, sectorial allocations of funds, sources of funds. Government budget financing. Historical perspective of budget performance in Nigeria. Sources of funds for development, issues in development budgeting and financing. Organization of government for financial management; the functions and responsibilities of chief executive and accounting officers'. Nature and basis of government accounting. Structure of government accounting in Nigeria. The treasury and audit departments. Consolidation revenue fund. Capital and development fund. Treasury accounting system planning and control of public funds. Budgeting procedures. Application of costing methods.

ECO 206: History and Structure of Nigerian Economy (2 units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. outline the essential features and profile the Nigerian economy before and after independence, explain the basic concepts of economic structure and concepts;
2. discuss the evolution, structure and contribution of agricultural and industrial sectors to economic development before and after independence in Nigeria;

New

3. appraise the challenges and prospects of the agricultural and industrial sectors in Nigeria; and
4. evaluate the effectiveness of some Nigerian government plans, policies and programmes to economic structure and development.

Course Contents
Analysis of development in the pre-colonial and postcolonial periods with regards to development of economic and social organization, role of agriculture, industry. Banking and international trade in Nigeria economic development, Structural Adjustment Programme (SAP), National Economic Empowerment and Development Strategies (NEEDs). Growth of income, employment, wages and prices. Contributions of sectors of the economy to national output and relationship among these sectors. Roles of multinational corporations in the development of the economy.

DES 207: Non-Governmental Organizations, Development and Change (2   Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain different definitions and typologies for the NGOs sector;
2. critically evaluate the different roles NGOs play in promoting civil society ;
3. and the private sector, in service provision, in post-emergency rehabilitation and advocacy work;
4. identify major challenges facing NGOs in terms of their multiple relationships with other NGOs, donors and communities and critically analyse the implications of these challenges; and
5. discuss and evaluate possible future directions for NGOs development.

Course Contents
Definitions and typologies for the NGO sector. The roles of NGO in civil society and the private sector. In service provision. In post emergency rehabilitation and in advocacy work. Relationships amongst NGOs and between NGOs and donors and communities. Capacity building for NGOs and of other development organisations; future direction for NGO development.

COM 201:   Computer Applications   (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. create text files, spreadsheets and presentations;
2. effectively manage images and data;
3. effectively use the internet; and
4. apply computer languages and programming.

Course Contents
Word processing and preparation of power point presentations. An introduction to the basics of data cleaning, presentation and analysis (cross tabulation of variables, ANOVA, independent t-test, correlation, and regression) using statistical packages such as SPSS and STATA.

300 Level

GST 312: Peace and Conflict Resolution   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course Contents
Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes and many others. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and many others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue   b). Arbitration,   c). Negotiation   d). Collaboration and others. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b) The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation   (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of this course, students, through case study and practical approaches, should be able to:
1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

New

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research).Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition).Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,).Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy. Digital Business and E-Commerce Strategies).

SSC 301: Innovation in the Social Sciences   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. enumerate innovative ideas that borders on societal problems;
2. apply social science knowledge to research on public and private sectors;
3. design techniques for proposal writing;
4. appreciate social and human welfare services; and
5. analyse models for establishing family and community development.

Course Contents

Identifying Innovative ideas in dealing with Societal Problems and Environmental Issues. Establishing and mobilising resources for establishing enterprises through which social science knowledge can be applied to social research for public and private sectors; social and human welfare services such as care for children and the elderly, training consulting services; Proposal writing techniques for grants, Managing grants. Models for establishing Family Social Health Centres, Community Gender Balancing Units, and Community Development Management Units. Social Sciences and innovation in technology and Patenting new ideas.

SSC 302: Research Method I   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. explain the concept and scope of research methods;
2. itemise in detail procedures for conducting a research;
3. discuss the principles guiding research; and
4. identify types of research – experimental non-experimental and quasi-experimental research.

Course Contents

Introduction to Social Science research protocol with particular emphasis on proposal development; literature review (conceptual, empirical and theoretical framework), ethnography of the study area statement of the research problem, sampling procedures and methods of data collection and instruments.

BUS 326: Business Communication   (2 units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. explain various aspects of organisational communication;
2. acquire the necessary skills essential for successful communication in day-to-day interactions;
3. improve their vocabulary and technical English writing skills; and
4. discuss the intricacies of organisational communication.

Course Contents

Introduction to Business environment and communication. Verbal and non-verbal communication. Formal and informal communication in organisation, corporate communication. Legal and ethical issues in communication. Communication across cultures. Working and communicating in terms. Essentials of grammar. Tricky grammatical choices. Effective pronunciation. Loan words. Foreign words. Word formation. Neologisms. Vocabulary building exercises. Varieties of English. English idioms and idiomatic expressions. The job process, focus of job interviews. Guidelines for preparing writing. Improving writing skills.

DES 302: Research Methods   (2 units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. identify and explain methods of value free enquiry;
2. discuss appropriate theoretical framework specific research topic; and
3. explain the instrument of gathering information, processing the information and hypotheses testing.

Course Contents

Introduction to research methods, operationalization and measurement, hypothesis testing, questionnaires and instrument design, field work and data collection, data analysis, statistical applications, presentation of findings. Report writing for different types of research.

DES 303: Development Policy and Planning   (2 units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. discuss Nigeria's planning experience under various national development plans and major obstacles to plan implementation in the country;
2. explain the current transformation agendas of the government for sustainable development;
3. appraise the workings of basic decision models use in development planning; and
4. identify the basic types of development planning and their applicability to the existing realities of most developing countries.

New

Course Contents

Concept and principles of development planning. Models of development planning. National development planning. The planning process. History of Nigeria's development planning. Planning implementation. Transformation agenda. Types of development planning. Development planning in Nigeria. Development plans and performance. Development planning and state priorities. Planning and overall development. Factors which aid/inhibit development planning decision models.

DES 304: Project Management, Monitoring and Evaluation (2 Units C: LH 30)

Learning Outcomes

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

1. identify the main components of project management, monitoring and evaluation with a view to developing sound indicators for better results and efficiency in resource utilization;
2. manage projects effectively including the management of scope, time, costs and quality, ensuring satisfying the needs for which the project was undertaken;
3. apply processes required to manage the procurement of a project including acquiring goods and services outside the organization;
4. manage project risk, including identifying, analysing and responding to risk;
5. apply project management practices in a variety of organisational and international setups; and
6. practice interpersonal skills to manage the human resources of a project including organizing, managing and leading the project team, using effective strategies to influence others, manage conflict and leads teams to successful project completion.

Course Contents

Definition of project and relations to program. Types of projects. Approaches to project management. Issues of leadership and supervision. Monitoring and evaluation, types of monitoring. Indicators of performance. Issues of funding and timelines. Projects and funders.

DES 305: Issues in Gender and Development (2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate an understanding of the history of gender and the division of labour by sex;
2. describe the institutionalization of gender in politics, economics, language, family and other areas;
3. discuss the key concepts and terminology commonly used in gender and development studies;
4. explain how and why feminist theories are relevant to the study of development;
5. distinguish between and critically engage with different feminist theoretical approaches to development and identify which they believe to be most relevant;
6. discuss the ways in which development as theory and practice is gendered and the potential implications of this 'gendering;
7. identify and discuss the six main theoretical approaches of gender and development; and
8. appraise the meaning and significance of gender gap and other patterns of gender inequality and its effect on development processes.

New

Course Contents

Participation of men and women in the development process. Gender dimensions of development theory, policy and practice. Contemporary approaches to gender and development. "Gender mainstreaming" in international development. Sexual and gender based violence. Reproductive and sexual health. Gender and women's participation in agriculture, in the modern economic sector and in politics. Impact of non-participation and poverty. Gender and poverty in Nigeria. Gender policy in Nigeria. Issues and challenges of gender policy implementation.

DES 306: Community and Rural Development   (2 units C: LH 30)

Learning Outcomes

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

1. explain the importance of community development as an instrument of rural development, the theory and practice of community development, and problems of development at the community level;
2. define and state the principle of community development;
3. define and name some perceived goals of community development;
4. mention the salient character treats of a community leader; and
5. discuss the principle of felt-need in community development.
6. define the term integrated rural development and explain its implication on employment and welfare in rural areas;
7. explain how social change contribute to socio-economic in the rural areas; and
8. discuss the concept of self-help and how the concept help in addressing youth unemployment in the rural areas.

Course Contents

Principles and approaches to community development. Community mobilization and self-help. Defined needs and resource mobilization theories of community development. Community development and external assistance. Areas beyond the needs of the community. Community development in rural and urban areas. Issues and challenges. Micro approaches to social change. Models of Rural/Agricultural development and their relevance to Nigerian situation. Problems of institutions and infrastructural community. The future of rural communities in Nigeria.

DES 307: Supervised Field Attachment   (2 Units C: PH 90)

Learning Outcomes

At the end of the course, the students will be prepared for the tasks they are expected to perform on completion of their training.

Course Contents

Students are required to undergo supervised field attachment where they will apply approaches and methods learnt. A period of one semester is suggested. On completion, they would be required to bring back written report from their primary supervisor in the organization where they were placed.

New

DES 308: Development Economics   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the basic functions of resource management and basic economic theories on economic growth and development;
2. demonstrate the ability to apply the tools of economic analysis to the problems and challenges facing less-developed countries;
3. explain why some countries have been able to go through a process of economic and human development while others were not;
4. discuss the role that international trade, foreign investment and foreign aid plays in development processes; and
5. appraise strategies for developing the key sectors of the Nigerian economy; relevant development issues pertaining to sourcing investment, capital formation and global best practices on international trade will be learnt by the students.

Course Contents
Meaning, measurement, characteristics of developing countries. Human development index. Theories of Economic Development. Harrod-Domar, Lewis, Todaro and Solow models. Approaches to Economic development. Dualism and circular causation theories. Capital formation, strategies for developing agriculture, industry and trade, optimal industrial development strategies. Theories of development. Characteristics of developed, and developing countries. Dualism and unbalanced growth. International trade and trade deficits. Role of international organizations in fostering development of developing economies. Policy issues in developing nations. Case studies.

400 Level

SSC 401: Research Method II   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. prepare and present a research proposal;
2. collect and organise meaningful data;
3. conduct pilot study and write research report; and
4. apply appropriate statistics in data analysis.

Course Contents

Data collection and coding procedures. Analysis of data and relate these to the research objectives. Writing and discussing the research report.

DES 401: Research Project   **(6 Units C: PH 270)**

Learning Outcomes
At the end of the course, the students should be able to:
1. identify and explain the nature, importance and essential features of social development and its role in nation building;
2. explain the indicators of human development and the close nexus between economic development and human development, and
3. discuss about sustainable development and its role in economic development.

New

Course Contents
The student is required to choose a researchable topic and apply theories/concepts and methods learnt to undertake the research under the supervision of an academic staff. It is expected that the study will include field work and original data which will be collected, analysed and presented in a way as to respond and answer the research question and achieve the study objectives. Presentation of research report.

DES 402: Issues in Social Development   (3 units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. carry out a substantial research - based project;
2. demonstrate capacity to improve student achievement, engagement and retention;
3. demonstrate capacity to lead and manage change through collaboration with others;
4. analyse data, and synthesize research findings;
5. report research findings in written and verbal forms;
6. use research findings to advance development theory and practice;
7. undertake research independently; and
8. demonstrate a capacity to communicate research results clearly and comprehensively.

Course Contents
Infrastructure in urban and rural areas. Agriculture and issues of inputs, marketing of produce and preservation. External trade relations between Nigeria and other countries. Natural resources and development. Communal conflict; the role of the state in development process. Exploring how human interactions are influenced by individual, collective and structural forces such mental health, education, economic conditions, issues of social policy and social action. Social work and diversity and equity.

DES 403: Globalization and Development Issues   (2units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. analyse the growing international flows, the expansion of global market economy;
2. explain the globalization of culture and politics and the relationship between local, national and trans-national processes;
3. discuss current research issues concerning development and globalization;
4. apply basic sociological concepts and theories to analysing issues related to globalization process;
5. evaluate the effects of globalization on various groups, including families, women, children and religious groups;
6. identify the main reasons that have caused globalization coupled with its attendant impact on development among different countries of the world; and
7. appraise the relationship between development and globalization.

Course Contents
The concept of globalization, its origins and dimension in various regions. Globalization in Nigeria. Regional integration in Africa. ECOWAS. Impact of globalization on the market for commodities and manufactured goods. Globalization and labour migration. International agencies and development. Specific focus on the International Monetary Fund, World Bank and World Trade Organization (WTO). Major political, economic, social and environmental issues. Confronting the global community. Evaluation of demographic economic and ethno-

New

national dimensions of the development. Millennium Development Goals, climate change, demographic transition and health policies.

DES 404: International Relations and Development　　　(2 units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the historical development of international relations;
2. appraise the connection between international relations and development;
3. identify comprehensive paradigm of multi-disciplinary nature of international relations;
4. demonstrate adequate knowledge to proceed with the studies at the postgraduate level;
5. communicate effectively and fluently on development issues pertaining to international relations; and
6. explain the intricate relationships among politics, economics and law and how do that affect the development processes.

Course Contents
Interconnections among politics, economics and law and their influence on global development. Analysing foreign policies of countries. Challenges facing developing and developed countries in the fight against global poverty. The relations between the global north and south. How colonialism and capitalism have shaped the contemporary world. Global poverty and inequality. Impact of globalization on different parts of the world. International distribution of power at the global, regional and national levels.

DES 405: Ecology and Sustainable Development　　　(2 units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. provide an insight on emerging issues on environmental management in light of climate change;
2. discuss issues relating to disaster and displacement and rehabilitation mechanism; and
3. identify and apply various methodological approaches through the practical knowledge acquired.

Course Contents
Concepts of ecology, sustainability, NRM, livelihood, culture and sustainable development. Cultural ecology and ethno-ecology, theoretical and methodological approaches in NRM. Climate change, national calamity and social adaptation; disaster issues; indigenous knowledge and natural resource management. Depletion of natural resources and livelihood. Policy and natural resource management. Water, forest, mining and land; gender and livelihood displacement and rehabilitation.

POL 401: Development Administration　　　(2 units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the nature, scope and importance of development administration;
2. discuss elements of Development Administration; and
3. explain issue of developmental and non-developmental dichotomy of development administration.

Course Contents

Historical background of development administration; classical and neoclassical approaches to development administration; the meaning and machinery of development administration in terms of scope, and objectives as reflected in types of development planning rural and community development; strategies for administrative restructuring and policy adjustments; structural adjustment and problems of developing countries; finance and problems of resource administration; public enterprise management; the concepts of privatization and commercialisation.

SOC 409: Sociology of Development   (2 Units C: LH 30)

Learning Outcomes

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

1. discuss the meaning and importance of socialization and its importance in social setting;
2. identify major determinants of social stratification and its role in community development;
3. explain the concept of development; its major components and the social processes involve in its realization;
4. explain the relationship between economic growth and economic development and factors militating against them;
5. identify and explain the major theories of development and their respective applicability to existing realities of most developing nations;
6. define and differentiate between race, ethnicity, majority/minority/groups stereotypes, prejudice and discrimination;
7. describe the social and interpersonal impacts of family challenges;
8. define globalization and describe its manifestation in modern society;
9. discuss the evolution and role of the media in society; and
10. describe the growth of cities and the process of urbanization.

Course Contents

Socialization, culture, social construction of knowledge, inequality, race and ethnic relations and political sociology. Socio-economic implications of development; relationship to poverty; family structure. The nature, impact and relationship of the state to the process of development in colonial and post colonial contexts. The role of international financial institutions.

Minimum Academic Standards

Equipment

S/No.	Description of Items	Quantity
1.	Laboratory with a capacity of 60 students	1
2.	Desktop Computers	40
3.	Laptop Computers (for the tutors)	2
4.	Complete set of Project	1
5.	Complete set of Electronic Board	1
6.	White Board	1
7.	Inverter	1
8.	Data Bank	1
9.	Extension Cables	10
10.	Photocopier	1
	STATISTICAL ANALYSIS SOFTWARES	
11.	Internet facilities	
12.	SPSS (Multiple user)	1
13.	EViews (Multiple user)	1
14.	Online Data bases	
15.	Statistics e-books	
	FURNITURE	
16.	Chairs (single seater)	40
17.	Complete Office Desk	1

Staffing

Academic Staff

There should be a minimum of six full-time equivalent of Staff in the department. There is need to have a reasonable number of Staff with doctoral degrees as well as sufficient industrial experience. The NUC guidelines on staff/student ratio of 1:30 for the Social Sciences departments shall apply. All academic staff should have computer skills and it is expected that at least 70% of the academic staff should possess Ph.Ds. In addition, at least 20% of the academic staff should be Professors /Readers, 35 % Senior Lecturers and 45% Lecturers I and below.

Academic Support Personnel

Teaching Assistant/Demonstrators to help lecturers in the conduct of tutorials, practicals and field work. This category of personnel is not expected to be regular staff as they are to be paid on the basis of approved hourly rate.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate.

Library

At least 2 core recent recommended text books in each area of development studies. Recent Journals as many as possible covering all the areas of development studies. There must be a functional and visible e-library with subscription to relevant on-line databases.

New

Classrooms, Laboratories and Offices

At least 4 dedicated classroom spaces, each with a capacity of 150 seats should be made available for the programme, in addition to one Lecture Theatre.

There should be at least 10 well-furnished office spaces to accommodate the office of the Head of Department, Departmental Secretary, general office and the 6 lecturers for the programme.

The furnishing should include the following items; file cabinet, refrigerator, office table and chair with visitor's seats, shelf and television for the lecturers' offices, especially the professors and senior lecturers who should have at least one seater chairs in their offices. In addition, the office of the Head of Department should have photocopier, desktop computer, generator, bookshelf with current recommended texts and journals.

The NUC recommends the following physical space requirement:

		m^2
Professor's Office	-	18.50
Head of Department's Office	-	18.50
Tutorial Teaching Staff's Office	-	13.50
Other Teaching Staff Space	-	7.00
Technical Staff Space	-	7.00
Secretarial Space	-	7.00

B.Sc. Economics

Overview

Economics is primarily referred to as a social science which deals with human behaviour in relation to management of scarce resources with the ultimate aim of achieving optimum outcomes. More than that, Economics subject matter cuts across Social Science courses, as well as Administration and Management disciplines. Hence, students in those disciplines do take economics courses just as economics students are encouraged to take courses outside the department and particularly in Accounting, Business Administration, Finance, Political Science and Sociology. It is therefore not unusual to find such courses as compulsory or required in the curriculum of Economics discipline.

The major aspect of the programme, apart from the philosophy and objectives is also the Course Contents. The content is selected within the context of three core areas of importance in Economics viz: Economic Theories, Mathematics/Econometrics and Economic policies. The courses relating to these areas are made compulsory so that graduates of the discipline are generally well grounded in those areas such that they are able to perform effectively as economists on graduation. This will invariably make each Economics graduate not only a good social scientist, an administrator or an advisor but also, expectedly, a good manager of human and non-human resources and globally competitive.

Philosophy

The philosophy and mission statement underlying the Economics programmes of Nigerian Universities is to produce graduates equipped with critical skills and abilities to: abstract using simplified models that identify the essence of a problem; analyse and reason - both deductively and inductively; marshal evidence, assimilate structure and analyse qualitative and quantitative data; communicate concisely the results to a wide audience, including those with no training in Economics; think critically about the limits of one's analysis in a broader socio-economic context; draw economic policy inferences and to recognise the potential constraints in their implementation.

Objectives

The objectives of the B.Sc Economics are:
1. provide training in the principles of economics and their application appropriate to the type of degree concerned: single, joint and combined studies;
2. stimulate students intellectually through the study of economics and to lead them to appreciate its application to a range of problems and its relevance in a variety of contexts;
3. provide a firm foundation of knowledge about the workings of an economy and to develop the relevant skills for the constructive use of that knowledge in a range of settings;
4. develop in students the ability to apply the analytical tools, knowledge and skills acquired to the solution of societies' economic problems;
5. equip students with appropriate tools of analysis to tackle issues and problems of economic policy;
6. develop in students, through the study of economics, a range of transferable skills that will be of value in employment and self-employment;
7. provide students with analytical skills and the ability to develop simplified frameworks for studying the real world;

New

8. provide students with the knowledge and skill base, from which they can proceed to further studies in economics, related areas or in inter-disciplinary areas that involve economics; and
9. generate in students, an appreciation of the economic dimensions of wider social and political issues.

Employability skills

A graduate of Economics should possess the following aptitude:
1. ability to create job(s) in a variety of areas of production and services;
2. manage a mix of human and non-human resources to achieve optimum output;
3. ability to survive in work environment of diverse or multifaceted production mix;
4. ability to offer advice to management of his/her workplace within the context of the production domain;
5. engage in training and consultancy services in areas of primary, secondary and tertiary sectors of the economy; and
6. ability to interpret government economic policy and offer desirable advise wherever required.

21st Century skills

The 21st century skills expectations of the programme are:
1. scientific literacy and understanding of relevant mathematical and statistical techniques in the context of current global treatment of economic issues;
2. research skills and application of analytical methods of both theory and model-based issues;
3. innovation skills and appreciation of the history and development of economic ideas and the differing methods of analysis that have been and are used by economists;
4. economic literacy including the ability to relate differences in economic policy recommendations to differences in the theoretical and empirical features of the economic analysis, which underlie such recommendations;
5. critical thinking and ability to apply core economic theory and economic reasoning to applied topics;
6. global awareness and ability to discuss and analyse government policy and to assess the performance of national and other economies; and
7. oral and written communication including understanding the verbal, graphical, mathematical and econometric representation of economic ideas and analysis, as well as the relationship between them which is the current global trend.

Unique features

The unique features of the programme are:
1. the courses are conceived and taught within the context of global application of theories;
2. students are made to understand that the structures of economies are different in terms of nature, value orientation, judgement and level of development;
3. at the higher levels, the basic micro and macroeconomic theories are to be taught with applications to developing and emerging economies; and
4. ability to analyse and discuss global economic issues, particularly with respect to developing and emerging economies.

New

Admission and Graduation Requirements

Admission requirements
For a four –year programme:
In addition to UTME score, the candidate should possess a Senior School Certificate with at least five credit passes, at not more than two sittings including Mathematics, English Language and Economics.

For the three-year programme: candidates shall possess five SSC credits. In addition, to acceptable passes in at least two social science subjects including Economics at Advanced Level, provided that such passes are not counted at both levels of the examination. For emphasis, credit passes in English Language, Mathematics and Economics or any other social science subject are compulsory.

Graduation requirements
To graduate with B.Sc. Economics, students must have:
1. obtained 120 units for candidates who entered the university through UTME;
2. obtained 90 units for candidates who entered the university through direct entry;
3. passed all compulsory courses in the programme and required courses;
4. spent minimum of eight semesters and maximum of twelve semesters for UTME candidates;
5. spent minimum of six semesters and maximum of ten semesters for direct entry students, and
6. fulfilled other university and faculty requirements for graduation with bachelors degree.

Global Course Structure

100 Level

Course code	Course Title	Units	Status	LH	PH
GST 111	Communication Skills in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	
ECO 101	Principles of Economics l	2	C	30	
ECO 103	Introductory Mathematics l	2	C	30	
ECO 102	Principles of Economics ll	2	C	30	
ECO 104	Introductory Mathematics ll	2	C	30	
	Total	**12**			

200 Level

Course code	Course title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	
ENT 211	Entrepreneurship and Innovation	2	C	30	
SSC 202	Introduction to Computer and its Application	3	C	45	
ECO 201	Introduction to Microeconomics l	2	C	30	
ECO 203	Introduction to Macroeconomics l	2	C	30	
ECO 205	Structure of the Nigerian Economy	2	C	30	
ECO 207	Mathematics for Economists	2	C	30	
ECO 202	Introduction to Microeconomics ll	2	C	30	
ECO 204	Introduction to Macroeconomics ll	2	C	30	

New

ECO 206	Statistics for Economists	2	C	30	
	Total	**21**			

300 Level

Course code	Economics	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	
ENT 312	Venture Creation	2	C	15	45
ECO 301	Intermediate Microeconomics l	2	C	30	
ECO 303	Intermediate Macroeconomics l	2	C	30	
ECO 305	History of Economic Thought	2	C	30	
ECO 307	Project Evaluation	3	C	30	45
ECO 302	Intermediate Microeconomics ll	2	C	30	
ECO 304	Intermediate Macroeconomics ll	2	C	30	
ECO 306	Introductory Econometrics	3	C	30	45
ECO 310	Public Sector Economics	2	C	30	
SSC 301	Innovation in the Social Sciences	2	C	30	
SSC 302	Research Method I	2	C	30	
	Total	**26**			

400 Level

Course code	Course title	Units	Status	LH	PH
ECO 401	Advanced Microeconomics I	2	C	30	
ECO 403	Advanced Macroeconomics I	2	C	30	
ECO 405	Economic Planning	3	C	45	
ECO 407	Fiscal Policy and Analysis	3	C	45	
ECO 402	Advanced Microeconomics ll	2	C	30	
ECO 404	Advanced Macroeconomics ll	2	C	30	
ECO 406	Monetary Theory and Policy	3	C	45	
ECO 499	Research Project/Original Essay	6	C	-	270
SSC 401	Research Method II	2	C	30	
	Total	**25**			

Course Contents and Learning Outcomes

100 Level

GST 111: Communication Skills in English   (2 Units C: LH 15; PH 45)
Learning Outcomes
At the end of this course, the students should be able to :
1. identify possible sound patterns in English language;
2. list notable language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

The sound patterns in English Language will be considered. These will include vowels and consonants, phonetics and phonology). In addition, the English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations) will be considered. Thereafter, the course will examine the nature of the sentence in English especially in terms of its types such as simple, complex and compound sentences. Besides, the structure and function of the different types will be examined. The course will equally examine the issue of grammar and usage especially in relation to the subjects of tense, mood, modality and concord, and the aspects of language use in everyday life. Moreover, the course will focus on the important subjects of logical, critical thinking, and reasoning methods. Under this category the discussion will dwell on the issues of logic and syllogism, inductive and deductive arguments and reasoning methods, analogy, generalisation and explanations, ethical considerations, copyright rules and infringements. There will practical activities which will involve sufficient writing activities including, pre-writing, writing, post writing, editing and proofreading, brainstorming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making and mechanics of writing. The last part of the course will examine the nature of comprehension strategies such as reading and types of reading, comprehension skills including the 3RsQ. The discussion will be extended to the subject of information and communication technology in modern language learning. Thus, the language skills for effective communication will be examined. This will involve a consideration of the major word formation processes. Writing and reading comprehension strategies will be considered. The skills required for meaningful presentation, and the art of public speaking and report writing.

GST 112: Nigerian Peoples and Culture (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of trade, economic and self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian state towards nation building
6. analyse the role of the judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria).Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914. Formation of political parties in Nigeria. Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition. citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social

New

vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC). Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER). National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

ECO 101: Principles of Economics I   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. identify the basic concepts in economics including scarcity, choice and scale of preference; basic laws of demand and supply;
2. explain the nature of elasticity and its applications, as well as short and long run production functions; and
3. discuss pricing of factors of production and market structure consisting of perfect competitive market and imperfect competitive markets.

Course Contents
An introduction to the nature of economic science and its basic problem of scarcity and choice. The methodology of economics and major areas of specialization. Historical development of ideas from the classical, neoclassical, utilitarian and welfare economists. Major findings in the various areas of specialization and elementary principles of microeconomics, as well as partial equilibrium analysis. Demand and Supply; and their laws. Determinants and types in statement and graphical format. The firms and production functions, as well as market structure.

ECO 103: Introductory Mathematics I   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the roles of mathematics in social sciences, particularly in economics and basic mathematics concepts in relation to modern mathematics such as set theory, factors and logarithms; and
2. explain the basic concepts in advanced level mathematics with reference to algebra and trigonometric functions which are useful tools in investigating economic issues.

Course Contents
The course begins with mathematical concepts in the social sciences. Gradual focus on Set theory. Factors and exponents. Logarithms. Trigonometry. Different types of equations as well as functions and progressions. Other topics include: Co-ordinate geometry, Trigonometric functions and their inverse. Inequalities, Matrix algebra, and differentiation.

ECO 102: Principles of Economics ll   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the basic concept of functions, index numbers and dependent and independent variables in functions, as well as national income accounting;
2. examine circular flow of income with simple two-sector model, and
3. explain elementary issues on consumption, savings, investment, and, government's revenue, expenditure and roles of domestic money and foreign exchange.

Course Contents

Treatment of Functions, Index numbers, variables and functional relationships. Basic concept of national income accounting. The circular flow of income, withdrawals and injections. National Income determination and analysis. Introduction to consumption, savings and investments. Elementary understanding of government activities: taxation and government expenditure; money and the banking system. Aggregate supply, unemployment and inflation. The basic terminology in external economy such as exchange rates, balance of payment and global interdependence.

ECO 104: Introductory Mathematics ll   (2 Units C: LH 30)

Learning Outcomes

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

1. identify the roles and importance of mathematics in economics;
2. translate economic statements to mathematical formulation and explain mathematical formulation in economic terms; and
3. discuss the roles of matrices and algebra in representation of economic statements and solving simple economic concepts in the range of introductory economics.

Course Contents

The derivatives of trigonometric functions, sequences and series, and expansions. Partial and total derivatives. Maxima and minima. Linear algebra. Matrix algebra. Simultaneous linear equations. Treatment of mathematical relationships and analysis with respect to basic theories of economics. The use of simple algebra and graphical tools in explaining economic statements and concepts.

200 Level

GST 212: Philosophy, Logic and Human Existence   (2 Units C: LH 30)

Learning Outcomes

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

1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. discuss the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically asses the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and

New

politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character moulding and many others.

ENT 211: Entrepreneurship and Innovation (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of this course, students should be able to:
1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents
Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction).Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker).Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking).Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation).Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and join ventures).Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship).Basic principles of e-commerce.

SSC 202: Introduction to Computer and its Application (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the history of computing sciences;
2. discuss in detail the different computing programs and their characteristics;
3. evaluate different computer applications; and
4. apply search engines to source on-line resources.

Course Contents
Historical perspectives of computing sciences that gave birth to the different programs. Characteristics of each program in computing sciences. Hardware, Software; and human resources; Integration and application in business and other segments of society. Information processing and its roles in society. laboratory assignments using the PC's operating system, and several commonly used application software, such as word

New

processors, spreadsheets, presentations, graphics and other applications. Internet and on-line resources, browsers, and search engines.

ECO 201: Introductions to Microeconomics l   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the division of economics into microeconomics and macroeconomics;
2. define the laws of individual and market demand and supply and their elasticities; and
3. explain the basic elements in microeconomics in terms of foundation subject matter of household consumer behaviour using indifference curves, elementary production and costs with isoquant and Isocost, treated in graphical form and simple mathematical capsules.

Course Contents
Introduction to microeconomics. The partial equilibrium analysis with respect to basic microeconomic variables like individual and market demand, individual and market supply. Shapes of the demand and supply curves. Price elasticity of demand. Arc and point elasticity of demand. Income and cross elasticities. Consumer behaviour: Cardinalist, Ordinalist using indifference curves, their graphical and mathematical presentation and Partial derivative. Consumer surplus. Income and substitution effects in consumption. Cobweb analysis. Government price control. The production functions. Introductory theories of production and cost: Short- and Long-run production with laws of diminishing returns or variable proportion, marginal rate of technical substitution, Isocost, returns to scale, expansion path and factor substitution. Graphical and mathematical treatments of these.

ECO 203: Introduction to Macroeconomics l   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. distinguish elements of microeconomics which deal individual households, firms and market from elements of macroeconomics that is concerned with aggregates in terms of nature and scope;
2. discuss economic models, general equilibrium and disequilibrium
3. identify the goals of macroeconomics; gross domestic product measurement and components; and
4. explain the basic theories of consumption, savings and investments in economic science as well as their determinants.

Course Contents
Distinction between Microeconomics and Macroeconomics in the context of partial and general equilibrium. The goals of macroeconomics. Nature and Scope of Macroeconomics. Concept of National Income Accounting, Gross Domestic Product (GDP) and its components, its calculation and derivatives. Gross National Product, GDP deflator and its uses, cost of living; consumer price index and National Income with its derivatives. Consumption and Savings theories and their determinants. The Multiplier and the relations between APC, APS, MPC, MPS. Also, the theories of investment and its determinants, as well as introduction to government roles within the context of a 3- Sector model.

New

ECO 202: Introduction to Microeconomics ll   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. appreciate the basic concepts and the working of market mechanism within the context of theories of demand, supply, consumer behaviour, production in the short and long run;
2. identify distribution of incomes to factors of production, and
3. discuss the structure of markets within the context of perfect and imperfect markets.

Course Contents
Recapitulation of the short-run and long-run production periods. The short-run and long-run cost curves. Fixed costs, variable costs, average costs and marginal costs. Cobb Douglass production function. Technical progress and production. Market structure: Axioms and determination of prices and output in perfect markets and imperfect markets, such as perfect competitive market, monopoly and price discrimination, monopolistic competition, oligopoly and different types, duopoly. Pricing of factors of production such as, wages, rent, interest and profit. Elementary price theory and its applications.

ECO 204: Introduction to Macroeconomics ll   **(2 Units C; LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss issues on the aggregate economy in relation to the functions and role of government with its policies;
2. identify the types of inflation and its positive and negative effects;
3. explain the types of unemployment and the Philips curve; and
4. discuss the external sector activities, particularly the international trade and role of exchange rate in payment system.

Course Contents
Introduction to government: government spending, taxes, transfers, subsidy and output. Government sector multipliers; multiplier for model with income taxes. Money and its functions, the banking system and functions. Income and Trade policy measures. The External sector: International trade, exchange rate regimes, international reserves and balance of payments.

ECO: 205 Structure of the Nigerian Economy   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the Nigerian economy in pre- and post-colonial era and up to the present time, with regards to economic growth and development; and
2. identify and explain the number of economic sectors and broad contributions of each to the Nigerian economy over time, as well as the changes that have taking place since independence, with future prospects.

Course Contents
Introduction to development in the pre-colonial and post-colonial periods with regards to development of economic and social structure of the Nigerian economy. The modern nature and structure of the Nigerian economy: Primary Sector: Agriculture, Mining and other extractive industries. Secondary Sector: Small, medium and large-scale enterprises including

New

manufacturing and allied enterprises with their Associations such as, MAN. The Tertiary Sector or Services: Banking, Insurance, Commerce, Shipping, Entertainment, Sports and many others, and their Associations like NACCIMA. The functions and roles of agriculture, industry and service sectors in Nigerian economic development. Growth of income, employment, wages and prices in Nigeria since independence.

ECO 206: Statistics for Economist   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. collect, analyse, utilise and present numerical data to make inferences as well as reach decisions both under certainty and uncertainty in economics, business, management and socio-political conditions;
2. apply simple statistical concepts to business, management and socio-political conditions; and
3. prepare both descriptive and inferential statistics using representative of a population and specified probability error.

Course Contents
Descriptive statistics: frequency distribution, measures of central tendency, measures of dispersion and shapes of frequency distribution. Probability and Probability distributions: probability of single and multiple events, discrete probability distribution and binomial distribution, Poisson distribution, normal distribution and continuous probability distribution. Statistical inferences from sampling, sampling distribution of the mean, estimation using the normal distribution and t distribution; confidence intervals. Statistical inference of Hypothesis testing: Testing hypotheses: about population mean and proportion; for differences between two means or proportions.; Goodness of fit, Analysis of variance, Chi Square test and Nonparametric testing.

ECO 207: Mathematics for Economists   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. convert economic statements into mathematical formulation;
2. apply some simple mathematical concepts to day-to-day economic factors; and
3. solve and interpret mathematical models.

Course Contents
Derivatives of trigonometric functions. Sequences and series. Expansions, and Taylor's theory. Mathematical analysis of basic theories of economics as well as partial and total derivatives, differentials and difference equations. Applications of partial derivatives, maxima and minima; the Lagrange multiplier to theories of consumer behaviour and production functions. Linear algebra. Matrix algebra and Inverse matrix. Application of Simultaneous equations to macroeconomic issues in consumption and investments. Introduction to linear programming, game theory and in-put output analysis.

New

300 Level

GST 312: Peace and Conflict Resolution   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, students should be able to:
1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course Contents
Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts. Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon. Boundaries/boarder disputes; Political disputes. Ethnic disputes and rivalries. Economic Inequalities. Social disputes; Nationalist Movements and Agitations. Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes and many others. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and many others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice. The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR.Dialogue   b). Arbitration,   c). Negotiation   d). Collaboration and many others. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation   **(2 Units C: LH 15; PH 45)**

Learning Outcomes
At the end of this course, students, through case study and practical approaches, should be able to:
1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

New

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research).Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition).Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,).Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and many others. Digital Business and E-Commerce Strategies).

ECO 301: Intermediate Microeconomic Theory l   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. apply some level of mathematics to solving optimization problems in consumer behaviour and production using langragian analysis;
2. discuss the optimising behaviour of households in the consumption decision and the optimisation decision making by firms in their production processes given available factor inputs; and
3. explain inferences from theorems and appreciate the simplicity of economic models viz-a-viz the complexity of the true world situation.

Course Contents
Advanced topics in consumer demand theory: Separable and additive utility functions; homogeneous and homothetic utility functions. Slutsky and Hicks substitution effects of changes in prices and incomes. The theory of Revealed Preference in consumption and the demand for characteristics. Composite commodities, consumer's surplus. The theory of the firm: the Production functions (Homogeneous, CES, Leontief and many others), production curves and shapes; Elasticity of substitution; optimising behaviour, input demand functions. The cost functions in the short and long run. Constrained Revenue maximisation and Profit maximisation.

ECO 303: Intermediate Macroeconomic Theory l   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. present national income multipliers for 4-sector model;
2. know the theories of consumption and investments under certainty and uncertainty;
3. explain the economic fundamentals relating to public sector economics and finance; and
4. proffer solutions to some public sector problems, with their understanding of government policies.

Course Contents

The concepts and multipliers of national income components in an open economy or 4-Sector model using the Keynesian model. Theories of Consumption (KIH, RIH, PIH & LCH); Investments: Types, Assumptions, Physical theories like accelerator, MEI and MEC, Tobin Q and Financial theories like Shapiro's profit theory, Jorgensen's investment theory). The **IS − LM** analytical framework within the context of equilibrium in the goods sector and the monetary sector. The multiplier effects of monetary and fiscal policies in an IS-LM framework.

ECO 302: Intermediate Microeconomics ll   (2 Units: LH 30)

Learning outcomes

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

1. identify and distinguish between and among different market structures in industrial settings;
2. discuss the behaviour, conduct and performance of businesses under different market structures; and
3. appreciate how consumers, businesses and government combine available resources to produce output at optimal levels.

Course Contents

Market structure and optimization exercises: Perfect competition – demand function, supply function, commodity market equilibrium, factor market equilibrium. The existence and uniqueness of equilibrium with issue of stability. Imperfect competition – Monopoly and price discrimination, Monopsony and Monopolistic competition. Duopoly, Oligopoly (collusive and non-collusive leadership) and Bilateral Monopoly. Issues of revenue, output and profit and maximization in each market. Limiting pricing or entry preventing pricing theories. Exchange theory, offer curves, and contract curves. General Equilibrium theory.

ECO 304: Intermediate Macroeconomics ll   (2 Units C: LH 30)

Learning outcomes

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

1. discuss some policy issues on international economy;
2. undertake some analysis of government policies with respect to economic growth, treatment of monetary and fiscal policies in closed and open economy (capital mobility, exchange rate regimes and environment);
3. appreciate workings of an economy within the framework of the new classical and Keynesian macroeconomics; and
4. explain issues in economic development as well as international trade and balance of payment adjustments.

Course Contents

Theories of economic growth: The Classical/Neo-Classical growth models (H-D model, Nicholas Kaldor, Pasinetti, Joan Robinson & Solow models), the Marxian theory of growth model, Keynesian growth model. The Endogenous growth model (Arrow, Romer, Lucas, and many others) The government economic policies including fiscal and monetary theories and policies. Theories and problems of unemployment and inflation. The international economy involving trade, exchange rates and balance of payments theories (Portfolio Balance, Keynesian theory, Monetary approach, Purchasing Power Parity and many others.) and policy measures for Balance of Payments adjustments.

New

ECO 305: History of Economic Thought   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. appreciate the roles of classical economists in separating economics subject matter from political economy stand- alone discipline;
2. discuss the forerunners economics disciplines like the position of physiocrats and mercantilists as well as the position of such schools of thought like utilitarianism, German romanticism, the historical school and institutionalists; and
3. explain roles of Keynesian, neo-Keynesian, new classical and other new schools of economic thoughts.

Course Contents
The Physiocrats, Mercantilism, classical economics, neo-classical school of thought, as well as evolution and contemporary development of Marxian School of Economic thought, the Marginalist, positive and welfare schools of economic thought, institutional economics, Keynesian School of Economic thought, the Monetarists and the Rational Expectation School (RATEX). The Supply Side economics. Contemporary state of development in economics and future prospects are examined within the context of development theories relevant to emerging and developing economies around the world.

ECO 306: Introductory Econometrics   **(3 Units C: LH 30; PH 45)**

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the various concepts used in econometrics;
2. derive simple ordinary least squares estimates and the statistical relationship of data set like the goodness-of-fit, the t-statistics and making inferences from results of simple/multiple regression and interpret estimated models; and
3. carry out data formatting, data mining, data processing and interpretation of estimated models.

Course Contents
Beginning with extensions of the two–variable linear model. The course should cover introduction to matrix algebra and algebra of econometrics. The General linear model and generalized lease square procedure, violations of linear model assumptions and the correction of serial correlation (autocorrelation) of the errors, intercorrelation (Multicollinearity) of the variables, stochastic regressions and errors in variables are also discussed. Other topics are identification of problems, meaning, detection and correction of simultaneous models and estimations, K-class estimators and the choice of estimators. Students will be engaged in practical assignments and familiarity with software computer applications for econometrics such as E-views, Stata, SPSS and many others.

ECO 307: Project Evaluation   **(3 Units C: LH 30 PH 45)**

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the fundamental of cost analysis;
2. define financial terminology and concepts;
3. conceptualise, prepare and execute/assess projects for small and medium scale enterprises;

New

4. design cash flow analysis, risks and uncertainty assessment, cost-benefit analysis, and other standard analytical techniques for evaluating investment proposals in the natural resource industries; and
5. account for and able to judge and select the right projects from alternatives.

Course Contents
Definition and classification of projects and project evaluation are introduced. Topics are location and size of projects, calculation of investments required for a project, and evaluation of projects. Other topics are appraisal of projects from commercial and social view points and cash flow analysis. Project and the overall view of development programme data requirements. Evaluation of proposed investments via Payback method, Return on investment (ROI), Total life cycle ratio or present value method, Saving/Investment ratio or Benefit/Cost ratio; Net Present Value (NPV) and Internal rate of return (IRR).Students are to carry out practical project evaluation of identified businesses.

ECO 308: Public Sector Economics   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the roles of governments under various fiscal systems of free, mixed and centrally planned economics;
2. explain the allocation, distribution and stabilization functions of the government given the fiscal instruments at its disposal; and
3. identify the background theories of public sector economics as a guide to higher level economics on role of government in economic growth and development.

Course Contents
The concept and scope of the public sector is examined. The importance and goals of public policy. Roles of government under different economic systems: capitalism, socialism and mixed economic system. Theories of public policy: Ernest Engel law. Piguo and Dalton theory. Musgrave and Musgrave theory. Keynesian theory, Wagner's theory. Peacock and Wiseman theory. Luzano theory and many others. Public sector Revenue and Expenditure instruments. Public sector policy and market/State failure. Quantitative skills for public policy: exploration of applications of game theory to public policy analysis. Public debt issues. Institutions, structure and public policy.

SSC 301: Innovation in the Social Sciences   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. enumerate innovative ideas that borders on societal problems;
2. apply social science knowledge to research on public and private sectors;
3. design techniques for proposal writing;
4. appreciate social and human welfare services, and
5. analyse models for establishing family and community development.

Course Contents
Identifying Innovative ideas in dealing with Societal Problems and Environmental Issues. Establishing and mobilising resources for establishing enterprises through which social science knowledge can be applied to social research for public and private sectors; social and human welfare services such as care for children and the elderly, training consulting services; Proposal writing techniques for grants, Managing grants. Models for establishing

New

Family Social Health Centres, Community Gender Balancing Units, and Community Development Management Units. Social Sciences and innovation in technology and Patenting new ideas.

SSC 302: Research Method I   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. explain the concept and scope of research methods;
2. discuss in detail procedures for conducting a research;
3. discuss the principles guiding research; and
4. discuss types of research – experimental non-experimental and quasi-experimental research.

Course Contents
Introduction to Social Science research protocol with particular emphasis on proposal development; literature review (conceptual, empirical and theoretical framework), ethnography of the study area statement of the research problem, sampling procedures and methods of data collection and instruments.

400 Level

ECO 401: Advanced Microeconomics I   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss confidently, issues in behavioural/optimization construct in consumer behaviour, investments, production and pricing/distribution under different market or cost structures, maximisation and minimisation framework;
2. explain the issues of equilibrium in single and multimarket situations, multiperiod consumption, investment theory of the firm and the role of time; and
3. discuss welfare economics issues within the context of efficiency or inefficiency in resource use under perfect and imperfect competitive situations; and optimality conditions.

Course Contents
Fundamental quantitative relationships, Recapitulation on partial/general equilibrium conditions. Consumer surplus, Slutsky and Hicks income/substitution effects. Consumer behaviour under uncertainty. Dynamic analysis and value theory production functions. Constrained profit maximisation, cost minimisation and profit functions. Duality in production. Production under uncertainty. Factor market equilibrium. The existence and uniqueness of equilibrium as well as the stability of equilibrium. Topics are determination of wages, rent, interest and profit. Optimisation in theories of consumption and production. It also includes the notion of economic efficiency. Efficiency and equity.

ECO 403: Advanced Macroeconomics l   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. present a complete open economy model multiplier i.e. including the household, business unit, the government and the external sector;

New

2. discuss in details, the theories of consumption and investments and relevant to emerging and developing economies; and
3. explain the relevance of the IS-LM framework to macroeconomic policies; the appropriate macroeconomic theories and policies on consumption and investment for emerging and developing economies desirous of sustainable growth and development.

Course Contents
Basic model of income determination and extension from a simple closed economy to a four-sector economy with the derivation of the multipliers. Detailed theories of consumption (KIH, RIH, PIH & LCH) and investment (Accelerator theories, MEC, MEI, Profit Theory, Profit & Residual, Cash Flow and many others), (including under conditions of uncertainly) of the classical, Neo-Classical, Keynesian and Post-Keynesian economists; and the relevance of the theories to emerging and developing countries. The advanced treatment of the IS-LM framework within the context of government monetary and fiscal policies and in relation to output, employment, prices and inflation.

ECO 402: Advanced Microeconomics ll   (2 Units C: LH 30)

Learning outcomes
At the end of the course, the students should be able to:
1. advise businesses on optimal combinations of factors of production to achieve optimal output and maximise their profits;
2. advise on management of public resources to achieve citizen's welfare and externalities, including the use of game theory to solve welfare problems in emerging and developing economies; and
3. use game theory to solve welfare problems in emerging and developing economies.

Course Contents
Study of externalities as well as Social and private costs and Pareto Optimality Criterion. Social welfare functions are studied using Game theory and with applications relevant to developing economies. Theory of Games: Two-person, Zero-Sum games, Mixed strategies. Linear programming equivalence, cooperative games and the Nash Bargaining solution. Welfare economics: Pareto optimality for consumption, production and in general. Social Welfare Function and its determinants. Social preference and indifference. The Arrow Impossibility Theorem. Income distribution and equity. Relevance of the welfare economics to emerging and developing economies.

ECO 404: Advanced Macroeconomics ll   (2 Unit C: LH 30)

Learning outcomes
At the end of the course, the students should be able to:
1. discuss growth models from neo-classical to modern theories of economic growth
2. identify employment models from the classical to Keynesian;
3. explain various theories of exchange rate and balance of payments under different exchange rate regimes;
4. prepare government macroeconomic policies and offer sound advice to public and private enterprises or organisation; and
5. carry out relevant research on macroeconomic policies as they affect emerging and developing economies, including Nigeria.

Course Contents
Growth Theories: Solow model and endogenous models of economic growth, inclusive growth model. Keynesian models of Income, employment and Prices. Taxation and Laffar curve, Debts and Ricardian equivalence. Capital theory, fiscal and monetary policy theories. Determination of wages, rent, interest and profit. Notion of economic efficiency; Efficiency and equity; the theories of foreign exchange and balance of payment, required adjustment techniques in balance of payment disequilibrium. The J-Curve and Marshall-Lerner condition for currency adjustments. Theories of Business Cycle. Macroeconomic policies, planning and optimal allocation of resources with particular reference to emerging and developing economies.

ECO 405: Economic Planning   (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. prepare short-, medium- and long-term plans with feedback mechanism for an economy;
2. discuss planning processes and policy formation given natural endowments including human resources;
3. compare national planning across economic blocs and relevance to economic development; and
4. discuss basic theories and policy issues on economic development.

Course Contents
The origins of planning and technical planning types include Input-Output model and planning performance. Rationale for planning. Objectives and policy formation. Component of Economic Planning: Objectives, Planning authority, Democratic character, comprehensiveness, Rational allocation of resources, Feasible policies and targets; and the Political economy. Types of planning: Planning by inducement; Planning by Directions; Physical and Financial Planning; Centralised and Decentralised planning; and Structural and Functional Planning. Planning machinery; the planning process; Planning decision models and Planning data. Plan implementation. Development planning in Nigeria and Africa – Agenda 2063.Issues in Development and Under-development.

ECO 406: Monetary Theory and Policy   (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. identify the theoretical foundation for monetary policy formulation;
2. discuss the nature and functions of money, its use as credit instrument and the policy measures that control its usage, circulation and transmission mechanism to achieve the stated objectives; and
3. explain roles money play in economic growth, employment of resources, stable prices and balance of payment equilibrium issues.

Course Contents
Recapitulation of the theories of demand for and supply of money, and interest rates. Theories of money and economic growth: McKinnon and Shaw, Gurley and Shaw, Polak and Boisselneut. Definition, Objectives and Tradeoffs in monetary goals. Targets of monetary policy. Indicators of monetary policy. Lags in monetary policy: Types and nature, Outcomes of monetary policy: Positive, negative & neutral. Factors considered in monetary policy formulation, Constraints to monetary policy efficacy. Issues in Economic Policies: Monetary

New

Policy; Fiscal policy; Exchange rate; income policy; Effectiveness of Monetary & Fiscal Policy. Monetary Management in Nigeria: Monetary Policy Framework; Monetary Targeting; Inflation Targeting; Multiple Targeting. International Financial Institutions & International Liquidity: International Institutions: World Bank Group; IMF; African Development Bank Group

ECO 407: Fiscal Policy and Analysis   (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss issues on government sources of revenue, particularly various types/relevance of taxes and objects/structure of expenditure
2. discuss issues on fiscal relationship between and among the federating units of the economy (fiscal federalism);
3. explain issues relating to national debts and its consequences for debt management and national development; and
4. discuss global debt issues, debt forgiveness and economic dependence and development.

Course Contents
Government revenues sources, particularly taxes, distinction between the taxation of income and taxation of capital. Personal Income Tax. The law and practice of income tax relating to individuals, exemptions, settlements, trusts, and estates.   Company Tax – the principles and scope of company tax as well as small company provisions including definitions, computation and exemptions. Government expenditure: debt issues including Ricardian Equivalence and fiscal responsibility. Nigerian system of income tax administration. Structure and procedures, returns, assessments, appeal, postponement, collection, with reference to all necessary legislation. The role of the public sector and economic development is examined as well as analysis of selected public policies; special attention will be paid to the public service in Nigeria.

ECO 499: Research Project/Long Essay   (6 Units C: PH 270)

Learning Outcomes
At the end of the course, the students should be able to:
1. carryout a research successfully and write a report. the student can choose any research method, design, and statistics ;
2. investigate issues within the context of subject matter of economics; and
3. write research report.

Course Contents
Students are guided through supervision by lecturers in the department to choose topics in core economic area. The long essay or research report contains introduction; Literature review containing conceptual, theoretical and empirical literature; Methodology, Data Estimation and Analysis, Summary, Conclusion and Recommendations and completed with References which are expected to be current and relevant.

SSC 401: Research Method II   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. prepare and present a research proposal;

2. collect and organize meaningful data;
3. conduct pilot study and write research report; and
4. apply appropriate statistics in data analysis.

Course Contents
Data collection and coding procedures. Analysis of data and relate these to the research objectives. Writing and discussing the research report.

Minimum Academic Standards

Equipment
An Econometric Laboratory equipped with 50 desktop computers for the use of students during practical while 02 laptop computers for the Instructor (1) and Technical personnel (1). The 50 desktop computers can be used by 100 students on two streams of practical periods.

At least, two of the following soft wares should be installed in the computers (Desktop and laptops): SPSS, E-Views, Microfit, Stata, SAS and Shazam. The commonest for now are E-Views, Stata and SPSS.

Item	Number	Comment
Laboratory	1	Can be shared and well equipped with furniture and fittings.
Desktop computers	50	For students
Laptop computers	2	For instructor (lecturer) & Technical personnel
Software:		
SPSS		Very important
E-Views		Very important
Microfit		
Stata		Very important
SAS		
Shazam		

Staffing
1. The basic qualification for an academic staff in Economics is that the staff should have B.Sc. (Hon.) Economics at the first degree.
2. Minimum academic staff for starting Economic Department should be six (6) including one Professorial cadre, one Senior Lecturer and four others.
3. Staff requirement of a full-fledged Department of Economics should depend on Staff-Student ratio of 1:30.
4. The administrative staff should consist of a qualified Departmental Secretary (minimum of National Diploma or NCE, Secretarial Studies) and a clerical officer with minimum of SSCE or GCE. Ordinary level.

Library
1. In addition to the University central Library, there should be Faculty and/or Departmental Library;
2. The library should have minimum of two books in areas of Economic theories, Mathematics, Econometrics and Economic policies (Monetary and Fiscal policies). These

New

would be in addition to other textbooks on Economics, Accounting. Business Administration and other allied courses.

3. The Departmental Library should be able to sit minimum of twenty (20) students at once with standard reading tables and chairs.
4. The Departmental Library may or may not have borrowing facilities.
5. Standard library at the central level should have photocopying facilities, scanners and e-learning unit that can accommodate minimum of 25 computers.

Classrooms, workshops, laboratories and Offices

1. The department should have at least three dedicated lecture rooms, particularly for students at the higher levels while large lecture theatres can be shared with other departments in the faculty.
2. Every lecture room should be equipped with, at least, 4' x 6' white marker board in absence of projector and other electronic teaching facilities; standard lecture desks; and, notice boards at the back of the lecture room.
3. The minimum lecture room should be able to accommodate 100 students.
4. Large lecture theatres, in addition to the facilities provided for smaller lecture rooms, must have public address system.
5. The lecture room area should have workshop/seminar rooms.
6. The offices and lecture room areas must be equipped with safety facilities such sand buckets, fire extinguishers and climbing ropes.
7. The general environment should be seen to promote green environmental programme.

New

B.Sc. International Relations

Overview

The International Relations programme is of great international relevance since its contents touch on virtually all facets of the contemporary international system. It is both theoretically and practically significant and useful to the modern man. Theoretically, the programme encapsulates array of pragmatic theories such as power theory, the realist theory, the linkage theory and the world systems theory all of which can be used to explain and predict present and future international issues, events and challenges. Practically, graduates of the programme have numerous employment opportunities. For example, they can be employed in Ministry of Foreign Affairs and International Organizations.

Philosophy

The philosophy underlying the B.Sc. International Relations Degree programme is to produce competent and confident graduate whose minds are well developed and who are intellectually sound in the field of International Relations, and who can make meaningful contributions to the political and socio-economic development of Nigeria, Africa and indeed the entire world.

Objectives

The objectives of the International Relations degree programme are to:
1. stimulate in students an appreciation of international relations theories and other tools of analysis, and their applications in different contexts at the national and international levels;
2. provide students with a broad and balanced knowledge and practical skills in international relations;
3. develop in students the ability to apply their international relations theories, analytical tools, knowledge and skills to the solution of international problems;
4. produce students who have the competences in fieldwork, data collection as well as ability to analyse and present these in coherent form;
5. provide students with relevant knowledge and skills for further studies in international relations as a multi-disciplinary field of study; and
6. generate in students an appreciation of the importance of international relations in national- political, economic, and social development on the one hand and in the maintenance of global peace and security on the other.

Employability skills

A graduate of the programme should possess the following aptitude:
1. teaching International Relations courses in universities and other tertiary institutions;
2. working in foreign Affairs Ministry as diplomats;
3. working as adviser to heads of states and governments;
4. working as adviser to Ministers of Foreign Affairs;
5. working with international organizations such as the United Nations Organization (UN); African Union (AU) and Economic Community of West African States (ECOWAS); and
6. playing active roles in election monitoring teams in different countries at election times.

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21st Century Skills

The 21st century skills of the programme are:
1. global awareness and in-depth knowledge of foreign affairs;
2. creativity and updated knowledge on new international relations theories;
3. critical thinking and ability to analyse and predict changes in the international political system;
4. interpersonal communication skills;
5. digital literacy;
6. teamwork and ability to offer expert advice on foreign affairs, and
7. media literacy and ability to conceptualize regional integration.

Unique Features

The following are the unique features of the programme:
1. teaching courses that broaden knowledge on regional and sub-regional socio-economic and political peculiarities;
2. teaching courses that highlight foreign policies of states;
3. developing and promoting knowledge that enhances understanding of how and why the foreign policies and behaviours of states vary from one to another; and
4. practical application of theories of international relations.

Admission and Graduation Requirements

Admission requirements
For a four year-course:
In addition to UTME score, the candidate must have obtained five credit passes in SSC to include Mathematics, English Language, Government or History and other two subjects at not more than two sittings.

For the three- year programme:
candidates shall possess five credit passes in the SSC, two of which must be at advanced level, provided that such passes are not counted at both levels of the examinations. For emphasis credit passes in English Language, Mathematics and any of Government or History is compulsory.

Graduation requirements
To graduate, a candidate must have taken and passed all the core courses with a minimum of 120 units including the number of elective and GST courses that may be specified by the University.

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication Skills in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	
IRS 102	Evolution of the Contemporary International System	2	C	30	
IRS 104	The Rise of Nation States	2	C	60	

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Course Code	Course Title	Units	Status	LH	PH
IRS 101	Ancestors of the Contemporary International System	2	C	60	
IRS 103	Introduction to African Politics	2	C	30	
IRS 105	History of Nigeria	2	C	30	
	Total	**14**			

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	
ENT 211	Entrepreneurship and Innovation	2	C	30	
IRS 202	Structure of International Society	2	C	30	
IRS 204	Political Thought Plato-Machiavelli	2	C	30	
IRS 206	Foundation of Political Economy	2	C	30	
IRS 203	Introduction to Political analysis	2	C	30	
IRS 205	Political Thought Since Hobbes	2	C	30	
IRS 207	New States In World Politics	2	C	30	
SSC 202	Introduction to Computer and its Application	3	C	45	
	Total	**19**			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	
ENT 312	Venture Creation	2	C	15	45
IRS 301	International Economic Relations	2	C	30	
IRS 303	The International Political System	2	C	30	
IRS 305	Law of Nations (International Law)	2	C	30	
IRS 307	Intentional Politics in the Post-Cold War Era	2	C	30	
IRS 311	Theory and Practice of Administration	2	C	30	
IRS 304	Diplomacy	2	C	30	
IRS 306	Logic and Methods of Political Inquiry	2	C	30	
IRS 308	International Politics of Africa	2	C	30	
IRS 310	Theories of International Relations	2	C	30	
IRS 312	Integration Theories and Regionalism	2	C	30	
SSC 301	Innovation in the Social Sciences	2	C	30	
SSC 302	Research Method I	2	C	30	
	Total	**28**			

400 Level

Course Code	Course Title	Units	Status	LH	PH
IRS 402	Nigerian Foreign Policy	2	C	30	
IRS 404	Contemporary Strategic Studies	3	C	45	
IRS 406	International Institutions	2	C	30	
IRS 401	Foreign Policy Analysis	3	C	45	
IRS 403	Human Rights	3	C	45	

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IRS 405	Foreign Policies of the Powers	2	C	30	
IRS 407	Research Project	6	C		270
SSC 401	Research Method II	2	C	30	
	Total	**20**			

Course Contents and Learning Outcomes

100 Level

GST 111: Communication Skills in English   (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of this course, students should be able to:
1. identify possible sound patterns in English language;
2. list notable language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents
The sound patterns in English Language will be considered. These will include vowels and consonants, phonetics and phonology). In addition, the English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations) will be considered. Thereafter, the course will examine the nature of the sentence in English especially in terms of its types such as simple, complex and compound sentences. Besides, the structure and function of the different types will be examined. The course will equally examine the issue of grammar and usage especially in relation to the subjects of tense, mood, modality and concord, and the aspects of language use in everyday life. Moreover, the course will focus on the important subjects of logical, critical thinking, and reasoning methods. Under this category the discussion will dwell on the issues of logic and syllogism, inductive and deductive arguments and reasoning methods, analogy, generalisation and explanations, ethical considerations, copyright rules and infringements. There will practical activities which will involve sufficient writing activities including, pre-writing, writing, post writing, editing and proofreading, brainstorming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making and mechanics of writing. The last part of the course will examine the nature of comprehension strategies such as reading and types of reading, comprehension skills including the 3RsQ. The discussion will be extended to the subject of information and communication technology in modern language learning. Thus, the language skills for effective communication will be examined. This will involve a consideration of the major word formation processes. Writing and reading comprehension strategies will be considered. The skills required for meaningful presentation, and the art of public speaking and report writing.

GST 112: Nigerian Peoples and Culture   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;

3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of trade, economic and self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian state towards nation building
6. analyse the role of the judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

The content will cover the following: Nigerian history, culture, and art up to 1800 (Yoruba, Hausa and Igbo people and culture; the people and culture of the minority ethnic groups). It will also focus on the history of Nigeria under colonial rule (the advent of colonial rule in Nigeria; Colonial administration of Nigeria). In addition, it will consider the evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War) will be examined. The concept of trade and the economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. The Judiciary and fundamental rights, individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition will also be examined; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices. Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Above all, the current socio-political and cultural developments in Nigeria will be examined.

IRS 101: Ancestors of the Contemporary International System (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. identify the ancient ancestors of the contemporary international systems;
2. list the chain of events and monumental changes that culminated in the emergence of the contemporary international system;
3. trace and link the collapse of ancient political system in Europe, Asia, and Africa to the emergence of the contemporary international political system;
4. analyse the structure of the contemporary international system; and
5. provide examples of miniature political arrangements put in place for peaceful co-existence among different political units before the emergence of the contemporary international system.

Course Contents
A brief survey of the fore-runners of the contemporary international system. Answers to the problem of co-existence, order and peace; focus on previous examples of arrangements for organizing relations between diverse peoples from which the modern system sprang. The Chou system; the Greek City States; the Egyptian; Assyrian, Persian world, Renaissance Italy. The collapse of the ancient and medieval political systems of Europe, Asia, and Africa and the rise of different political entities. The Treaty of Westphalia in 1648; and the end of

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the 30-year war between catholic states and protestant states in western and central Europe. The congress in Vienna in 1815. The establishment of the modern international system.

IRS 102: Evolution of the Contemporary International System (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain how the fragmentation of powerful ancient empires, notably the roman empire and the byzantine empires paved way for the evolution of contemporary international system;
2. analyse how the treaty of Westphalia in 1648 and the defeat of napoleon in 1815 facilitated the evolution of the contemporary international system;
3. state how the industrial revolution changed the structure of the world economy and created capitalism and later imperialism;
4. explain the diffusion of power among different states and non-state actors as a consequence of the evolution of contemporary international system;
5. discuss the shift in the balance of regional and global powers;
6. explain the emergence of new centres of power; and
7. state the increasing importance of regional integration and the rise of interdependence and globalization.

Course Contents
The evolution of the contemporary international system from 1648 up to the end of the Second World War. The European International System and factors which led to the globalization of that system by the end of 1945. The fragmentation of powerful ancient empires, notably the Roman empire and the Byzantine empire followed by the Treaty of Westphalia in 1648 and the defeat of Napoleon in 1815. The evolution of the contemporary international system. The industrial revolution that changed the structure of the world economy and created capitalism and later imperialism; diffusion of power among different state and non-state actors; a shift in the balance of regional and global powers; emergence of new centres of power; increasing importance of regional integration.

IRS 103: Introduction to African Politics   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain African liberation from the shackles of colonialism;
2. state the nature of politics in post-colonial Africa;
3. discuss the establishment of the organization of African unity (OAU) to rid Africa of all colonial vestiges;
4. explain the politics of succession to power and retention of power after independence;
5. discuss the incidence of direct military intervention in African politics;
6. analyse the establishment of the African Union (AU) to fast track economic development of the continent; and
7. state the reason for the establishment of regional international organizations to facilitate regional and sub-regional integration.

Course Contents
The origins, nature and problems of African Politics. Problems of colonialism, neo-colonialism and apartheid. Succession to power, military rule and many others. Africa's lingering dependence on the former metropolis, and Africa in International Politics. The formation of

New

the Organization of African Unity (OAU) to liberate Africa from colonial subjugation, and later the formation of the African Union (AU) to help fast track economic development. Efforts towards sub-regional political, and economic integration through the instrumentality of sub-regional international organizations such as the Economic Community of West African States (ECOWAS), Southern African Development Community (SADC) and the defunct East African Common Market.

IRS 104: The Rise of Nation States   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. state the emergence of many new states following the UN declaration in support of self-determination;
2. explain the pre-occupation of new states with self-reliant economic development programmes to reduce dependence on developed nations;
3. appreciate the efforts of new states to engage in mutually beneficial trade relations with developed and developing nations;
4. analyse the creation of the colony of Lagos, and the northern protectorate and the southern protectorate by the British;
5. discuss the essence of amalgamation of Nigeria in 1914; and
6. outline the series of constitutional development that led to the granting of independence in 1960.

Course Contents
Emergence of many New States since the 1948 UN Declaration in support of self-determination. The disintegration of powerful empires and kingdoms in Africa and Asia. The emergence of New States. The pre-occupation of the New States with economic development programmes with intent to diversify their economies and lessen their dependence on the production of primary goods, and by extension their dependence on the industrialized nations. Engage in mutually beneficial trade relations with developed and developing nations to strengthen their economies as they grow.

IRS 105: History of Nigeria   (2 Units: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. trace the history of Nigeria from 100bc;
2. state how the initial settlers were traders from the middle east and parts of Africa;
3. state how the name Nigeria was derived;
4. explain the creation of the colony of Lagos, and the northern protectorate and the southern protectorate by the British; and
5. outline the series of constitutional development that led to the granting of independence in 1960.

Course Contents
The history of Nigeria from 1100 BC, settlement of traders from the Middle East and parts of Africa in the area now known as Nigeria. Naming of Nigeria by Flora Shaw, who coined the name from River Niger. The discovery of the territory by Portuguese researchers in 1472 while seeking a sea route to Asia. The creation of the colony of Lagos, the Northern Protectorate, and the Southern Protectorate by the British in the 19th Century. Insight into the full-fledged colonisation of Nigeria from the year 1900, the amalgamation of the colony of Lagos and the two protectorates into one indivisible country in 1914. The road to independence in 1960 proceeded by series of constitutional development.

New

200 Level

GST 212: Philosophy, Logic and Human Existence   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. evaluate the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically asses the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents
Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character moulding and many others.

ENT 211: Entrepreneurship and Innovation   (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of this course, the students should be able to:
1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation; and
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents
Concept   of   Entrepreneurship   (Entrepreneurship,   Intrapreneurship/Corporate Entrepreneurship,).Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction).Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative

New

thinker).Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking).Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation).Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and join ventures).Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship).Basic principles of e-commerce.

IRS 202: Structure of International Society   (2 Units C: LH 30)

Learning Outcomes
At the end of this course, the students should be able to:
1. state the basis for the classification of the world into the first world, second world, and third world;
2. discuss the advent of technological revolution and the spread of nationalism;
3. analyse the breakup of the European empires and the rise of the super powers; and
4. examine the collapse of the Soviet Union and its implications for the eastern bloc.

Course Contents
The major historical, intellectual and sociological developments which have shaped relations between nations, particularly the industrial and technological revolution. The spread of nationalism, the breakup of the European empires and the rise of the superpowers. The classification of the international society into three according to their levels of technological development and military power: (the First World; the Second World; and the Third World). The collapse of the Soviet Union and its implications for the socialist movement vis-à-vis the all-pervading capitalist ideology.

IRS 203: Introduction to Political Analysis   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. state the role of leadership in governance;
2. identify different forms of government;
3. examine the reasons for military intervention in politics; and
4. explain the concepts of bipolarity, bipolarity and multipolarity.

Course Contents
The nature of politics, political systems and the structure of government. Political representation, institutions of different regimes, the relationship between regimes and political efficiency, citizen participation and political culture. The role of leadership in governance, forms of government, military intervention in politics, Uni-polarity, Bipolarity, Multi-polarity.

IRS 204: Political Thought: Plato-Machiavelli   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. examine the influence of ancient political thought on power, justice and human rights;
2. discuss the influence of ancient political thought on law and governance;
3. discuss the dominance of ancient Greek and roman political thought in the fifth century BC up to the end of the Roman Empire; and

4. specifically explain the contributions of the Plato Machiavelli, Socrates and Aristotle to ancient political thought.

Course Contents
A general survey of Classical and Medieval thought up to the fifteenth century with a focus on individual thinkers. Pre-occupations of political thought. The language and methods of political analysis. The influence of political thought and philosophy on power, justice, human rights, law and governance. Predominance of Ancient Greek and Roman thought in the fifth century BC up to the end of the Roman Empire-Plato, Machiavelli, Socrates, Aristotle.

IRS 205: Political Thought Since Hobbes   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the extent to which relatively modern political thought relates to sovereignty and democracy;
2. explain the extent to which modern political thought relates to politics and religion;
3. explain the extent to which modern political thought relates to terrorism and political identity; and
4. explain the contributions of Hobbes, Locke, Kant, Marx, Nkrumah, Azikiwe to modern political thought.

Course Contents
Analysis of post 17th century normative political thought with emphasis on liberal democratic traditions. Marxism-Leninism and the thoughts of people like Fanon, Senghor, Nkrumah and many others. Relatively modern, relating to modern day concepts such as sovereignty democracy, fascism, liberalism, human rights, politics and religion, terrorism and political identity. Contributions of Thomas Hobbes, John Locke, Jean Rosseau, Emmanuel Kant, Nietzsche, Karl Marx, Nkrumah, Julius Nyerere, Nnamdi Azikiwe, Kenneth Kaunda to modern day political thought.

IRS 206: Foundations of Political Economy   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. analyse how political economy has passed through different stages of development from classical to Marxist and Neo-Marxist Political Economy;
2. explain how according to Marx, relations of production is the fundamental cause of class and class struggle;
3. identify the five pillars of the Marxist political Economy; and
4. discuss political economy as an approach and a mode of analysis.

Course Contents
Relationship between politics and economics. Economics and determinants of politics with emphasis on the material basis of political actions. Different phases in the development of political economy from classical to Marxist and neo-Marxist political economy. Relations of production which according to Marx is the fundamental cause of class and class struggle in society. The five pillars of the Marxist political economy. The modern political economy as an approach and a mode of analysis.

New

IRS 207: New States in World Politics   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. explain how the collapse of imperial rule in Asia and African Countries paved way for the emergence of new states;
2. identify the forms of government in the New States;
3. explain the formulation of development plans in the new states;
4. state the demand for a New International Economic Order that will be favourable to the Third World Countries; and
5. analyse the reasons why the New States go for foreign loans and Aids.

Course Contents
The collapse of imperial rule in Asian and African countries. Forms of government in the new states, their main preoccupations, their role in international order; U.N., international law, international military order, international economic order, international morality; their role as producers or consumers of international order. The contemporary new statehood, neutralism and nonalignment, imperialism and neo-colonialism. The demand for a new International Economic Order (NIECO) to enable them queue into the international capitalist system dominated by the Western powers. Contracting foreign loans and Aids for development projects. Development planning to achieve development goals within stated periods.

SSC 202: Introduction to Computer and its Application   **(3 Units C: LH 45)**

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the history of computing sciences;
2. discuss in detail the different computing programs and their characteristics;
3. evaluate different computer applications; and
4. apply search engines to source on-line resources.

Course Contents
Historical perspectives of computing sciences that gave birth to the different programs. Characteristics of each program in computing sciences. Hardware, Software; and human resources; Integration and application in business and other segments of society. Information processing and its roles in society. laboratory assignments using the PC's operating system, and several commonly used application software, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and on-line resources, browsers, and search engines.

300 Level

GST 312: Peace and Conflict Resolution   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, students should be able to:
1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building

New

Course Contents
Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon. Boundaries/boarder disputes. Political disputes. Ethnic disputes and rivalries. Economic Inequalities. Social disputes. Nationalist Movements and Agitations. Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes and many others. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and many others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice. The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR such as:Dialogue, Arbitration, Negotiation, Collaboration and many others. The roles of International Organizations in Conflict Resolution such as: The United Nations, UN and its Conflict Resolution Organs; The African Union & Peace Security Council; and ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis.

ENT 312: Venture Creation   **(2 Units C: LH 15; PH 45)**

Learning Outcomes
At the end of this course, students, through case study and practical approaches, should be able to:
1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents
Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research).Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition).Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,).Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions,

New

Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and many others. Digital Business and E-Commerce Strategies).

IRS 301: International Economic Relations (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the liberal, nationalists and Marxist theories of international economic relations;
2. discuss the regulatory role of the World Trade Organization (WTO) in the conduct of trade between nations;
3. highlight the advantages of International trade;
4. analyse the role of the Bretton Woods Institutions in terms of assisting depressed nations to achieve economic recovery;
5. identify the impact of the General Agreement on Tariffs and Trade (GATT) on fostering liberal trade; and
6. explain the hegemony of the American dollar in international economic relations.

Course Contents
The economic basis of some of the actions and reactions in international politics, international trade. Commercial policy. Capital movement and many others. Role of IMF. World Bank and other monetary agencies. Multi-national enterprises. Customs unions, and currency areas. The liberal, nationalist and Marxist theories of international economic relations. The regulatory role of the World Trade Organization (WTO) in the conduct of trade between nations. Advantages of international trade. Analysis of the impact of the General Agreement on Tariffs and Trade on World Trade, the hegemony of the American dollars in international economic transactions.

IRS 303: The International Political System (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. analyse political processes in the international community;
2. highlight how the signing of the Treaty of Westaphalia in 1648 gave birth to the international political system;
3. explain how international organizations, international law, international trade, and global diplomacy are integral parts of the international political system; and
4. discuss how interdependence among nations and the phenomenon of globalization have become visible features of the international political system.

Course Contents
The emergence and organization of the modern international system. The political processes in the international community and contemporary thought on state activity. The external needs of states and goals of states activity. The means of exerting pressures, and the forms of political relationships between states. The dynamic aspects, revolutionary movements. The external projection of political values, and the changing distribution of power and leadership; war as a contingency in international life. Mechanisms for maintaining International Order. The emergence of the international political system traceable to the Treaty of Westaphalia in 1648, accompanied by the evolution of state system, international organizations, international law, international trade and diplomacy. The growing interdependence among nations and globalization.

New

IRS 304: Diplomacy   **(2 Units C: LH 30)**

Learning Outcomes

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

1. highlight the historical development of diplomacy;
2. discuss how diplomacy makes it possible to achieve amicable settlement of disputes between states;
3. explain appointments, reception and recall of ambassadors;
4. state diplomatic privileges and immunities enjoyed by foreign diplomats in their host countries; and
5. identify the basic functions of foreign diplomats.

Course Contents

The meaning and historical development of diplomacy. The contribution of individuals to the development of diplomacy. Tasks of diplomacy and diplomatic protocol and rules of courtesy. Diplomacy and intelligence. Acceptance of peaceful methods. Mediation, conciliation and good offices. Diplomacy as a fall-out of the international political system. Appointment, Reception, and Recall of ambassadors. Functions of foreign diplomats in the host countries. Privileges and immunities of foreign diplomats. The composition of foreign policy elite.

IRS 305: Law of Nations (International Law)   **(2 Units C: LH 30)**

Learning Outcomes

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

1. state clearly the sources of international law;
2. explain actual practices of state which according to Hugo Grotius constitute a major source of international law in the modern time;
3. discuss adjudication process and enforcement under international law;
4. explain the roles of the International Court of Justice as the custodian and interpreter of the rules of international law; and
5. enumerate the weaknesses of international law when compared with municipal law.

Course Contents

The foundations of international law. Problems of formation, changes and modern trends. Sources of international law, including the Catholic-made law: actual practices of states as identified by Hugo Grotius as another source of International Law, Customs, Conventions and treaties as other sources of International Law. Sources of obligation in international law. Adjudication and enforcement of International Law. The role of the International Court of Justice as the custodian of the rules of international law. Weaknesses of International Law vis-à-vis municipal law.

IRS 306: Logic and Methods of Political Inquiry   **(2 Units C: LH 30)**

Learning Outcomes

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

1. explore the various methods of data collection;
2. demonstrate full knowledge of sampling techniques;
3. carry out data presentation and data analysis in research;
4. write a literature review and discover gaps in literature; and
5. discover and articulate research findings.

New

Course Contents

The boundary of political studies. The various modes of political analysis with emphasis on scientific methods. The logic and language of inquiry. The problems of political evaluation and the sources of data with emphasis on survey, questionnaire construction, statistical association, scaling and content analysis together with the reporting of results. The various methods of Data collection, sampling techniques, Data presentation and analysis, hypothesis testing, literature review, gap in literature. Referencing.

IRS 307: International Politics in the Post-Cold War Era (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss how the demise of the Soviet Union led to the collapse of Communism;
2. explain how the diminishing of communism at the end of the cold war gave impetus to the spread of democracy in the Eastern Europe and the Third World;
3. evaluate why the end of the cold war has created room for disarmament talk between the super powers; and
4. explain the renewed interest of the UN in peace keeping operation across the world.

Course Contents

The end of the Cold War and its effects on the international system. The collapse of communism and disintegration of alliance systems. The democratic fever in the Third World and Eastern Europe. The UN and the challenges of peace-keeping and peace-making'. Options and tendencies in the emerging world. Africa and the problems of marginality. Reproachment between the former western bloc and the Eastern bloc, UN reviewed interest in peacekeeping across the world. Disarmament talk.

IRS 308: International Politics of Africa (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the imperative of Africa's participation in international organizations, such as the UN and the WTO;
2. explain the necessity of forming the African Union;
3. identify the necessity of forging bilateral and multilateral economic and diplomatic relations with the outside world;
4. explain the need to establish the African Development Bank (ADB); and
5. appreciate Africa's quest for a permanent seat on the Security Council.

Course Contents

The relationships between Africa, and the Great Powers and Africa and International Organizations. The establishment of the African Development Bank (ADB) to reduce poverty. Foreign bilateral and multilateral economic and diplomatic relations with the outside world. The quest for one or two permanent seats on the Security Council of the United Nations (UN).

IRS 310: Theories of International Relations (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the concept of balance of power;

New

2. discuss the concept of national interest;
3. identify the various theories of war;
4. explain the meaning of propaganda; and
5. apply the basic theories of international relations, such as power theory, the realist theory, linkage theory, systems theory.

Course Contents

An examination of the following basic concepts and theories: Power, Conflict and Accommodation, Systems' Theory. Linkage Politics. The Theory of Coalitions and Alliances. Games and Simulation. Balance of power, National Interest, propaganda, theories of war.

IRS 311: Theory and Practice of Administration   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. trace the evolution of administrative organization theories from the classical to the modern form;
2. explain the decision-making process in bureaucratic organizations;
3. discuss the nexus between politics and administration; and
4. apply basic administrative theories like Theory X and Y, Scientific Theory of Management, Maslow's Hierarchy of Needs, Riggs' Primatics Sala Model.

Course Contents

Evolution of administrative organization theory from the classical through the neo-classical to the modern. Relation of administration to politics and the political process. Administrative behaviour in various international settings. Interplay of political institutions and administrative patterns of political institutions and administrative patterns of behaviour. Study of personnel administration, decision-making in bureaucratic organizations. Examination of Douglas McGregor's Theories X and Y, Maslow's Hierarchy of Needs Theory, Taylor's Scientific Theory of Management, Mayo's Human Relations Approach, Simon's Decision-Making Theory, Rigg's Pragmatic Sala Model.

IRS 312: Integration Theories and Regionalism   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. analyse the theory of federalism;
2. discuss the functionalist and neo-functionalist theories;
3. explain the internationalist theory;
4. define the theory of intergovernmentalism;
5. enumerate the organisational approach;
6. analyse the conflict approach; and
7. explain the five-driver approach.

Course Contents

The theory of Federalism that has been popularised by eminent scholars like K.C Wheare (the doyen of federalism), Spinelli, Elazar, Elaigwu and Riker. Other relevant theories to be taught include the functionalist theory, the neo-functionalist theory, the theory of inter-governmentalism, the Liberalist theory, the internationalist theory. The concept of regionalism, the conflict approach, the organisational approach, and the five-driver approach.

New

SSC 301: Innovation in the Social Sciences   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. enumerate innovative ideas that borders on societal problems;
2. apply social science knowledge to research on public and private sectors;
3. design techniques for proposal writing;
4. appreciate social and human welfare services, and
5. analyse models for establishing family and community development.

Course Contents
Identifying Innovative ideas in dealing with Societal Problems and Environmental Issues. Establishing and mobilising resources for establishing enterprises through which social science knowledge can be applied to social research for public and private sectors; social and human welfare services such as care for children and the elderly, training consulting services; Proposal writing techniques for grants, Managing grants. Models for establishing Family Social Health Centres, Community Gender Balancing Units, and Community Development Management Units. Social Sciences and innovation in technology and Patenting new ideas.

SSC 302: Research Method I   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the concept and scope of research methods;
2. analyse in detail procedures for conducting a research;
3. discuss the principles guiding research; and
4. identify and discuss types of research – experimental non-experimental and quasi-experimental research.

Course Contents
Introduction to Social Science research protocol with particular emphasis on proposal development; literature review (conceptual, empirical and theoretical framework), ethnography of the study area statement of the research problem, sampling procedures and methods of data collection and instruments.

400 Level

IRS 401: Foreign Policy Analysis   (3 Units: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the connection between foreign policy and national interest;
2. identify that foreign policy formulation takes account of domestic and external factors;
3. discuss the composition of the foreign policy elite of a country;
4. analyse the dynamic nature of foreign policy; and
5. highlight examples of foreign policy postures of different countries under different regimes, like French policy of no permanent enemy or permanent friend but permanent national interest under General Charles D'Gualle.

New

Course Contents

Nature of foreign policy as an activity. Purposes, aims and determinants of foreign policy. Internal and external pressures. Decision-making in foreign policy. Different theories and categories which may be employed. Some selected cases, the American decision to go to war in Korea in 1950. The Cuban Missile Crisis of 1962. The British decision to join the EEC 1961-1970. The French decision to withdraw from the integrated NATO Command Structure in 1966. Israel decision to go to war in June 1967. Foreign Policy Posture: The French policy of no permanent enemy or permanent friend but permanent national interest under General Charles D'Gualle, America's Monroe doctrine, the dynamic nature of foreign policy. Foreign policy elite.

IRS 402: Nigerian Foreign Policy   **(2 Units C: LH 30)**

Learning Outcomes

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

1. appreciate that Africa is the centre piece of Nigeria's foreign policy;
2. discuss Nigeria's leadership role in African Affairs, including the dismantling of the apartheid system in South Africa;
3. analyse Nigeria's non-aligned policy;
4. explain Nigeria's decision to break diplomatic relations with Israel in 1973;
5. evaluate Nigeria's decision to recognise the MPLA Movement in Angola; and
6. examine Nigeria's decision to abrogate the Anglo-Nigerian Defence Pact in 1962.

Course Contents

Basic principles underlying Nigeria's foreign policy. Nigeria's role in Africa, her relations with the Great Powers, and her role in the UN. And the Commonwealth, ECOWAS and many others. Major factors, internal and external, shaping the foreign policy of Nigeria. The role of political parties, the press, parliament, public opinion in formulation of policy, the role of the foreign service, and Federal Executive Council in the foreign policy process. Presidential system and Nigerian foreign policy under the Second Republic. The role of the Executive office of the President and many others. Selected cases. Decisions to abrogate the Anglo-Nigerian Defence Pact 1962. the decision to break diplomatic relations with Israel in October 1973. The decision to recognize the MPLA government in November 1975. policy towards Southern Africa. Africa as the Centre-piece of Nigeria's foreign policy, Nigeria's decision to turn to the Middle East under Abacha.

IRS 403: Human Rights   **(3 Units C: LH 45)**

Learning Outcomes

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

1. explain why that government owes it a duty to respect and protect the rights of citizens;
2. differentiate between human rights and fundamental human rights;
3. compare human rights protection under military rule and under civilian rule; and
4. highlight the concerns of certain non-governmental organizations about guaranteeing human rights. Examples include: Amnesty International, Human Rights Watch, Federation of Women Lawyers.

Course Contents

The nature of human rights. An evaluation of contemporary experience and institutions in protecting and reinforcing such rights both nationally and internationally. The roles of

Amnesty International, Human Rights Watch Federation of Women Lawyers in championing human rights all over the world. A survey of human rights under civilian regimes and military regimes across the world.

IRS 404: Contemporary Strategic Studies   (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. define the concept of containment and massive retaliation;
2. discuss the concept of flexible and gradual response;
3. explain the concept of deterrence and graduated retaliation;
4. analyse the concept of balance of power and arms race; and
5. evaluate the notion of super powers.

Course Contents
The contemporary strategic concepts such as Brinkmanship, Containment, Massive Retaliation, Flexible and Gradual Response, Deterrence, Saturation and many others. The evolution of strategic and military policy since 1945 with special reference to the U.S., the Soviet Union, Western Europe and China. The developments in weapons technology since the Second World War and their impact on the U.S.A., U.S.S.R, and Western Europe. Perestroika, Glasnost. Strategic thinking in the post-Cold War period in addition to a consideration of the Arms race and the balance of power.

IRS 405: Foreign Policies of the Powers   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain America's insistence on non-nuclear proliferation;
2. highlight America's containment measure to stop the spread of socialism;
3. enumerate the Rapprochement between the US and Russia at the end of the Cold War;
4. discuss the foreign policy of France; and
5. analyse the foreign policy of Communist China.

Course Contents
Theories of international relations. Foreign policies of different power blocks, foreign policies during the cold war, foreign policies in the post-war period. Foreign policies of key countries such as USA, Britain, Japan since the end of the cold war. Foreign policies of Nigeria, Ghana, South Africa and other African countries. American containment measure America's insistence on non-nuclear proliferation.

IRS 406 : International Institutions   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. trace the origins and development of international organizations;
2. explain that the Concert of Europe, and the Universal Postal Union were stepping stones for the establishment of full-fledged international organizations;
3. discuss the establishment of the League of Nations and its failure to prevent World War II;
4. identify the three main schools of thought on the essence of international institutions;
5. analyse the establishment of the UN as an embryonic World order;
6. state the classification of International Organization; and

New

7. identify the advantages and disadvantages of membership of International institutions.

Course Contents
The origins of international institutions. Writings on international institutions. Failure of the League of Nations. The various peace conferences before the establishment of the United Nations. The origins of the U.N. Charter. The various organs and its agencies. The changing emphasis of its role in the 60s to the present time. Regional Institutions. OAU, ECOWAS and many others. Classification of international institutions. The concert of Europe, The Hague Conferences: Schools of Thought on the essence of International institutions.

SSC 401: Research Project   (6 Units C: PH 270)

Learning Outcomes
At the end of the course, the students should be able to:
1. collect data for research;
2. acquire the techniques involved in sampling data;
3. carry out independent research;
4. write a good literature review and discover gaps in literature;
5. carry out data presentation and Data Analysis; and
6. write the project and submit to supervisor.

Course Contents
An investigation and report on a topic in International Relations selected with the approval of Head of the Department and supervised by an appointed member of staff. The student should demonstrate the ability to choose a topic, producing table of contents and organization in chapters.

SSC 401: Research Method II   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. prepare and present a research proposal;
2. collect and organize meaningful data;
3. conduct pilot study and write research report; and
4. apply appropriate statistics in data analysis.

Course Contents
Data collection and coding procedures. Analysis of data and relate these to the research objectives. Writing and discussing the research report.

New

Minimum Academic Standards

Equipment

S/N	Equipment	Quantity
1	Public Address System	4
2	Projectors	2
3	World Maps	4
4	Photocopying Machines	4
5.	Computers (Desktop/Laptop)	4

Staffing

Academic Staff
The NUC guidelines on staff/student ratio of 1:30 for the Social Sciences departments shall apply. However, there should be a minimum of six full-time equivalent of Staff in the department. All academic staff should have computer skills and it is expected that at least 70% of the academic staff should possess Ph.Ds. In addition, at least 20% of the academic staff should be Professors /Readers, 35 % Senior Lecturers and 45% Lecturers I and below.

Academic Support Personnel
Teaching Assistant/Demonstrators to help lecturers in the conduct of tutorials, practicals and field work. This category of personnel is not expected to be regular staff as they are to be paid on the basis of approved hourly rate.

Administrative Support Staff
The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate. At least four (4) Administrative staff with a minimum of diploma qualification and at least one (1) Clerk.

Library
1. Current international relation research book; (at least 200)
2. Text books (at least 15)
3. Current international relations related journals; (at least 30)
4. Computer connected to internet, accessible to staffs and students;(at least 30)
5. Emphasis on current Electronic and Physical holdings.

Classroom, Laboratories, Workshops and offices

There should be at least 5 spacious classrooms specially designated for International Relations programme. The classrooms should have a sitting capacity of at least 100 Students; and should be equipped with descent seats fitted with writing support; Lecture theatres (at least 2).

New

Every lecturer should have a separate and well-equipped office en-suite;
A computer (desktop/laptop) connected to internet devices;
A padded table with a comfortable seat;
At least 2 visitors' seats; and
Adequately illuminated.

The NUC recommends the following physical space requirement:

		m^2
Professor's Office	-	18.50
Head of Department's Office	-	18.50
Tutorial Teaching Staff's Office	-	13.50
Other Teaching Staff Space	-	7.00
Technical Staff Space	-	7.00
Secretarial Space	-	7.00

New

BSc Library and Information Science

Overview

This CCMAS has been developed to train graduates with theoretical and practical knowledge of Library and Information Science, which is the area concerned with the acquisition, processing, preserving and disseminating of needed items of information and information itself. It is an improvement on the previous BMAS because it is intended to produce graduates that have the requisite knowledge, skills, competencies and capacities to respond to the dynamic library and information needs of modern day users. It is tailored towards the production of graduates who can go beyond being passive organizers of other people's knowledge to being ICT competent and active generators of knowledge such as institutional repositories, editing of Wikipedia entries, and other open access resources, thus contributing to the universal availability of information. Graduates of this programme can compete with their peers anywhere in the world.

Presently, Library and Information Science is offered in four different faculties in Nigerian universities, therefore, students are expected to take requisite courses in their respective faculties of domicile.

Philosophy

The philosophy of the Programme is to train graduates with the requisite skills and competencies to function in the 21st century library and information environment. Graduates of the programme should be capable of getting libraries and information centres to communicate in space and time to be to respond to the dynamic information needs of society.

Objectives

The objectives of the Programme are to:

1. Produce Library and Information professionals for all types of libraries, information and documentation centres
2. Equip the graduates of the programme with relevant theoretical knowledge, practical skills and techniques to develop and enhance their job performance
3. Encourage the spirit of inquiry and creativity among the Library and Information professionals so that they are capable of understanding the emerging concepts of the role of information in a complex multi-cultural, multi-ethnic and largely non-literate society like Nigeria
4. Provide prospective Library and Information professionals with the intellectual and professional background adequate for their assignments and to make them adaptable to any changing situation.
5. Provide an understanding of the role of the new communication technology (e.g. Internet) in the handling of information.

Employability

Opportunities abound in all sectors of the economy, both private and public. Graduates are needed in educational institutions; ministries, departments and agencies; in the industries, such as manufacturing entities, banks, law firms, etc.; outside the shores of this country; individuals and so. Graduates are required everywhere provided they have the required competencies which this course can impart into them.

New

21ˢᵗ Century Skills
In addition to the traditional skills, graduates will be imparted with the following 21ˢᵗ century skills:
1. Critical thinking
2. Communication
3. Collaboration
4. Creativity
5. Cultural awareness
6. Digital literacy

Graduates of the programme will be imparted with the skill of critical thinking, the skill for effective communication for better library and information services delivery; and the skill for active and result-oriented collaboration with relevant and related agencies within and outside the country. The skills for creativity, cultural awareness and digital literacy are also requirements of the LIS graduate in the 21ˢᵗ century information environment

Unique Features of the Programme

Some of the unique features of the course are as follows:
1. Introducing students to the use of Resource Description and Access (RDA) for description of resources in contemporary library and information practice rather than continued use of Anglo-American Cataloguing Rules (AACR), which till today is the practice in Nigerian library schools. The libraries in the developed countries and even South Africa no longer use AACR but RDA, which the western world embraced since 2010.
2. The use of metadata standard sets like the Dublin Core Metadata Standard Elements and Minnesota Metadata Guidelines for description of online and electronic resources.
3. Application of computers to cataloguing with emphasis on MARC, Z39.50 and other related online formats and protocols to keep pace with global standards for information sharing and exchange.
4. Classifying with online facilities like Worldcat, LC Online Catalogue, etc. to key into global standards and protocols for systems interoperability.
5. Emphasis on practical infopreneurship for entrepreneurial skills acquisition in Library and Information Science.

Basic Admission and Graduation Requirements

There are two modes of entry to the Bachelor of Library and Information Science Degree Programmes.

i)   UTME (4 – year degree programme):
Credit passes in the Senior Secondary Certification Examination (SSCE) or its equivalent in five (5) subjects at not more than 2 sittings in addition to acceptable pass in the University Matriculation Examination (UTME).

ii)   Direct Entry (3 – year degree programme)
Direct Entry (3-year degree programme) should be for only those with:
1. Minimum of Upper Credit pass in Library and Information Science at the National Diploma level.
2. Minimum of ten (10) points at the National Certificate in Education (NCE) for those with double major in Library and Information Science.
3. The other A' Level requirements mentioned should be discountenanced because the subjects are not in the area of Library and Information Science, neither are they related to Library and Information Science.

New

English Language and Mathematics Requirement

In all cases, whether by Direct Entry or UTME, the following shall apply:

(a)   A Credit in English Language and Mathematics at the Senior Secondary School level or its equivalent are required of all arts students taking Humanities and Social Science subjects along with Library and Information Science.

(b)   In case of students offering science subjects along with Library and Information Science, a Credit in English Language and a Credit in Mathematics are required.

Graduation Requirements: Students must have offered a total of 120 credit units of requisite courses and met the general university requirements for graduation.

Global Course Structure

Course Structure at 100 Level: Library and Information Science

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	-
LIS 111	Introduction to Library and Information Science	2	C	30	-
LIS 112	Basic Skills for Library and Information Work	2	C	30	-
LIS 114	Introduction to Digital Libraries	2	C	15	45
LIS 121	Information User	2	C	30	
LIS 125	Introduction to Library Application Packages	2	C	15	45
	Total	14			-

Four Credit units from academic programmes of choice in the University at the 100 level
Goal: To provide alternative perspectives to knowledge.

Course Structure at 200 Level: Library and Information Science

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic, Environment and Sustainable Development	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	15	45
LIS 213	Bibliographic Information Sources and Services	2	C	30	-
LIS 222	Organisation of Knowledge I	2	C	15	45
LIS 223	Library and Information Services to the Rural Community	2	C	30	-
LIS 214	Management of Libraries and Information Centres	2	C	30	-
LIS 215	Library and Information Services for Children and Adolescents	2	C	30	-
LIS 216	Serials Management	2	C	15	45
LIS 228	Information Literacy	2	C	30	-
LIS 229	Indigenous Knowledge System	2	C	30	-

New

Course Code	Course Title	Units	Status	LH	PH
LIS 211	Introduction to ICT in LIS	2	C	30	
LIS 212	Philosophy of Library and Information Science	2	C	30	-
	Total	25			

Four credit units from other programmes in the University.

Course Structure at 300 Level: Library and Information Science

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-
ENT 312	Venture Creation	2	C	15	45
LIS 311	Organisation of Knowledge II	3	C	30	45
LIS 312	Collection Management	2	C	15	45
LIS 313	Reference and Information Services in LIS	2	C	15	45
LIS 325	Information Science	2	C	30	-
LIS 326	Research and Statistical Methods in LIS	2	C	30	-
LIS 327	Information Management and Marketing	2	C	30	-
LIS 322	Hardware and Software Technologies	2	C	30	-
LIS 323	Knowledge Management	2	C	30	-
LIS 317	Library Systems and Services	2	E	30	
LIS 329	SIWES	6	C	-	270
	Total	29			-

Four credit units of courses in other programmes in the University

Course Structure at 400 Level: Library and Information Science

Course Code	Course Title	Units	Status	LH	PH
LIS 413	Indexing and Abstracting	2	C	30	15
LIS 416	Introduction to Archives and Records Management	2	C	30	-
LIS 417	Publishing, Book Production and Trade	2	C	30	-
LIS 418	Preservation, Conservation and Security of Library and Information Resources	2	C	30	
LIS 421	Database Design and Management	2	C	15	45
LIS 423	Infopreneurship	2	C	15	45
LIS 424	Research Project	6	C	-	270
	Total	18			

Course Contents

GST 111- Communication in English (2C; LH=15; PH=45)

Learning Outcomes:
At the end of this course, students should be able to
1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

New

Course Content

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading. Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making etc. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112- Nigerian Peoples and Culture (2 C; LH=30)

Learning Outcomes:
At the end of the course, students should be able to:
1. Analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. List and identify the major linguistic groups in Nigeria;
3. Explain the gradual evolution of Nigeria as a political unit;
4. Analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples Towards national development;
5. Enumerate the challenges of the Nigerian State towards Nation building
6. Analyse the role of the Judiciary in upholding people's fundamental rights
7. Identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. List and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Content
Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture. Peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria. Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914. formation of political parties in Nigeria. Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system. Indigenous apprenticeship system among Nigeria people. Trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition. Citizenship and civic responsibilities. Indigenous languages, usage and development. Negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation. Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

New

LIS 111   Introduction to Library and Information Science (3Units: 30LH)

Learning Outcomes:
At the end of the course, students should be able to:
   i.   Define the basic concepts in the course
   ii. Discuss the relationship between library science and information science
   iii. Explain the philosophical foundations of the course
   iv. Explain its origin, growth and development
   v.   Discuss the contributions of great scholars to the field
   vi. Mention the need for its study and practice
   vii. Discuss LIS education in Nigeria
   viii.Explain the relationship between LIS and other fields
   ix. Discuss the future of the course

Course Content
Definition of terms: Library, information, library science, information science, etc. Relationship between library and information science. Theoretical and philosophical foundations of library and information science. Origin, growth and development of library and information science. Contributions of great scholars to library and information science. Need for the study and practice of library and information science. Library and information science education in Nigeria. Relationship between LIS and other fields of study. The future of library and information science.

LIS 112   Basic Skills for Library and Information Work   (2 Units: 30 LH)

Learning Outcomes:
At the end of the course, students should be able to:
   i.   Define the basic concepts in the course
   ii.   Identify the various sources of information
   iii. Mention the skills for use of different library and information resources
   iv.   Enumerate the skills for packaging and repackaging of information
   v.   Explain the skills for offering library and information services
   vi.   Describe the different search techniques and strategies
   vii. Explain the concepts of information era and information society
   viii. Discuss the importance of libraries in human activities
   ix.   Identify different types of libraries and information centres
   x.   Enumerate the human and information resources in them
   xi.   Discuss how knowledge is organized in libraries and information centres
   xii. Explain information acquisition, preservation, dissemination, retrieval and access in libraries and information centres

Course Content
Definition of basic terms: library, information, information skills, information and library work, etc. Sources of information: primary, secondary, tertiary and grey literature. Skills for the use of different library and information sources and resources, e.g. catalogues, abstracts, indexes, bibliographies, books, databases, etc. Skills for packaging and repackaging of information. Skills for offering library and information services like current awareness, selective dissemination of information, strategic dissemination of information, etc. Search techniques and strategies, e.g. iterative, heuristic search strategies, etc. Skills

New

for accessing electronic information resources. Information and knowledge era. Information society. Importance of libraries and information in human activities. Types of libraries and information centres. Roles of ICT, e-publishing databases, etc. in libraries and information centres. Human and information resources in libraries and information centres. Knowledge organization in libraries and information centres. Information preservation, dissemination, retrieval and access in libraries and information centres.
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LIS 114: Introduction to Digital Libraries   (2 units: 30 LH)

Learning Outcomes:
At the end of the course, students should be able to:
  i.   Define the basic concepts in the course
  ii. Explain the origin and development of digital libraries
  iii. Identify the components of digital libraries
  iv. Enumerate the services of digital libraries
  v.   Explain the uses of digital libraries
  vi. Discuss their advantages and disadvantages

Course Content
Definition of concepts: digital libraries, electronic libraries, virtual libraries, library without boundaries, etc. Origin and development of digital libraries. Components of digital libraries: hardware, software, personnel, information resources, etc. Services of digital libraries. Uses of digital libraries. Advantages and disadvantages of digital libraries.

LIS 121: The Information User   (2 Units: 30 LH)

Learning Outcomes:
At the end of the course, students should be able to:
  i.   Identify types of users and their work environments
  ii. Enumerate their information seeking patterns
  iii. Explain user studies and education
  iv. Mention various user categories according to library types
  v.   Discuss the services offered to different users
  vi. Explain factors affecting services offered to certain users, e.g., women children and vulnerable users like the physically challenged

Course Content
Types of information users and their work environment. Users' information seeking behaviour patterns. Users of information such as differently abled. User studies. User education. Identify the various types of users in different libraries and Information Centres, including the physically challenge of users. Services to different types of users especially in rural communities. Gender factors.

LIS 125:   Introduction to Library Application Packages   (2 Units: 30 LH)

Learning Outcomes:
At the end of the course, students should be able to:
  i.   Define the basic concepts in the course
  ii. Identify different types of library application packages
  iii. Discuss the different categories of library application packages and what they are used for

    iv. Describe the features of library application packages
    v. Explain the limitations of library application packages

Course Content

Definition of terms-programs, software, application packages, etc. types of library application packages, e.g. VTLS, CD/ISIS, EOSIS Q Series,x-Lib. Open source packages, e.g. Koha, Greenstone, etc. Packages for institutional repositories, e.g. Dspace, Fedora, Eprint, etc. Features of library application packages. Uses of library application packages. Limitations of library application packages.

GST 212- Philosophy, Environment and Sustainable Development (2 C; LH=30)

Learning Outcomes:

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

1. Analyse the concept of humanity, its origin, philosophy and cosmic environment;
2. Improve their logical and critical thinking skills;
3. Identify the basic roles of science and technology in human society;
4. Describe renewable and non-renewable environmental resources available in the Nigerian society;
5. Identify resource conservation tools and techniques for sustainable environment;
6. Analyse environmental effects of plastics, and other wastes;
7. Suggest possible management techniques and solutions to identifiable environmental challenges faced in different areas of the Nigerian society;
8. List and describe unethical behaviour patterns that are capable of hindering human societal growth and development.

Course Content

Concept of humanity, its origin, philosophy and cosmic environment. Concepts and techniques in logic and critical thinking. Science and technology in human society and services. Renewable and non-renewable environmental resources. Climate change and the principle of sustainable development. Environmental effects of plastics, and other waste products. Elements of environmental studies for productive, safe and healthy living. Environmental Challenges - urbanisation, environmental pollution and degradation, soil erosion, desert encroachment, soil degradation and flooding. National Development Plans towards sustainable environment. Trends in global action towards environmental sustainability.

ENT 211 – Entrepreneurship and Innovation (2 C; LH=15; PH=45)

Learning Outcomes:

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

1. Explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking
2. State the characteristics of an entrepreneur;
3. Analyze the importance of micro and small businesses in wealth creation, employment, and financial independence
4. Engage in entrepreneurial thinking;
5. Identify key elements in innovation;
6. Describe stages in enterprise formation, partnership and networking including business planning;

New

7. Describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world;
8. State the basic principles of e-commerce.

Course Content
Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and join ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

LIS 211   Philosophy of Library and Information Science   (2 Units: 30LH)

Learning Outcomes:
At the end of the course, students should be able to:
  i.   Define the basic concepts in the course
  ii. Explain the paradigms, theoretical and philosophical foundations of library and information science
  iii. Discuss the contributions of philosophers to library and information science
  iv. Explain the need for philosophy of Library and Information Science

Course Content
Definition of concepts: paradigms theory, philosophy, etc. Paradigms, theoretical and philosophical foundations of library and information science, e.g. Egan and Shera's social epistemology, Melvil Dewey on the ten divisions of knowledge, Ranganathan's laws of librarianship, Robert S. Taylor's model on information seeking activities, Nicholas Belkin's model on anomalous state of knowledge (ASK), Brenda Dervin on cognitive dimensions of information science, Carol Kuhlthau on information search process, etc. Contributions of philosophers to the development of library and information science, e.g. Aristotle, Lineaus, Francis Bacon, Melvil Dewey, Ranganethan, Jesse Shera, etc. The need for philosophy of library and information science.

LIS 212   Introduction to ICT in Library and Information Services   (2 Units: 30 LH)

Learning Outcomes:
At the end of the course, students should be able to:
  i.   Define basic concepts in the course
  ii. Explain the concept of library automation
  iii. Discuss ICT application in different library services
  iv. Describe information seeking in the electronic environment
  v.   Explain database use in libraries and information centres

New

vi. Discuss the Internet as an information resource
vii. Explain the concept and design of web page and how to run it
viii. Explain ICT application in library and information centre management and promotion
ix. Describe digital libraries and open access
x. Explain property rights in the digital age
xi. Discuss the challenges and prospects of ICT application in Nigerian libraries and information centres

Course Content
Definition of basic concepts: information, communication, technology, information and communication technology, etc. Introduction to library automation. ICT application to technical services. ICT application to readers' services. Information seeking in an electronic environment. Database use in libraries and information centres. The Internet as an information resource Web page concept and design. Getting a web page up and running. ICT application in library management and promotion. Digital libraries and open access. Intellectual property rights in the digital age. Challenges and prospects of ICT application in Nigerian libraries and information centres

LIS 213: Bibliographic Information Sources and Services (2 Units: 30 LH)

Learning Outcomes:
At the end of the course, students should be able to:
i. Define the basic concepts in the course
ii. Discuss the history and concept of bibliography
iii. Enumerate the different types of bibliographies
iv. Describe and demonstrate how to compile bibliographies
v. Enumerate the criteria for evaluating bibliographies
vi. Identify and explain types of bibliographic services
vii. Mention major bibliographic providers
viii. Explain the role of modern technology in bibliographic activities

Course Content
Basic concepts: bibliography, bibliographic information, bibliographic services. History and concept of bibliography. Types of bibliographies such as analytical, enumerative, systematic, critical, historical, etc. and their uses. Compilation of bibliographies. Criteria for evaluation of bibliographies. Types of bibliographic services, e.g. indexing, abstracting, citation analysis, bibliographic compilation, in-house bibliographic services, commercial bibliographic services. Major bibliographic providers, e.g. CABI, etc. Role of modern technology in bibliographic activities.

LIS 214: Management of Libraries and Information Centres (2 Units: 30LH)

Learning Outcomes:
At the end of the course, students should be able to:
i. Discuss the concept of management from library and information centre perspective
ii. Explain delegation of authority, staff committee, library committee and evaluation as they pertain to management
iii. Explain goals setting, developing action plans, budgeting and reporting
iv. Discuss how to manage resources, time, people and money
v. Explain how to manage specialized library services

Course Content

The concepts of management as applied to libraries with reference to the Librarian's roles, powers and responsibilities. Delegation of authority. Staff committee. Library committee. Evaluation. Setting goals and developing action plans. Budgeting. Reporting library activities. Managing resources, time, people and money. Specialized services management, e. g. learning commons, digital libraries, etc.

LIS 215: Library and Information Services for Children and Adolescents (2 Units: 30 LH)

Learning Outcomes:

At the end of the course, students should be able to:
  i. Identify the characteristics, needs and interests of children and adolescents for the purpose of selecting appropriate information materials
  ii. Enumerate the effects of media on children and adolescents
  iii. Explain the relationship between gaming and libraries
  iv. Discuss how to filter the gamut of information resources to ensure users' safety
  v. Mention social networking services that are available for children and adolescents
  vi. Explain how to offer information and media literacy to children and adolescents
  vii. Enumerate and evaluate digital library resources and services for children and adolescents
  viii. Discuss the role of technology on children's library and information services
  ix. Explain future trends in library and information services for children and adolescents

Course Content

Characteristics, needs and interests of children and adolescents, children's literature, selection and materials. Effects of media on children and adolescents from toys to television. Gaming and libraries. Filtering and child safety. Social networking. Information/media literacy instruction in children's libraries. Digital libraries for children. Evaluation of digital resources for children. Children information behaviour. Global perspectives-technology in young people's lives around the world. Future trends.

LIS 216:   Serials Management   (2 Units)

Learning Outcomes:

At the end of the course, students should be able to:
  i. Define the basic concepts in the course
  ii. Explain the role of serials in information dissemination.
  iii. Describe the selection, acquisition, organization storage and dissemination processes of serials in print, microform and digital formats;
  iv. Enumerate the uses of databases for serials control and dissemination
  v. Mention the problems of bibliographic control of serials
  vi. Explain users' access to serials through indexing and abstracting services
  vii. Demonstrate serials control and access using appropriate software

Course Content

Definitions. Role of serials in information dissemination. Selection, acquisition, organization and storage of serials in print, microforms and digital formats. Use of databases. Problems of bibliographic control. User access via indexing and abstracting services. Students are required to have hand-on practicals on serials management software.

New

LIS 222:   **Organization of Knowledge I: Principles of Cataloguing**   (**2   Units 30 LH)**

Learning Outcomes:
At the end of the course, students should be able to:
 i.   Define the basic concepts in the course
 ii.   Do descriptive cataloguing using AACR2 and RDA
 iii.   Use Library of Congress Subject Headings, Sears List of Subject Headings and Medical Subject Headings (MeSH).
 iv.   Use Dublin Core Metadata Standard Elements and the Minnesota Metadata Guidelines.
 v.   Catalogue non-book materials
 vi.   Explain the application of computers to cataloguing
 vii.   Mention the types of catalogues and their uses
 viii. Explain filing rules and demonstrate their practical application.

Course Content
Definition of terms: cataloguing, authority file, shelf list, filing rules, subject heading, etc. Standard techniques of identification and description of bibliographic units through descriptive cataloguing using ACCR 2 and RDA. Establishment of subject headings using Sear's List of Subject Headings, Library of Congress Subject Headings, Medical Subject Headings of the National Library of Medicine of the USA, etc. Metadata standard sets e.g. Dublin Core Metadata Standard sets, Minnesota Metadata Guidelines, etc. Cataloguing of non-book materials. Application of computers to cataloguing with special emphasis on MARC and related online formats. Types of catalogues and their uses. Filling rules and their practical applications, etc.

LIS 223:   **Library and Information Services to Rural Communities** (2 **Units: 30 LH)**

Learning Outcomes:
At the end of the course, students should be able to:
 i.   Define basic concepts of the course
 ii.   Identify the characteristics and occupations of rural dwellers
 iii.   Enumerate rural dwellers' needs for information services
 iv.   Identify the types of information services required by them
 v.   Explain information generation, organization, preservation, dissemination and use in rural Nigeria
 vi.   Mention digital resources and opportunities for better rural information services in Nigeria
 vii.   Identify entities to cooperate with for enhanced rural information services

Course Content
Definition of concepts: rurality, rural communities, rural library and information services, etc. Characteristics and occupations of rural dwellers. Establishing rural dwellers' needs for information services Types of information services required by rural dwellers. Information generation, organization, preservation, dissemination and use in rural Nigeria. Digital resources and opportunities for enhanced rural information services in Nigeria. Identification of and cooperation with other change agents and local power elites in rural communities.

New

LIS 225:   Hardware and Software Technologies   (2 Units: 30 LH)

Learning Outcomes:
At the end of the course, students should be able to:
i.   Define the basic concepts in in the course
ii. Identify the various parts of hardware and their uses
iii. Discuss network technology, etc.
iv. Mention the various components of system software and their functions
v.   Explain application software, general application software, application specific software, operating system software, programming languages, telecommunications software, satellite/radio/Tv/Internet communications
vi. Discuss the use of LIS packages for library automation
vii. Explain electronic library management software, institutional repository management software and electronic resources management software
viii. Mention and discuss other emerging software and applications

Course Content
Definition of terms: hardware, software, technology, hardware technology, software technology, programs, software, application software, etc. Types of hardware: input devices, processing devices, storage devices, etc. Network technology, etc. Components of systems software and their functions. Application software. General application software. application specific software. Operating system software. Programming languages. Telecommunications software. Satellite, radio, TV and Internet communications. Use of software packages in LIS integrated library management system software for library automation. Electronic library management system software, institutional repository management software. Electronic resources management system software. Any other emerging software package and application

LIS 229:   **Indigenous Knowledge System**   **(2 Units: 30 LH)**

Learning Outcomes:
At the end of the course, students should be able to:
i.   Define the key concepts in the course
ii. Explain the nature of oral information, IKS, oral history, oral traditions and documentation of oral history and traditions
iii. Discuss IKS services and use in agriculture, health, education, communication, etc.
iv. Explain the documentation of IK and its management
v.   Enumerate the problems of generating, packaging and using IK
vi. Do a comparison of WKS and IKS.

Course Content
Definition, concept and scope of Indigenous Knowledge. Nature of oral information. Indigenous Knowledge Systems (IKS). Oral history. Oral traditions. Documentation of oral history and traditions. IKS services and use in agricultural, health, education, communication, etc. practices. Documentation of Indigenous Knowledge. Management of indigenous knowledge. Problems of generating, packaging and use of indigenous knowledge. Comparison of western knowledge systems (WKS) and IKS

GST 312- Peace and Conflict Resolution (2 C; LH=30)

Learning Outcomes
At the end of the course, students should be able to:
7. analyse the concepts of peace, conflict and security;
8. list major forms, types and root causes of conflict and violence;
9. differentiate between conflict and terrorism;
10. enumerate security and peace building strategies; and
11. describe roles of international organisations, media and traditional institutions in peace building

Course Content
Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts. Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon. Boundaries/boarder disputes. Political disputes. Ethnic disputes and rivalries. Economic Inequalities. Social disputes. Nationalist Movements and Agitations. Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes etc. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders etc.). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice. The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue   b). Arbitration,   c). Negotiation   d). Collaboration etc. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312 – Venture Creation (2 C; LH=15; PH=45)

Learning Outcomes:
At the end of this course, students, through case study and practical approaches, should be able to:
- describe the key steps in venture creation;
- spot opportunities in problems and in high potential sectors regardless of geographical location;
- state how original products, ideas, and concepts are developed;
- develop business concept for further incubation or pitching for funding;
- identify key sources of entrepreneurial finance;
- implement the requirements for establishing and managing micro and small enterprises;
- conduct entrepreneurial marketing and e-commerce;
- apply a wide variety of emerging technological solutions to entrepreneurship; and
- appreciate why ventures fail due to lack of planning and poor implementation.

New

Course Content

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - *Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy etc.* Digital Business and E-Commerce Strategies).

LIS 311:   Organization of Knowledge II   (3 Units: 45 LH)

Learning Outcomes:
At the end of the course, the students should be able to:
  i.   Define the basic concepts of the course
  ii. Explain the historical developments of classification schemes
  iii. Enumerate the different types of classification schemes
 iv. Discuss the roles and significance of classification schemes in libraries and information centres
  v.   Classify with at least two general classification schemes and one special scheme in use in Nigerian libraries and information centres
 vi. Do practical subject analysis
 vii. Classify with online facilities like Worldcat, LC Catalog Online, etc.
 viii. Do practical subject organization of collections and indexes
 ix. Identify the problems of classifying African materials in the major classification schemes with emphasis on Nigeria
  x.   Design an inhouse classification scheme

Course Content
Definition of terms: classification, schemes of classification, classification schedule. Historical development of classification schemes. Types of classification schemes, e.g. general classification schemes like LC, DDC, UDC, Bliss, Colon, etc, and subject schemes like Elizabeth Moi's scheme for law, etc. Significance and roles of classification schemes in libraries and information centres. Details and practical exercises with at least two popular general schemes and one popular specialized scheme in use in Nigeria. Subject analysis. Classifying with online facilities like Worldcat, LC Online Catalog, etc. Subject organization of collections and indexes (call marks). Problems of classifying African materials in using standard classification schemes with emphasis on Nigeria. Designing an in-house classification scheme.

New

LIS 312:   **Collection Management**   **(2 Units: 30 LH)**

Learning Outcomes:
At the end of the course, the students should be able to:
   i.   Discuss the principles and methods of building library collections
   ii. Identify the criteria for evaluating library materials
   iii. Explain the relationship of the selection process to user requirements and other library procedures such as book review, the relationship of the publishing industry and collection management, etc.
   iv. Discuss the development of special collections such as non-print materials, cartographic materials, musical materials, etc.
   v.   Explain the problems of collection management in Nigerian libraries and information centres
   vi. Identify the problems of acquiring Africana materials

Course Content
Examines the principles and methods of building library collections in all types of libraries including formulation of selection policy. Criteria for evaluating materials and the relationship of selection process to user requirements and to other library procedures. Includes the problem of censorship, the art of the book review, and the relationship of the publishing industry to collection management. Development of special collections, e.g. non-print. Problems of collection development in Nigeria libraries and information centres. Problems of acquisition of Africana are covered.

LIS 313:   **Reference and Information Services**   **(2 Units: 30 LH)**

Learning Outcomes:
At the end of the course, the students should be able to:
   i.   Explain the evolution, theory and objectives of reference and information services
   ii.   Enumerate and explain different types of reference questions
   iii. Identify the tools for offering reference and information services
   iv.   Enumerate the qualities reference and information services personnel should possess
   v.   Explain the techniques of literature searching
   vi.   Identify types of reference and information services
   vii. Explain abstracting and indexing, current awareness, selective dissemination of information, and translation services
   viii. Explain reference and information services as performed indifferent types of libraries
   ix.   Discuss organization and evaluation of reference and information services
   x.   Explain reference and information ser vices in the digital environment
   xi.   Establish the status of reference and information services in Nigerian libraries
   xii. Do practical reference work

Course Content
Evolution, theory and objectives of reference and information services. Reference questions. Tools for offering reference and information services. Reference and information services personnel. Techniques of literature searching. Types of reference and information services. Abstracting and indexing services. Current awareness. SDI and translation services, etc. Reference and information services in different types of libraries. Organization and evaluation of reference and information services. Reference and information services in the digital environment. Status of reference and information services in Nigerian Libraries.

LIS 316   Library Environment and Buildings   (2 Units: 30 LH)

Learning Outcomes:
At the end of the course, the students should be able to:
  i. Define the key concepts in the course
  ii. Discuss the aesthetic requirements for the library environment
  iii. Explain the importance of aesthetics in the library environment
  iv. Describe library buildings and their characteristics
  v. Explain the need for purpose-built library buildings
  vi. Make briefs to architects, furnishing, fenestration, provision of special facilities and equipment
  vii. Discuss the relationship of librarians with maintenance officers, projects management, green library practices and the need for them
  viii. Enumerate and explain the problems and prospects of ideal library environment and buildings in Nigeria

Course Content
Definition of concepts: library environment, library building, aesthetics, green librarianship, etc. Aesthetics of library environment. Importance of aesthetics in library environment. Library buildings and their characteristics. The need for purpose built library buildings. Briefings to architects, furnishing, lighting, fenestration, provision of special facilities and equipment. Librarians relationship with maintenance officers. Projects Management; green library practices. Need for green library practices. Problems and prospects of ideal library environment and buildings in Nigeria.

LIS 317: Library Systems and Services   (2 Units: 30LH)

Learning Outcomes:
At the end of the course, students should be able to:
  i. Define the various types of library systems and services
  ii. Enumerate their objectives
  iii. Identify their users, information needs, resources, services and staffing
  iv. Explain ICT application in them;
  v. Describe their structure, challenges and prospects in Nigeria

Course Content
Types of library systems and services: academic, research, school, special and academic. Objectives of library systems and services. Users of library systems and services. Information needs of users of library systems and services. Resources of library systems and services. Staffing of library systems and services. Services offered by library systems and services. ICT application in library systems and services. Structure of library systems and services in Nigeria. Challenges and prospects of library systems and services in Nigeria.

LIS 321:   Preservation, Conservation and Security of Library and Information Resources (2 Units: 30 LH)

Learning Outcomes:
At the end of the course, students are expected to:
  i. Define the various concepts of the course;
  ii. Enumerate the various disaster and security issues in libraries and information centres

New

iii. Describe how to manage them, as well as the current trends in practice, especially with regard to electronic resources; etc.
iv. Identify the body of literature on how to ameliorate the problems of preservation, conservation, security and disasters in libraries and information centres
v. Identify institutions with good practices in preservation, conservation, security, disaster preparedness and control

Course Content
Basic concepts of preservation, conservation and security. Causes of deterioration of information sources. Preservation, conservation and security strategies in libraries and information centres. Significance of preservation, conservation and security of information sources. Types of disasters and security issues in libraries and information centres. Disaster and security management in libraries and information centres. Current trends in preservation, conservation and security of library and information resources. Preserving, conservation and securing electronic information systems and resources in libraries and information centres. Exploration of the body of knowledge related to ameliorating the problems of preservation, conservation of security in libraries and information centres. Identification of institutions with good preservation, conservation, security and disaster preparedness and control practices.

LIS 323   Knowledge Management   (2 Units)

Learning Outcomes:
At the end of the course, students should be able to:
   i. Define key concepts;
   ii. Determine the scope and topology of KM;
   iii. Identify techniques for capturing or acquiring, organizing, distributing and sharing knowledge;
   iv. Discuss the formulation of KM strategies, requirements, issues, etc.
   v. Explain the application of KM in library and information practice
   vi. Identify ethical issues and problems of KM
   vii. Explain KM prospects
   viii. Demonstrate KM work

Course Content
Definition, scope and topology of knowledge management (KM) within an organization or business context; techniques for capturing/acquiring, organizing distributing and sharing knowledge. Formulation of knowledge management strategies, requirements and issues in designing enterprise knowledge architecture and implementing knowledge management projects. Application of knowledge management in library and information practice. Ethical issues and problems inherent in knowledge management. Prospects of knowledge management. Measurement of the impact of KM programmes. Practical work in knowledge management.

LIS 325:   Information Science   (2 Units; 30LH)

Learning Outcomes:
At the end of the course, students should be able to:
   i. Define the key concepts in the course
   ii. Provide an overview of the history, academic origin, conceptual structure and methodology of information science
   iii. Determine the scope of information science

New

iv. Describe the trends and developments in the field
v. Explain information needs and gathering techniques
vi. Discuss the principles and concepts that underlie information processing
vii. Enumerate and explain models of information storage, retrieval and human cognition
viii. Discuss the roles of computers in information storage and retrieval
ix. Identify and explain communication systems
x. Enumerate and discuss the basic processes of information systems analysis, design and development
xi. Discuss the relationship between information science and other fields of knowledge

Course Content
Definition of basic concepts: information, data, knowledge, etc. Overview of the history, academic roots, conceptual structure and methodology of information science. Scope of the field: information management, bibliometrics, information systems, information theory, etc. Trends and developments in information science. Problems of growth of knowledge especially in scientific and technological fields. Information needs and information gathering techniques. Principles and concepts that underlie information processing, including information theory, channel capacities, etc. Models of information storage and retrieval and human cognition. Role of computers in information storage and retrieval. Communication systems, e.g. digital, analogue, oral, etc. Basic processes of information systems analysis, design and development. Relationship of information science with other disciplines.

LIS 326:   **Research and Statistical Methodology**   **(2 Units: 30 LH)**

Learning Outcomes:
At the end of the course, th**e** students should be able to:
i. Discuss the nature and purpose of research in library and information science
ii. Enumerate and explain types of research
iii. Identify and explain the steps in research
iv. Discuss the basic statistical concepts and calculations of descriptive statistics
v. Explain and apply basic quantitative techniques in library and information science
vi. Explain and apply the use of statistical packages, e.g. SPSS for data analysis

Course Content
Nature and purpose of research in Library and Information Science. Types of research. Survey, historical/documentary and experimental. Steps in research. Statement of problem. Review of literature, data collection and analysis. Conclusion and recommendation. Citations and references. Introduction to basic statistical concepts and calculations of descriptive statistics. Application of quantitative techniques in library and information science. Use of statistical packages e.g. SPSS for data analysis.

LIS 327   Information Management and Marketing   (2   Units: 30 LH)

Learning Outcomes:
At the end of the course, the students should be able to:
i. Define the key concepts in the course
ii. Discuss management principles and applications to information systems
iii. Explain the origin of marketing of library and information products and services
iv. Discuss the need for the marketing of information products and services
v. Mention and explain marketing principles and strategies in library systems and services, such as marketing mix, market segmentation, feedback appraisal, etc.

New

Course Content

Definition of terms: data, information, information management, marketing, information products, information services. Management principles and applications to information systems. Introduction to management information systems. Origin of marketing of library and information products and services. Need for marketing of information products and services. Marketing principles and strategies in library information systems and services such as marketing mix, market segmentation, feedback appraisal, etc.

LIS 329:   **Field Experience (SIWES)**   **(6 Units)**

Learning Outcomes:

At the end of the course, the students should be able to:
   i.   Carry out practical work in all aspects of library and information services
   ii. Write and submit a report on their practical experiences

At least six months of supervised field experience in any approved library and information centre in Nigeria, undertaken during the long vacation.

LIS 413:   **Indexing and Abstracting**   (**2 Units: 30 LH**)

Learning Outcome:

At the end of the course, the students should be able to:
   i.   Define the basic concepts in the course
   ii.   Explain the concepts and methods of indexing and abstracting
   iii. Design and update a thesaurus
   iv.   Enumerate types of indexes and abstracts
   v.   Explain the workings of indexing and abstracting services, both print and electronic
   vi.   Evaluate indexes and abstracts
   vii. Apply practical knowledge of indexing and abstracting

Course Content

Concepts and methods of indexing and abstracting. Design and updating of thesaurus. Types of indexes and abstracts. Indexing and abstracting services including electronic data bases. Evaluation of indexes and abstracts. Practice application.

IS 416:   **Archives Administration & Records Management**   (**2 Units: 30LH**)

Learning Outcomes:

At the end of the course, the students should be able to:
   i.   Define the key concepts of the course
   ii.   Explain the life cycle of records
   iii. Discuss archival activities and processes with regard to theory and practice

Course Content

Discusses the life cycle of records as well as records continuum and covers records creation. Maintenance of records disposals. Provides an introduction to the archival profession with focus on theory and practice in the area of appraisal, acquisition, arrangement and description, references, preservation, exhibitions, outreach and electronic resources.

LIS 417:   **Publishing, Book Production and Book Trade**   (**2 Units: 30LH**)

Learning Outcomes:

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

New

i. Define the key concepts of the course
ii. Provide an outline history of printing and publishing
iii. Mention books for different categories of readers
iv. Identify the different types of publishers
v. Explain indigenous publishing
vi. Mention and explain the nature of book vending
vii. Identify and explain the problems of marketing and distribution of books
viii. Explain manuscript development and editing
ix. Identify and explain author-publisher marketing and promotion techniques
x. Discuss intellectual property laws
xi. Explain the use of modern technologies in publishing
xii. Enumerate the problems of publishing in Africa with emphasis on Nigeria

Course Content

Problems of books publishing in Africa (Nigeria). Books for various categories of readers, the multi-national publishers. Indigenous publishing. Government and individuals as publishers. Bookshops and bookselling. Problems of marketing and distribution. A brief outline history of printing and publishing from the earliest times to the present day. Manuscript development and editing. Author-publisher marketing and promotion techniques. Intellectual property law. Use of new technologies in publishing. Problems of publishing in Nigeria.

LIS 419: Research Project (6 Units)

Learning Outcomes:

Students under the guidance of their supervisors should be able to:
i. Select a topic of their choice
ii. Conduct the research
iii. Write the research report
iv. Submit bound copies to the Department

Course Content

A topic on any aspect of Library and Information Science selected by a student and written under the supervised direction of a staff member. Students should demonstrate their understanding of research and statistical/methods, through use of collection, analysis and interpretation techniques. An annotated bibliography or the construction of an index or thesaurus may also be accepted.

LIS 421: Database Design and Management

Learning Outcomes:

At the end of the course, the students should be able to:
i. Define the key concepts of the course
ii. Identify types of databases
iii. Discuss the scope of database design, database management, database principles for microcomputers
iv. Identify and discuss examples of database applications in library in library and information fields
v. Explain and demonstrate the processes of database design, creation and maintenance
vi. Discuss and demonstrate data dictionary and normalization process
vii. Explain user interface and programming concepts
viii. Create a workable database system

New

ix. Describe centralized and distributed database system
x. Execute practical work in database design and management

Course Content

Definition of concepts: data, database, database design, database management, etc. Types of databases. Scope of database design. Scope of database management. Database principles for microcomputers with emphasis on relational database systems (DBMS). Applications of database development in library and information fields. Database design, creation and maintenance. Data dictionary and normalization process: 1NF, 2NF3NF maintenance. The user interface. Programming concepts. Creation of a workable database system. Centralized and distributed database systems and practical work in database design and management.

LIS 424   Infopreneurship   (2 Units: 30 LH)

Learning Outcomes:
At the end of the course, the students should be able to:
i. Define the key concepts of the course
ii. Explain the concept of infopreneurship
iii. Enumerate infopreurship strategies in libraries and information centres
iv. Identify and explain types of infopreneurship activities in libraries and information centres
v. Mention and explain the requirements for establishing and managing infopreneurship activities
vi. Apply practical infopreneurship skills

Course Content

Definition of terms: entrepreneurship, infopreneuship, library and information consultancy, revenue generation, self-employment, etc. Introduction to infopreneurship. Infopreneurship strategies in library and information centres: individual, joint ownership, corporate, etc. Types of infopreneurship activities: library and information consultancy, book vending, business centres, etc. Requirements for establishing and managing infopreneurship activities: registration, finance, accommodation, business contacts, etc. Practical aspects of Infopreneurship in Library Information, e.g. taking students through digitization processes, setting up libraries and information centres, etc.

List of Minimum Equipment

There is need for a learning Commons that should contain both print and electronic resources for students' practical to be managed by a professional with very good skills in ICT. The Learning Commons should contain the following:
1. Classification schedules, such as Library of Congress, Dewey Decimal Classification, Universal Decimal Classification, Mois Classification schedules, etc. The Learning Commons should provide online access to these tools as well.
2. Subject headings list, such as Library of Congress Subject Headings, Sears List of Subject Headings and Medical Subject Headings. There should be access to online versions of these resources.
3. RDA tool kits
4. Networked computers numbering not less than fifty with full Internet connectivity for students' hands on practice.
5. Appropriate library application packages like Koha, Greenstone, Dspace, Eprint, etc.
6. Network printers and offline printers
7. Power Point projectors and screens

New

8. Scanners
9. Digital cameras
10. VMWare and antiviruses, etc.
11. Basic library and information science textbooks, reference sources and journals.

There is need for more ICT content in all the courses to meet modern realities.

Minimum Standards for Staffing

The following categories of staff are required:
1. Academic staff with minimum of Masters degrees of the ranks of Assistant Lecturers up to Professors
2. Non- academic staff
3. Librarian and systems expert to run the Library and Learning Commons respectively

Minimum Standards for Libraries

The library should have the minimum of the following:
1. Two hundred and fifty titles in 1,000 volumes
2. A minimum of fifty journal titles, both local and foreign
3. Subscription to electronic journals and books
4. A sitting capacity for at least fifty users
5. A well-ventilated accommodation

Minimum Standards for Classroom, Laboratories, Workshops, and Offices

1. Well furnished individual offices for all academic staff
2. At least two dedicated classrooms for the Department
3. A laboratory to serve as workroom apart from the learning commons
4. Air conditioners, fans and other cooling devices
5. Disaster prevention and management facilities like fire extinguishers and sand buckets
6. Toilet facilities

New

B.Sc. Peace Studies and Conflict Resolution

Overview

Peace Studies deals with the study of the different strategies and dynamics that bring about peaceful and progressive co-existence between human beings. Conflict resolution is the way irreconcilable differences between parties with conflicting interests can be resolved in a scientific win-win manner. In the recent literature, Conflict Resolution is part and parcel of Peace Studies. Peace Studies and Conflict Resolution are interwoven in addressing progressively dysfunctional issues that affect nations and other social categories and bringing them to a reasonable agreement.

The study of Peace and Conflict and other related courses in an academic setting is now a sine qua non in all the countries of the world because of the recent unprecedented level of insecurity bedevilling countries all over the world. Peace and Conflict Resolution as a discipline equips students with the techniques for building sustainable peace. The discipline is critical for Africa, in general, and Nigeria, in particular, as incessant conflicts have stifled development strides. A graduate of the programme can work in, among other areas, the academia, administration in institutions, diplomatic missions, the UN and regional organisations, international organisations and donor agencies.

Philosophy

The philosophy underlying the B.Sc. (Peace Studies and Conflict Resolution) programme is to produce a crop of graduates equipped with appropriate knowledge and skills to make their contribution to the development of Nigeria, Africa and the global community in the field of Social Sciences, in general, and in the various sub-fields of Peace Studies and Conflict Resolution, in particular. In addition, the course will produce students and experts in the physical resolution of conflicts and crisis management in the ever-challenged societies of Nigeria and the global world.

Objectives

The objectives of the Peace Studies and Conflict Resolution programme are to:
1. instill in students a sound knowledge of Peace Studies and Conflict Resolution, and appreciation of its applications in different socio-cultural contexts;
2. provide students with broad and well-balanced theories and methods in Peace Studies and Conflict Resolution;
3. inculcate in students the ability to apply their knowledge and skills on Peace Studies and Conflict Resolution to the understanding and solution of societal problems in Nigeria and elsewhere through information synthesis, conflict analyses and logical reasoning;
4. provide students with a relevant knowledge and skill base from which they can proceed to further studies in special areas of Peace Studies and Conflict Resolution or multi-disciplinary areas involving Peace Studies and Conflict Resolution;
5. instill in students an appreciation of the importance of Peace Studies and Conflict Resolution in contemporary national and global affairs;
6. provide students with relevant research skills in the area of peace studies and conflict resolution;
7. provide the students the knowledge, rudiments and application of the theories and thought classes for community usage; and

New

8. develop in students a range of useful competencies for employment whether public, private or self-employment.

Employability Skills

Due to the current unprecedented level of conflict in all the regions of the world, well-educated and well-groomed first degree holders of Peace Studies and Conflict Resolution will have no serious problem in getting employment. Where they do not get employed, they can easily turn their learned mediation, negotiation, conflict analysis, conflict reporting, and other peace research skills to money-making ventures entrepreneurially.

A graduate of Peace Studies and Conflict Resolution has, among others, the following employability skills:

1. teaching Peace Studies and Conflict Resolution or a section of it in an academic institution;
2. consulting for Donor Agencies on matters of deployment of fund and support to conflict zones;
3. designing and conducting research for clients (public and private institutions) in the area of Peace Studies and Conflict Resolution;
4. working as a diplomat in the Ministry of Foreign Affairs or in foreign missions;
5. working as Special Assistant or Special Adviser to government at all levels on security and conflict resolution;
6. engaging in consultancy services for international and regional organisations on conflict and security; and
7. serving as a resource person or facilitator on security, peaceful co-existence and conflict resolution training.

Unique Features of the Programme

The unique features of the programme are:

1. teaching practical programme of Peace Studies and Conflict Resolution;
2. training of trainees in the field of Peace and Conflict Resolution;
3. developing expertise in reconstruction of peaceful negotiation, border re-adjustment and anti- trauma counselling;
4. conducting practical research and field survey for high-profile conflict management and peace negotiation;
5. developing the positive mentality and practical activities of conflict intervention, insurgency and terrorism management; and
6. developing knowledge and skills of de-radicalisation, resettlement and rehabilitation.

21st Century Skills

At the end of the four-year course, graduates of Peace Studies and Conflict Resolution should have the skills below:

1. critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information, proficient in conflict analysis, conflict reporting, conflict researching, mediation, negotiation and peacekeeping/maintenance;
2. leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces;
3. information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming;
4. civic, ethical, and social-justice literacy;
5. oral and written communication, public speaking and presenting, listening

New

6. practical oriented as the programme, Peace Studies and Conflict Resolution is a popular course in almost all respected citadels of higher learning in Europe and America; and
7. global awareness, multicultural literacy, and ability to compete and attract international students, scholars and collaboration.

Admission and Graduation Requirements

Admission requirements
For a four-year programme:
In addition to UTME score the candidate should possess a Senior School Certificate with at least five credit passes including Mathematics, English, Economics and Government/History, obtained at not more than two sittings.

For the three-year programme:
Candidates shall possess five credits in SSC, two of which must be at Advanced Level, provided that such passes are not counted at both levels of the examination. For emphasis, English, Mathematics and Economics are required at credit passes.

Graduation requirements
To obtain a B.Sc. in Peace Studies and Conflict Resolution, the candidate must satisfy all the requirements spelt out in the CCMAS for Social Science discipline.

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication Skills in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	
PCR 101	Introduction to Peace Studies	2	C	30	
PCR 103	Introduction to Psychology	2	C	30	
PCR 105	Introduction to Political Science	2	C	30	
PCR 102	Socio- cultural Factors in Conflict Resolution	2	C	30	
PCR 104	Introduction to the History of Nigeria	2	C	30	
	Total	**14**			

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	
ENT 211	Entrepreneurship and Innovation	2	C	30	
SSC 202	Introduction to Computer and its	3	C	45	

New

Course Code	Course Title	Units	Status	LH	PH
	Application				
PCR 201	Fundamental Human Rights in Peace and Conflicts	2	C	30	
PCR 203	Peace Keeping and Conflict Resolution	2	C	30	
PCR 205	International Politics of the Environment	2	C	30	
PCR 207	Culture, Values and Conflicts in Nigeria	2	C	30	
PCR 202	International Organisations and Conflict Resolution	2	C	30	
PCR 204	Social Alternatives	2	C	3	
PCR 206	Globalisation and Equity	2	C	30	
	Total	**21**			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	
ENT 312	Venture Creation	2	C	15	45
SSC 301	Innovation in the Social Sciences	2	C	30	
SSC 302	Research Method I	2	C	30	
PCR 301	Terrorism and Global Conflicts	2	C	30	
PCR 303	Resource Access and Conflicts	2	C	30	
PCR 305	International Systems of Peace and Conflict Management	2	C	30	
PCR 307	Military Interventions and Conflict	2	C	30	
PCR 309	Peace Building, Monitoring and Evaluation	2	C	30	
PCR 302	The Media, Information Management and Conflicts	2	C	30	
PCR 304	Research Methods	2	C	30	
PCR 306	Cultism, Substance Abuse and Conflicts	2	C	30	
PCR 308	Gender in War and Peace	2	C	30	
PCR 321	Internship	2	C	30	
	Total	**28**			

New

400 Level

Course Code	Course Title	Units	Status	LH	PH
SSC 401	Research Method II	2	C	30	
PCR 401	Negotiation and Conflict Resolution	2	C	30	
PCR 403	Weapons Proliferation and Conflicts	3	C	45	
PCR 405	War and Society in the Middle East	3	C	45	
PCR 402	Conflict Modelling and Peace Building	3	C	45	
PCR 404	The Nigerian Civil War	2	C	30	
PCR 499	Research Project	6	C		270
	Total	**21**			

Course Contents and Learning Outcomes

100 Level

GST 111: Communication Skill in English   (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of this course, the students should be able to:
1. identify possible sound patterns in the English language;
2. list notable language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents
Sound patterns in the English language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post-writing, Editing and Proofreading; Brainstorming, Outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report Writing, Note Making and many others. Mechanics of Writing). Comprehension Strategies: (Reading and Types of Reading, Comprehension Skills, SQ3R). Information and Communication Technology in Modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

New

GST 112: Nigerian Peoples and Culture   **(2 Units C: LH 30)**

Learning Outcomes

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

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture. Peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria. Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria. Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics. Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system. Indigenous apprenticeship system among Nigeria people. Trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition. Citizenship and civic responsibilities. Indigenous languages, usage and development. Negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation. Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

PCR 101: Introduction to Peace Studies   **(2 Units C: LH 30)**

Learning Outcomes

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

1. trace the fundamentals of peace studies;
2. discuss the definition of terms and basic theoretical foundations; and
3. analyse specific conflicts and apply knowledge gained accordingly.

Course Contents

Elements of Peace Studies: the profile of world peace and conflict epochs. The causes, gestation, conflict duration and abatement. Essential factors for peace. This course serves as an introduction to the study of war, peace, and peace-making. Different theories of peace and war from a variety of disciplinary perspectives. It covers definitions of peace and war, causes of conflict, and modes of conflict prevention and resolution.

New

PCR 102: Socio-Cultural Factors in Conflict Resolution   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain socio-cultural perspectives on conflict;
2. identify the roles religion, value systems and beliefs play in conflict and conflict resolution;
3. apply conflict resolution methods in varying cultural contexts; and
4. critique ethical dilemmas in socio-cultural conflict for sustainable resolution.

Course Contents
The nature of conflict and the potential for negotiated settlements. Critical perspective on the field of conflict resolution by exploring the cultural dimensions of conflicts and the applicability of conflict resolution methods in a range of cultural contexts, Ethics and the role of religion in both fostering and resolving conflict, using case studies from the local, national and international levels. Critical perspective on the field of conflict resolution by exploring the cultural dimensions of conflicts and the applicability of conflict resolution methods in a range of cultural contexts. Using case studies and perspectives from the field of anthropology, the limitations of current conflict resolution models are explored and new ways forward are considered.

PCR 103: Introduction to Psychology   (2 Units C: LH: 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the aims of studying psychology;
2. explain and critically evaluate the schools of psychology;
3. discuss the historical antecedents to modern psychology;
4. explain different areas of specialization in psychology;
5. list the methods of investigation, data collection and principles that guide scientific research;
6. discuss the relationship between psychology and other disciplines; and
7. evaluate the controversies in psychology.

Course Contents
A brief history of psychology. Aims of psychology. Early schools of psychology: structuralism, functionalism, behaviourism, gestalt psychology, psychoanalysis. Later schools of psychology: cognitive. Evolutionary, humanistic, biological and many others. Fields of psychology: Clinical, industrial, social, environmental, developmental, school, educational, neuropsychology, medical/behavioural and many others. Psychology as a scientific discipline: principles that guide scientific research such as objectivism, empiricism, determinism, skepticism, convergence of operation, refutability, testability and many others. Methods of investigation in psychology: experimentation, observation, case-study, survey, archival. Relationship between psychology and other disciplines. Current issues - mind and body, Nature and Nurture controversies.

New

PCR 104: Introduction to History   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the foundations of the history of Nigeria appreciating its culture, intricacies and connecting nexus;
2. explain conflict and indeed peace initiatives and their historical background and antecedents; and
3. discuss the historical backgrounds of conflict and the applications of conflict resolution practically learned and ready to be implemented.

Course Contents
The meaning, subject matter, functions and sources of History. The concepts of causation in History, Historical explanation, History as an arbiter and the problems of objectivity in History shall also be discussed. In addition, the course will focus on the rise of History as an academic discipline, history and related disciplines, history in literate societies, and past and current trends in African historiography.

PCR 105: Introduction to Political Science   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss key concepts in political science such as politics, power, authority, influence, state, nation and many others);
2. explain the nature, form and character of politics;
3. appreciate the contributions of the founding/leading scholars of political science;
4. differentiate between political science as a field of study and politics as an art or practise;
5. explain the relationship among the various concepts in political science and many others; and
6. discuss the relationship between political science and other fields of study (other social sciences, humanities and the natural sciences).

Course Contents
The nature of politics and how it is played. It emphasizes the issues of political discourse and practice. The language and basic concepts of Politics. The student is later introduced to the methods of Political Science. Key themes here include approaches to the study of politics. The 'science' or 'art' of the discipline. Nation, state and society. Power, authority and influence, constitution and constitutionalism, political culture and political socialisation, and many others.

200 Level

GST 212: Philosophy, Logic and Human Existence   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. evaluate the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;

New

5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically asses the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents
Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character moulding and many others.

ENT 211: Entrepreneurship and Innovation   (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of this course, students should be able to:
1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk-taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents
Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and join ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

New

SSC 202: Introduction to Computer and its Application   (3 Units C: LH 45)
Learning Outcomes
At the end of the course, the students should be able to:
1. explain the history of computing sciences;
2. discuss in detail the different computing programs and their characteristics;
3. evaluate different computer applications; and
4. apply search engines to source on-line resources.

Course Contents
Historical perspectives of computing sciences that gave birth to the different programs. Characteristics of each program in computing sciences. Hardware, Software; and human resources; Integration and application in business and other segments of society. Information processing and its roles in society. laboratory assignments using the PC's operating system, and several commonly used application software, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and on-line resources, browsers, and search engines.

PCR 201: Fundamental Human Rights in Peace and Conflict   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. appraise the human rights discourse as it applies to conflict resolution and peace building;
2. comparatively assess human rights phenomena vis-a-vis its application in the modern world and specifically, the Nigerian context;
3. identify the basics of human rights, personal liberties and social individuality; and
4. distinguish human rights and autocratic ethos and impositions.

Course Contents
The values and norms underlying the concept of universal human rights, and the issues raised in promoting human rights in contemporary society. The rise of nationalism as a key form of political identity in the modern world and the nature of security and the evolution of military technology and warfare, analysing the dynamics of such phenomena as militarisation and arms proliferation. The rise of nationalism as a key form of political identity in the modern world. Competing theories of nationalism and ethnicity, conceptualising the problems dealt with in case-study form. Extreme forms of nationalism and destructive inter-group conflicts, illustrated by examples from the North and the South. The nature of security and the evolution of military technology and warfare, analysing the dynamics of such phenomena as militarisation and arms proliferation.

PCR 202: International Organisations and Conflict Resolution   (2 Units C: LH 30)

Learning outcomes
At the end of the course, the students should be able to:
1. analyse knowledge of the law and international organizations in peace building and conflict resolution;
2. apply skills out of the course learned to relate with regional and international organisations; and
3. distinguish between the various components of conflict resolution at both domestic and international level.

New

Course Contents

The role of law and organisations in international affairs, and in the promotion of a just and peaceful global society. It includes detailed examination of the work of institutions such as the International Court of Justice. The role of regional organisations in peace and security issues. International and regional organisations and their conflict mediating roles like the UN, ASEAN, Council of Europe, Commonwealth of Nations, International Committee of the Red Cross, International Atomic Energy Agency, International Maritime Organisation, Organisation of Islamic Cooperation, and Arab League.

PCR 203: Peace Keeping and Conflict Resolution   (2 Units C: LH 30)

Learning outcomes

At the end of the course, the students should be able to:
1. discuss the roles mega unions such as the AU, UN, ECOWAS and many others. play in the maintenance of international peace and security;
2. critically evaluate the relationships between the international organisations in maintaining global peaceful co-existence;
3. identify the roles of Nigeria in the various peace keeping missions that it has participated (financial and human tolls, and gains); and
4. discuss the borderless-ness of nations in matters of crime, conflict and, indeed, their resolutions.

Course Contents

The AU, ECOWAS, EU, UN, through peace keeping, contributes to international peace and security. It explores the extent to which UN intervention has become possible and desirable in the 'new world order'. Nigeria's involvement in peacekeeping in Mali, Sierra Leone, Liberia, Somali, and Darfur and many others in protecting civilians, actively prevent conflict, reduce violence, strengthen security and empower national authorities to take responsibilities. The role of the Civil Society in Peacekeeping missions.

PCR 204: Social Alternatives   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. critique models of thinking at philosophical level; and
2. explain the application of models and mental reasoning to development of communities and contemporary issues towards peaceful living.

Course Contents

The history and significance of utopian thinking and the main ways in which it has been criticised. Case studies are used to illustrate attempts to establish utopian communities in different historical and geographical contexts. Case studies as the base for thematic comparison of communities on topics such as the relationships between individuals and communities, and between communities and the wider society. Education of children, decision-making processes, ideals and practices. Evaluation of the successes and failures of intentional communities as attempts to progress towards more peaceful ways of living.

New

PCR 205: International Politics of the Environment (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. discuss key concepts in the study of international politics of the environment;
2. explain the influence of the environment on international politics regarding key issues such as ozone layer depletion, toxic waste management and many others; and
3. apply knowledge to Nigerian and African contexts.

Course Contents

The international political processes that have developed in response to international environmental problems. It includes those that are intrinsically global (such as ozone depletion). Those that arise throughout large areas of the world (such as pollution by toxic waste). And those that present problems in the international management of global commons (such as the high seas or Antarctica). Emergence of the environment as an important issue in international politics, and the nature and effectiveness of international responses to key environmental issues.

PCR 206: Globalisation and Equity (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. explain the concepts of globalisation and equity between communities and perspectives; and policies/strategies to control or change them;
2. discuss the global nature of conflict, crises and criminality; and
3. identify the need for talent applicability at competitive global stage.

Course Contents

The meaning of globalisation as the speed-up of movements and exchanges (human beings, goods and services, capital, technologies or cultural practices) all over the world. Types of globalisation (economic globalisation, political globalisation and cultural globalisation), its effects and benefits. The effects of globalisation are different for the poor South and the rich North. The phenomenon of globalisation from competing perspectives, looking at the policies of governments which try to change or control it. Various dimension of Globalisation, its domestication and its intervention in the economies of the Third world countries, its borderless characteristics and its precipitation of crises in weak economies of the world. The Ali Mazrui concepts of homogeneity and hegemony as they relate to globalisation.

PCR 207: Culture, Values and Conflicts in Nigeria (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. identify social values associated with major Nigerian cultural groups;
2. comparatively assess these values and how they influence conflict and conflict resolution in their unique contexts; and
3. solve crises associated with cultural values, ethos and mores of Nigeria.

Course Contents

The major cultural groups and their social values. Compare and contrast them and areas of conflict. Arts and manifestations of human relicts and intellectual accumulations and achievements over a period of time. The ideas, social behaviours and customs and ethos of a particular society. Culture and values. Social organisation, language, government,

New

economy and arts and how these could cause conflicts consternation and imbroglios in a multicultural societies.

300 Level

GST 312: Peace and Conflict Resolution   **(2 Units C: LH 30)**

Learning Outcomes

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

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts. Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon. Boundaries/boarder disputes. Political disputes. Ethnic disputes and rivalries. Economic Inequalities. Social disputes. Nationalist Movements and Agitations. Selected Conflict Case Studies – Tiv-Junkun. Zango Kataf, Chieftaincy and Land disputes and many others. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and many others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice. The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue   b.) Arbitration   c.) Negotiation   d). Collaboration and many others. Roles of International Organizations in Conflict Resolution. (a.) The United Nations, UN and its Conflict Resolution Organs. (b.) The African Union & Peace Security Council (c.) ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis.

ENT 312: Venture Creation   **(2 Units C: LH 15; PH 45)**

Learning Outcomes

At the end of this course, students, through case studies and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

New

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and many others. Digital Business and E-Commerce Strategies).

SSC 301: Innovation in the Social Sciences   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. enumerate innovative ideas that borders on societal problems;
2. apply social science knowledge to research on public and private sectors;
3. design techniques for proposal writing;
4. appreciate social and human welfare services, and
5. analyse models for establishing family and community development.

Course Contents

Identifying Innovative ideas in dealing with Societal Problems and Environmental Issues. Establishing and mobilising resources for establishing enterprises through which social science knowledge can be applied to social research for public and private sectors; social and human welfare services such as care for children and the elderly, training consulting services; Proposal writing techniques for grants, Managing grants. Models for establishing Family Social Health Centres, Community Gender Balancing Units, and Community Development Management Units. Social Sciences and innovation in technology and Patenting new ideas.

SSC 302: Research Method I   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. explain the concept and scope of research methods;
2. discuss in detail procedures for conducting a research;
3. enumerate the principles guiding research; and
4. discuss types of research – experimental non-experimental and quasi-experimental research.

New

Course Contents

Introduction to Social Science research protocol with particular emphasis on proposal development; literature review (conceptual, empirical and theoretical framework), ethnography of the study area statement of the research problem, sampling procedures and methods of data collection and instruments.

PCR 301: Terrorism and Global Conflicts   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. discuss the major world wars and terrorism, specifically focusing on contexts, causation, global and local impacts and ways to mitigate such threats;
2. identify the difference between terrorized and free polities and world;
3. draw lesson from the era of Cold- war and era of conflicts in a unipolar system; and
4. analyse asymmetrical wars and other modern modes of conflicts both globally and locally.

Course Contents

Issues concerning global development and its relationship to conflict and terrorism. It focuses on specific topics including the world wars, the cold war and asymmetrical wars including terrorism, with an overarching aim to understanding the root causes and impacts of these diverse conflicts and ways that states can mitigate these threats. The causes, theatres of engagements. The countries involved, the duration, their resolution and impacts. The Causes, the countries involved, the highlights, the issues, the resolution and impacts. This course uses three key issues in international relations to explore the major processes and trends shaping international affairs between 1945 and 1991. The components build upon and inform each other. The history of the Cold War informs the discussion of both the development of nuclear weapons, and nuclear strategy and foreign policy; using historical examples to illustrate ideas and principles within the context of their evolution.

PCR 302: The Media, Information Management and Conflicts   (2   Units   C: LH30)

Learning Outcomes

At the end of the course, the students should be able to:
1. analyse the roles media have played and continue to play in peace and conflict situations;
2. critique case studies to determine ethics in media presentation;
3. evaluate media ownership and control as it influences information dissemination and management; and
4. explain the need for media outlets to serve national and patriotic interests, objectives and cultures.

Course Contents

The role of the media in peace and conflict situations. Global networks, (CNN, BBC, Sky, and many others) as well as Ownership and Control, Internet and information dissemination propaganda in war and peace time. The negative disposition of media and how that can be mitigated are thoroughly taught. The use of 'third world' media outlets via funding, 'support' and training to serve the interest of the developed economy.

New

PCR 303: Resource Access and Conflicts   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. distinguish the relationship between resource access and security; and
2. examine its implications and the best ways to manage these challenges.

Course Contents
The global Resource security concerns by analyzing the current state of affairs with respect to supplies, access, and transportation, and reviewing anticipated trends. The cultural, political, military, economic, and social implications, and explore the best responses to the challenges that exist.

PCR 304: Research Methods   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. identify the basic concepts of research in this academic field;
2. discuss the methods of conducting and reporting research in this academic field; and
3. apply knowledge in conducting personal research and practical research reportage.

Course Contents
Scientific research processes, proposal writing, data collection, presentation and analysis. Research designs, questionnaire designs, reference styles, report writing and documentation.

PCR 305: The International System of Peace and Conflict Resolution   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the levels and characteristics that best suit their nation and environment;
2. discuss both the theoretical and practical aspects of the so- called International systems; and
3. identify the international systems as they relate to peace and conflict resolution.

Course Contents
Definition of international system, its components, processes, and structure. Introduces key terms and concepts of international relations theory and links them together in a unified cognitive map. Waltz's three dimensions of International Structures should be taught. Types of International System- Unipolarity, Bipolarity & Multipolarity, with concrete illustrations. Two basic structural conditions of the international system - anarchy and hierarchy -. Explores the two major examples of structural change in the Asia-Pacific region: hegemonic change and globalization. Level of analysis (the individual, the bureaucracy, the nation state, and the international system).

New

PCR 306: Cultism, Substance Abuse and Conflicts   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. evaluate the relationship between cultism and conflicts in Nigeria especially in the University system, local communities and its ties to culture and governance;
2. discuss substance abuse as it relates to conflict development and maintenance, governance and socio-cultural decay; and
3. critique the influence of cultism and substance abuse on national and international economy and health.

Course Contents
Cultism (local and international) origins, growth, characteristics and activities. Cultism in the University System and its implications for smooth administrative governance. Global Narcotics trade: networks, regions, routes and causes, smuggling, foreign policy issues. Substance abuse include not limited to marijuana, cocaine, depressants, stimulants, inhalants and psychedelic substances. The easy availability, courier networks and its financial regime and money laundering should be discussed and studied with its implication for national and international health, conflict generation, destruction of nations and measure in tackling and mitigation.

PCR 307: Military Interventions and Conflict   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the civil-military relations and its implications for preventing and instigating conflicts;
2. evaluate and appreciate the sensitive roles the military play in mitigating crises through its various components like CMR; and

Course Contents
The fundamental components of civil-military relations within the context of the modern nation-state. Various aspects of civil and military authority including the subordination of the military to civilian authority and the role of civilian governments and military institutions in both external and internal security issues. Down In Africa, military interventions in countries like Ghana, Nigeria, Sudan, Libya, Tunisia, and Egypt should be illustrated with selected case studies. Changes over time in the attitude of the military toward new technology and analyses competing explanations, including concepts from Science Studies, for these changes. Analysis of the so-called "Revolution in Military Affairs" and the impact of this in the governance, conflict resolution, peace engagements and settlement.

PCR 308: Gender in War and Peace   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. evaluate the implications of gender in war and conflicts, nationalism and many others.;
2. protect women and children in conflicts and wars are underscored;
3. evaluate the sacrifices of women and children to wars, conflicts and imbroglios with the view to redress; and
4. demonstrate the need for specific gender support fund, unit and project.

New

Course Contents

Gender issues and convention in wars; the relevance of gender to nationalism, conflict and war, association of hostility, aggression, and bloodshed with masculinity--and conciliation and peace-seeking with female attributes. Images of motherhood. Works in several disciplines and media and evaluates generalizations that link gender, nationalism, and war. Case studies of some international and domestic wars and conflicts are discussed and lessons drawn. WWI, WWII, Gulf war, Darfur war, Tiv-Jukun wars, Boko Haram Terrorism and many others. The emphasis on these case studies on the experiences of women and children as major casualties of war.

PCR 309: Peace Building, Project Monitoring, and Evaluation (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. theoretically manipulate models and techniques of project monitoring and evaluation;
2. practice the manipulations of models of project monitoring;
3. design and evaluate project monitoring devices and techniques; and
4. predict the end result of conflict whether local or international.

Course Contents

Models and techniques of project monitoring and evaluation. It begins with the basics in monitoring as well as evaluation and proceeds to discuss the uses and case illustrations. Examples will be drawn from crises situations in Nigeria and other conflicts especially in the ECOWAS region and elsewhere in Africa and even the Third World like Thailand, Iraq, Haiti and Eritrea. In the vein, Illustrations would also include level monitoring of crises zones either in Nigeria like Northwest, Southeast and Northeast or part of Africa like Darfur and South Africa.

PCR 321: Internship   (2 Units C: LH: 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. engage in practical experiences and applications of theoretical knowledge in the field of Conflict and Peace Studies; and
2. engage in personal evaluation and assessment so far, on the programme of study.

Course Contents

Students are required to undertake Internship of practical conflict cases, conflict resolution processes and peace settlement. The experience provides opportunities to apply theories, models and approaches to conflict resolution as well as challenges the process may entail. Internship reports will be first presented in class in a seminar format to enable discussion and wider in-puts, after which the reports may be revised and submitted for grading.

400 Level

SSC 401: Research Method II   (2 Units C: LH 30)
Learning Outcomes

At the end of the course, the students should be able to:
1. prepare and present a research proposal;
2. collect and organise meaningful data;
3. conduct pilot study and write research report; and
4. apply appropriate statistics in data analysis.

New

Course Contents

Data collection and coding procedures. Analysis of data and relate these to the research objectives. Writing and discussing the research report.

PCR 401: Negotiations and Conflict Resolution   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. analyse how to negotiate in conflict situations among varying contexts;
2. critique various negotiations and their best applications and strategies; and
3. evaluate case studies and practice negotiation strategies within varying contexts.

Course Contents

The nature of conflict and the potential for negotiated settlements. It provides a framework for understanding the dynamic nature of social conflict and peace-building processes. Basic requirements for developing successful negotiating strategies. Interactive learning approach, using lecture, discussion, exercises and simulations, to build personal capacities for successful negotiation. Exercises include two-person to more complex multi-party negotiations.

PCR 402: Conflict Modeling and Peace Building   (3 Units C: LH 45)

Learning Outcomes

At the end of the course, the students should be able to:
1. evaluate various indigenous case studies and build models for conflict resolution; and
2. critique current indigenous conflicts and derive possible pathways for resolution.

Course Contents

Building a model of conflict from several empirical cases given. In the Nigerian scenario, Ife-Modakeke conflicts. Tiv-Jukun wars. Kafanchan crises. Zango Kataf imbroglios amongst others. Methods, advantages and limitations used in Nigeria and experiences.

PCR 403: Weapons Proliferation and Conflicts   (3 Units C: LH 45)

Learning Outcomes

At the end of the course, the students should be able to:
1. evaluate issues surrounding weapons proliferation and its impact on governance, insecurity and socio-cultural decay in Nigeria; and
2. critique case studies in relation to weapons proliferation, conflicts and derive resolution strategies.

Course Contents

Trends in the proliferation of weapons of mass destruction (nuclear, biological and chemical weapons) and subsequent policy issues. State of Israeli stockpiling, Saddam Hussein's Iraq. Iran- Iraq weapon usage, and of course the India- Pakistan fear of Weapon of Mass Destruction (Nuclear stockpiling). The status of the international nuclear non-proliferation regime will also be examined. There should be clear references to proliferations of Small Arms and Light Weapons (SALW) into Africa especially following the outbreak of the 'Arab Springs' in the North Africa and following the death of Muammar Gadhafi of Libya. National efforts to mitigate the continuous inflow of the illicit weapons.

PCR 404: The Nigerian Civil War   (2 Units C: LH 30)

New

Learning Outcomes

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

1. critically evaluate the Nigerian civil war and its resolution;
2. evaluate the implications of the civil war on Nigeria, socially, economically, politically and psychologically;
3. learn lessons from the colossal damage of the war with the view to avoid re- occurrence; and
4. mentor and guide the public on the avoidance of unmitigated and unnecessary racial, tribal and sectional crises and wars.

Course Contents

The remote and immediate causes, the outbreak, the combat, role of international community and the resolution of the Nigerian Civil War of 1967 - 1970. The Study will specifically engage combat areas like the Abagana ambush, Midwest invasion, Fall of Enugu, Abakaliki battles, Delta region battles and many others. The continuous implications and consequences of the Civil War to the Nigeria's political economy and its snow- balling into the current South East agitations.

PCR 405: War and Society in the Middle East   **(3 Units C: LH 45)**

Learning Outcomes

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

1. evaluate the history of the modern Middle East society across three centuries;
2. evaluate contemporary wars in the Middle East and their impacts on global economy, politics, culture and progress; and
3. discuss the vagaries of war in the Middle East on global and domestic economy; oil, gas, energy and finances.

Course Contents

The history of the modern Middle East. While moving chronologically through the past three centuries, critical analytical themes of political, social, economic, and cultural history. The Ottoman imperial state and provincial history, the growing impact of the West, the historical transformation of economy and trade, ethnic and religious minorities, and internal reform in the 18th-19th centuries. European colonialism, the rise of nationalism, the emergence of the nation-state throughout the Middle East, and the ongoing struggle over its character in the 20th century. History of contemporary wars in the Middle East such as Iraq-Iran. Iraq-Allied Forces, the issues, the recent 'Arab Springs' and the Gulf region and the role of international agencies and community, the impacts and many others., Nuclear race in the Middle East especially Israel, Iran and Syria. Regional and international efforts at peace settlements like Camp David Summit (1978), Oslo I & II Accords (1993- 1995), Madrid Conference (1991), Road Map (2003), Mitchell-led Talks (2010-11), Kerry-led Talks (2013-14).

The history of Palestine in the nineteenth and twentieth centuries, the emergence of the State of Israel in 1948, and the on-going Israeli-Palestinian struggle over this territory. Society and economy. Political, religious, and local identities. Western involvement in the Holy Land. The birth of the Zionist movement as well as of a local Palestinian-Arab movements. State building. The 1948 war and the creation of the Palestinian refugee problem. The 1967 war. The Palestinian Intifada(s). The role of gender in the conflict. The structure and culture of occupation.

New

PCR 499: Research Project   **(6 Units C: PH 270)**

Learning Outcomes
At the end of the course, the students should be able to:
1. conduct research in a field relevant to peace and conflict studies;
2. apply knowledge gained from class engagements and relevant studies and proffering solutions to challenges identified;
3. prepare to practice Conflict resolution and peaceful co- existence at different opportunities;
4. adopt case study to variants in conflict, crises, and disagreement; and
5. apply knowledge from the choice of research to practical case either in domestic reality or global scene.

Course Contents
The student is required to choose a topic and apply theories/concepts and methods learnt to how the topic can be studied in methodical way. It is expected that the study will include field work and original data which will be collected, analysed and presented in a way as to respond to the research question and objectives. The topic of research, analysis and results should be aimed at identifying problems and solving them from living perspectives.

Minimum Academic Standards
Equipment

The following items are needed to aid the teaching and learning of Peace and Conflict Resolution:

S/N	Equipment	Quantity
1.	Public address system	7
2.	Projectors	7
3.	Photocopying machine	2
4.	Laptops	19
5.	Computer and/ or desktop	3
6.	Political and geographical Map of the World	5
7.	Political and geographical map of Nigeria	5
8.	Political map of Africa	5
9.	Pictures of the consequences of the Nigerian Civil War	10
10.	Video of war crimes	12 Series
11.	Pictures of war scenes	27
12.	Pictures of war scenes and museum	30
13.	Negotiation/ Mediation chairs and tables	12:6

Staffing
Academic Staff
Minimum of 6 Academic Staff in the following categories:
Professorial cadres =   1
Senior Lecturers   =   2
Other Staff (Lecturers I, II, Assistant Lecturers, Graduate Assistants) = 3
Besides political scientists, sociologists, historians and psychologists who will be hired to teach aspects of the programme, the Department of Peace Studies and Conflict Resolution requires, at least, six (6) MPhil/PhD holders in Peace and Conflict Studies, ten (10) master's holders in Peace Studies or Conflict Resolution or closely related fields.

New

The NUC guidelines on staff/student ratio of 1:30 for the Social Sciences departments shall apply. All academic staff should have computer skills and it is expected that at least 70% of the academic staff should possess Ph.Ds. In addition, at least 20% of the academic staff should be Professors /Readers, 35 % Senior Lecturers and 45% Lecturer I and below.

Academic Support Personnel

Teaching Assistant/Demonstrators to help lecturers in the conduct of tutorials, practicals and field work. This category of personnel is not expected to be regular staff as they are to be paid on the basis of approved hourly rate.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate.

Library

At the minimum, a library of the Department of Peace Studies and Conflict Resolution should contain sufficient classical as well as contemporary books and reputable journals on the subject. There must be a functional e-library.

Classrooms, Laboratories and Offices

1. At least 5 classroom spaces, each with a minimum capacity of 60 seats (Modern comfortable seats);
2. negotiation, mediation & dialogue laboratories (x 3); and
3. simulation room (x 2)

These facilities are important because they will enable the students to simulate conflict management exercises and resolution strategies.

There should be, at least, 10 well-furnished office spaces for lecturers of all categories. A well-furnished 3-space suite for the Head of Department and 4 administrative staff of different grades (Departmental Secretary, Assistant Confidential Secretary, Clerk and Messenger). HOD's Suite should contain settees, a mini-conference table, a refrigerator, visitors' chairs, a television set and many others. There should be well-furnished suites for Professors, Readers and Senior Lecturers. This should include settees, cabinets, refrigerators, television sets, and mini-shelves. Other categories of lecturers should have file cabinets, visitors' chairs, bookshelves, television sets, and refrigerators.

The NUC recommends the following physical space requirement:

		m^2
Professor's Office	-	18.50
Head of Department's Office	-	18.50
Tutorial Teaching Staff's Office	-	13.50
Other Teaching Staff Space	-	7.00
Technical Staff Space	-	7.00
Secretarial Space	-	7.00

New

B.Sc. Petroleum Economics and Policy Studies

Overview

The course on Petroleum Economics and Policy Studies provides an opportunity to train future professionals who will manage the rich oil and gas resources of the country. One of the key challenges facing the country is how to manage its huge endowment of petroleum and gas resources and use it for the development of the economy. Petroleum is an international commodity, and the exploration and production processes are usually undertaken in a multicultural environment. Petroleum is also one of the energy sources, and its interrelationships with other energy sources, renewable and non-renewable, are very important in making optimal energy policy decisions. This course will therefore provide an ample opportunity to train future managers of the industry, who will be competitive and able to work in a multicultural environment.

Philosophy

The B.Sc. programme in Petroleum Economics and Policy Studies is dedicated to the training of highly qualified and competent professionals who are well grounded in the fundamentals of the course in theories and practices which shape and explain the connectivity between petroleum resources and national and international development. The programme ensures that students have understanding in best practices in the petroleum sector (upstream, midstream, and downstream) from economic and policy perspectives. Overall, the course will provide in-depth training to students to enable them to develop a commanding skill-set in petroleum economics and management.

Objectives

The aim of the programme is to train and produce qualified graduates who are equipped with relevant skills, knowledge and attitudes required for the management of the ever-changing needs of the oil and gas and allied sectors.

The specific objectives of the programme in Petroleum Economics & Policy Studies are to:

1. produce graduates that can use knowledge gained and techniques acquired to address the management of (both human and capital) in the oil and gas industry;
2. train students to grasp the theories and methods of petroleum economics and obtain the capability of assessing the economic attractiveness of upstream investments in the face of high stakes decisions in uncertain environment;
3. help students to acquire necessary skills that are relevant for careers in the Nigerian and global petroleum industry;
4. train students that are internationally minded and capable of teamwork in an international context;
5. produce graduates that can evaluate and plan for the management of petroleum assets in a sustainable manner;
6. train professionals who can design, monitor, and evaluate policy instruments to improve the operations of the petroleum industry as well as the linkage with the Nigerian economy; and
7. train professionals that can exercise original thought, have good professional judgement, and take responsibility for the direction of the petroleum industry.

New

Employability Skills

A graduate of Petroleum Economics and Policy Studies should be able to:
1. create job(s) in a variety of areas in energy services;
2. manage human and non-human resources within the scope of operation of oil and gas;
3. serve as consultant in oil and gas industry and energy generally;
4. engage in training of manpower within the scope of operation of oil and gas industry; and
5. ability to interpret government economic policy in energy and offer desirable advise wherever required.

21st Century Skills

Graduates of Petroleum Economics and Policy Studies are expected to:
1. acquire information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming skills (including calculus, differential equations, probability and statistics, accounting (including, cost-benefit analysis, and sensitivity analysis), economics, business, and risk management in the industry;
2. understand the dynamics of Leadership, teamwork, collaboration, cooperation, management, financial, material, and human resources, within the context of economic, social, legal and political framework in order to resolve economic issues facing the oil and gas industry;
3. be aware of the dynamics of global energy politics and their impacts on domestic energy markets and outcomes;
4. be environmental and conservation literate; and
5. be creativity to design synergy policies between availability of petroleum resources and social development in Nigeria.

Unique Features of the Programme

The programme is unique in the following respects:
1. the programme is structured in the context of the overall interrelationships within the energy sector. This is especially important since energy is a derived demand and petroleum is one of the energy sub-sectors. Proper teaching of the course will require an understanding of the interdependencies in the energy sector;

2. the course will also expose the students to the Nigerian context of petroleum economics, including, the structure of the sector, institutions, and other key features of the Nigerian energy sector;

3. the courses are organised in a deliberate way to ensure that the students have broad understanding of the Nigerian energy sector, nature and implications of the prevailing policy, the principles, theories and concepts of petroleum economics, environmental economics, investment risks and project analyses, as well as international dimension of the petroleum industry, and

4. the programme will also train indigenous manpower to facilitate and implement energy sector reforms.

Admission and Graduation Requirements

Admission requirements
For a four year course:
In addition to UTME score, the candidate must possess five credits at SSC to include English, Mathematics, Economics and two other Social Science subjects, in not more than two sittings.

For the three year programme:
1. G.C.E. Advanced Level (A/L) or Higher School Certificate (HSC) passes in Accounting or Economics and at least one other Social Science subject. In addition, candidates must possess five credits of the Senior School Certificate including English, Mathematics, Economics and other Social Science subject, in not more than two sittings.

2. National Diploma (ND) in relevant disciplines obtained from recognized polytechnics or Colleges of Technology, and not lower than Upper Credit. In addition, candidates must obtain credit passes in five subjects including English, Mathematics and Economics at the SSC at not more than two sittings.

3. Foundation/Intermediate Examination passes of recognized professional accounting bodies such as ICAN, ACCA, 1CMA and ANAN, provided the candidates have credits in five (5) subject including English Language, Mathematics and Economies at SSC at not more than two sittings.

Graduation requirements
To qualify for graduation, candidates are required to pass all core courses with a minimum of 120 credit units for students admitted through UTME or 90 credit units for students admitted through Direct Entry.

Global Course Structure

100 level

Course Code	Course Title	Status	Units	LH	PH
GST 111	Communication Skills in English	C	2	15	45
GST 112	Nigerian Peoples and Culture	C	2	30	
PEP 111	Principles of Economics I (Micro)	C	3	45	
PEP 112	Mathematics for Petroleum Economics I	C	3	45	
PEP 113	The Historical Overview of the Nigerian Oil and Gas Industry	C	2	30	
PEP 121	Principles of Economics II (Macro)	C	3	45	
PEP 122	Mathematics for Petroleum Economics II	C	3	45	
PEP 123	Introduction to the Nigerian Energy Sector	C	2	30	
Total			**20**		

New

200 Level

Course Code	Course Title	Status	Units	LH	PH
GST 212	Philosophy, Logic and Human Development	C	2	30	
ENT 211	Entrepreneurship and Innovation	C	2	30	
SSC 202	Introduction to Computer and its Application	C	3	45	
PEP 211	Microeconomics Theory	C	2	30	
PEP 212	Introduction to Petroleum Economics I	C	2	30	
PEP 213	Introduction to Environmental Policy	C	2	30	
PEP 221	Macroeconomics Theory	C	2	30	
PEP 222	Principles of Environmental Economics	C	2	30	
PEP 223	Introduction to Petroleum Economics II	C	2	30	
PEP 224	Energy Markets and Pricing Policy	C	2	30	
Total			**21**		

300 Level

Course Code	Course Title	Status	Units	LH	PH
GST 312	Peace and Conflict Resolution	C	2	30	
ENT 312	Venture Creation	C	2	15	45
SSC 301	Innovation in the Social Sciences	C	2	30	
SSC 302	Research Method I	C	2	30	
PEP 311	Petroleum Sector and the Nigerian Economy	C	2	30	
PEP 312	Petroleum, the Environment and Sustainable Development: Economic and Policy Issues	C	2	30	
PEP 313	Environmental Economics	C	2	30	
PEP 314	Basic Econometrics	C	3	45	
PEP 321	Portfolio Management in the Petroleum Industry	C	2	30	
PEP 322	Investment Risk Analysis in the Petroleum Industry	C	2	30	
PEP 324	Petroleum Economics I	C	2	30	
Total			**23**		

400 Level

Course Code	Course Title	Status	Units	LH	PH
SSC 401	Research Method II	C	2	30	
PEP 412	Petroleum Economics II	C	3	45	
PEP 415	Energy Finance and Project Analysis	C	2	30	
PEP 416	Globalization and National	C	3	45	

New

	Petroleum Policies				
PEP 400	Petroleum Economics Research Project	C	6		270
PEP 422	Energy Security and International Relations	C	2	30	
Total			**20**		

Course Contents and Learning Outcomes

100 Level

GST 111: Communication Skills in English   (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of this course, the students should be able to:
1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents
Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post-writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making and many others. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, SQ3R). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, students should be able to:
1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;

New

7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents
Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture. Peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria. Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914. Formation of political parties in Nigeria. Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politic. Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system. Indigenous apprenticeship system among Nigeria people. Trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition. Citizenship and civic responsibilities. Indigenous languages, usage and development. Negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation. Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

PEP 111: Principles of Economics I (Micro) (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. describe and explain the basic principles of microeconomics like scarcity, choices, opportunity costs and rational behaviour;
2. produce knowledge of consumer theory and production theory; and
3. explain the features of different market structures, like perfect competition, monopoly and many others.

Course Contents
The theory of production, factors of production. Theories of demand, supply and price, theories of consumer behaviour, theory of the firm, cost of production, pricing and output under perfect competition. Monopoly, monopolistic competition and oligopoly.

PEP 112: Mathematics for Petroleum Economics I (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. list the basic mathematical concepts and carry out mathematical operations using the knowledge gained in the course;
2. explain how to read, understand, and construct simple mathematical proofs and appreciate their roles in the determination of mathematical concepts and structures;
3. identify mathematical methods and techniques that are formulated in abstracts sense to concrete economic applications; and
4. use the knowledge and skills gained to solve problems of petroleum economics.

New

Course Contents

Basic mathematical concepts like arithmetic and geometric series, limits, sequences and series, functions, combinations and factorials, number systems, univariate and multivariate calculus, integers, probability theories, statistical inferences, systems of linear equations and their applications in economic models.

PEP 113: Historical Overview of the Nigerian Oil & Gas Industry   (2   Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. describe the historical evolution of the oil and gas industry in Nigeria;
2. explain the roles of IOCs, indigenous companies in the evolution of the sector;
3. analyse the key challenges facing the sector in Nigeria; and
4. discuss the critical social consequences of this extractive industry in Nigeria.

Course Contents

Historical development and geographical expansion of the Petroleum Industry. Petroleum and colonial politics in Nigeria, the economic environment of oil and gas industry in Nigeria. Trends in production and exports. Roles of different stakeholders in the oil and gas sector, especially international oil companies, key indigenous oil companies. Nigeria membership of OPEC, and major problems confronting the sectors including, militancy, environmental degradation, unrest and many others.

PEP 121: Principles of Economics II (Macro)   (3 Units C: LH 45)

Learning Outcomes

At the end of the course, the students should be able to:
1. discuss the functioning of the macroeconomy as well as key macroeconomic variables;
2. explain how government policies influence macroeconomic outcomes in the product and factor markets; and
3. highlight the external sector of the economy and key external balances like balance of payments.

Course Contents

Subject matter of economics and the basic macroeconomic problems inflation, unemployment, and GDP. National income accounting including elementary models of income and employment. Money and banking: employment and unemployment. Public finance including government budgets. International trade. Balance of payments and commercial policies.

PEP 122: Mathematics for Petroleum Economics II   (3 Units C: LH 45)

Learning Outcomes

At the end of the course, the students should be able to:
1. explain basic mathematical concepts and carry out mathematical operations using the knowledge gained in the course;
2. appreciate how to read, understand, and construct mathematical proofs and appreciate their roles in the determination of mathematical concepts and structures;
3. explain mathematical methods and techniques that are formulated in abstracts sense to concrete economic applications; and

4. apply the knowledge and skills gained to solve problems of petroleum economics.

Course Contents

Differential equations, difference equations, optimization models, matrices, matrix manipulation, comparative statics, set theory and systems of linear equations and their applications in economic models.

PEP 123: Introduction to the Nigerian Energy Sector   (3 Units C: LH 45)

Learning Outcomes

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

1. discuss the Nigerian energy sector, their composition, interdependencies, and linkages with the macroeconomy;
2. analyse problems and challenges confronting the sector;
3. conceptualize the need for alternative energy source; and
4. appreciate the future outlook of the sector as well as they key drivers.

Course Contents

Introduction to the Nigerian energy sector. The energy resource endowments of the country, their locations, reserves, production and consumption trends in oil and gas, electricity, coal, hydro, and renewable energies. The institutions in the energy sector. Contributions of the energy sector to Nigeria's economic development. Problems and challenges of the Nigerian energy sector. Outlook of the energy sector.

200 Level

GST 212: Philosophy, Logic and Human Existence   (2 Units C: LH 30)

Learning Outcomes

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

1. discuss the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. evaluate the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically asses the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character moulding and many others.

New

ENT 211: Entrepreneurship and Innovation   (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of this course, students should be able to:
1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents
Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and join ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

PEP 211: Microeconomic Theory   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. demonstrate knowledge of microeconomic theory and principles;
2. discuss market structures, their features, similarities and implications for economic welfare; and
3. explain and apply tools, techniques and concepts gained in the course to real world phenomena, including consumer and producer behaviours and functioning of markets, like the energy market.

Course Contents
Microeconomics at intermediate level. Theory of consumer behaviour: utility approach, indifference curve approaches. Topics in consumer demand. Market structures, output and pricing under various market structures (in developed and developing countries such as Nigeria) Perfect competition. Monopoly, monopolistic, oligopolistic markets and the theory of distribution.

New

SSC 202: Introduction to Computer and its Application   (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the history of computing sciences;
2. discuss in detail the different computing programs and their characteristics;
3. evaluate different computer applications; and
4. apply search engines to source on-line resources.

Course Contents
Historical perspectives of computing sciences that gave birth to the different programs. Characteristics of each program in computing sciences. Hardware, Software; and human resources; Integration and application in business and other segments of society. Information processing and its roles in society. laboratory assignments using the PC's operating system, and several commonly used application software, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and on-line resources, browsers, and search engines.

PET 212: Introduction to Petroleum Economics I   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss key concepts and metrics used in the petroleum sector;
2. acquire an understanding of the entire value chain in the petroleum sector in their economic, technical, commercial and environmental dimensions; and
3. explain key demand and supply factors in the petroleum markets.

Course Contents
Definition, concepts, units of measurement and conversion factors, utilized in the Oil and Gas industry. Introduces e petroleum sector value chain: downstream, midstream, and upstream, as well as their features and operations. Types and classification of crude oil and natural gas. Demand and supply issues. Sources of energy data.

PEP 213: Introduction to Environmental Policy   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss key environmental issues that arise as a result of the production, transportation and use of petroleum;
2. identify the place of policy in attaining a sustainable environment; and
3. explain the various environmental policies in place and assess the effectiveness of their application.

Course Contents
Environmental problems arising from production process, such as water and air pollution, hazardous wastes and the quality of life. The basic concept of environmental policy. Regulatory policies on environment, gas flaring, crude oil spillage, acid rain ecosystem and many others. Perception of environmental policy, environmental policy design and scope of policy. Benefit cost approach to environmental problems.

New

PEP 221: Macroeconomics Theory   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. identify and explain concepts like national income, consumption, saving, investment, employment, prices and balance of payment; and
2. explain the relationships among economic aggregates, determinants of these aggregates and the impact of government revenue and expenditure decisions on the macroeconomy.

Course Contents
National income (accounting and determination) aggregate saving and consumer expenditure, investment, employment, money supply, price level, balance of payment. The course attempts to explain the determinants of the magnitudes of these aggregates and their rates of change over time. It looks at government expenditure particularly in developing countries such as Nigeria (budget), taxation, monetary policy in determining the general level of economic activity under static and dynamic equilibrium**.**

PEP 222: Principles of Environmental Economics   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the principle, concepts and methods in environmental economics;
2. use economic techniques to analyse environmental problems as well as assess environmental policies both nationally and internationally; and
3. explain the environmental problems associated with oil and gas operations and how to mitigate them.

Course Contents
Topics covered include basic concept of environmental economics. Environmental problems resulting from petroleum exploration and exploitation. Benefit cost approach to environmental problems. The externality problem. Instruments of collective environmental quality. Income distribution effects of environmental policy.

PEP 223: Introduction to Petroleum Economics II   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss oil and gas industry fundamentals;
2. explain the role of energy efficiency, energy conservation and business cycles in the oil market and the aggregate economy; and
3. analyse interdependencies across the energy subsectors.

Course Contents
Concepts, organisation and structure of the petroleum industry. Oil and Natural Gas industry fundamentals. Historical relationships between energy and economic growth. Economic growth and energy consumption. Energy efficiency, energy conservation, business cycles and the oil market.

New

PEP 224: Energy Markets and Pricing Policy   **(2 Units C: LH 30)**

Learning Outcome
At the end of the course, the students should be able to:
1. identify the different energy markets;
2. explain the fundamental drivers of the energy markets; and
3. discuss the role of prices and the impact of energy pricing, including subsidy issues.

Course Contents
The structure of the energy markets for crude oil, oil products, electricity, natural gas and renewables. demand and supply determinants in the energy sector. Issues of energy pricing. Pricing regulations, deregulation. Oil and economic performance. Framework for analysing the implications of the rise in the price of oil. Oil price shocks. Models of oil markets.

300 Level

GST 312: Peace and Conflict Resolution   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, students should be able to:
1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organizations, the media, and traditional institutions in peace building.

Course Contents
Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon. Boundaries/boarder disputes. Political disputes. Ethnic disputes and rivalries. Economic Inequalities. Social disputes. Nationalist Movements and Agitations. Selected Conflict Case Studies – Tiv-Jukun. Zangon Kataf, Chieftaincy and Land disputes and many others. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and many others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice. The Nigerian Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR: a.) Dialogue   b.) Arbitration, c.) Negotiation   d.) Collaboration and many others. Roles of International Organizations in Conflict Resolution: a.) The United Nations, UN, and its Conflict Resolution Organs, b.) The African Union & Peace Security Council c.) ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis.

New

ENT 312: Venture Creation   **(2 Units C: LH 15; PH 45)**

Learning Outcomes
At the end of this course, students, through case study and practical approaches, should be able to:
1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents
Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and many others. Digital Business and E-Commerce Strategies).

SSC 301: Innovation in the Social Sciences   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. enumerate innovative ideas that borders on societal problems;
2. apply social science knowledge to research on public and private sectors;
3. design techniques for proposal writing;
4. appreciate social and human welfare services, and
5. analyse models for establishing family and community development.

Course Contents
Identifying Innovative ideas in dealing with Societal Problems and Environmental Issues. Establishing and mobilising resources for establishing enterprises through which social science knowledge can be applied to social research for public and private sectors; social and human welfare services such as care for children and the elderly, training consulting services; Proposal writing techniques for grants, Managing grants. Models for establishing

New

Family Social Health Centres, Community Gender Balancing Units, and Community Development Management Units. Social Sciences and innovation in technology and Patenting new ideas.

SSC 302: Research Method I   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the concept and scope of research methods;
2. discuss in detail procedures for conducting a research;
3. discuss the principles guiding research; and
4. discuss types of research – experimental non-experimental and quasi-experimental research.

Course Contents
Introduction to Social Science research protocol with particular emphasis on proposal development; literature review (conceptual, empirical and theoretical framework), ethnography of the study area statement of the research problem, sampling procedures and methods of data collection and instruments.

PEP 311: Petroleum Sector and the Nigerian Economy   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the structure of the Nigerian economy, the structure of the petroleum sector as well as the interactions between the two of them;
2. list and explain the types and implications of various contractual agreements in the Nigeria oil and gas sector; and
3. discuss the functions and performance of key institutions in the sector and the effectiveness of governance structure in the sector.

Course Contents
Structure of the Nigerian economy. Energy resource endowments. Structure of the petroleum sector in Nigeria. The linkage between the petroleum sector and the Nigerian economy. Types of contractual agreements in the petroleum sector and their implications, issues relating to fiscal federalism and the future of the petroleum industry in Nigeria. Roles of organisations like the NNPC, DPR, PPPRA, PEF, NLNG and many others in the oil and gas sector and other governance issues in the sector.

PEP 312: Petroleum, the Environment and Sustainable Development: Economic and Policy Issue   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. identify the issues associated with petroleum and how it impacts on the environment and the economy;
2. discuss the implications of the petroleum sector for the Sustainable Development Goals;
3. analyse how to initiate, formulate, implement, monitor, and evaluate petroleum policies;
4. discuss how policies can be used to address the negative externalities from the petroleum sector; and
5. assess the policy and regulatory institutions around the energy sector, including the Petroleum Industry Acts.

Course Contents
Instrument of collective environmental action. Economics incentives and environmental quality. The role of the government, the population and environmental quality. Energy, conservation of natural resource quality. Economic growth and environmental quality. Concept of economic rents from petroleum exploitation. Various mechanisms for rent collections by the State including production sharing and service contracts. Licensing policies, pricing, procurement, Petroleum Industry Acts including PIA (2021).

PEP 313: Environment Economics 　　　**(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the principle, concepts and methods in environmental economics;
2. use economic techniques to analyse environmental problems; and
3. assess environmental policies both nationally and internationally.

Course Contents
This course is an extension of PEP 222. Topics include: Petroleum extraction and the environment, instrument of collective environmental action, economic incentives and environmental quality, role of government, environmentalist and environmental quality, energy, conservation of natural resources and environmental quality, economic growth and environmental quality.

PEP 314: Basic Econometrics 　　　**(3 Units C: LH 45)**

Learning Outcomes
At the end of the course, the students should be able to:
1. list and explain the assumptions underlying regression models;
2. present the basic regression analysis of economic data;
3. explain simple procedures for the validation of models in the single equation context; and
4. apply same in solving real world problems in the oil and gas sector.

Course Contents
Meaning and scope of econometrics, linear regression models. Hypothesis testing. The assumptions of the classical least squares, second order problems such as auto-relation. Heteroscedasticity, testing for linear restriction, use of estimated model for forecasting purposes, introduction to simultaneous equation models

PEP 321: Portfolio Management in the Petroleum Industry　(2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. evaluate major portfolio management and risk concept suitable for the petroleum industry;
2. explain and assess perspectives of economic analysis in the energy and capital market; and
3. apply key portfolio and market efficiency theories to the petroleum industry.

New

Course Contents
Investment appraisal techniques employed in petroleum industry. Risk analysis, discount factors, portfolio theory and the capital asset pricing model. International portfolio management and management control. Efficient markets theory and its implication for the profitability of alternative investment strategies.

PEP 322: Investment Risk Analysis in the Petroleum Industry   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. identify and quantify risk to reward using different appraisal tools;
2. explain and calculate the total value at risk for investment portfolio; and
3. prepare risk analysis in the petroleum industry using analytical tools in investment risk analysis.

Course Contents
Investment appraisal techniques, risk analysis using instruments such as decision trees, the Black- Sholes equation and the binomial option pricing models and discuss how those may be applied to assess investments with applications related to the petroleum industry such as the development of an oil lease.

PEP 324: Petroleum Economics I   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the political economy of oil in Nigeria, and the structure of the petroleum industry;
2. explain the strategic relationship between oil politics and government strategies; and
3. appreciate the strategic relationships between the IOCs and NOCs and other stakeholders.

Course Contents
The course provides the basic knowledge of the economics of the petroleum industry as applicable in Nigeria. Topics to be covered include organization and structure of the petroleum industry. Historical development and geographical expansion of the petroleum industry. Resource market structures and price dynamics. Petroleum market structure and price dynamics. Oil politics and government strategies. Relationship between IOCs and National Oil Companies and other stakeholders. Theory of exhaustive resources, peak oil, natural resource and the macroeconomy.

400 Level

SSC 401: Research Method II   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. prepare and present a research proposal;
2. collect and organize meaningful data;
3. conduct pilot study and write research report; and
4. apply appropriate statistics in data analysis.

New

Course Contents
Data collection and coding procedures. Analysis of data and relate these to the research objectives. Writing and discussing the research report.

PEP 412: Petroleum Economics II   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the global market for oil and gas and its organisation;
2. discuss economic concepts underlying petroleum production and use;
3. explain the applicable legal and fiscal regimes, operations of marginal field operations, and the role of OPEC; and
4. write report to evaluate Nigeria's membership of OPEC.

Course Contents
Price and output determination in the oil market, the special characteristics of the demand and supply curves in the industry, the role of OPEC, World patterns of demand for petroleum and implications for the future, property rights, corporate social responsibility and the response of oil companies, the role of government, legislation relating to oil sector activities. Application of market theory and public goods theory and externalities to the oil sector.

PEP 415: Energy Finance and Project Analysis   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain how petroleum creates opportunities and risks for the financial system, investors, and financial markets;
2. use energy finance techniques and theory to make energy finance and investment decisions; and
3. articulate the several process and strategies (including finance options) required to attain an end result for energy projects.

Course Contents
Introduction to oil and gas transactions, review of cash flow analysis, unique aspects of oil and gas acquisitions, reserves and cost forecasting, pipeline operation, structured finance and hedge strategies, competitive bid theory, project capital scheduling, expect value.

PEP 416: Globalization and National Petroleum Policies   (2 Units C : LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the discourse and analytical concept of globalization and the development of research as it concerns the oil and gas industry;
2. analyse the impacts of globalization on domestic petroleum policies and outcome; and
3. identify new areas of research in order to evaluate other petroleum policies.

Course Contents
Simulation of the energy market and the critical milestones in the development of Nigeria's energy policy landscape. Energy policy as a social and industrial development strategy. Regulatory structures to control entry to and guide producers/ suppliers in the energy market. Security of supply, affordable consumers price. Roles of market operators and

New

transmission system, measures at reducing investment risks. Understanding the principles of strategy, nature of trade off in strategy decisions in national and international business environment, how these trade-offs are affected by the nature of market competition and by technology.

PEP 400: Petroleum Economics Research Project　　　(6 Units C: PH 270)

Learning Outcomes
At the end of the course, the students should be able to:
1. develop research proposals that seek to resolve scientific research questions or problem;
2. apply methods learnt to evaluate the project as well as interpret and critique data to resolve the identified research question; and
3. write report.

Course Contents
Developing student's skill in analysis and writing reports based on an empirical or library search of a special subject matter or topic in the area of petroleum economics. Student would present a research-based report at the end of the session.

PEP 422: Energy Security and International Relations　　(2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the energy trilemma – energy security, energy access and energy sustainability;
2. explain how to overcome energy security challenges; and
3. discuss the nexus between energy security and international relations.

Course Contents
The economics of oil exploration, production and refining. How oil and gas market work and the politics of oil and gas, both domestic and international. Political and security implications of world pattern of oil and gas supply and demand. Discussion on options for reducing the rapid increase in consumption of petroleum products in Nigeria. Concepts of energy access and energy security. Energy transition.

Minimum Academic Standards
Equipment

S/N	Equipment	Quantity
1	Desktop computers for econometrics and statistical analyses	12
2	Software (such as EViews, STATA, or SPSS and MACRO Software for data analyses)	At least 1 econometric software
3	Projector and Accessories for communication and teaching	1
4	First Aid Box	1
5	Printer and Scanner	One each
6	Photocopier	1
7	Photocopier	One each for the office of the Head of Department.
8	Desktop computer	
9	Bookshelf loaded with current	

New

	textbooks and journals	
10	Generator	

Staffing
Academic Staff
The NUC guidelines on staff/student ratio of 1:30 for the Social Sciences departments shall apply. However, there should be a minimum of six full-time equivalent of Staff in the department. There is need to have a reasonable number of Staff with doctoral degrees as well as sufficient industrial experience. All academic staff should have computer skills and it is expected that at least 70% of the academic staff should possess Ph.Ds. In addition, at least 20% of the academic staff should be Professors /Readers, 35 % Senior Lecturers and 45% Lecturer I and below.

Academic Support Personnel
Teaching Assistant/Demonstrators to help lecturers in the conduct of tutorials, practicals and field work. This category of personnel is not expected to be regular staff as they are to be paid on the basis of approved hourly rate.

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

Library
The library is an important resource for staff and students. Hence, current basic textbooks, journals, periodicals, and other reference books and textual materials should be available in the library. There must be a functional and visible e-library.

Classrooms, Laboratories and Offices
At least 4 classroom spaces, each with a minimum capacity of 100 seats. There should be, at least, 1 room for Computer laboratory and 1 library.

There should be well-furnished office spaces to accommodate the office of the Head of Department, Departmental Secretary, general office and the other lecturers. The furnishing should include the following:
1.   file cabinet;
2.   refrigerator;
3.   office table and chair with visitors' seats;
4.   shelf and television for the lecturers' offices (especially the professors and senior lecturers);
5.   settee chairs in the offices of professors and senior lecturers.

The NUC recommends the following physical space requirement:

		m^2
Professor's Office	-	18.50
Head of Department's Office	-	18.50
Tutorial Teaching Staff's Office	-	13.50
Other Teaching Staff Space	-	7.00
Technical Staff Space	-	7.00
Secretarial Space	-	7.00

New

B.Sc. Political Science

Overview

Political science basically deals with the scientific study of politics. Organised into five broad areas of specialisations, namely Political Theory, Comparative Politics, Political Economy, Public Administration and International Relations, it is essentially concerned with the study of state and non-states institutions and the interconnections between them. As an interdisciplinary field of study, political science shares a lot with other programmes in the social sciences, humanities and the natural sciences, including concepts, theories, and methodological orientations. The course, therefore, seeks to produce graduates that are adequately equipped in the knowledge, understanding and application of notable concepts, theories, methodologies and analytical tools in political science to solve core societal problems, notably political stability, economic development and governance issues. Graduates of Political Science are well-equipped for job opportunities in the Public Service at all levels (Federal, State and Local Governments), Foreign Service (Diplomats/Ambassadors), International Organisations (United Nations, African Union, ECOWAS and many others), Educational Institutions, Security Agencies, Industries, Civil Society Organisations (CSOs)/Non-Governmental Organisations (NGOs), and Self-employment.

Philosophy

Political science is primarily concerned with the scientific study of the state and its institutions. It also covers non-state actors and their relationships with formal institutions of the state. The philosophy and mission of the B.Sc. (Political Science) programme is to produce graduates with a critical mind, fully equipped with requisite theoretical, methodological and analytical ability and skills to analyse, comprehend, predict and appreciate the factors that shape and mould power relationships in an ever-changing socio-political environment in a globalizing world.

Objectives

The objectives of a degree in Political Science are to:
1. provide students with adequate training in the concepts, theories, methodologies and analytical skills in political science;
2. expose students to foundational knowledge in the various areas of specialisation in political science: political theory, comparative politics, political economy, public administration and international relations;
3. equip students with requisite skills for the application of concepts, theories and methods in political science to solving core societal problems;
4. train the students to understand the workings of formal and informal institutions of government and the relationships between them;
5. stimulate the students intellectually through the programme, in such a way that they appreciate political and social problems, as well as be able to generate ideas for solving them;
6. provide a solid foundation of knowledge about the workings of the state and society, their institutions and the relationships between state and society, including the skills for the constructive use of such knowledge;
7. develop in students, the ability to apply the knowledge to the resolution of societal problems and conflicts;
8. develop in students, such skills and competences that would allow them to be self-reliant and entrepreneurial;

New

9. provide the students with the skill-base from which they can proceed to higher studies in political science;
10. produce students who can carry out fieldwork, collect data and analyse these in a coherent manner, as well as engage in comparative analysis of one political system with others;
11. imbue in the students a deep appreciation of the political dynamics of society and the impact of this on wider socio-economic development and societal well-being; and
12. produce students who can deploy skill and competences acquired in the discipline to establish consultancy outfits to serve government agencies and NGOs.

Employability Skills

A graduate of political science has the following employability skills, notably:
1. adequate skills and abilities for political analysis;
2. sufficient knowledge for various types of political science research;
3. deep knowledge of the workings of the public/civil service;
4. adequate knowledge and skills for election administration;
5. sufficient knowledge of foreign policy/affairs and consular services;
6. engage in consultancy services for international organizations such as the UN, AU, ECOWAS, EU and many others;
7. establishments and management of NGOs;
8. develop private sector's administrative and managerial skills; and
9. analytical skills to work in the country's security services; among others.

21st Century Skills

Graduates of political science should possess certain important skills that will enable them to function and compete well in the 21st century. These include:
1. appreciation and application of various analytical methods/tools in political science to real life situations;
2. appreciation and application of relevant statistical and computational tools and skills to political analysis;
3. critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information;
4. creativity, artistry, curiosity, imagination, innovation, personal expression;
5. perseverance, self-direction, planning, self-discipline, adaptability, initiative;
6. oral and written communication, public speaking and presenting, listening;
7. leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces;
8. information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming;
9. civic, ethical, and social-justice literacy;
10. economic and financial literacy, entrepreneurialism;
11. global awareness, multicultural literacy, humanitarianism; and
12. scientific literacy and reasoning, the scientific method.

Unique features of the programme

The unique features of the programme are outlined below:
1. equipping students with knowledge and understanding of the workings of the modern state and society;

2. building knowledge about major national questions such as ethnicity, religion, power sharing and rotational presidency, resource control and many others;
3. educating students on approaches for nation-building/national integration;
4. promoting skills for innovative, novel and applied (problem-solving) research;
5. developing knowledge and skills for stable intergroup relations; and
6. exposing students to key issues in international relations;

Admission and Graduation Requirements

Admission requirements
For a four-year course:
In addition to UTME the candidate should possess a Senior Secondary Certificate at least five credit passes obtained in not more than two sittings of which three must be Government or History plus English Language and Mathematics.

For the three-year programme: candidates should possess five credit passes in the Senior Secondary Certificate, three of which shall include Government or History, English Language and Mathematics. In addition, candidates must possess credit passes in three relevant subjects at the advanced level in the General Certificate of Education or its equivalent.

Graduation requirements
To obtain B.Sc. in Political Science, the candidate must satisfy all the requirements spelt out in the CCMAS for Social Science discipline.

Global Course Structure

100 Level

Course code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	
POL 101	Introduction to Political Science	2	C	30	
POL 103	Organisation of Government	2	C	30	
POL 105	Nigerian Constitutional Development	2	C	30	
POL 102	Introduction to African Politics	2	C	30	
POL 104	Nigerian Legal Systems	2	C	30	
	Total	**14**			

200 Level

Course code	Course title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	
ENT 211	Entrepreneurship and Innovation	2	C	30	
SSC 202	Introduction to Computer and its Application	3	C	45	
POL 201	Nigerian Government and Politics	2	C	30	
POL 203	Political Ideas	2	C	30	
POL 205	Introduction to International Relations	2	C	30	
POL 202	Introduction to Political Analysis	2	C	30	
POL 204	Foundations of Political Economy	2	C	30	

New

POL 206	Introduction to Public Administration	2	C	30	
	Total	**19**			

300 Level

Course code	Course title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	
ENT 312	Venture Creation	2	C	15	45
SSC 301	Innovation in the Social Sciences	2	C	30	
SSC 302	Research Method I	2	C	30	
POL 301	History of Political thought	2	C	30	
POL 303	Contemporary Political Analysis	2	C	30	
POL 305	Public Policy analysis	2	C	30	
POL 307	Statistics for Political Science	2	C	30	
POL 309	Theories of International Relations	2	C	30	
POL 312	Theory and Practice of Marxism	2	C	30	
POL 302	Logic and Methods of Political Science Research	2	C	30	
POL 304	Political Behaviour	2	C	30	
POL 306	Comparative Federalism	2	C	30	
POL 308	Politics of development and underdevelopment	2	C	30	
POL 310	Democratisation Studies	2	C	30	
	Total	**30**			

400 Level

Course code	Course title	Units	Status	LH	PH
SSC 401	Research Method II	2	C	30	
POL 401	Civil-Military Relations	2	C	30	
POL 403	Contemporary Defence and Strategic Studies	2	C	30	
POL 405	Nigerian Foreign Policy	2	C	30	
POL 407	Research Project	4	C		180
POL 408	Political Sociology	2	C	30	
POL 402	State and Economy	2	C	30	
POL 404	Nigerian Local Government System	2	C	30	
POL 406	International Law and Organisation	2	C	30	
POL 410	Political Parties and Pressure Groups	2	C	30	
	Total	**22**			

Course Contents and Learning Outcomes

100 Level

GST 111: Communication in English   **(2 Units C: LH 15; PH 45)**
Learning Outcomes
At the end of this course, students should be able to:
1. identify possible sound patterns in the English language;
2. list notable language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;

New

6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in the English language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post-writing, Editing and Proofreading; Brainstorming, Outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report Writing, Note Making and many others. Mechanics of Writing). Comprehension Strategies: (Reading and Types of Reading, Comprehension Skills, SQ3R). Information and Communication Technology in Modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture. Peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria. Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914. Formation of political parties in Nigeria. Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics. Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system. Indigenous apprenticeship system among Nigeria people. Trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition. Citizenship and civic responsibilities; indigenous languages, usage and development. Negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation. Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic

Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

POL 101: Introduction to Political Science   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss key conception political science such as politics, power, authority, influence, state, nation and many others);
2. appreciate the nature, form and character of politics;
3. identify the contributions of the founding/leading scholars of political science;
4. differentiate between political science as a field of study and politics as an art or practise;
5. explain the relationship among the various concepts in political science and many others; and
6. define the relationship between political science and other fields of study (other social sciences, humanities and the natural sciences).

Course Contents
The nature of politics and how it is played. It emphasizes the issues of political discourse and practice. It also introduces students to the language and basic concepts of Politics. The student is later introduced to the methods of Political Science. Key themes here include approaches to the study of politics. The 'science' or 'art' of the discipline. Nation, state and society. Power, authority and influence, constitution and constitutionalism, political culture and political socialisation and many others.

POL 102: Introduction to African Politics   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. examine systems of political organisation before the advent of colonialism in Africa;
2. discuss contending arguments for the colonial invasion of Africa;
3. explain the manifestation, form and character of colonialism in Africa;
4. appreciate the impact/consequences of colonialism on state, economy and society in Africa;
5. evaluate nationalist agitations and liberation movement in Africa;
6. explain the nature and forms of African states after independence; and
7. discuss some major theories to the study of African politics.

Course Contents
The nature of African society before colonialism. Establishment of colonial rule in Africa. As well as different systems of colonial administration and economic policies. The problem of neo-colonialism and dependency. Contemporary problems in Africa-Political crises, poverty, illicit financial flows, structural adjustment and debt crisis in Africa.

POL 103: Organization of Government   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the nature and functions of the three organs of government;
2. explain the reasons for the adoption of the different administrative systems;
3. explain the nature of the administrative systems and the differences between them;

4. state the differences between the Presidential and Parliamentary forms of government;
5. identify the guiding principles of political systems such as separation of powers and rule of law; and
6. explain the need for instruments of political interactions including political parties, pressure groups, interest groups and public opinion.

Course Contents
The various ways of organizing governments into Legislature, Executive and Judiciary. The theory of the separation of powers. Forms of political Administrative systems, i.e. Unitarism, Federalism, Confederalism. Forms of government like Presidentialism and Parliamentarianism. Instrumentalities of political interaction like political parties, pressure groups, interest groups and many others.

POL 104: Nigerian Legal System   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. examine the nature of legal administration in Nigeria;
2. discuss the need for judicial processes;
3. state and explain the sources of Nigerian laws;
4. identify the powers and hierarchical arrangements of courts in Nigeria; and
5. explain differences in the administration of justice between autocratic and democratic governments.

Course Contents
The nature of legal administration and judicial processes in Nigeria. The sources of the Nigerian laws comprising English Law, English Received Laws, Customary Laws, Judicial Precedents and many others. The hierarchy and powers of the courts; Administration of Justice (military and democracy).

POL 105: Nigerian Constitutional Development   **(2 Units: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the reasons for and processes of creating the Nigerian state in 1914;
2. discuss the reasons for enacting the 1922, 1946, 1951, 1954, 1960, 1979 and 1999 constitutions; and
3. identify the features, strengths and weaknesses of the constitutions.

Course Contents
Process of Nigerian Constitutional Development in a chronological and sequential order. Colonization. The Clifford Constitution. The Richards constitution. The McPherson Constitution. The Lyttleton Constitution. The Independence, the Republican Constitutions. The 1979 Constitution and the 1999 Constitution.

200 Level

GST 212: Philosophy, Logic and Human Existence   **(2 Units C: LH 30)**

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

1. discuss the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. evaluate the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically asses the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character moulding and many others.

ENT 211: Entrepreneurship and Innovation   (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:
1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa, and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship and many others). Theories, Rationale and Relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria

New

(Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

SSC 202: Introduction to Computer and its Application   (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the history of computing sciences;
2. discuss in detail the different computing programs and their characteristics;
3. evaluate different computer applications; and
4. apply search engines to source on-line resources.

Course Contents
Historical perspectives of computing sciences that gave birth to the different programs. Characteristics of each program in computing sciences. Hardware, Software; and human resources; Integration and application in business and other segments of society. Information processing and its roles in society. laboratory assignments using the PC's operating system, and several commonly used application software, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and on-line resources, browsers, and search engines.

POL 201: Nigerian Government and Politics   (2 Units C: LH30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the need for the adoption of federalism in Nigeria;
2. differentiate juridical division of powers between the tiers of government;
3. discuss the fiscal relations between the levels of government; and
4. explain the impact/consequences of the politicization of critical issues such as census, ethnicity and elections on nation building, national unity and development in Nigeria.

Course Contents
Theoretical perspectives, the Federal arrangement and Division of Powers, Critical Issues in Nigerian Politics i.e. Census, Elections, Education, Representation and Representativeness, Power sharing, Ethnic Relations and many others.

POL 202: Introduction to Political Analysis   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. identify the theories/approaches to the study/analysis of politics;
2. explain reasons for contending orientations in political analysis;
3. analyse the efficacy of the comparative method in political analysis;
4. evaluate the impact of regime types on political efficiency;
5. discuss the levels of political participation; and
6. explain the factors and types of political culture.

Course Contents
The basic theoretical approaches in the study/analysis of politics, contending orientations in political analysis, the place of paradigms and theories, the comparative method, political representation institutions of different regimes. The relationship between regime types and political efficiency, citizen's participation and political culture.

New

210

New

POL 203: Political Ideas   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the origins and main premises of major political ideas;
2. appreciate the contributions of the founding/leading scholars to these ideas; and
3. explain the impact of these ideas on the forms, systems, processes and structures of government.

Course Contents
Introduction to major political ideas in their historical context; emphasis should be placed on concepts like Monarchism, Liberalism, Democracy, Socialism, Fascism, Anarchism and many others.

POL 204: Foundations of Political Economy   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the nexus between economics and politics;
2. explain the determinants of class formations; and
3. define class relations;
4. discuss the premises of contending theories on production, distribution and exchange; and
5. explain the impact of such theories on the state, economy and society.

Course Contents
Relationship between politics and economics. Economics as determinants of politics. Class analysis and political power relations. Production and politics with emphasis on the material basis of political action and many others.

POL 205: Introduction to International Relations   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. appreciate the need for interactions between states and other actors in the international system;
2. explain the importance of national interest as major determinants of global interactions and politics;
3. establish the linkage between domestic and foreign policies;
4. highlight the theories explaining various forms of interactions in the international system;
5. explain reasons for and types of coalitions and alliances in the international system;
6. appreciate the quest by states to maintain equilibrium in global power politics; and
7. evaluate the reasons for different classifications of states such as developed, developing, less developed and Third World countries.

Course Contents
The organization of the International Society. Theories of International Relations. Linkage politics, theories of Coalitions and Alliances, Balance of power Theory, Impact of the emergence of the Third World, foreign policy analysis, national interest and many others.

New

POL 206: Introduction to Public Administration   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the need for public administration;
2. explain the models/theories of administration;
3. identify and explain the roles of administrators;
4. appreciate elements of administrative law and administrative principles including decentralisation and delegation; and
5. discuss the forms and functions of local government.

Course Contents
The rationale of public administration, the Ecology of Public Administration. The Politics of Administration. The Administrative Actor, Delegation of power, Administrative Audit and Control Elements of Administrative Law. Theory, Principles and forms of local government, decentralization, delegation, decentralisation principles. Local government mechanisms for community mobilization and development at the grassroots.

300 Level

GST 312: Peace and Conflict Resolution   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, students should be able to:
1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organizations, the media, and traditional institutions in peace building.

Course Contents
Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts. Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon. Boundaries/boarder disputes. Political disputes. Ethnic disputes and rivalries. Economic Inequalities. Social disputes. Nationalist Movements and Agitations. Selected Conflict Case Studies – Tiv-Jukun. Zangon Kataf, Chieftaincy and Land disputes and many others. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and many others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice. The Nigerian Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR: a.) Dialogue   b.) Arbitration, c.) Negotiation   d.) Collaboration and many others. Roles of International Organizations in Conflict Resolution: a.) The United Nations, UN, and its Conflict Resolution Organs, b.) The African Union & Peace Security Council c.) ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis.

New

ENT 312: Venture Creation   **(2 Units C: LH 15; PH 45)**

Learning Outcomes
At the end of this course, students, through case study and practical approaches, should be able to:
1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents
Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and many others. Digital Business and E-Commerce Strategies).

SSC 301: Innovation in the Social Sciences   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. enumerate innovative ideas that borders on societal problems;
2. apply social science knowledge to research on public and private sectors;
3. design techniques for proposal writing;
4. appreciate social and human welfare services, and
5. analyse models for establishing family and community development.

Course Contents
Identifying Innovative ideas in dealing with Societal Problems and Environmental Issues. Establishing and mobilising resources for establishing enterprises through which social science knowledge can be applied to social research for public and private sectors; social and human welfare services such as care for children and the elderly, training consulting services; Proposal writing techniques for grants, Managing grants. Models for establishing

New

Family Social Health Centres, Community Gender Balancing Units, and Community Development Management Units. Social Sciences and innovation in technology and Patenting new ideas.

SSC 302: Research Method I   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the concept and scope of research methods;
2. discuss in detail procedures for conducting a research;
3. discuss the principles guiding research; and
4. discuss types of research – experimental non-experimental and quasi-experimental research.

Course Contents
Introduction to Social Science research protocol with particular emphasis on proposal development; literature review (conceptual, empirical and theoretical framework), ethnography of the study area statement of the research problem, sampling procedures and methods of data collection and instruments.

POL 301: History of Political Thought   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the contributions of leading scholars to the study of politics; and
2. apply the impact of their thoughts on structures, systems and forms of government, society and state.

Course Contents
Examination of selected classical and modern political thinkers such as Plato, Aristotle, Machiavelli. Locke, Marx, Fanon, Senghor, Nkrumah and many others. Special emphasis on the development and impacts of their ideas.

POL 302: Logic and Methods of Political Science Research (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the rationale behind the scientific study of politics;
2. discuss the methods of conducting scientific research in Political Science; and
3. apply appropriate methods and techniques in various areas of political research.

Course Contents
Political Science and the Scientific Method. Introduction to Research Methods in Political Science. The Logic of Political Inquiry and the Language of Variables. Introduction to Problem Formulation. Basic methods of conducting scientific research, framing research questions and objectives, hypothesis formulation, design of research instruments, data collection, data analysis.

POL 303: Contemporary Political Analysis   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. identify the nature of political analysis;
2. discuss the relevance of competing paradigms in political analysis;
3. use the theories/models of political analysis; and
4. apply relevant paradigms/theories/models to analysis of political phenomena.

Course Contents
Contending paradigms in contemporary political analysis, their philosophical and ideological roots, as well as evaluation: elite approach, group theory, functional systems and communications theory, basic concepts and elements of game theory and political gaming, structural analysis, theories of political development; the new political economy.

POL 304: Political Behaviour   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the importance of political behaviour to the scientific study of politics;
2. enumerate the principles of behaviourism;
3. identify and explain the determinants of political behaviour;
4. discuss the analytical patterns of political socialisation;
5. assess the levels of political participation and reasons for apathy; and
6. explain differences in political culture and behaviour across systems.

Course Contents
The study and measurements of various determinants of political behaviour. Political socialisation, political culture, political participation and apathy. Electoral behaviour, public opinion, and political communication will also be discussed.

POL 305: Public Policy Analysis   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. evaluate the nature of public policy;
2. discuss the need for planning for policy efficiency;
3. identify and explain the actors and processes involved in policy circle;
4. use the methods/techniques essential for policy analysis; and
5. apply scientific methods/techniques to analyse public policy.

Course Contents
Concepts and strategies of planning, programming and budgeting systems (PPBS). Basic techniques of network construction and analysis examined descriptively and from the perspective of administrative systems. Cost-effectiveness analysis and critique.

POL 306: Comparative Federalism   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the nature of federalism;
2. explain the reasons why some states adopt the federal structure of government;

New

3. identify and explain some of the challenges of federal systems; and
4. discuss the differences in the practice of federalism across the world.

Course Contents
The genesis of the political dynamics of Comparative Federal Systems, with particular reference to such countries as U.S.A. U.S.S.R., Canada, West Germany, India and Nigeria.

POL 307: Introduction to Statistics for Political Science   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the importance of statistics to the study of political science;
2. identify the application areas of statistics in political science; and
3. demonstrate the practical application of statistics to the analysis of political phenomena.

Course Contents
The procedures of statistical summarization of political information with specific emphasis on frequency distribution, tables, graphs. Measure of central tendency: mean, basic inferential statistics.

POL 308: Politics of Development and Under-Development   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the rationale for classifications of states into developed and developing/underdeveloped countries;
2. discuss contending theories on development and underdevelopment;
3. explain the impact of colonialism and neo-colonialism on Africa, Latin America and Asia; and
4. identify noted differences in development between Africa, Asia and Latin American countries.

Course Contents
A systematic and theoretical study of the political and socio-economic context of the problems of development and under-development. Dependency and international and internal economic structure. Analysis of profound change. Agents of change and constraints and problems contingent on rapid socio-economic change, with specific reference to post-colonial African states but also in comparison with Latin American and Asian countries, among others.

POL 309: Theories of International Relations   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. identify and explain basic concepts in International Relations;
2. discuss contending theories of International Relations; and
3. apply these theories to issues in international politics.

Course Contents
An examination of the basic concepts and theories in the study of International Relations, Topics to be covered will include Power, Conflict and Accommodation, Systems Theories, Linkage Politics, the Theories of Coalitions and Alliances, Models, Games and Simulation.

New

POL 310: Democratisation Studies   **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course, the students should be able to:
1. discuss Conceptual and Theoretical issues in democratisation studies;
2. examine the conditions for democratic consolidation;
3. discuss historicise democratisation and elections in Nigeria;
4. explain the various models of electoral administration;
5. identify the major actors and processes in the democratisation process;
6. discuss the nature and dynamics of Nigeria's elections;
7. explain the relevance of elections to political development in Nigeria;
8. identify and explain the challenges of electoral administration in Nigeria;
9. discuss electoral reforms in Nigeria;
10. discuss the place of election in the democratisation process; and
11. establish the links among elections, democratisation and democratic consolidation.

Course Contents

The history of democratisation, underscoring the conditions for successful democratisation and the factors militating against democratisation in Nigeria. Assesses the place of elections and other core institutions in democratisation, including the roles of electoral umpires, their powers, resources and limitations. Identify factors that lie beyond the limits of electoral bodies that tend to constrain their independence and efficient handlings of elections: politicians and elections. The government and election. The judiciary and elections. Election and the power of incumbency: historical perspectives to electoral administration in Nigeria**,**

POL 311: Theory and Practice of Marxism   **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course, the students should be able to:
1. utilise the principles of Marxism such as dialectical materialism, historical materialism, class struggle and many others.
2. analyse the impact of Marxism on revolutions in USSR, China, Cuba and many others; and
3. discuss the premises for neo-Marxism.

Course Contents

The examination of dialectical materialism, class analysis, means and sources of production in society. An overview of revolutionary changes brought about by utilising the Marxist-Leninist ideology, using the examples of USSR, China, Cuba, Vietnam and many others.

400 Level

SSC 401: Research Method II   **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course, the students should be able to:
1. prepare and present a research proposal;
2. collect and organize meaningful data;
3. conduct pilot study and write research report; and
4. apply appropriate statistics in data analysis.

New

Course Contents

Data collection and coding procedures. Analysis of data and relate these to the research objectives. Writing and discussing the research report.

POL 401 : Civil- Military Relations   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students are expected to be able to:
1. analyse the nature and functions of the military organisation;
2. explain the interconnectedness between civil and military types;
3. discuss the impact of social structures, ethnic and class conflicts on the military organisation;
4. discuss the challenges of civilian control of the military organisation;
5. critique theories explaining military intervention in politics; and
6. identify and explain major themes in civil-military relations.

Course Contents

Interdependence of civil and military types. The military in the foundation of states. Impact of social structures and ethnic or class conflicts upon military organizational procedures and behaviours. The problem of civilian control of the military. The role of armies in revolution. The phenomenon and definition of the "military-industrial-complex", ubiquity of military extractive tendency. Explaining the stability or instability of civil-military relations in a comparative setting.

POL 402: State and Economy   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. explain the nature of the Nigerian economy;
2. discuss the relationships between government and private enterprises;
3. critique the role of foreign aid and technology in developing Nigeria's economy;
4. identify and discuss challenges of development planning in Nigeria; and
5. discuss the roles of indigenisation and self-reliance as solutions to Nigeria's dependency in the international economic system.

Course Contents

The role of government in the management of the modern economy with special reference to Nigerian and other African countries: The relationships between government and private enterprise and examines some political issues as the role of foreign capital in the domestic economy, the questions of foreign aid, technology and expertise. The problem of development planning and administration of planning as well as the issue of balanced regional planning. The questions of indigenisation of the economy and self-reliance. The problem of dependency on the international economic system.

POL 403: Contemporary Defence and Strategic Studies   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. explain the nature of defence and strategic studies;
2. familiarise themselves with actors and processes of strategic decision making;
3. identify the strategic paradigms in defence and security studies;

New

4. summarise the relevance of strategic decision making and analysis in national defence and security;
5. identify and discuss challenges of strategic affairs; and
6. apply the relevant skills for strategic decision making.

Course Contents
Strategic policy formulation and implementation, levels of strategic analysis, strategic paradigms, war and peace, theories of victory, war peace keeping and humanitarian ethics in international politics, refugee studies, arms race and arms control, deterrence, containment and many others.

POL 404: Nigerian Local Government System   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to;
1. discuss the key concepts in the study of local government;
2. explain the relationships between local administration and local government;
3. assess the operations of local governments in Nigeria before 1976;
4. discuss the provisions of the 1976 local government reforms;
5. highlight the challenges of local government's funding and management of resources;
6. explain the majors ways of controlling local government in Nigeria; and
7. identify and explain major limitations in local government administration in Nigeria.

Course Contents
Background to local governments in Nigeria, traditional institutions and local governments, 1976 local government reforms and after, local administration and local government reforms, funding and managements of resources in the local governments.

POL 405: Nigerian Foreign Policy   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the dynamics of Nigeria's national interests since independence;
2. explain the actors and processes involved in Nigeria's foreign policy formulation;
3. identify the different dimensions of Nigeria's relationships with other members of the international community;
4. discuss challenges and prospects of Nigeria's external relations;
5. find out the place of international organisations, both governmental and non-governmental, in Nigeria's foreign policy; and
6. interrogate Nigeria's foreign policy.

Course Contents
A study of dominant trends in Nigerian foreign policy since independence, showing both the domestic setting, the international environment. The impact of the civil war, Nigeria's relative economic status and commitments as a regional power in Africa. Problems of relations with immediate neighbours are also examined. Topics include: The internal setting of Nigeria's foreign policy – pressure groups. Domestics schisms. Consensus building process and many others. Nigeria's neighbours and the wider African setting. And international environmental policy processes and issues during civilian and military regimes. The effects of the civil war on Nigeria's foreign policy. The changing pattern of Nigeria's non-aligned policy. Nigeria's foreign policy. Issues and problem of foreign policy making since 1976 and Nigeria's pan-African role.

New

POL 406: International Law and Organisation   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the nature and objectives of international law;
2. explain the development of international law;
3. apply the principles of international law;
4. identify the procedure involved in international adjudication and dispute settlement;
5. explain limitations of international law in international politics.
6. discuss the institutions and processes of various international organisations; and
7. discuss the prospects and limitations of international organisations as important actors in the international system.

Course Contents
Dynamics of international system and the regulatory mechanisms of legal norms and principles. The meaning of international law, objectives of international law. self-Defence. Diplomatic immunity. Use of force in international relations, self-determination. International law and international relations.

POL 407: Research Project   (4 Units C: PH 180)

Learning Outcomes
At the end of the course, the students should be able to:
1. develop research proposals that seek to resolve scientific research questions or problems;
2. apply methods learnt to evaluate the project as well as interpret and critique data to resolve the identified research question; and
3. write report.

Course Contents
Developing student's skill in analysis and writing reports based on an empirical or library search of a special subject matter or topic in the area of interest. Student would present a research-based report at the end of the session.

POL 408: Political Sociology   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. examine the nexus between politics and the social order;
2. discuss identity politics and social order; and
3. analyse the place of various analytical categories such as gender, ethnicity, religion, ideology and many others and how these categories shape and reshape political behaviours.

Course Contents
Social theories about the relationship between political and social order. Race, gender, ethnicity, religion, national liberation and ideology.

New

POL 410: Political Parties and Pressure Groups   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the nature and types of political parties and pressure groups;
2. identify the functions of political parties and pressure groups;
3. define the challenges of political parties and pressure groups;
4. investigate the relevance of political parties and pressure groups in political development;
5. examine similarities and differences in the structure, activities and effectiveness of political parties and pressure groups across various political systems; and
6. participate in party politics and civil mobilisation.

Course Contents
The concept of political parties and pressure groups. Types and character of political parties. Relationship between political parties and forms of government. Relationship between pressure groups and political parties. Illustrations from plural societies such as the USA and Nigeria. The role of pressure group in social and economic affairs.

Minimum Academic Standards

Staffing

Academic Staff
A minimum of 6 academic staff is required in the major areas of specialization. The distribution should be based on the equality principle of three across each of the five major areas of specialization in Political Science. Moreover, a foundational degree in any of the five broad areas of specialisation should be made mandatory for all academic staff in Political Science departments. The NUC guidelines on staff/student ratio of 1:30 for the Social Sciences departments shall apply. However, there should be a minimum of six full-time equivalent of Staff in the department. There is need to have a reasonable number of Staff with doctoral degrees as well as sufficient industrial experience.
All academic staff should have computer skills and it is expected that at least 70% of the academic staff should possess Ph.Ds. In addition, at least 20% of the academic staff should be Professors /Readers, 35 % Senior Lecturers and 45% Lecturers I and below.

Academic Support Personnel
Teaching Assistant/Demonstrators to help lecturers in the conduct of tutorials, practicals and field work. This category of personnel is not expected to be regular staff as they are to be paid on the basis of approved hourly rate.

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

Library
At least five (5) recent books in each of the five (5) specialisations in Political Science should be available, making a total of 25. A reasonable number of journal collections in the various subfields of Political Science should also be available. These should be complemented with regular subscription to up-to-date e-books and e-journals through a functional e-library. All

New

teaching staff should be supplied with at least two relevant core textbooks as prescribed by each lecturer per academic session.

Classrooms, Laboratories and offices

The department should have at least four (4) designated classrooms, each with a capacity of at least 100 seats and two (2) Lecture Theatres.

The department should have a minimum of 18 offices that must be well-furnished, based on the level and roles of the occupiers of such offices: Head of Department, Departmental Secretary, General office, Professorial offices, Senior Lecturers and Others. Requires items include Executive Tables and Chairs, Two (2) Visitor's Chairs, Computer sets (Desktop and Laptop), Television set, DSTV with monthly subscription, Refrigerator, Water Distillers, Book Shelves, Cabinets (for HOD, Professors and Senior Lecturers); and Mini Executive Tables and Chairs, Two (2) Visitor's Chairs, Book Shelves and Cabinet for others. Lecturer's offices must be en-suite.

The NUC recommends the following physical space requirement:

		m^2
Professor's Office	-	18.50
Head of Department's Office	-	18.50
Tutorial Teaching Staff's Office	-	13.50
Other Teaching Staff Space	-	7.00
Technical Staff Space	-	7.00
Secretarial Space	-	7.00

New

B.Sc. Politics, Philosophy and Economics (PPE)

Overview

The B.Sc. Degree Programme in Politics, Philosophy and Economics (PPE) is acclaimed to be one of the most prestigious undergraduate programmes. It was, first, offered by the University of Oxford, in 1921. It has, since been adopted by many leading universities in the world. The Programme has produced notable public figures (political and economic leaders, Prime Ministers, Ministers and Permanent Secretaries), perhaps, more than any other Programme. Nigeria has had a fair share of PPE alumni, the most notable of whom is Philip Asiodu, one of the super Permanent Secretaries of the Gowon era, who graduated from the University of Oxford, in the mid-fifties.

The PPE is a tripartite honours degree that broadens the student's horizon with devotion and efforts shared almost equally among the varied, yet mutually supporting components, comprising courses that range from mathematical statistics to Aristotelian ethics. That is what makes the course special, as it tasks the student's capacity for multiple skills in critical thinking and evaluation as well as ability to assimilate and reflect upon new information. During the Programme, the student is taken through a rich combination of courses, assessed by tutorials, seminar presentations and examinations.

Philosophy

The PPE Programme is based on the assumption that the most effective approach of seeking solution to problems in society is to be found in the perspectives of several complimentary disciplines and frameworks. The blend of the PPE has established itself to be a product that is qualitatively higher than the sum of its individual components which, on their own, command respect in the academic community. The study of Politics provides a thorough understanding of the impact of political institutions on society. It helps the student to evaluate the choices that political systems must, regularly, make to explain the processes that sustain or change the systems and assist in resolving the challenges associated with the actions of individuals and groups. Philosophy addresses foundational questions in different fields and teaches the art of critical, rigorous and logical thinking. It serves as a tool of reflection on social and political matters. Economics is the study of how consumers, firms and governments make decisions that, collectively, determine the ways in which resources are allocated. It explains the mechanisms and examines the contexts under which major political decisions are made. Together, the PPE combination constitutes a rich intellectual menu that equips the student with the theoretical and practical skills needed to understand and grapple with the complex challenges of society.

Objectives

The B.Sc. PPE Programmes is designed to:
1. impart in the student the capacity for critical thinking;
2. develop the student's cognitive powers in the assessment and evaluation of practical situations;
3. develop in the student the intellectual skills and capacity to extrapolate ideas from one situation to another;

New

4. impart in the student problem-solving skills and capacity to assess complex human situations;
5. develop the student's ability for independent thought and research;
6. enable the student acquire transferable skills that facilitate his/her progression to a diverse range of careers;
7. teach the student the intellectual skills to understand complex political situations, decision-making processes and the major factors at play, and
8. strengthen the student's capacity to evaluate complex economic issues that influence political decisions.

Unique Features

Among the unique features of the PPE Programme are:
1. the programme is multidisciplinary and combines the positive elements of three complimentary disciplines;
2. the course balances the empirical with the theoretical, and the practical with the abstract;
3. the PPE has established itself as being suitable for the needs of high calibre social and political leaders;
4. it is a foundational course equipped for the moulding of intellectually well-rounded persons;
5. PPE is structured to prepare the student to face the challenges of the physical and social environment, and
6. the course is structured to develop in the student a combination of intellectual, practical and transferable skills.

Employability Skills

Among others, graduates from the PPE Programme would have acquired the following skills:
1. capacity for political leadership/administration in public and private sectors of the economy, or indeed, an international job;
2. graduates would be well-qualified to proceed for post-graduate studies in any of the three areas of the Programmes;
3. skills in organisation and management of political and economic institutions;
4. knowledge of international affairs, international trade and economic cooperation;
5. ability to gather, organise and deploy evidence, data and information;
6. capacity to identify the underlying issues in a wide variety of academic debates;
7. mastery of the techniques of political theory and practice;
8. a higher-level skill and understanding of issues of politics and management of society; and
9. skills that make a well-rounded citizen, able to contribute to all aspects of social development.

21st Century Skills

At the end of the programme these 21st century skills are expected from graduates:
1. critical thinking;
2. problem solving;
3. creativity;
4. communication skills;
5. digital and media literacy;
6. collaboration and networking skills;
7. team work;

New

8. logical thinking;
9. emotional and social intelligence, and
10. moral rectitude.

Admission and Graduation Requirements

Admission requirements
For a four-year course:
In addition to UTME score the candidate should possess at least five credits at not more than two sittings in the SSC, including English and Mathematics.

For the three- year programme: five SSC credit passes two of which must be at advanced level and to include English and Mathematics provided that such passes are not counted at both levels of the examinations. In some cases, holders of diploma certificate in disciplines related to courses of study desired in the Social Sciences are accepted.

Graduation requirements
Requirements for graduation shall be as stipulated in the Department where PPE is domiciled. In all, a student shall qualify for the award of a degree when he/she has:
1. completed and passed all the courses he/she registered for, including all compulsory courses and required as may be prescribed by the University/Faculty;
2. obtained a minimum CGPA specified by the University but not less than 1.0, and
3. earned the minimum credit units of not less than 120 for a four-year programme and 90 for a three-year programme.

Global Course Structure
100 Level

Course code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	
POL 101	Introduction to Political Science	2	C	30	
POL 106	Nigerian Government and Politics	2	C	30	
POL 107	Introduction to international Relations	2	C	30	
PHL 101	Introduction to Philosophy	2	C	30	
PHL 103	History of Philosophy	2	C	30	
PHL 104	Arguments and Critical Thinking	2	C	30	
ECO 101	Principles of Microeconomics	2	C	30	
ECO 102	Principles of Macroeconomics	2	C	30	
ECO 103	Introduction to Mathematics for Economists	2	C	30	
	Total	**22**			

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	
ENT 211	Entrepreneurship and Innovation	2	C	30	
POL 202	Introduction to Political Analysis	2	C	30	

New

POL 207	Ideas and Ideologies of Politics	2	C	30	
POL 208	Comparative Politics	2	C	30	
PHL 202	Introduction to Logic	2	C	30	
PHL 203	Social and Political Philosophy	2	C	30	
PHL 204	Theories of Ethics	2	C	30	
ECO 201	Microeconomics	2	C	30	
ECO 203	Macroeconomics	2	C	30	
ECO 207	Mathematics for Economists	2	C	30	
	Total	**21**			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	
ENT 312	Venture Creation	2	C	15	45
POL 301	History of Political thought	2	C	30	
POL 303	Contemporary Political Analysis	2	C	30	
POL 307	Statistics for Political Science	2	C	30	
POL 308	Logic and Methods of Political Science	2	C	30	
PHL 301	Early Modern Philosophy	2	C	30	
PHL 302	Epistemology	2	C	30	
PHL 306	Metaphysics	2	C	30	
PHL 305	Professional Ethics	2	C	30	
ECO 301	Intermediate Microeconomics	2	C	30	
ECO 303	Intermediate Macroeconomics	2	C	30	
ECO 305	History of Economic Thought	2	C	30	
ECO 111	Nigerian Economy	2	C	30	
	Total	**21**			

400 Level

Course Code	Course Title	Units	Status	LH	PH
POL 405	Nigerian Foreign Policy	2	C	30	
POL 406	Nigerian Local Government System	2	C	30	
POL 408	Political Parties and Pressure Groups	2	C	30	
PHL 403	Existentialism and Phenomenology	2	C	30	
PHL 405	Contemporary Issues in African Philosophy	3	C	45	
PHL 411	Practical Ethics	2	C	30	
ECO 401	Advanced Microeconomics	2	C	30	
ECO 403	Advanced Macroeconomics	2	C	30	
ECO 405	Economic Planning	2	C	30	
PPE 499	Long Essay	4	C	-	180
	Total	**21**			

New

Course Contents and Learning Outcomes

100 level

GST 111: Communication in English   (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of this course, students should be able to:
1. identify possible sound patterns in the English language;
2. list notable language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents
Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and critical thinking and reasoning methods (Logic and syllogism, inductive and deductive argument and reasoning methods, analogy, generalisation and explanations). Ethical considerations, copyright rules and infringements. Writing activities: (Pre-writing , writing, post writing, editing and proofreading; brainstorming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making and many others. mechanics of writing). Comprehension strategies: (Reading and types of reading, comprehension skills, 3RsQ). Information and communication technology in modern language learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Cultures   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, students should be able to:
1. analyse the historical foundation of Nigerian cultures and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of trade, economic and self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards nation building
6. analyse the role of the judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

New

Course Contents
Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and cultures; peoples and cultures of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market systems; indigenous apprenticeship system among Nigeria peoples; trade, skills acquisition and self-reliance). Social justice and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

Politics

POL 101: Introduction to Political Science   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss key concepts of political science such as politics, power, authority, influence, state, nation and many others);
2. appreciate the nature, form and character of politics;
3. be familiar with the contributions of the founding/leading scholars of political science;
4. differentiate between political science as a field of study and politics as an art or practise;
5. explain the relationship among the various concepts in political science and many others, and
6. identify the relationship between political science and other fields of study (other social sciences, humanities and the natural sciences).

Course Contents
Nature of politics and how it is played. Issues of political discourse and practice. Language and basic concepts of Politics. Methods of Political Science. Key themes include approaches to the study of politics. The 'science' or 'art' of Political Science. Nation, state and society. Power, authority and influence. Constitution and constitutionalism. Political culture and political socialisation and many others.

POL 106: Nigerian Politics and Government   (2 Units C: LH 30)

Learning Outcomes
On completion of this course, the student should be able to:
1. examine the concept of government;
2. examine the concept of federalism;
3. analyse the military institution's role;
4. explain how the military institution found itself in the art of governance;
5. discuss the rationale for agitations for restructuring, and

New

6. examine the concept of corruption

Course Contents
The Federal Arrangement and Division of Powers. General Political Economic and Social Frameworks within which Nigerian Politics and the Governmental Institutions Develop and Function. Historical Perspectives. Tropical Issues in Nigerian Politics: Census, Elections, Education, Representation and Representativeness. Ethnic Relationship and many others.

POL 107: Introduction to International Relations   (2 Units C: LH 30)

Learning Outcomes
At the end of this course, the student should be able to:
1. discuss key concepts and concerns in international relations;
2. demonstrate an appreciation for the practice of comparative political inquiry;
3. identify contemporary theories of international relations;
4. explain current international events through a close reading of the news and interpretation of events;
5. acquire research skills to bear on specific issues related to international affairs;
6. exhibit familiarity with research methods by students of international relations and political science;
7. effectively develop logical arguments and justify a position through written and oral presentations;
8. engage in an international practicum-study abroad or international internship—that enhances global citizenship and cultural competence;
9. enumerate the relationship between personal ethics, individual decisions and public outcomes at the national and international levels, and
10. explain the broad history of international relations.

Course Contents
Academic study of International Relations. Knowledge of the major issues in international relations. International relations since the 1990s. Balance between empirical knowledge and theoretical understanding. Major questions in contemporary international relations (such as, the role of the United Nations and of alliances such as NATO. Impact on international relations, globalization and democratization. European integration. Impact of civil wars and humanitarian disasters. Problems that arise from national self-determination and promotion of human rights. Analytical and theoretical tools needed to make sense of questions in International relations. Knowledge of the principal theories and concepts. International Relations in the Era of the Cold War and International Relations in the Era of the Two World Wars.

Philosophy

PHL 101: Introduction to Philosophy   (2 Units C: LH 30)

Learning outcomes
At the end of PHL 101, the student would have:
1. had a general idea of Philosophy and what Philosophers do;
2. learnt the historical origins of Philosophy, and
3. identified developments from ancient to modern times; major doctrines, eras and dominant personalities/thinkers.

Course Contents

The inevitability of Philosophy (why study Philosophy?); Nature and meaning of Philosophy. (Philosophy as worldview; Philosophy as critical thinking; Philosophy as rational enquiry; Philosophy as reconstruction of ideas). Styles and methods of Philosophy. A brief survey of the branches of Philosophy. Current trends in Philosophical Thoughts and many others.

PHL 103: History of Philosophy (2 Units C: LH 30)

Learning outcomes

At the end of the course, the student would have:
1. been exposed to the philosophical thoughts and ideas of the eminent philosophers discussed;
2. discussed the major philosophical doctrines analysed;
3. acquired some skills in the art of philosophising, and
4. explained the application of philosophical ideas to the practical issues of day-to-day living.

Course Contents

Origins of major philosophical thoughts and ideas, from ancient times to medieval period and contemporary times. Philosophers analysed: the pre-Socratics. Thales, Anaximander, Anaximenes, the Sophists, Socrates, Plato, Aristotle, St Thomas Aquinas, Hegel, Kant, Locke, Humes, Descartes and Karl Marx, A. J Ayer, Fukuyama and many others. Major African Philosophers include Leopold Senghor, Nkrumah, Awolowo, Azikiwe, Nyerere, Wiredu and many others. Movements and theories of philosophy include Idealism, Empiricism, Rationalism, Existentialism and many others.

PHL 104: Arguments and Critical Thinking (2 Units C: LH 30)

Learning outcomes

The impact of PHL 104 on the student is that, he/she is able to:
1. discuss the nature of arguments;
2. identify flaws in an argument;
3. develop the capacity to differentiate between valid and invalid arguments, and
4. acquire the habit of critical thinking.

Course Contents

Nature of arguments. Validity and invalidity. Definitions, formal and informal fallacies. Deductive and inductive arguments and many others. Structured arguments and differentiation between logical and illogical reasoning and many others.

Economics

ECO 101: Principles of Microeconomics (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. define the basic concepts in economics including scarcity, choice and scale of preference; basic laws of demand and supply;
2. explain the nature of elasticity and its applications, as well as short and long run production functions;

3. examine the pricing of factors of production and market structure consisting of perfect and imperfect competitive markets;
4. discuss the basic concept of functions, index numbers, dependent and independent variables in functions, as well as national income accounting, and
5. discuss circular flow of income with simple two-sector model, elementary issues on consumption, savings, investment, government's revenue, expenditure, roles of domestic money and foreign exchange.

Course Contents

Nature of Economic Science and its basic problem of scarcity and choice. The methodology of economics and major areas of specialization. Historical development of ideas from the classical, neo-classical, utilitarian and welfare economics. Major findings in the various areas of specialization and elementary principles of microeconomics, partial equilibrium analysis, and many others. Demand and Supply: the laws, determinants and types in statement and graphical format. Firms, production functions, market structures and many others. Treatment of functions, index numbers, variables and functional relationships. Basic concepts of national income accounting. The circular flow of income, withdrawals and injections. National income determination and analysis. Introduction to consumption, savings and investments. Elementary understanding of government activities: taxation and government expenditure, money and the banking system, aggregate supply, unemployment and inflation. Basic terminologies in external economy such as exchange rates, balance of payment and global interdependence.

ECO 102: Principles of Macroeconomics   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the basic concept of functions, index numbers and dependent and independent variables in functions, as well as national income accounting; and
2. discuss circular flow of income with simple two-sector model, as well as elementary issues on consumption, savings, investment, and, government's revenue, expenditure and roles of domestic money and foreign exchange.

Course Contents
Treatment of Functions, Index numbers, variables and functional relationships. Basic concept of national income accounting. The circular flow of income, withdrawals and injections. National Income determination and analysis. Introduction to consumption, savings and investments. Elementary understanding of government activities: taxation and government expenditure; money and the banking system. Aggregate supply, unemployment and inflation. The basic terminology in external economy such as exchange rates, balance of payment and global interdependence.

ECO 107: Introductory Mathematics for Economics   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the roles of mathematics in the social sciences, particularly in economics and basic mathematics concepts in relation to modern mathematics such as set theory, factors and logarithms;
2. identify the basic concepts in advanced mathematics with reference to algebra and trigonometric functions which are useful tools in investigating economic issues;

3. explain the roles and importance of mathematics in economics;
4. translate economic statements to mathematical formulation and explain mathematical formulation in economic terms, and
5. examine the roles of matrices and algebra in representation of economic statements and solving simple economic concepts in the range of introductory economics.

Course Contents
Mathematical concepts in the social sciences. Gradual focus on Set theory. Factors and exponents. Logarithms. Trigonometry. Different types of equations as well as functions and progressions. Co-ordinate geometry, Trigonometric functions and their inverse. Inequalities, Matrix algebra, and differentiation. Derivatives of trigonometric functions, sequences and series, and expansions. Partial and total derivatives. Maxima and minima. Linear algebra. Matrix algebra. Simultaneous linear equations. Treatment of mathematical relationships and analysis with respect to basic theories of economics. Use of simple algebra and graphical tools in explaining economic statements and concepts.

200 level

GST 212 Philosophy, Logic and Human Existence   (2 Units C: LH 30)

Learning Outcomes
A student who has successfully gone through this course should be able to:
1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. apply the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically asses the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents
Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character moulding and many others.

ENT 211: Entrepreneurship and Innovation   (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of this course, students should be able to:
1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking
2. state the characteristics of an entrepreneur;

New

3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents
Concept of entrepreneurship (entrepreneurship, intrapreneurship/corporate entrepreneurship,). theories, rationale and relevance of entrepreneurship (Schumpeterian and other perspectives, risk-taking, necessity and opportunity-based entrepreneurship and creative destruction). Characteristics of entrepreneurs (opportunity seeker, risk taker, natural and nurtured, problem solver and change agent, innovator and creative thinker). Entrepreneurial thinking (critical thinking, reflective thinking, and creative thinking). Innovation (concept of innovation, dimensions of innovation, change and innovation, knowledge and innovation). Enterprise formation, partnership and networking (basics of business plan, forms of business ownership, business registration and forming alliances and joint ventures). Contemporary entrepreneurship issues (knowledge, skills and technology, intellectual property, virtual office, networking). Entrepreneurship in Nigeria (biography of inspirational entrepreneurs, youth and women entrepreneurship, entrepreneurship support institutions, youth enterprise networks and environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

Politics

POL 202: Introduction to Political Analysis (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. identify the theories/approaches to the study/analysis of politics;
2. explain reasons for contending orientations in political analysis;
3. explain the efficacy of the comparative method in political analysis;
4. evaluate the impact of regime types on political efficiency;
5. discuss the levels of political participation, and
6. explain the factors and types of political culture.

Course Contents
Basic theoretical approaches in the study/analysis of politics. Contending orientations in political analysis. Place of paradigms and theories. Comparative methods. Political representation. Institutions of different regimes. Relationship between regime types and political efficiency. Citizens' participation and political culture.

POL 207: Ideas and Ideologies in Politics and International Relations (2 Units C: LH 30)

Learning Outcomes

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

1. evaluate their conceptions of the good life for the individual and for society;
2. appreciate enlightened and responsible citizenship;
3. attain knowledge of the theory and practice of politics;
4. develop the faculties of expression and critical thinking;
5. evaluate the factors of governmental services;
6. identify how to be political leaders;
7. gain a broader understanding of the world by examining the history, culture, society, geography and political economy of countries and regions;
8. apply critical thinking skills to analyse global interconnections that exist among nations;
9. demonstrate a critical, well-grounded understanding of multiple worldviews, experiences, power structures, ethical and cultural positions and many others; and
10. develop familiarity with both theoretical and empirical research, including quantitative and qualitative methods, and employ appropriate methods to evaluate the strengths and weaknesses of academic arguments and conduct research.

Course Contents

Ideas and ideologies are central to research in Politics and International Relations. Theoretical developments and academic debates in international relations. Analysis of empirical materials in in Politics and International Relations. International Relations in the Era of Two World Wars'. International Relations in the Era of the Cold War. Analysis of global and local issues influencing society and many others.

POL 208: Comparative Politics (2 Units C: LH 30)

Learning Outcomes

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

1. identify the complex relationship among political institutions in contemporary societies;
2. explain the origins and effects of democratic institutions and forms of government;
3. define the processes of state-building;
4. analyse the legacies of colonialism;
5. examine the judicial and bureaucratic institutions and nature of political activism;
6. evaluate the origin of politic parties, activism and group interest;
7. discuss the key concepts and tools of empirical political analysis, and
8. explain the theories of democratization and factors sustaining authoritarian regimes.

Course Contents

Major political institutions in contemporary societies. Origins and effects of democratic institutions and forms of government. State-building, colonial legacies, judiciaries, bureaucracies and many others. Origins of parties, interest groups and the nature of political activism. Understanding the utility and limits of different means of analysis. Conceptual ideas about regimes. Theories of democratization and factors sustaining authoritarian regimes. Understanding key concepts and tools of empirical political analysis. Case studies of specific regions or countries and many others.

New

Philosophy

PHL 202: Introduction to Logic   **(2 Units C: LH 30)**

Learning outcomes
The impact of PHL 202 on the student is that he/she is able to:
1. develop a better understanding of the structure of arguments and reasoning;
2. distinguish between valid and invalid inferences;
3. improve on his/her understanding of himself/herself, other individuals and society in general, and
4. reason logically and, therefore, enhance his/her performance in other disciplines as well as day-to-day living.

Course Contents
Categorical propositions. Quantity and quality. Immediate inferences. Tradition square of opposition. Existential import. Mode, figure and form of the categorical syllogism. Rules test for categorical syllogism and many others.

PHL 203: Social and Political Philosophy   **(2 Units C: LH 30)**

Learning outcomes
PHL 203 is an advanced discussion of PHL 105, with concentration on selected themes in social and political thought, covering specific periods. The course provides the student with an opportunity to:
1. contextualise the political happenings in his own environment;
2. discuss the Nigerian political scene, and Africa in general, and
3. engage in rigorous intellectual work.

Course Contents
Major themes and/or figures in the History of Social and Political thought. Social and Political thought, from Athenian democracy to contemporary political thought. *Plato's Republic,* Aristotle conception of Man as a Political animal. The individual and the state. Contemporary issues in African Social and Political thought. Political theory and practice. Nigeria and the African experience and many others.

PHL 204: Theories of Ethics   **(2 Units C: LH 30)**

Learning outcomes
Theories in Ethics is a course that should aid the student in:
1. discussing a selected number of profound ethical theories, formulated by major Philosophers over the ages;
2. interpreting/analysing complex academic doctrines, and
3. sharpening his/her learning capacity.

Course Contents
A critical evaluation of major ethical theories of the modern era; Authors for discussion include: Kant, Mill, Marx, Nietzsche and Bradley; what constitutes a moral agent? How do the classical theories in ethics enhance knowledge of man as a moral agent?

New

Economics

ECO 201: Microeconomics   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the division of economics into microeconomics and macroeconomics;
2. discuss the laws of individual and market demand and supply and their elasticities, and
3. explain the basic elements in microeconomics in terms of foundation subject matter of household consumer behaviour using indifference curves, elementary production and costs with isoquant and Isocost, treated in graphical form and simple mathematical capsules.

Course Contents
Introduction to microeconomics. The partial equilibrium analysis with respect to basic microeconomic variables like individual and market demand. Individual and market supply. Shapes of the demand and supply curves. Price elasticity of demand. Arc and point elasticity of demand. Income and cross elasticities. Consumer behaviour: Cardinalist, Ordinalist using indifference curves, their graphical and mathematical presentation and partial derivative. Consumer surplus. Income and substitution effects in consumption. Cobweb analysis. Government price control. The production functions. Introductory theories of production and cost: Short- and Long-run production with laws of diminishing returns or variable proportion, marginal rate of technical substitution, Isocost, returns to scale, expansion path and factor substitution. Graphical and mathematical treatments of these.

ECO 202: Macroeconomics   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. distinguish elements of microeconomics which deal individual households, firms and market from elements of macroeconomics that is concerned with aggregates in terms of nature and scope;
2. discuss economic models, general equilibrium and disequilibrium;
3. explain the goals of macroeconomics; gross domestic product's measurement and components, and
4. explain the basic theories of consumption, savings and investments in economic science as well as their determinants.

Course Contents

Distinction between Microeconomics and Macroeconomics in the context of partial and general equilibrium. The goals of macroeconomics. Nature and Scope of Macroeconomics. Concept of National Income Accounting, Gross Domestic Product (GDP) and its components, its calculation and derivatives. Gross National Product, GDP deflator and its uses, cost of living; consumer price index and National Income with its derivatives. Consumption and Savings theories and their determinants. The Multiplier and the relations between APC, APS, MPC, MPS. Also, the theories of investment and its determinants, as well as introduction to government roles within the context of a 3- Sector model.

ECO 207: Mathematics for Economists   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. convert economic statements into mathematical formulation; and
2. solve and interpret mathematical models.

Course Contents
Derivatives of trigonometric functions. Sequences and series. Expansions, and Taylor's theory. Mathematical analysis of basic theories of economics. Partial and total derivatives. Differentials and difference equations. Applications of partial derivatives. Maxima and minima. the Lagrange multiplier to theories of consumer behaviour and production functions. Linear algebra. Matrix algebra and inverse matrix. Application of Simultaneous equations to macroeconomic issues in consumption and investments. Introduction to linear programming, game theory and input-output analysis and many others.

300 Level

GST 312: Peace and Conflict Resolution   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, students should be able to:
1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course Contents
Concepts of peace, conflict and security in a multi-ethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts. Structural conflict theory, realist theory of conflict, frustration-aggression conflict theory. Root causes of conflict and violence in Africa: indigene and settlers phenomena; boundary/boarder disputes; political disputes; ethnic disputes and rivalries. Economic inequalities; social dispute. Nationalist movements and agitations. Selected conflict case studies – Tiv-Junkun; Zango Kartaf. Chieftaincy and land disputes and many others. Peace building, management of conflicts and security. Peace and human development. Approaches to peace & conflict management --- (religious, government, community leaders and many others). elements of peace studies and conflict resolution. Conflict dynamics assessment scales. Constructive and destructive, justice and legal framework. Concepts of social justice; the Nigerian legal system. Insurgency and terrorism. Peace mediation and peace keeping. Peace and Security Council (international, national and local levels). Agents of conflict resolution – conventions, treaties, community policing. evolution and imperatives. Alternative Dispute Resolution (adr). Dialogue, arbitration, negotiation, collaboration and many others. Roles of international organizations in conflict resolution - (a). the United Nations (un) and its conflict resolution organs; the African Union and Peace Security Council. ECOWAS in peace keeping. The media and traditional institutions in peace building. Managing post-conflict situations; refugee support. Internally Displaced Persons (IDPs). The role of NGOs in post-conflict situations.

New

ENT 312 : Venture Creation   **(2 Units C: LH 15; PH 45)**

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship, and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity identification: sources of business opportunities in Nigeria, environmental scanning. Demand and supply gap/unmet needs/market gaps/market research. Unutilised resources, social and climate conditions and technology adoption gap. New business development: business planning, market research and many others. Entrepreneurial finance: venture capital, equity finance. Micro finance, personal savings, small business investment organizations and business plan competition. Entrepreneurial marketing and e-commerce. Principles of marketing, customer acquisition and retention. B2B, C2C and B2C models of e-commerce. First mover advantage, e-commerce business models and successful e-commerce companies. Small business management/family business. Leadership & management: basic book keeping, nature of family business and Family Business Growth Model. Negotiations and business communication: strategy and tactics of negotiation/bargaining. Traditional and modern business communication methods. Opportunity Discovery Demonstrations: business idea generation and presentations. Business idea contest, brainstorming sessions, idea pitching and many others. Technological Solutions: the concepts of market/customer solution, customer solution and emerging technologies. Business Applications of new technologies: Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Block chain, Cloud Computing, Renewable Energy and many others. Digital business and e-commerce strategies).

Politics

POL 301: History of Political Thought   **(2 Units C: LH 30)**

Learning Outcomes

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

1. discuss the contributions of leading scholars to the study of politics, and
2. evaluate the impact of their thoughts on structures, systems and forms of government, society and state.

Course Contents

Examination of selected classical and modern political thinkers such as Plato, Aristotle, Machiavelli. Locke, Marx, Fanon, Senghor, Nkrumah and many others. Special emphasis should be placed on the development and impacts of their ideas.

New

POL 304: Political Behaviour   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. examine the importance of political behaviour to the scientific study of politics;
2. identify and explain the principles of behaviourism;
3. identify and explain the determinants of political behaviour;
4. discuss the analytical patterns of political socialisation;
5. evaluate the levels of political participation and reasons for apathy, and
6. explain differences in political culture and behaviour across systems.

Course Contents

The study and measurements of various determinants of political behaviour. Political socialization, political culture, political participation and apathy. Electoral behaviour, public opinion, and political communication will also be discussed.

POL 307: Introduction to Statistics for Political Science   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. discuss the importance of statistics to the study of political science;
2. identify the application areas of statistics in political science; and
3. demonstrate the practical application of statistics to the analysis of political phenomena.

Course Contents

Students are introduced to the procedures of statistical summarization of political information with specific emphasis on frequency distribution, tables, graphs. Measure of central tendency: mean, basic inferential statistics.

POL 308: Logic and Methods of Political Science Research   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. explain the rationale behind the scientific study of politics;
2. discuss the methods of conducting scientific research in Political Science, and
3. apply appropriate methods and techniques in various areas of political research.

Course Contents

Political Science and the Scientific Method. Introduction to Research Methods in Political Science. The Logic of Political Inquiry and the Language of Variables. Introduction to Problem Formulation. Basic methods of conducting scientific research, framing research questions and objectives, hypothesis formulation, design of research instruments, data collection, data analysis.

Philosophy

PHL 301: Early Modern Philosophy   (2 Units C: LH 30)

Learning outcomes

The course will enable the student to:
1. be acquainted with the doctrines espoused by Early Modern Philosophers;
2. discuss the substantial contributions of the early Modern thinkers to the evolution of Western Philosophy, and
3. appreciate the value of doctrines propounded by Early Modern Philosophers as major sources of intellectual empowerment to be treasured for life.

New

Course Contents

A historical survey of the contributions of the major figures in Western Philosophy, from the Seventeenth to the Nineteenth Century. Major thinkers to be discussed include Francis Bacon, John Locke, David Hume, Thomas Hobbes, Emmanuel Kant, Rene Descartes and many others.

PHL 302: Epistemology   (2 Units C: LH 30)

Learning outcomes

PHL 205 creates, in the student the capacity to:
1. distinguish between different kind of knowledge and their sources, between false beliefs and verifiable beliefs;
2. be critical in evaluating various sources of information, and
3. be sceptical of unverified claims.

Course Contents

Types, sources, scope and justification of human knowledge. Relation of knowledge to belief and truth. Facts and factual knowledge. Scientific knowledge, Religious knowledge. Scepticism and Doubt and many others. Major schools of thought - Empiricism, Rationalism and Pragmatism.

PHL 305: Professional Ethics   (2 Units C: LH 30)

Learning outcomes

Beyond conceptual awareness acquired in PHL 103, what the student learns from PHL 303 are:
1. the practical challenges that confront the practitioners of various professions, especially Medical Practitioners, Engineers, Lawyers, Accountancy, Journalism and many others;
2. preparedness and competence in tackling the ethical issues discussed, in whatever profession he/she goes into, apart from being a counsellor after graduation, and
3. more important, his/her attitude is positively influenced by the ethical principles and doctrines discussed.

Course Contents

Application of the principles and methods learned in PHL 103 to various professions generating moral/ethical challenges to practitioners; a devotion to ethical issues arising from medical practice, law, business, accountancy, engineering, journalism and many others.

Economics

ECO 301: Intermediate Microeconomic   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. apply some level of mathematics to solving optimization problems in consumer behaviour and production using Langragian analysis;
2. explain the optimising behaviour of households in the consumption decision and the optimisation decision making by firms in their production processes given available factor inputs; and
3. make inferences from theorems and appreciate the simplicity of economic models viz-a-viz the complexity of the true world situation going through the course.

New

Course Contents

Advanced topics in consumer demand theory: Separable and additive utility functions; homogeneous and homothetic utility functions. Slutsky and Hicks substitution effects of changes in prices and incomes. The theory of Revealed Preference in consumption and the demand for characteristics. Composite commodities, consumer's surplus. The theory of the firm: the Production functions (Homogeneous, CES, Leontief and many others), production curves and shapes; Elasticity of substitution; optimising behaviour, input demand functions. The cost functions in the short and long run. Constrained Revenue maximisation and Profit maximisation.

ECO 303: Intermediate Macroeconomic

Learning Outcomes

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

1. present national income multipliers for 4-sector model;
2. discuss the theories of consumption and investments under certainty and uncertainty;
3. explain the economic fundamentals relating to public sector economics and finance, and
4. proffer solutions to some public sector problems, with their understanding of government policies.

Course Contents

The course begins with the concepts and multipliers of national income components in an open economy or 4-Sector model using the Keynesian model. Theories of Consumption (KIH, RIH, PIH & LCH); Investments: Types, Assumptions, Physical theories like accelerator, MEI and MEC, Tobin Q and Financial theories like Shapiro's profit theory, Jorgensen's investment theory). The $IS - LM$ analytical framework within the context of equilibrium in the goods sector and the monetary sector. The multiplier effects of monetary and fiscal policies in an IS-LM framework.

ECO 305: History of Economic Thought   (2 Units C: LH 30)

Learning Outcomes

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

1. explain the roles of classical economists in separating economics subject matter from political economy stand-alone discipline, and
2. discuss the forerunners economics disciplines like the position of physiocrats and mercantilists as well as the position of such schools of thought like utilitarianism, German romanticism, the historical school and institutionalists as well as Keynesian, neo-Keynesian, new classical and other new schools of economic thoughts.

Course Contents

Topics to cover include the Physiocrats, Mercantilism, classical economics, neo-classical school of thought, as well as evolution and contemporary development of Marxian School of Economic thought, the Marginalist, positive and welfare schools of economic thought, institutional economics, Keynesian School of Economic thought, the Monetarists and the Rational Expectation School (RATEX). The Supply Side economics. Contemporary state of development in economics and future prospects are examined within the context of development theories relevant to emerging and developing economies around the world.

ECON 311: Nigerian Economy (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the student should be able to:
1. evaluate the nature and structure of Nigerian Economy;
2. discuss the structural evolution of the Nigerian economy as well as the forces that shaped it;
3. identify the various macroeconomic challenges of the Nigeria economy;
4. explain the theoretical and empirical bases of the policies, programmes and strategies for tackling the Nigeria's macroeconomic challenges; and
5. critically assess the importance of such issues as climate change, global warming is shaping the Nigeria's policy outcomes.

Course Contents
The socio-economic formations in Nigeria's historical and institutional framework. The theoretical and empirical analysis of the static and dynamic sets of forces which influence the modes of production and distribution in pre-colonial, colonial and post-colonial periods. The structure, organisation and performance of important sectors such as agriculture, manufacturing, mining (including petroleum) and many others. under alternative strategies and policies; Multinationals in Nigeria; income distribution; population; poverty; inflation; inclusive growth; balance of payments; regional economic integration and Nigeria, including trade agreements; global warming, climate change and the green economy in Nigeria

Politics

POL 405: Nigerian Foreign Policy (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the dynamics of Nigeria's national interests since independence;
2. explain the actors and processes involved in Nigeria's foreign policy formulation;
3. evaluate the different dimensions of Nigeria's relationships with other members of the international community;
4. discuss challenges and prospects of Nigeria's external relations;
5. identify the place of international organisations, both governmental and non-governmental, in Nigeria's foreign policy, and
6. interrogate Nigeria's foreign policy.

Course Contents
A study of dominant trends in Nigerian foreign policy since independence, showing both the domestic setting, the international environment. The impact of the civil war, Nigeria's relative economic status and commitments as a regional power in Africa. Problems of relations with immediate neighbours are also examined. Topics include: The internal setting of Nigeria's foreign policy – pressure groups. Domestics schisms. Consensus building process and many others. Nigeria's neighbours and the wider African setting. And international environmental policy processes and issues during civilian and military regimes. The effects of the civil war on Nigeria's foreign policy. The changing pattern of Nigeria's non-aligned policy. Nigeria's foreign policy. Issues and problem of foreign policy making since 1976 and Nigeria's pan-African role.

New

POL 406: Nigerian Local Government System   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the key concepts in the study of local government;
2. explain the relationships between local administration and local government;
3. highlight the operations of local governments in Nigeria before 1976;
4. discuss the provisions of the 1976 local government reforms;
5. discuss challenges of local government's funding and management of resources;
6. explain the major ways of controlling local government in Nigeria; and
7. identify and explain major limitations in local government administration in Nigeria.

Course Contents
Background to local governments in Nigeria, traditional institutions and local governments, 1976 local government reforms and after, local administration and local government reforms, funding and managements of resources in the local governments

POL 408: Political Parties and Pressure Groups   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the nature and types of political parties and pressure groups;
2. evaluate the functions of political parties and pressure groups;
3. identify the challenges of political parties and pressure groups;
4. discuss the relevance of political parties and pressure groups in political development;
5. examine similarities and differences in the structure, activities and effectiveness of political parties and pressure groups across various political systems; and
6. participate in party politics and civil mobilisation.

Course Contents
The concept of political parties and pressure groups. Types and character of political parties. Relationship between political parties and forms of government. Relationship between pressure groups and political parties. Illustrations from plural societies such as the USA and Nigeria. The role of pressure group in social and economic affairs.

Philosophy

PHL 403: Existentialism and Phenomenology   (2 Units C: LH 30)

Learning outcomes
PHL 403 is a course that exposes the student to:
1. various critical areas of contemporary experience in practical life, human actions and issues involving notions such as determinism, freedom, choice and many others, and
2. doctrines as original formulated by some of the world's acclaimed Philosophers.

Course Contents
Major themes in Existentialism and Phenomenology. Philosophers for discussion include Kierkegaard, Nietzsche, Sartre, Descartes, Heidegger and Buber. Themes include the meaning of life, the individual (or self) versus society. Existence or non-existence of God. Determinism, freedom, choice and many others.

New

PHL 405: Contemporary Issues in African Philosophy   **(3 Units C: LH 45)**

Learning outcomes

The course is a test of the student's capacity for academic work in African Philosophy. Upon completion of the course, the student should:

1. have a full grasp of the major philosophical issues in the African life experience and cultural context.
2. have an in-depth understanding of man and society in the context of African worldview, and
3. have expanded his/her ability for original thought, in various aspects of African thought systems.

Course Contents

Major issues of philosophical interest in the African life experience. Topics range from metaphysical to socio-political issues, with emphasis on the articulation of viewpoints peculiar to African thought. Comprehensive analysis of the concepts of man and society. An examination of some works of contemporary African Philosophers and many others.

PHL 411: Practical Ethics   **(2 Units C: LH 30)**

Learning Outcomes

At the completion of this course, the student should be able to:

1. identify the morally/ethically relevant features of situations, decisions, and policies, and articulate what makes those features morally/ethically relevant;
2. discuss how ethical theories are used to facilitate ethical reasoning; weigh the pros and cons of different ethical theories, and
3. assess whether an ethical claim is well supported by an ethical argument.

Course Contents

Practical moral issues in day-to-day living. Critical and rigorous evaluation of practical ethics in relation to social situations: war, torture, punishment, the killing of animals, markets, organ sales, consent in medicine and medical research, abortion, euthanasia, causing people to exist, screening for disability, genetic enhancement, global poverty, racial and gender equality and many others. Problems raise fundamental issues of moral theory. Partiality and impartiality in judgement. Different methods of thinking about practical ethics, such as reasoning by reference to moral theories and many others.

Economics

ECO 401: Advanced Microeconomics   **(2 Units C: LH 30)**

Learning Outcomes

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

1. discuss confidently, issues in behavioural/optimization construct in consumer behaviour, investments, production and pricing/distribution under different market or cost structures, maximisation and minimisation framework;
2. examine the issues of equilibrium in single and multimarket situations, multiperiod consumption, investment theory of the firm and the role of time, and
3. explain welfare economics issues within the context of efficiency or inefficiency in resource use under perfect and imperfect competitive situations; and optimality conditions.

Course Contents

Fundamental quantitative relationships, Recapitulation on partial/general equilibrium conditions. Consumer surplus, Slutsky and Hicks income/substitution effects. Consumer behaviour under uncertainty. Dynamic analysis and value theory production functions. Constrained profit maximisation, cost minimisation and profit functions. Duality in production. Production under uncertainty. Factor market equilibrium. The existence and uniqueness of equilibrium as well as the stability of equilibrium. Topics are determination of wages, rent, interest and profit. Optimisation in theories of consumption and production. It also includes the notion of economic efficiency. Efficiency and equity.

ECO 403: Advanced Macroeconomics   (2 Units C: LH 30)

Learning Outcomes

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

1. present a complete open economy model multiplier i.e. including the household, business unit, the government and the open economy;
2. discuss in details, the theories of consumption and investments and relevant to emerging and developing economies, and
3. explain the relevance of the IS-LM framework to macroeconomic policies; the appropriate macroeconomic theories and policies on consumption and investment for emerging and developing economies desirous of sustainable growth and development.

Course Contents

This course studies basic model of income determination and extension from a simple closed economy to a four-sector economy with the derivation of the multipliers. Detailed theories of consumption (KIH, RIH, PIH & LCH) and investment (Accelerator theories, MEC, MEI, Profit Theory, Profit & Residual, Cash Flow and many others), (including under conditions of uncertainly) of the classical, Neo-Classical, Keynesian and Post-Keynesian economists; and the relevance of the theories to emerging and developing countries. The advanced treatment of the IS-LM framework within the context of government monetary and fiscal policies and in relation to output, employment and inflation.

ECO 405: Economic Planning   (2 Units C: LH 30)

Learning Outcomes

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

1. prepare short-, medium- and long-term plans with feedback mechanism for an economy;
2. discuss planning processes and policy formation given natural endowments including human resources, and
3. compare national planning across economic blocs and relevance to economic development.

Course Contents

The origins of planning and technical planning types include Input-Output model and planning performance discussed. Rationale for planning. Objectives and policy formation. Component of Economic Planning: Objectives, Planning authority, Democratic character, comprehensiveness, Rational allocation of resources, Feasible policies and targets; and the Political economy. Types of planning by nature are: Planning by inducement; Planning by Directions; Physical and Financial Planning; Centralised and Decentralised planning; and Structural and Functional Planning. Other topics covered include Planning machinery; the

New

planning process; Planning decision models and Planning data. Plan implementation. Development planning in Nigeria and Africa – Agenda 2063. Issues in Development and Under-development.

PPE 499: Long Easy   **(4 Units C: PH 180)**

Learning Outcomes
The Long Essay is an individual project in which the student's capacities for originality, presentation of ideas and independent research, are assessed.

Course Contents
Long Essay: an independent and original research project in any area of the programme, as may be approved by the Department. The length, style and format of the Long Essay must conform to the standards set by the Department.

Minimum Academic Standards

Equipment

Three categories of equipment are needed: for teaching purposes, for office use and for administrative work (staff research, students' fieldwork and many others).

Equipment for teaching purposes
The equipment needed for teaching purposes include:
1. smart boards in all classrooms;
2. computers, laptops, and
3. projectors.

Office equipment

H.O.D's Office
1. 1 type-setting machine
2. Filing cabinets
3. Air conditioner
4. 1 set of upholstered chairs
5. Office chairs and tables
6. Bookshelves
7. 1 refrigerator
8. A wall to wall carpeting
9. 1 notice board
10. 1 blackboard
11. 1 desktop computer
12. Photocopying machine and scanner

Lecturer's Office
1. 1 table
2. Chairs
3. 1 air conditioner
4. 1 filing cabinet
5. Bookshelves
6. 1 refrigerator
7. 1 desktop
8. 1 set of upholstered chairs for Professor's Office

New

9. 1 wall to wall carpeting for Professor's Office

Staff Common Room
1. Sets of sofa
2. Centre tables or side stools with chairs
3. 1 refrigerator
4. 1 electric kettle
5. Teacups, plates, tumblers and many others
6. Sets of cutlery
7. Trays
8. cupboard and
9. TV set with Receiver

Staffing

Academic Staff
The guideline on staff/student ratio of 1:30 for Arts and Social Sciences programmes shall apply. However, there should be a minimum of six full-time Staff for the commencement of any of the academic programmes. There should be a reasonable number of Staff, of not less than 70%, with Ph.D degrees as well as sufficient professional experience where necessary. With a minimum load of 15 Units per semester for students and a minimum of six full-time equivalents of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practical and supervision of projects. Staff-Mix by Rank should be 20:35:45, for Professor/Reader, Senior Lecturer and Lecturer I and below respectively.

Non-Academic Staff: The Department should have at least the following supporting staff; an administrative secretary, a computer operator, a driver for each Departmental car, clerical officer, messengers/cleaners.

Library
In addition to the University library, there may be need for a departmental library where current and up-to-date textbooks should be available for all the courses in the Department. Professional journals, periodicals, representative materials and other library resource materials should be acquired. The library should be fully equipped and computerized with internet facilities to enable the users access e-materials.

Classroom, Laboratories, Workshops and Offices
There should be adequate spacing to cater for the needs of the Department which should include : an office for the H.O.D, one office per lecturer, a Departmental conference room and a staff common room, offices for the non-academic staff depending upon their number and responsibilities.

There should be adequate classroom spaces for the departmental courses and at least one large lecture theatre to fit 500 students.

New

B.Sc. Psychology

Overview

Psychology is a scientific discipline which studies human and non-human behaviours from the physiological roots to the social influence processes which equips the students with skills needed for the explanation, prediction and modification of those behaviours for lasting peace and order in human society. As a profession in the social sciences, psychology aims to provide students with a top-ranked undergraduate education in various areas of psychology which include but not limited to Clinical psychology, Neurobiological psychology, Behavioural medicine/Medical psychology, Social psychology, Industrial/organisational psychology, Positive psychology, health psychology among others. The goal of the programme is to train the next generation of leaders, innovators, and cutting-edge professionals in these diverse areas of psychology with the needed 21st-century skills. Graduates of Psychology are well-equipped for job opportunities in Health institutions, Schools, NGOs, Self-employment, industries, and security agencies.

Philosophy

As a science, Psychology seeks to discover patterns of behaviour, using facts, principles and generalizations, in order to increase our knowledge and understanding of individual behaviour in various social and cultural settings, groups, institutions and organizations for proper adaptation or adjustment and development. The philosophy behind the Psychology curriculum in Nigerian Universities is therefore to equip students with skills, concepts and principles which can help them to understand, explain, predict, modify, and change human and non-human behaviours for intra- and interpersonal harmonious coexistence and overall social, economic, political, and national development of Nigeria.

Objectives

The objectives of the Psychology undergraduate degree programme are to:
1. instil a sense of enthusiasm towards and identity with psychology as a profession;
2. appreciate its application in different contexts, and environments, and to involve students in an intellectually stimulating and satisfying experience of learning and studying;
3. provide a broad and balanced foundation of psychological knowledge and practical skills through training in psychological methods of investigation such as observation, experiment, case study, computer application and many others;
4. develop in students the ability to apply their psychological knowledge and skills (such as analysis of behavioural determinants, aetiology, patterns, prevalence and epidemiology of psychopathological conditions; using the principles of cognition, learning motivation, emotion, adjustment, conflicts, physiology, attitudes, beliefs, values, intelligence, stress management strategies, personality, leadership and interpersonal skills and many others) in proffering solutions to theoretical and practical problems of society;
5. develop a range of transferable skills of value in physical, social, organizational, industrial, educational, health and cultural environments, using generative and creative methods of social engineering;
6. provide knowledge and skills with which students can proceed to further studies and careers in specialized areas of psychology (such as health, clinical, IT organizational industrial, managerial, artificial intelligence, social, human resources management,

New

political; educational, forensic, environmental psychology, clinical, health and many others) or multi-disciplinary areas involving psychology;
7. inculcate in the students the principles and practices that enhance psychological wellbeing; and
8. equip students with the culture of innovation and critical thinking for entrepreneurship.

Unique features

The B.Sc. (Psychology) programme has the following unique features:
1. development of pragmatic skills for effective application of psychological principles for problem-solving in diverse areas of human endeavour;
2. inculcating ethical behaviours in research and psychological intervention;
3. developing positive attitude to life for psychosocial well-being;
4. developing crisis intervention and terror management skills; and
5. de-emphasising the teaching of already established scientific/empirical findings, thereby encouraging rational thinking, self-motivated exploration, and learning.

Employability Skills

A graduate of Psychology should have the following employability skills among others:
1. development, validation and effective application of a psychological test;
2. effectively administer, analysis, and interpretation psychological test results;
3. engagement in psychological adjustment counseling;
4. designing and conducting psychological research;
5. engaging in consultancy services for industries in terms of job recruitment and leadership training;
6. effectively offer forensic services to the criminal justice system;
7. engaging in consultancy services for sports organizations, private sport clubs, university, and school sports clubs; and
8. ability to serve in advisory roles to government agencies and parastatals and engage in consultancy services for Local, State, and Federal government in areas of policy development and implementation.

21st Century Skills

Psychology offers the following skills to enable its graduates to function optimally in the 21st Century:
1. cognitive skills such as creativity, critical thinking, problem solving and language skills;
2. social skills such as collaboration, leadership skills, multicultural adaptation, and ecumenism;
3. technological skills such as communication, ICT competence (familiarity with the software and hardware);
4. personal skills such as integrity, conscientiousness, emotional intelligence, entrepreneurial, and personal wellbeing maintenance;
5. crisis intervention skills such as peace building, and trauma management skills;
6. environmental conservation skills such as pro-ecological behavior;
7. psychometric skills such test development, test administration, scoring, interpretation, and application; and
8. research skills such as data collection, analysis, and interpretation, and report writing.

New

Admission and Graduation Requirements

Admission requirements
For a four-year course:
In addition to UTME score the candidate should possess a Senior School Certificate with at least five credit passes, including Maths, English and Biology at not more than two sittings.

For the three-year programme:
Candidates shall possess five SSC credits passes two of which must be at Advanced Level. For emphasis, English, Mathematics, and any of the following: Biology, Health Science, Agricultural Science, Animal Husbandry and Economics are required at credit passes. Candidates with ND, NCE, Nursing and Midwifery are also qualified.

Graduation requirements
To obtain B.Sc. in Psychology, the candidate must satisfy the requirements spelt out below:
1. completed and passed all the courses he/she registered for, including all compulsory courses and required as may be prescribed by the University/Faculty;
2. obtained a minimum CGPA specified by the University but not less than 1.0, and
3. earned the minimum credit units of not less than 120 for a four-year programme and 90 for a three-year programme.

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	
PSY 101	Introduction to Psychology	2	C	30	
PSY 103	Learning Processes	2	C	30	
PSY 105	Ethics in Psychology	2	C	30	
PSY 102	Determinants of Behaviour	2	C	30	
PSY 104	Quantitative Methods in Psychology	2	C	30	
	Total	**14**			

200 Level

Course Code	Course title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	
ENT 211	Entrepreneurship and Innovation	2	C	30	
SSC 202	Introduction to Computer and its Application	3	C	45	
PSY 201	General Experimental Psychology	2	C	30	
PSY 203	Industrial /Organisational Psychology	2	C	30	
PSY 205	Developmental Psychology I: Childhood and Adolescence	2	C	30	
PSY 207	Psychology of Personality and Assessment	2	C	30	
PSY 209	Health Psychology	2	C	30	
PSY 202	Physiological Psychology	2	C	30	
PSY 204	Introduction to Social Psychology	2	C	30	

New

PSY 206	Developmental Psychology II: Adulthood and Aging	2	C	30	
PSY 208	Positive Psychology	2	C	30	
	Total	**25**			

300 Level

Course code	Course title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	
ENT 312	Venture Creation	2	C	15	45
SSC 301	Innovation in the Social Sciences	2	C	30	
SSC 302	Research Method I	2	C	30	
PSY 301	Clinical Psychology	2	C	30	
PSY 303	Gender Psychology	2	C	30	
PSY 305	Psychological Testing and Test Construction	2	C	30	
PSY 307	Statistical Methods in Psychology	2	C	30	
PSY 309	Cognitive Psychology	2	C	30	
PSY 302	Psychology of Mental Challenge	2	C	30	
PSY 304	Psychology of Substance use disorder	2	C	30	
PSY 306	Research Methods in Psychology	2	C	30	
PSY 308	Environmental Psychology	2	C	30	
PSY 310	Field Experience	2	C		90
	Total	**28**			

400 Level

Course code	Course title	Units	Status	LH	PH
SSC 401	Research Method II	2	C	30	
PSY 401	Psychology of Terrorism and Trauma Management	2	C	30	
PSY 403	Practicum in Psychotherapy	2	C	15	45
PSY 405	Forensic Psychology	2	C	30	
PSY 407	Psychology of Social Change	2	C	30	
PSY 402	Advanced Psycho-Biological Study of Behaviour and Psychopharmacology	2	C	30	
PSY 404	Advanced Clinical Psychology	2	C	30	
PSY 406	Research Project	4	C		180
	Total	**18**			

Course Contents and Learning Outcomes

100 Level

GST 111: Communication in English   (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of this course, students should be able to:
1. identify possible sound patterns in the English language;
2. list notable language skills;
3. classify word formation processes;

New

4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents
Sound patterns in the English language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post-writing, Editing and Proofreading; Brainstorming, Outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report Writing, Note Making and many others. Mechanics of Writing). Comprehension Strategies: (Reading and Types of Reading, Comprehension Skills, SQ3R). Information and Communication Technology in Modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents
Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture. Peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria. Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria. Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics. Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system. indigenous apprenticeship system among Nigeria people. Trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition. Citizenship and civic responsibilities; indigenous languages, usage and development. Negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation

New

and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

PSY 101: Introduction to Psychology   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the aims of studying psychology;
2. discuss and critically evaluate the schools of Psychology;
3. discuss the historical antecedents to modern Psychology;
4. explain different areas of specialization in Psychology;
5. identify and describe the methods of investigation, data collective and principles that guide scientific research;
6. discuss the relationship between psychology and other disciplines; and
7. critically evaluate the controversies in psychology.

Course Contents
A brief history of psychology; aims of psychology. Early schools of psychology: structuralism, functionalism, behaviourism, gestalt psychology, psychoanalysis. Later schools of psychology: cognitive. Evolutionary, humanistic, biological and many others. Fields of psychology: Clinical, industrial, social, environmental, developmental, school, educational, neuropsychology, medical/behavioural. Psychology as a scientific discipline: principles that guide scientific research such as objectivism, empiricism, determinism, scepticism, convergence of operation, refutability, testability and many others. Methods of investigation in psychology: experimentation, observation, case-study, survey, archival. Relationship between psychology and other disciplines. Current issues - mind and body, Nature and Nurture controversies.

PSY 102: Determinants of Behaviour   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. identify the factors that determine human behaviour;
2. discuss nature and extant controversies in behaviour formation;
3. discuss the contributions of factors in human behaviour (such as, learning, emotions, innovative, motivation, social changes, pandemic, stress, communication, and technology and many others);
4. critically evaluate the impact of information communication technology on human behaviour; and
5. discuss coping mechanisms: adaptive and non-adaptive in dealing with frustrations, conflicts, and stress.

Course Contents
Influences of heredity and environment on growth and development. Biological determinants of human behaviour and socialization process, intelligence, sensation and perception, self and social cognition, attribution, conformity, attitudes, psychology of individual differences, personality disorders, stress and coping, motivation, emotion, frustration, conflicts, and defence mechanisms. Advances in information communication technology and their roles in human behaviour. The role of learning in attitude formation, motivation and emotion.

New

PSY 103: Learning Processes I   **(2 Units C: LH 30)**

Learning outcomes
At the end of the course, the students should be able to:
1. define learning;
2. mention and explain types of learning;
3. discuss learning theories;
4. identify and discuss factors affecting learning;
5. explain the concept of memory;
6. discuss types of memory;
7. mention the techniques for assessing memory quality;
8. identify the stages involved in memory process;
9. explain why we forget;
10. describe the experimental investigations (such has Pavlov classical conditioning experiment);
11. apply learning theories and principles in solving problems;
12. compare and contrast human and artificial intelligence;
13. discuss neurobiology of learning and memory; and
14. apply insights from the course to personal learning.

Course Contents
An introduction to the experimental analysis of learning processes in both man and animals. Definition and explanation of the concept of learning. Types of learning. The nature and process of learning. Learning curves. Factors that affect learning. Learning theories. Stimulus response and cognitive theories, example. Classical conditioning, operant conditioning and many others. Social leaning theories (vicarious learning/reinforcement).
The memory system: sensory register, short-term memory and long-term memory; measurement of learning techniques. Remembering and forgetting. Including the theories of remembering and forgetting. Concept learning. E-learning and factors affecting it. Concept and practice of artificial intelligence. Motivation in learning. Transfer of learning. Theories of transfer, experimental investigations using learning theories and many others. Learning and intelligence. Practical.

PSY 104: Quantitative Methods in Psychology   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. mention and explain some concepts used – quantitative methods such descriptive statistics, type of data such as, nominal, ordinal, interval, and ratio;
2. explain frequency distribution, measures of central tendency – mean, median and mode;
3. explain measures of dispersion: range, deviation, variance and many others;
4. discuss the assumptions of inferential studies;
5. outline the procedure or performing inferential test;
6. identify types of inferential statistics;
7. apply them to data analysis such as, Chi, t-test, ANOVA, Regression, Multiple regression, and many others; and
8. interpret the results of inferential analysis.

Course Contents
Application of quantitative methods in psychological research: Basic concepts used in quantitative methods. Descriptive statistics, nature of data: interval, ratio, ordinal, and nominal. Frequency distributions. Measures of central tendency: mean, median and mode.

New

Measures of dispersion: range, mean deviation, sample variance, standard deviation and many others. practical exercises. Application of inferential statistics to data analysis: Correlation and correlation coefficient, probability theory, T-test distribution, Chi-square, Z – test, Mann-Whitney U-test, Wilcoxon matched-pairs signed rank test, F-test, introduction to ANOVA. Practical.

PSY 105: Ethics in Psychology   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the concepts of ethics;
2. distinguish between ethics and morality;
3. discuss the ethical guideline in scientific research;
4. discuss the role of ethic in moderating human behaviour in organizations, leadership, and every institute;
5. discussion the ethical guidelines for inter-professional relationship;
6. discuss issues of integrity in professional practice;
7. explain the role of lobbying in promoting the role of psychology in public space; and
8. justify the place of innovation in the rule of law in redressing of unethical behaviour.

Course Contents
Morality and ethical guidelines in the treatment of human participants and non-human subjects in psychological research and practice. Concept and consequences of torture, cruel and inhuman or degrading treatment. Authority, law enforcement and redress of unethical behaviour. Principles of inter-professional relationship. Issues of competence and integrity of the professionals. Self-image. Innovations and breaking of new grounds in the professional practices. The place of lobbying in promoting the role of Psychology in public space, and the need for continuous education.

200 Level

GST 212: Philosophy, Logic and Human Existence   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. evaluate the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically asses the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents
Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid

arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character moulding and many others.

ENT 211: Entrepreneurship and Innovation   (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of this course, students should be able to:
1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents
Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

SSC 202: Introduction to Computer and its Application   (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the history of computing sciences;
2. discuss in detail the different computing programs and their characteristics;
3. evaluate different computer applications; and
4. apply search engines to source on-line resources.

Course Contents
Historical perspectives of computing sciences that gave birth to the different programs. Characteristics of each program in computing sciences. Hardware, Software; and human resources; Integration and application in business and other segments of society. Information processing and its roles in society. laboratory assignments using the PC's

New

operating system, and several commonly used application software, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and on-line resources, browsers, and search engines.

PSY 201: General Experimental Psychology (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the historical antecedents to experimental psychology;
2. describe experimental procedures;
3. identify experimental groups and explain their roles in experimental investigations, such as, control group and experimental group(s);
4. identify and discuss the valuables involved in experimental investigations;
5. explain some concepts like hypothesis sampling and many others;
6. explain the techniques for control of extraneous variables;
7. explain the steps in writing report of experiment;
8. discuss the issues involved in designing an experiment;
9. differentiate among different experimental designs, such as. single/two factor, between/within subjects in experiments; and
10. design simple experiments follows the correct procedure;

Course Contents
Historical antecedents of experimental psychology. The nature of experiments, control/experimental groups, field/laboratory experiment, true/quasi experiment. Variables: independent/dependent variables, quantitative/qualitative and extraneous/intervening variables. Nuisance/concomitant variables, variance and sources of variance. Control of extraneous variable in experimentation. Sample and population, sampling and sampling techniques. Randomization and types. Observation, hypothesis testing and design of experiments. Confounding and sources of confounding and steps in report writing of experimental investigation.

Steps and issues in designing an experiment, single factor/two factor experiments, between/within subject experiments, hypothesis testing, the concept of matching/baseline recording in experimentation and many others. practical exercises. Demonstration of several experiments in class. Emphasis will be on students designing, undertaking, analysing, and reporting their own experiments in areas like emotion, sensation, perception, motivation, learning, memory and many others.

PSY 202: Physiological Psychology (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the relationship between physiology and psychology;
2. explain the role of cell structures in human behaviour;
3. identify the biological tools for human actions;
4. discuss the physiological processes that mediate human behaviour (sensation, transduction, transmission, perception and active);
5. identify and describe the parts of the brain and their functions in relation to human behaviour;
6. identify and describe the nerves that constitute the peripheral nervous system and roles they play in human behaviour.

New

7. explain the various methods of investigating brain – behaviour relationship such as, (invasive and non-invasive procedures such electrical simulative, ablation lesions and many others);
8. discuss the genetic basis of behaviour;
9. evaluate drug and behaviour relationship; and
10. identify the biological factors in emotion, motivation, sleep, sex, learning and memory, merger and satiation, thirst, temperature regulation and many others.

Course Contents

Cell division and structures- detailed description and contributions to human behaviour. mechanisms of perception: principles of sensory system organization, five sensory systems, selective attention. Motor control and sensory motor integration.

Nervous system, organisation, and function. Methods of physiological, psychology investigation, electrical stimulation and recording. Chemical stimulation, lesion and ablation. Non-invasive procedure. Response mechanisms of human beings' specific sensory experience. Role of genes and evolutionary process in behaviour. The internal environment and behaviour metabolic processes, endocrine glands and hormones, physiological homeostasis, temperatures, hydrogen ion concentration, blood sugar level and many others. Drugs and behaviour.

Psychobiological factors in motivation, emotion, sexual behaviour, sleep, and arousal. The psychobiology of eating and drinking, body weight regulation.

PSY 203: Industrial/Organisational Psychology   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the history of Industrial Psychology;
2. describe the branches and scope of industrial/organizational psychology ;
3. identify individual difference in the workplace;
4. discuss the factors that play important roles in workplace such as motivation, leadership attitude, perception, emotion stress and burnout and many others;
5. justify the need for occupational safety, effective coping strategies and wellbeing and many others;
6. discuss the concept of power, authority and leadership style and how they affect organizations;
7. explain the role of formal and informal groups in organizations and how they affect productivity;
8. discuss the theories of motivation in the workplace and its importance in job satisfaction and performance;
9. evaluate the impact of technological advancement on workers and psychological techniques for adjustment/adaptation; and
10. discuss the importance of communication in organizations.

Course Contents
Psychology applied to business and industrial. History, branches, and scope of industrial/organizational psychology. Individual differences within the context of industrial activities. Workplace leadership, motivation, attitude, perception, emotion (such as. emotional intelligence and many others. work-family interface, i.e. work-family conflict and work-family balance). Stress and burnout in the workplace and their management. Occupational safety and workplace health promotion. Coping and well-being in the workplace. Diversity in the workplace. Man within a wider organizational setting. Concept of power and authority, formal and informal groups, group conflicts in organizations and their

resolutions, industrial leadership, theories of industrial motivation, human problems from technological change. Communication systems/computer usage and implications for workers and management.

PSY 204: Introduction to Social Psychology   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. define social psychology;
2. outline the aims;
3. discuss the history of social psychology;
4. mention the research methods;
5. discuss the relationship between social psychology and other social sciences;
6. explain some critical concepts in social psychology such attitude, (change and formative) attribution, group dynamics altruism, reciprocity warm-glow, social exchange and social learning, prosocial and underlying motives and many others; and
7. critically evaluate the theories of social psychology.

Course Contents
Definition and history of social psychology. Research methods: experimental, observation, quasi-experimental. Relationship between social psychology and other social sciences. Attitude: definition, development, functions, attitude change, theories of attitude change. Social perception. Attribution and impression formation. Introduction to group dynamics. Social psychologists and the 21st century challenges. Anthropological psychology. Prosocial behaviour: Altruism-Reciprocity. Meaning, types, and theories of prosocial behaviour – Altruism, Warm-glow, social exchange and social leaning. Basic motives underlying prosocial behaviour. Why do people help more than others? Individual, gender, cultural, religious and mood differences. Determinants of prosocial behaviour: when will people help? – Environment, Residential mobility, number of bystanders. Ways of increasing helping behaviour.

PSY 205: Developmental Psychology I: Childhood and Adolescence   (2   Units C: LH: 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the principles of Human development;
2. explain the methods of child study;
3. identify the factors responsible for human growth and development.
4. discuss the debate on influence of heredity and environment on human development;
5. discuss the effects of the factors on physical, cognitive, social, personality emotion and development from infancy through childhood to adolescence;
6. discuss the theories of child development;
7. mention the development tasks of the child and the adolescent; and
8. discuss the application of statistics in developmental studies.

Course Contents
Principles of development. Methods of child study: longitudinal study, case study and many others; Factors responsible for human growth and development. Effects of heredity and environment on physical, cognitive, social and personality development from infancy, childhood, puberty and adolescence. Theories of child development: Erikson's stages of social development, Freud's psychosexual theory, Jean Piaget's Cognitive theory, Kohlberg's

theory of moral development and many others, and development tasks of adolescence. Research proposal. Communicating research report. Application of statistics in developmental studies.

PSY 206: Developmental Psychology II: Adulthood and Ageing   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. identify the biological changes that occur in early, middle and late adulthood;
2. identify and discuss the theories of ageing;
3. discuss the midlife transition crises and explain the psychological challenges/consequences and how to manage them;
4. mention and discuss the developmental tasks of ageing; and
5. discuss the strategies to deal with old age and imminent death.

Course Contents
Biological changes in early, middle, and late adulthood: physical changes, cognitive and social changes. Mid-life crisis and adjustment. Theories of aging: disengagement theory, neuroendocrine, free radical theory, membrane theory of aging and many others. Health challenge of the elderly: cardiovascular problems, arthritis, dementia and many others. Social and psychological consequences and management of old age; death and bereavement across cultures: consequences and implications for the bereaved. Development tasks of adulthood and ageing: marriage and parenthood, career adjustment, work-life balance, work and family conflict, aging parents' care and rehabilitation, retirement and retirement adjustment. Ambient stressors like funeral rites and extended family support. Coping strategies to deal with old age and imminent death.

PSY 207: Psychology of Personality and Assessment   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. define personality;
2. discuss the various theories (to understanding personality) such as, psychoanalytic, social learning, humanistic and many others;
3. mention the factors that determine personality;
4. explain the structure of personality, its dynamics and defence mechanisms;
5. explain personality and assessment;
6. discuss the uses of assessment;
7. enumerate the various personality assessment tools (such as, psychological tests, objective, and projective test interview and many others);
8. contrast between idiographic and nomothetic approaches;
9. critically evaluate theories of personality;
10. explain the procedure for test construction and qualities of a good test; and
11. discuss the problems of testing in Nigeria and how to combat them.

Course Contents
Psychoanalytic approach to personality trait. Theories of personality, social learning theories, humanistic theories, critical implications. Definitions, descriptions, determinants, and development of personality in view of the above theories. The structure of personality, the dynamics of personality and the defence mechanisms of the ego. Specific psychological test used by clinicians in their practice. Projective techniques and personality inventories and

New

assessment approaches. Clinical interviews, questionnaires, practical work in the use of tests. Idiographic and nomothetic approaches, theories of personality. A practical approach to test construction, standardization, and validation. Testing problems in Nigeria.

PSY 208: Positive Psychology   **(2 Units C: LH: 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the assumptions of positive psychology;
2. give overview of the history of positive psychology;
3. discuss the many concepts in positive psychology and their application to human life, such as happiness, wellbeing, and life satisfaction, dissilience, creativity, virtues, optimism, spirituality emotional intelligence and many others;
4. identify the criteria for assessing positive tracts;
5. explain the areas of application of positive psychology; and
6. discuss the interpersonal relationship dynamics culture, meaning of life, money/wealth, positive ageing, post traumatic growth and actualization self-esteem and many others, and how they impact on quality of life.

Course Contents
Psychological aspects of happiness, wellbeing and life satisfaction. Overview of positive psychology, history of positive psychology, positive emotions, emotional intelligence and happiness. Definition and measurement of determinants of positive traits (character/strength/self-discipline, resilience, and creativity). Values, virtues, interest, optimism, spirituality and so on. Areas of application: health education, workplace, policy making and many others. Interpersonal relationship, culture, and wellbeing, meaning of life, money and happiness, positive ageing, post-traumatic growth and actualization, self-esteem, and humours.

PSY 209: Health Psychology   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the general overview of health psychology;
2. discuss the aims, theories of health psychology and their applications;
3. explain the relevance of the contributions of health psychology to medical operators in surgery, gynaecology and obstetrics, geriatrics, paediatrics, outpatient department, pain management;
4. discuss the concepts and applications of critical health psychology; clinical health psychology; public health psychology; and
5. discuss the importance of Doctor/Nurse-patient compliance to treatment regimen, sick role, and its effect on the individual and family on medical practice and delivery.

Course Contents
Definition and aim of health psychology. Theories of health psychology: social cognitive theory, transtheoretical model/stages of change, health belief model, theories of planed behaviour and social ecological model, biopsychosocial theory. Relevance of psychology in the health care delivery system in the medical, surgical, obstetric, gynaecological, paediatric, geriatrics, psychiatric. Critical health psychology. Clinical health psychology. Public health psychology. Psychological assessment and management of medical problems. Doctor/nurse patient relationships. Sick role and its effects on the individual and the family.

New

Occupation/Organizational health psychology: Medical/Health Care intervention in workplaces.

300 Level

GST 312: Peace and Conflict Resolution   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, students should be able to:
1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organizations, the media, and traditional institutions in peace building.

Course Contents
Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts. Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes. Political disputes. Ethnic disputes and rivalries. Economic Inequalities. Social disputes. Nationalist Movements and Agitations. Selected Conflict Case Studies – Tiv-Jukun. Zangon Kataf, Chieftaincy and Land disputes and many others. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and many others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice. The Nigerian Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR: a.) Dialogue   b.) Arbitration,   c.) Negotiation   d.) Collaboration and many others. Roles of International Organizations in Conflict Resolution: a.) The United Nations, UN, and its Conflict Resolution Organs, b.) The African Union & Peace Security Council c.) ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis.

ENT 312: Venture Creation   **(2 Units C: LH 15, PH: 45)**

Learning Outcomes
At the end of this course, students, through case study and practical approaches, should be able to:
1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and

New

9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents
Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and many others. Digital Business and E-Commerce Strategies).

SSC 301: Innovation in the Social Sciences   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. enumerate innovative ideas that borders on societal problems;
2. apply social science knowledge to research on public and private sectors;
3. design techniques for proposal writing;
4. appreciate social and human welfare services, and
5. analyse models for establishing family and community development.

Course Contents
Identifying Innovative ideas in dealing with Societal Problems and Environmental Issues. Establishing and mobilising resources for establishing enterprises through which social science knowledge can be applied to social research for public and private sectors; social and human welfare services such as care for children and the elderly, training consulting services; Proposal writing techniques for grants, Managing grants. Models for establishing Family Social Health Centres, Community Gender Balancing Units, and Community Development Management Units. Social Sciences and innovation in technology and Patenting new ideas.

SSC 302: Research Method I   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the concept and scope of research methods;
2. discuss in detail procedures for conducting a research;
3. discuss the principles guiding research; and
4. discuss types of research – experimental non-experimental and quasi-experimental research.

Course Contents

Introduction to Social Science research protocol with particular emphasis on proposal development; literature review (conceptual, empirical and theoretical framework), ethnography of the study area statement of the research problem, sampling procedures and methods of data collection and instruments.

PSY 301: Clinical Psychology (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. account for the historical background to modern clinical psychology;
2. define abnormality and deal with the problem of differential diagnosis;
3. identify different abnormal conditions;
4. discuss the theories of psychopathology;
5. explain the clinical futures of psychopathology and the etiological factors; and
6. demonstrate awareness of the latest edition of ICD-10, and DSM and utilisation.

Course Contents

History of clinical psychology. Concept and definition of abnormality, normality, differential diagnosis, and treatment. The role of the clinical psychologist in community mental health delivery. Neurosis, personality disorder and delinquency. Theories of psychopathology: Biological, psychological, and sociological. Psychoses: functional, affective, and anxiety-based disorders, organic mental disorders (dementia and delirium) and their clinical features, etiological factors, diagnostic criteria and treatment. Exposure to the uses of ICD-10, and DSM (latest edition) in diagnoses.

PSY 302 Psychology of Mental Challenge (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. discuss the nature and methods of clinical psychology in mental deficiency and retardation;
2. enumerate and discuss the theories of mental retardation;
3. identify clinical features of mental challenge;
4. identify types and levels of mental challenge; and
5. discuss the etiological factors and effective management techniques, such as vocational training, education, social skills training and many others.

Course Contents

Integrative study of the nature and methods of clinical psychology. Psychological dysfunction and their management. Mental deficiency and retardation. Theories of mental retardation: triarchic theory, life cycle theory, psychodynamic theory, systems theory and many others. Levels of retardation (mild, moderate, severe, and profound) and clinical features, assessment criteria. Training of mental retardants: educational, vocational and social skills training.

PSY 303: Gender Psychology (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. explain and define the concept of gender;
2. identify and discuss the theories of gender;

3. discuss the psychological and social factors in gender classification;
4. explain gender differences in mortality rate, mental health/illness challenges career, choice, sex roles, belief and orientation in family and society and many others;
5. discuss the psychosocial implications of women liberation movement, participation in politics and many others; and
6. discuss the psychology of pregnancy and gender involvement.

Course Contents

Conceptualization and definition of gender. Biological and cultural factors in gender differences. Theories of gender: biological, psychodynamic, symbolic interactionism, social learning, cognitive learning, feminist, standpoint and many others. Mortality rates of women, role participation and women's liberation movement. Gender differences in career choice, sex role beliefs and orientation. Sex roles in family and wider society and so on. Gender prejudice, stereotype, and discrimination. Gender violence: domestic, emotional and sexual abuse. Affirmative action and gender equality. Psychology of pregnancy and gender involvement.

PSY 304: Psychology of Substance Use Disorder   **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course, the students should be able to:
1. define substance abuse and misuse;
2. critical evaluate the theories of substance abuse and dependence;
3. explain some major terms in drug abuse dependence addiction, tolerance, withdrawal syndrome;
4. classify the psychotropic drugs such as, sedative, stimulants, narcotics, analgesics or tranquilizers, hallucinogens and many others;
5. discuss in detail the management techniques of drug abuse and dependence such as, rehabilitation, alcohol anonymous, successive approximation and shaping, baseline recording, aversion therapy and many others;
6. critically evaluate the psychosocial consequences of drug use and dependence; and
7. explain the drug law/legislative, social actions; and
8. identify and discuss preventive measures against drug use and dependence.

Course Contents

The nature and dynamics of substance abuse. Basic aspect of pharmacology of psychotropic drugs. Drugs of addition and abuse; alcohol, opiates, analgesics, morphine and many others. Classes of psychotropic drugs-sedative, narcotics, stimulants, hallucinogens, barbiturates and many others. Theories of substance use and dependence: biological, sociological, psychodynamic, behavioural and many others. Tolerance, withdrawal syndromes and many others. stages of alcohol dependence, diagnosis, and management of drug dependence. Rehabilitation, drug legislation and social action. The role of psycho-mimetic drugs and other drugs of addiction in the alteration of behaviour. Management, rehabilitation, and preventive measures.

PSY 305: Psychological Testing and Test Construction   **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course, the students should be able to:
1. define psychological testing;
2. differentiate types of tests;
3. discuss the steps/stages in test construction and standardization;

New

4. explain the concepts of validity and reliability;
5. identify the factors that affect psychological testing and test construction;
6. identify and discuss areas of test application;
7. conduct thorough assessment of selected psychological tests; and
8. develop and apply psychological test.

Course Contents

The concept of psychological testing. Different types of tests; objective and projective tests, personality, intelligence, achievement, vocational, attitude, clinical tests and many others. Steps taken in psychological testing. Ethical standards of psychological testing. Factors that affect test administration and/or performance, individual and group testing. Issues of reliability and validity in relation to usability of tests, standardization, norms and normative samples. Areas of test application: clinical, industrial, school, military, politics, self-understanding and development. Steps in test evaluation. Test adaptation: issues of culture fair and culture bias. Test development and application. Practical exercises in test construction and test result interpretation.

PSY 306: Research Methods in Psychology   **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course, the students should be able to:
1. explain the concept and scope of research methods;
2. discuss in detail procedures for conducting a research;
3. discuss the principles guiding research;
4. discuss the techniques for controlling extraneous variables in psychological research;
5. discuss types of research – experimental non-experimental and quasi-experimental research;
6. prepare and present a research proposal;
7. collect and organize meaningful data;
8. conduct pilot study and write research report;
9. apply appropriate statistics in data analysis; and
10. apply and interpret data using SPSS.

Course Contents

The nature and scope of research. concept, and techniques of control in psychological research. Methods of psychological research: Experimental, non-experimental, quasi-experimental, observational, case study, psychometrics and many others. Steps in research process: problem identification/definition of variables, literature review, hypotheses formulation, data collection, research design, result presentation, interpretation and publication. Pilot study. Data collection and organisation of data. Types of data: interval, ratio, normal and ordinal. Writing of research proposal, communicating research report. Application of statistics in psychological research. Use of SPSS in data analyses.

PSY 307: Statistical Methods in Psychology   **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course, the students should be able to:
1. differentiate between parametric and non-parametric statistics;
2. apply statistics in hypothesis testing;
3. compute various statistics such as Analysis of variance of different levels (one way 2 way and many others) linear Regression, multiple regression;
4. discuss the assumptions of different statistical methods;

New

5. compute statistical methods such as MANOVA, Kruskal-Wallis, Spearman rank order, correlation coefficient, ANOCOVA and many others;
6. identify and discuss factors influencing the choice of appropriate statistics for data analysis and
7. explain item and factor analysis and its use.

Course Contents
Inferential statistical techniques, hypothesis testing. Parametric and nonparametric tests, Analysis of variance, one-way, two-way and many others. Repeated measurement statistics. One-factor, two-factor and many others., complex factorial analysis, trend analysis and multiple comparison procedures. Linear regression and correlation. Advanced statistical methods as applied to psychology including one way analysis of variance by ranks (Kruskal-Walls H-test), Spearman rank order correlation coefficient, Friedman two-way ANOVA by ranks, analysis of covariance and multiple regression. The application of computers to data analysis. Item and factor analysis.

PSY 308: Environmental Psychology　　　　　(2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. define environmental psychology;
2. identify types of environment namely physical and social environment;
3. discuss the relationship between environment and psychology and principles guiding them;
4. explain the methods of study of environmental psychology;
5. critically evaluate the theories of environmental psychology such as, psychoanalytic, behavioural, personal construct Baker's Ecological theory and many others;
6. discuss the implications of the environment on human behaviour, such as, houses and homes and many others;
7. explain the dangers of climate change and identify pro-ecological behaviours;
8. discuss the impact of environmental changes on human health;
9. explain in detail the crisis/trauma management strategies in emergency situations; and
10. explain some constructs and their role in human relationship with the environment, such as personal space, privacy, and territoriality.

Course Contents
Meaning and dimensions of the environment: physical and social environments. Crowding and behaviour. Privacy, personal space, and behaviour. Technology of behaviour: houses and homes. Methods of environmental psychology. Theories of environmental psychology. The roles of psychologists in the 21st century. Natural disaster and climate change. Emergency and crisis/trauma management. Environmental pollution/sanitation, Perception: binocular, monocular.

PSY 309: Cognitive Psychology　　　　　(2 Units C: LH 30)

Learning outcomes
At the end of the course, the students should be able to:
1. explain cognition;
2. discuss theories of cognition;
3. enumerate cognitive process such as perception, problem solving, creativity and many others;

New

4. discuss the stages involved in memory process such input/encoding, storage and retrieval;
5. explain in detail the concept of intelligence language thought and its role in cognition attention;
6. discuss the role of culture in cognition;
7. explain information processing and decision making;
8. discuss the concept of artificial intelligence;
9. explain categorization and conceptual representations;
10. highlight and discuss the mechanisms of visual and auditory imagery;
11. discuss shared cognitive processing and control of memorial system; and
12. conduct experiment of cognitive processes such as learning and memory.

Course Contents

Cognitive approach. different theories of cognitive psychology (Piaget's cognitive develop, Vygotsky socio-cultural theory and information processing theory), visual and ancillary cognitions, perception and problem solving, intelligence and creativity, language and thought, the memory system, pattern recognition, attention, information processing and decision making, artificial intelligence, categorization and conceptual representation, language acquisition and sentence processing, speech perception, the mechanisms of visual and auditory imagery, control of the memorial system, shared cognitive processing and many others. influence of culture on cognition, implications of cognitive studies for learning and memory defects, mental imagery.

PSY 310: Field Experience   (2 Units C: PH: 90)

Learning Outcomes

At the end of the course, the students should be able to:
1. serve as interns in Health institution, industry, education, civil service for practical experiences; and
2. apply theories, principles and knowledge acquired to the assignments in these places. .

Course Contents

Students are placed in diverse relevant work environments where they are exposed, under supervision by the agency in collaboration with the department to opportunities to put into practice the theories and principles acquired in the classroom. Students are expected to conduct field experiments, prepare and submit independent psychological report on their field experience

400 Level

SSC 401: Research Method II   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. prepare and present a research proposal;
2. collect and organize meaningful data;
3. conduct pilot study and write research report; and
4. apply appropriate statistics in data analysis.

Course Contents

Data collection and coding procedures. Analysis of data and relate these to the research objectives. Writing and discussing the research report.

New

PSY 401: Psychology of Terrorism and Trauma Management   (2 Units C: LH: 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the concepts of terrorism and trauma;
2. identify the psychological factors in terrorism;
3. identify types of terrorism and their effects on individuals and the society;
4. discuss exhaustively the theories of terrorism;
5. identify factors meditating against to prevent of terrorism;
6. discuss the roles of the police, military personnel, and the paramilitary in prevention of terrorism;
7. explain the link between terrorism and trauma;
8. discuss strategies for managing terrorism to forestall the psychological consequences;
9. discuss the implications of terrorism and trauma for individual and national development; and
10. critically analyse the impact of terrorism on Nigeria and state or identify the legal stance on terrorism.

Course Contents
Concept of terrorism. Theories of terrorism, types of terrorism. Psychological and social causes of terrorism in a modern society. Terrorism and crime in a depressed economy. Factors militating against the prevention of terrorism. Terrorism and human trafficking, terrorism and drug abuse, the role of police, military, and other paramilitary personnel in prevention of terrorism, terrorism and trauma, psychological consequences of terrorism and its management. Terrorism and penology, psychological implications of the use of arms in terrorism.

PSY 402: Advanced Psycho-biological Study of Behaviour and Psychopharmacology   (2 Units C: LH 30)

Learning outcomes
At the end of the course, the students should be able to:
1. discuss the theories of psychopathology with emphasis on the biological theories;
2. review the neuronal physiology and its role in human behaviour;
3. identify the brain chemicals and their effect on brain function;
4. enumerate neurotransmitters and their effect on human behaviour;
5. discuss types of neurotransmitters, their synthesis, transmission and release and inactivation;
6. use empirical evidence to show the role of neurotransmitters in psychopathological conditions such as schizophrenia, depression anxiety and many others;
7. give history of psychopharmacology;
8. explain psychopharmacology and pharmacokinetic;
9. identify different types of drugs for treatment of psychopathology and how they exert their effects such as, phenothiazine, antidepressants, anxiolytics;
10. discuss in detail the side effects associated with the use of psychotropic drugs and how to management them; and
11. explain at least 10 pharmacological terms.

Course Contents
Brain chemistry, brain disorders and psychopathology examines the neurochemical factors in brain disorders as they relate to mental retardation, schizophrenia, affective disorder (depression and mania) and anxiety. Emphasis on empirical evidence. Introduction to

New

psychopharmacology. Examines attempts to alter behaviour through the use of drugs (such as, anxiolytics, antidepressants, sedatives. The role of psychomimetic drugs and other drugs of addiction in the alteration of behaviour.

PSY 403: Practicum in Psychotherapy (2 Units C: 15, PH: 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. define psychotherapy;
2. enumerate the goals and types of psychotherapy;
3. discuss the theoretical foundations to the practice of psychotherapy;
4. mention the qualities of actors in psychotherapy relationship vis-a-vis client/patient and therapist;
5. explain the phases in therapy process and expected outcome of each phase. State how therapy success is evaluated;
6. discuss the challenges encountered in therapy practice and how to surmount them (such as, transference, counter transference resistance and many others);
7. explain the ethical consideration in psychotherapy practice;
8. identify some therapy skills and principles behind them such as systematic desensitization, cognitive restricting and many others;
9. explain clinical conditions and appropriate therapy techniques;
10. visit psychiatric hospital/psychological medicine unit any general hospital school and old people home for practical experience; and
11. write a comprehensive psychological report on cases handled and produce the transcript.

Course Contents
Introduction to psychotherapy. Theoretical issues in psychotherapeutic interventions. Qualities of the client/therapy environment. Ethnical issues in psychotherapy. Crisis intervention as an aspect of psychotherapy. Phases in therapy and evaluation of therapy outcome. Further practical instructions in psychotherapeutic intervention techniques. Supervised experience/practical in psychotherapy. Clinical experiences in psychiatric hospitals, old people's home and school for retardates. Application of the theories in laboratory and filed situations. Practical and seminars. Exercises.

PSY 404: Advanced Clinical Psychology (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain and categorize mental disabilities;
2. identify and discuss the theories of mental disabilities;
3. enumerate the types and characteristics of intellectual disabilities;
4. diagnose some mental retardation by clearly stating the clinical features of autism, down syndrome and many others;
5. identify and discuss techniques effective in the management of mentally challenged; and
6. discuss the adverse effect of anti-social behaviour (stigmatization) towards the retardants and their family and proffer solutions to forestall it.

Course Contents
Overview and categorization of mental disability. Theories of mental disabilities (medical model, functional model, and social model). Types and characteristics of intellectual disabilities. Practical approach to the diagnosis, management and treatment of mental

New

deficiency and retardation such as the autism, Down syndrome, cerebral palsy, attention deficit and others. Causes, remedy and prevention. Training. Educational, vocational, social, societal attitudes to retardants.

PSY 405: Forensic Psychology   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. define forensic psychology;
2. explain the psychodynamic and psychosocial of criminal behaviour;
3. discuss the psychological approaches to criminal investigation, interrogation, eyewitness, and sentencing;
4. explain the roles of forensic psychologists in police investigation and in the court room;
5. explain why the forensic psychologist is referred to an expert eyewitness and psychological factors that affect eyewitness testimonies;
6. discuss the stages in hostage taking and psychological dimension of negotiation and response;
7. discuss the purposes of criminal sentencing; and
8. Construct personality profile of offenders.

Course Contents
The concept of forensic psychology. The central role of the psychology of attribution in forensic psychology. Issues in identification parade. Construction of personality profile of criminals. The psychodynamic and psychosocial aspects of criminal behaviour. Psychological approaches to interrogation and extraction of confession. Psychological factors in eye-witness testimony. The psychologists as an expert witness. Hostage raking and the psychological aspect of hostage negotiation and response. The mental health status of the offender. Understanding the purposes of criminal sentencing.

PSY406: Research Project   **(4 Units C: PH 180)**

Learning Outcomes
At the end of the course, the students should be able to:
1. conduct independent research successfully and write a report.

Course Contents
Research report which may involve experimentation or a survey, or a clinical report to be undertaken by individual or group of students under the supervision of an academic staff.

PSY 407: Psychology of Social Change   **(2 Units C: LH 30)**

Learning outcomes
At the end of the course, the students should be able to:
1. explain social change;
2. evaluate the theories of social change;
3. discuss the effect of social change on psychological development of individuals and the society (such as, values, culture, identity crises, adjustment problems and many others);
4. produce a report on the comparative analysis of preliterate and modern societies; and
5. enumerate psychological strategies for coping with the changes emanating from technological advancement in different areas of life (such as, communicating, medicine, transport, education and many others).

Course Contents
Social psychological analysis of the concept of social change innovation and resistance. Theories of social change: evolutionary, functionary, economic, technological, cyclical and conflict theories. Tradition versus modernity. Value conflict and crises of identity, adjustment problems of social change. Dynamics of present culture. Studies of pre-literate societies. Stability and change, culture, and personality.

Minimum Academic Standards

Equipment

S/N	Equipment	Quantity
1	Psychological Tests (such as., Minnesota Multiphasic Personality Inventory MMPI, Stanford-Binet Intelligence Test, Wechsler Intelligence Test, Vocational Test and many others).	3 each
2	Biofeedback Machine	1
3	Human Skeleton	5
4	Brain and Sense Organs Models	4 each
5	Maze box	2
6	Skinner Box	2
7	Video monitor and CCTV	3 (one for each of the 3 laboratories)
8	Couch	2
9	Computer and Software for running psychological experiments (such as. Psy tool kit, SPSS and MACRO Software for data analyses)	10
10	Projector and Accessories for communication and teaching	2
11	First-Aid Box	3 (one for each of the 3 Laboratory)
12	Memory Drum	1
13	Mirror Tracing	4
14	Blood Pressure Monitor	2
15	Stopwatch	5
16	Galvanometer	1
17	Psychomotor Tests (such as Groove peg board, Purdue peg board, Finger tapping test and many others).	1 each
18	Lie Detector	5
19	Security Pen video	5
20	Television	2 (one each for the Human and Animal Laboratories)
21	RB3 Rat Cages	2
22	Nerve Impulse Indicator	3
23	Visual Cliff for depth perception	3
24	Colour Contrast Apparatus	3
25	Weighing Balance	3
26	EEG	1
27	MRI	1

New

28	Photographs of prominent psychologists	20 for each laboratory
29	Blind Google	5
30	Laboratory stools	20
31	Laboratory tables	10
32	Office tables and chairs	2 each

Note: There should be a well-furnished Psychological Services Centre, Human Laboratory and Animal Laboratory.

Staffing

Academic Staff

The NUC guidelines on staff/student ratio of 1:30 for the Social Sciences departments shall apply. There should be a minimum of six full-time equivalent of Staff in the department. There is need to have a reasonable number of Staff with doctoral degrees as well as sufficient industrial experience. Efforts should be made to ensure that every core area is represented. Moreover, the lecturers must have undergraduate degree in Psychology.

All academic staff should have computer skills and it is expected that at least 70% of the academic staff should possess Ph.Ds. In addition, at least 20% of the academic staff should be Professors /Readers, 35 % Senior Lecturers and 45% Lecturers I and below.

Academic Support Personnel

Teaching Assistant/Demonstrators to help lecturers in the conduct of tutorials, practicals and field work. This category of personnel is not expected to be regular staff as they are to be paid on the basis of approved hourly rate.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate.

Library

There should be at least 2 core recent textbooks in each area of psychology. Recent Journals as many as possible, covering all the areas in psychology. There must be a functional and visible e-library.

Classroom, Laboratory, Workshop and Office Spaces

At least 4 classroom spaces, each with a capacity of 100 seats. There should be 3 room well-furnished apartment for: psychological services, human laboratory, and animal laboratory.

There should be adequate and well-furnished office spaces to accommodate the office of the Head of Department, Departmental Secretary, general office and the other lecturers. The furnishing should include file cabinet, refrigerator, office table and chair with visitors' seats, shelf and television for the lecturers' offices, especially the professors and senior lecturers who should also have settee chairs in their offices. In addition, the office of the Head of Department should have photocopier, desktop computer, generator and bookshelf loaded with current Psychology texts and journals.

New

The NUC recommends the following physical space requirement:

		m^2
Professor's Office	-	18.50
Head of Department's Office	-	18.50
Tutorial Teaching Staff's Office	-	13.50
Other Teaching Staff Space	-	7.00
Technical Staff Space	-	7.00
Secretarial Space	-	7.00

New

B.Sc. Social Standards

Overview

Social Standards investigates the connectivity between the dynamics of social integration and order, and social adaptation to human-made or natural agents of change. Social Standards are rules of behaviour derived from prescribed norms in society. They project acceptable behaviour in particular situations such as forming a line at a petrol station, holding the door for your visitor to enter your building and opening the car door for someone to exit. These are simply polite actions. The Bachelor of Science degree programme in Social Standards provides students with skills and abilities pertinent to a variety of professional careers in the public and private sectors, and for personal skill enhancement. Students are encouraged to develop a theoretical insight to facilitate their understanding of not only current social realities in the society and the workplace, but also to enhance their adaptation and appropriate response to future developments. In addition, the programme is designed to enhance a number of generic skills highly valued by employers and important for the development of a variety of individual skills including self-awareness, presentation and communication, maintenance of learning, and knowledge. This degree can also be used as a stepping-stone for more specialised studies in a range of disciplines forming part of the social-standard family.

The norms and values guiding behaviour in society are dynamic partly in response to the rapid economic and technological advancement. The pressure being exerted on the social fabric is enormous. Thus, there is the need to study and understand the way society is organised and prepares itself to face emerging and contemporary challenges. What influences people and society to act in particular ways and how these actions can be monitored and modified, need to be mastered, be able to take pro-active measures to make our societies adapt to change. The programme shall be domiciled in the Department of Social Standards located within a specialized centre or the relevant Faculty of a university where the Department can interact with other departments offering service courses.

Philosophy

The philosophy underlying the degree programme in Social Standards is to produce a crop of graduates equipped with appropriate knowledge and skills in proffering solutions to contemporary social problems. The programme seeks to ensure human dignity, gender equity, social inclusion and fundamental social rights, thereby contributing to the development of Nigeria, Africa and the global community. Students will be exposed to a broad foundation of knowledge in the field of Social Standards and Social Sciences in general.

Objectives

The objectives of the programme are to:
1. strengthen the capacity in problem-solving analysis. Students should be able to articulate, develop and implement research using social standards concepts and methodologies;
2. instill in students sound knowledge of Social Standards, in appreciation of its application in different socio-cultural contexts;
3. cultivate in students the ability to apply social standards knowledge to understanding of growing social problems in Nigeria and elsewhere;

New

4. impart in the students the relevant knowledge and skills needed to proceed for further studies in special areas of social standards;
5. cause students to appreciate the importance of social standards in socio- cultural, gender, social inclusion, legal, economic, political, industrial and environmental contexts;
6. equip students with problem-solving skills through social standards; and
7. equip students with the culture of innovation and critical thinking for entrepreneurship.

Employability skills

A graduate of Social Standards at the Bachelor's degree level should have the following skills and competencies:
1. ability to demonstrate adequate knowledge and understanding of the essentials in all the subject knowledge/areas identified;
2. ability to apply such knowledge and understanding to the solution of social problems;
3. ability to recognize and analyse new problems and develop knowledge-based strategies for addressing and proffering solutions;
4. communication skills in presenting social standards scientific research materials and logical argument, both orally and in written forms, to a broad range of audience;
5. competence in quantitative and qualitative data as well as processing skills relating to social standards data using computer software;
6. competence in the use of information technology such as word processing, Internet communication, information retrieval through on-line literature searches; and
7. subject-specific and transferable skills which allow for the pursuit of wide-range of careers after graduation.

21st Century skills

The following are indicative of the list of 21st century skills attainments of students:
1. information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming;
2. leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces;
3. critical thinking, problem solving, understanding of analytical methods of both theory and model-based issues;
4. oral and written communication, public speaking and presenting, listening;
5. civic, ethical, and social-justice literacy as well as the appreciation of the history and development of social standards as a discipline;
6. economic and financial literacy, ability to relate differences in economic and political policies to social standards in different social settings and cultures;
7. humanitarianism and application of core social standards theories to selected topics;
8. global awareness, multicultural literacy, and ability to discuss and analyse government policy and to assess the performance of national and other economies in relation to social standards; and
9. research skills and practices, interrogative questioning to enable students understand the verbal, graphical, mathematical and statistical representation of research results in social standards.

Unique Features

The B.Sc. Social Standards programme has the following unique features:
1. development of pragmatic skills for effective application of Social Standards principles for problem-solving in diverse areas of dynamics of society;
2. inculcating ethical behaviours in research and Social Standards interventions;

New

3. developing positive attitude to the use of Social Standards for intervening in the operations of social institutions;
4. developing crisis intervention and trauma management skills; and
5. de -emphasizing the teaching of already established scientific/empirical findings, thereby encouraging rational thinking, self-motivated exploration, and learning.

Admission and Graduation Requirements

Admission requirements
For a four-year course
In addition to UTME score, the candidates must possess a minimum of five credits passes in Senior Secondary Certificate (SSC) to include English Language and Mathematics at not more than two sittings.

For the three-year programme: five SSC credits passes including English Language and Mathematics of which at least two shall be at the Advanced level or four credit passes, of which at least three shall be at the Advanced level provided that such credits are not counted at both levels of the examinations. Diplomas in any of the following: Social Standards, Social Work, Social Development components and Impact Assessment components passed at upper credit level or National Certificate of Education (NCE) in Social Studies passed at 'B' level and above could also be considered.

Graduation requirements
To graduate from the programme, students must have:
1. obtained 120 units for candidates who entered the university through UTME;
2. obtained 90 units for candidates who entered the university through direct entry;
3. spent minimum of eight semesters and maximum of twelve semesters for UTME candidates;
4. spent minimum of six semesters and maximum of ten semesters for direct entry students; and
5. fulfilled other university and faculty requirements for graduation with bachelors degree.

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	-
SST 101	National Values & Orientation	2	C	30	-
SST 102	Introduction to Social Standards Practice	2	C	30	-
SST 103	Introduction to Social Development & Welfare	2	C	30	-
SST 104	Social Standards in Emergency Management and Humanitarian Services	2	C	30	
SST 105	Introduction to Social Institutions	2	C	30	-
	Total	**14**			

New

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Logic, Philosophy & Human Existence	2	C	30	-
ENT 211	Entrepreneurship and innovation	2	C	30	-
SST 201	History of Social Standards	2	C	30	-
SSC 202	Introduction to Computer and its Application	3	C	45	
SST 202	Inclusive Work Place	2	C	30	-
SST 203	Social Statistics	2	C	30	-
SST 204	Social Standards Principles, Ethics and Values	2	C	30	-
SST 205	Social Standards in Abnormal and Anti-Social Behaviours	2	C	30	-
SST 206	Legal Issues in Social Standards	2	C	30	-
SST 207	Social Standards, Land Governance and conflicts.	2	C	30	-
SST 208	Introduction to community development.	2	C	30	
	TOTAL	**23**			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and conflict resolution	2	C	15	45
ENT 312	Venture Creation	2	C	15	45
SSC 301	Innovation in the Social Sciences	2	C	30	
SSC 302	Research Method I	2	C	30	
SST 301	Social Standards Concepts and Theories.	2	C	30	-
SST 302	Social Standards and Development Indicators	2	C	30	-
SST 303	Social Standards and Political Economy Issues	2	C	30	-
SST 304	Social Dialogue and Collective Bargaining Strategies.	2	C	30	
SST 305	Field Work/ Practicum	2	C	15	45
SST 306	Gender Theories and Development Frameworks	2	C	30	-
SST 307	Social Standards and Reproductive Health and Population Studies	2	C	30	-
SST308	Family Dynamics and Change	2	C	30	
SST 309	Social Standards Research Methodology	2	C	30	
SST 310	Social Standards Inclusion and Integration	2	C	30	
	TOTAL	**28**			

400 Level

Course	Course title	Units	Status	LH	PH
SSC 401	Research Method II	2	C	30	

New

SST 401	Research Project	6	C	-	270
SST 402	Labour Dispute Resolution and Compensation Systems	2	C	30	
SST 403	Social Standards and the Challenged	2	C	30	
SST 404	Medical and Clinical Social Standards	2	C	30	
SST 405	Comparative/Cross Cultural Social Standards	2	C	30	
SST 406	Land Law and Land Use Planning	2	C	30	
SST 407	Social Standards and Criminal Justice	2	C	30	
	Total	**20**			

Course Contents and Learning Outcomes

100 level

GST 111: Communication Skills in English   (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of this course, students should be able to:
1. identify possible sound patterns in English Language and list notable Language skills;
2. classify word formation processes;
3. construct simple and fairly complex sentences in English;
4. apply logical and critical reasoning skills for meaningful presentations;
5. demonstrate an appreciable level of the art of public speaking and listening; and
6. write simple and technical reports.

Course Contents
The sound patterns in English Language will be considered. These will include vowels and consonants, phonetics and phonology). In addition, the English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations) will be considered. Thereafter, the course will examine the nature of the sentence in English especially in terms of its types such as simple, complex and compound sentences. Besides, the structure and function of the different types will be examined. The course will equally examine the issue of grammar and usage especially in relation to the subjects of tense, mood, modality and concord, and the aspects of language use in everyday life. Moreover, the course will focus on the important subjects of logical, critical thinking, and reasoning methods. Under this category the discussion will dwell on the issues of logic and syllogism, inductive and deductive arguments and reasoning methods, analogy, generalisation and explanations, ethical considerations, copyright rules and infringements. There will be practical activities which will involve sufficient writing activities including, pre-writing, writing, post writing and proofreading, brainstorming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making and mechanics of writing. The last part of the course will examine the nature of comprehension strategies such as reading and types of reading, comprehension skills including the 3RsQ. The discussion will be extended to the subject of information and communication technology in modern language learning. Thus, the language skills for effective communication will be examined. This will involve a consideration of the major word formation processes. Writing and reading comprehension

New

strategies will be considered. The skills required for meaningful presentation, and the art of public speaking and report writing will also be taught.

GST 112: Nigerian Peoples and Culture   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, students should be able to:
1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents
Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification, Judiciary and fundamental rights). Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition). Citizenship and civic responsibilities. Indigenous languages, usage and development. Negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation). Re-orientation Strategies: Operation Feed the Nation (OFN). Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

SST 101: National Values and Orientation   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, students should be able to:
1. identify the nature of the value system in Nigeria;
2. describe how the value system permeates culture;
3. identify how the value system informs the national orientation;
4. define and explain the concept of national orientation;
5. demonstrate how the national orientation dictates the behavior of people and society;
6. logically link national orientation to issues on social inequality; and
7. appreciate the influence of national values on social development.

New

Course Contents
The definition and nature of value system in society. The relationship between value system and national orientation. The value system and national orientation. The value system and culture. National orientation, definition, nature and functions. National orientation and the behavior of members of society. National orientation- functions, national orientation and the behavior of members of society. National orientation and social order. National orientation and issues on social inequality. The influence of national orientation on social development.

SST 102: Introduction to Social Standards Practice   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, student should be able to:
1. define and discourse social standards practice;
2. identify the norms which inform the behavior of people in particular situation;
3. explain the relevance of social standards to dignified human existence;
4. practice social standard interventions which promote mutual co-existence of different social categories; and
5. apply the different techniques in social standards.

Course Contents
Social standards practice. The norms which inform the behavior of people in particular situations. The relevance of social standards to dignified human existence. Practice of social standards. Interventions which promote mutual co-existence of different social categories. Application of the different techniques in social standards.

SST 103: Introduction to Social Development and Welfare   (2 Units C: LH 30)

Learning Outcomes
Students at the end of the course should be able to:
1. define and discuss social development;
2. identify the various aspect of social development i.e.: family, educational political, economic health delivery and religious;
3. explain the concept of welfare;
4. itemise the various forms of welfare and who should implement them;
5. assess, the benefits of welfare programmes; and
6. appreciate the link between social development and social welfare programmes.

Course Contents
Social development. The various aspect of social development: family, educational political, economic health delivery and religious. The concept of welfare. Forms of welfare and who should implement them. The benefits of welfare programmes. The link between social development and social welfare programmes.

SST104: Social Standards in Emergency Management and Humanitarian Services (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end this course, students will be able to:
1. identify the nature and seriousness of emergency and humanitarian needs;
2. explain the procedure for standard and systematic need assessment in emerging situations;

3. demonstrate the need to respect the human rights and dignity of victims of humanitarian emergencies;
4. identify the peculiar emergencies and their humanitarian imperatives;
5. explain the procedure for standardized need assessment in emerging situations;
6. identify the consequences of emergency management for different social categories;
7. design social standards complaint programme;
8. factor social standards practices into rehabilitation processes;
9. monitor and evaluate emergency management process; and
10. identify and discuss emergency management agencies.

Course Contents
The social standards in emergency situations and the various strategies of handling emergencies in different localities based on the magnitude and intensity. Skills required to offer practical social response in the event of a disaster. Methods employed by selected agencies for disaster management. The role of international organizations and global instruments governing humanitarian responses. The consequences of emergency management for different social categories. Monitoring and evaluation of emergency management process.

SST 105: Introduction to Social Institutions (**2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. define social institutions and their origin;
2. identify the functions of social institutions;
3. discuss the need for institutionalizing human conduct;
4. logically connect the institutions in society;
5. identify the nexus between social institutions and national development;
6. conceptualize the implications of the functions of social institution for different social categories and the need for social standards; and
7. construct a pathway for social standards in each social institution.

Course Contents
Social institutions and their origin. The functions of social institutions. The need for institutionalizing human conduct. The interrelationship between social institutions in society. The nexus between social institutions and national development. The implications of the functions of social institution for different social categories and the need for social standards. Constructing pathways for social standards in each social institution.

200 Level

GST 212: Philosophy, Logic and Human Existence **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. identify the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;

6. critically asses the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents
Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character moulding and many others.

ENT 211: Entrepreneurship and Innovation   (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of this course, students should be able to:
1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents
The Course Contents will cover the following areas, viz.: the concept of entrepreneurship (entrepreneurship, intrapreneurship/corporate entrepreneurship). The theories, rationale and relevance of entrepreneurship (Schumpeterian and other perspectives, risk-taking, necessity and opportunity-based entrepreneurship and creative destruction). Characteristics of entrepreneurs (opportunity seeker, risk taker, natural and nurtured, problem solver and change agent; innovator and creative thinker). Entrepreneurial thinking. Critical thinking, reflective thinking, and creative thinking. Innovation (concept of innovation, dimensions of innovation, change and innovation, knowledge and innovation). Enterprise formation, partnership and networking (basics of business plan, forms of business ownership, business registration and forming alliances and joint ventures). Contemporary entrepreneurship issues (knowledge, skills and technology, intellectual property, virtual office, networking). Entrepreneurship in Nigeria (biography of inspirational entrepreneurs, youth and women entrepreneurship, entrepreneurship support institutions, youth enterprise networks and environmental and cultural barriers to entrepreneurship. Basic principles of e-commerce.

New

SSC 202: Introduction to Computer and its Application   (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the history of computing sciences;
2. discuss in detail the different computing programs and their characteristics;
3. evaluate different computer applications; and
4. apply search engines to source on-line resources.

Course Contents
Historical perspectives of computing sciences that gave birth to the different programs. Characteristics of each program in computing sciences. Hardware, Software; and human resources; Integration and application in business and other segments of society. Information processing and its roles in society. laboratory assignments using the PC's operating system, and several commonly used application software, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and on-line resources, browsers, and search engines.

SST 201: History of Social Standards   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, student should be able to:
1. trace the origin of social standards beginning from the works of early philosophers such as Plato, Hobbes and Aristotle;
2. discuss the implications of social contract for human conduct;
3. explain the social implications of concepts such as beliefs, expectations, conventions, accountability, transparency and how they influenced the emergence of social standards;
4. explain the relevance of social standard in traditional, colonial and contemporary Nigerian society; and
5. identify the significance of social standards for maintaining social order.

Course Contents
Origin of social standards beginning from the works of early philosophers such as Plato, Hobbes and Aristotle. Implications of social contract for human conduct. Social implications of concepts such as beliefs, expectations, conventions, accountability, transparency and how they influenced the emergence of social standards. Relevance of social standard in traditional, colonial and contemporary Nigerian society. Significance of social standards for maintaining social order.

SST 202: Inclusive Workplace   (2 Units C: LH 15; PH 30)

Learning Outcomes
At the end of the course, student should be able to:
1. identify the different interests of groups at the workplace;
2. demonstrate the implications of a multi-ethnic/racial workforce for management of the workplace;
3. discuss the various national laws relevant to discrimination at the workplace (federal character);
4. apply the provisions to the ILO convention on discrimination (Employment and Occupation) and the Nigerian workplace;

New

5. construct, affirmative strategies for minimizing discrimination in employment and occupation; and
6. identify the benefits of inclusive workplace practices.

Course Contents
Different interests of groups at the workplace**.** Implications of a multi-ethnic/racial workforce for management of the workplace. Various national laws relevant to discrimination at the workplace (federal character). Pprovisions of the ILO convention on discrimination (Employment and Occupation) and the Nigerian workplace. Affirmative strategies for minimizing discrimination in employment and occupation. Benefits of inclusive workplace practices. Issues related to race, ethnicity, age, gender, religion, political opinion, sexual orientation, disability, and other aspects of diversity in work organizations. Key future issue in industrial and employment relation such as the challenges presented by an aging workforce. Public policy, public service rule, terms and conditions of employment as well as the aspects of aging and how these might impact the employment relationship.

SST 203: Introduction to Social Statistics (**2 Units C: LH 30**)

Learning Outcomes
After completing the course, students should be able to:
1. define the main concepts of social statistics and in relation to demography;
2. explain the main concepts of social statistics and in relation to demography;
3. describe the features of the measurement scales nominal, ordinal, interval and ratio;
4. discuss the merits and demerits of de facto and de jure methods of data collection; and
5. discuss the relationship between demography and social statistics.

Course Contents
Definition and clarification of the following concepts of social statistics – sample, population, statistic, parameter, descriptive statistics, inferential statistics and the measurement scales in the social sciences. Definition and clarification of the following concepts of social statistics, in relation to Demography comprising tools of demography (proportion, rates, ratios, cohort measures and period measures and many others) fertility, mortality, life-table, migration, nuptiality and family planning. There should be an exposition on the relationship between demography and social statistics.

SST 204: Social Standards, Principles, Ethics and Values (**2 Units C: LH 30**)

Learning Outcomes
At the end of the course, students should be able to:
1. compose the principles of social standards;
2. identify different social settings and principles as equity, fairness and justice to human conduct; and
3. prescribe social standards principles ethics and values and critical institutions in society; and link social standards principles and human rights.

Course Contents
Principles of social standards. Different social settings and principles as equity, fairness and justice to human conduct. Social standards principles, ethics and values and critical institutions in society. Social standards principles and human rights. trust, honesty, decorum, fairness, transparency, inclusion and other establish principles of behaviour. Ethical issues in different settings. Conceptions of right and wrong, notions of fairness, discrimination, individual well-being, and sustainability.

New

SST 205: Abnormal and Anti-Social Behaviours (**2 Units C: LH 30**)

Learning Outcomes
At the end of the course, student should be able to:
1. define and discuss Abnormal and anti-social behaviours;
2. explain the natural and cultural origins of these forms of behaviours;
3. interpret the psychological origins of abnormal and anti-social behaviours;
4. identify the implications of abnormal and anti-social behaviours for institution such as the family, community and society;
5. prescribe remedical strategies for abnormal and anti-social behaviour; and
6. design institutional structures for managing distant behavior.

Course Contents
Abnormal and anti-social behaviours. Natural and cultural origins of these forms of behaviour. Psychological origins of abnormal and anti-social behaviours. Implications of abnormal and anti-social behaviours for institution such as the family, community and society. Relationships between personality and psychology. Deviance, sexual and gender-based violence. Drug and substance abuse and schizophrenia. Preventive and treatment interventions.

SST 206: Legal Issues in Social Standards (**2 Units C: LH 30**)

Learning Outcomes
At the end of the course, student should be able to:
1. define and explain human rights and human rights violation;
2. identify the legal issues associated with social standards;
3. evaluate the justice system comprising the police, courts and detention Centres;
4. itemise the rights of individuals in seeking protection, justice and fair hearing;
5. describe the dilemma in insisting on social stands in Nigeria justice system; and
6. compare international best practices in human rights protection and the scenario in Nigeria.

Course Contents
Human rights and human rights violation . Legal issues associated with social standards. Justice system comprising the police, courts and detention Centres. Rights of individuals in seeking protection, justice and fair hearing. The dilemma in insisting on social standards in Nigeria justice system. The comparison of international best practices in human rights protection and the scenario in Nigeria. Human rights laws that can arise while maintaining social standards. Rights of people especially to seek redress in the court, fair hearing, legal representations and bail. Social standards, international human rights conventions, and national laws that promote social standards

SST 207: Social Standards, Land governance and Conflicts (**2 Units C: LH 30**)

Learning Outcomes
At the end of the course, student should be able to:
1. write reports on traditional land governance;
2. identify the sources of conflict in traditional land governance;
3. categorize the gender contradictions in traditional land governance;
4. explain the Land Use Decree;
5. identify the implications of the land use decree for traditional ownership of land;
6. list the sources of conflict in the land use decree; and

New

7. discuss the consequences of land conflicts strategies for land conflicts resolutions through consensual and non-consensual approaches.

Course Contents

Traditional land governance. Sources of conflict in traditional land governance. Gender contradictions in traditional land governance. Land use decree. The implications of the land use decree for traditional ownership of land. Sources of conflict in the land use decree. Consequences of land conflicts. Strategies for land conflicts resolutions through consensual and non-consensual approaches. Types of land conflicts and causes of land conflicts, Shortcomings of the land market and its institutions. Institutional change as catalyst for land conflicts. Interdependency of causes, Additional conflict issues, Consequences. Classification of land conflicts, Analysing land conflicts, Identifying the characteristics of conflicts. Collecting and structuring, information on land conflicts. Visualizing land conflicts. Re-enacting land conflicts.

The problem of asymmetry in land conflicts – the powerful vs. the poor, Choosing a suitable form of conflict resolution. Consensual approaches and Non-consensual approaches.

SST 208: Introduction to Community Development   (**2 Units C: LH 30**)

Learning Outcomes

At the end of the course, student should be able to:
1. define and discuss community development;
2. list the differences between community development and community sustainable development;
3. use theories and the logic in community development;
4. articulate the roles of people in community development;
5. identify the peculiar development needs of communities based on human and natural resource potentials;
6. map the functions of different groups in community development; and
7. apply monitoring and evaluation strategies in community development.

Course Contents

Community development. Differences between community development and community sustainable development. Use of theories and logic in community development. Roles of people in community development. Peculiar development needs of communities based on human and natural resource potentials. Mop the functions of different groups in community development. Monitoring and evaluation strategies in community development. Relationship between beliefs, expectations, conventions, accountability, socialization and common knowledge to the development of social standards will be discussed. Importance of social standards to the maintenance of social order or social coordination in any society. Concepts, components and activities involved in community development. Different types of communities we have.

300 Level

GST 312: Peace and Conflict Resolution   (**2 Units C: LH 30**)

Learning Outcomes

At the end of the course, students should be able to:
1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;

New

4. enumerate security and peace building strategies; and
5. describe roles of international organizations, media and traditional institutions in peace building.

Course Contents

The course will seek to understand the concepts of peace, conflict and security in a multi-ethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts. Structural conflict theory, realist theory of conflict, frustration-aggression conflict theory. The root causes of conflict and violence in Africa will be studied: indigene and settlers phenomenon. Boundaries/boarder disputes. Political disputes. Ethnic disputes and rivalries. Economic inequalities. Social disputes. Nationalist movements and agitations. Selected conflict case studies – Tiv-Junkun; Zango Kartaf, chieftaincy and land disputes and many others. Peace-building, management of conflicts and security: peace and human development. Approaches to peace and conflict management (religious, government, community leaders and many others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice. The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR.Dialogue   b). Arbitration, c). Negotiation   d). Collaboration and many others. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis.

ENT 312: Venture Creation   **(2 Units C: LH 15; PH 45)**

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:
1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research).Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition).Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,).Small Business Management/Family Business: Leadership & Management, Basic

New

book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and many others. Digital Business and E-Commerce Strategies).

SSC 301: Innovation in the Social Sciences   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. enumerate innovative ideas that borders on societal problems;
2. apply social science knowledge to research on public and private sectors;
3. design techniques for proposal writing;
4. appreciate social and human welfare services, and
5. analyse models for establishing family and community development.

Course Contents
Identifying Innovative ideas in dealing with Societal Problems and Environmental Issues. Establishing and mobilising resources for establishing enterprises through which social science knowledge can be applied to social research for public and private sectors; social and human welfare services such as care for children and the elderly, training consulting services; Proposal writing techniques for grants, Managing grants. Models for establishing Family Social Health Centres, Community Gender Balancing Units, and Community Development Management Units. Social Sciences and innovation in technology and Patenting new ideas.

SSC 302: Research Method I   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the concept and scope of research methods;
2. discuss in detail procedures for conducting a research;
3. discuss the principles guiding research; and
4. discuss types of research – experimental non-experimental and quasi-experimental research.

Course Contents
Introduction to Social Science research protocol with particular emphasis on proposal development; literature review (conceptual, empirical and theoretical framework), ethnography of the study area statement of the research problem, sampling procedures and methods of data collection and instruments.

SST 301: Social Standards Concept and Theories   (3 Units C: LH 45)

Learning Outcomes:
At the end of the course, student should be able to:
1. define and discuss theory and building blocks of theory;
2. discuss the importance of theories in intellectual enquires.
3. explain and apply the social norms theory in discussing social standards

New

4. appreciate the assumptions and application of social identify theories in social standards practice;
5. demonstrate and understanding of the benefits of cost-benefit model of social standards;
6. outline the assumption and methodological implications of game theory approach; and
7. discuss and apply theories of social standards in writing projects

Course Contents

Theory and building blocks of theory. Importance of theories in intellectual enquires. Social norms theory. Assumptions and application of social identify theories in social standards practice. Cost-benefit model of social standards. Methodological implications of game theory approach.

SST 302: Social Standards and Development Indicators (2 Units C: LH 30)

Learning Outcomes
At the end of this course, students should be able to:
1. compose the place of indicators in any development discourse;
2. list and discuss the indicators used in measuring development;
3. discuss how the indicators may be used in peer review or assessment of achievements in development;
4. identify the implications for using each indicator; and
5. write notes on how the indicators may be used in peer review or assessment of achievements in development.

Course Contents

The measures of standards of living with emphasis on basic tools such as Gross Domestic Product (GDP).The Human Development Index (HDI). Life expectancy and other global index of human progress. Indicators in any development discourse. Use of indicators in peer review or assessment of achievements in development. The implications for using each indicator.

SST 303: Social Standards in Political and Economic Issues   (2 Units C: LH 30)

Learning Outcomes
At the end of this course, students should be able to:
1. situate social standards discourse with the purview of economic and political realities;
2. apply the principles of social standards to the conduct of political office holders;
3. evaluate practical office holder against the bench work of democratic culture;
4. explain the roles of ordinary citizens give acceptable norms of political behavior;
5. evaluate the economic policies in Nigeria with emphasis on implications for social standards;
6. isolate the implications of economic practices for the rich and poor; and
7. recommend intervention strategies to moderate negative impacts standards in economic and political issues.

Course Contents

The philosophy in the politics and economics of social standards. Social, political and economic context of social standards of living conditions policy formulation and implementation. Internal politics of public and social welfare. Political rhetoric or gimmick. Principles of social standards and the conduct of political office holders. Political office holders and the benchmark of democratic culture. Roles of ordinary citizens give acceptable

New

norms of political behavior. Economic policies in Nigeria and social standards. Implications of economic practices for the rich and poor. Impacts of international organizations (such as IMF and World Bank) and international politics on social living conditions. Intervention strategies to moderate negative impacts on social standards in economic and political issues.

SST 304: Social Dialogue and Collective Bargaining Strategy　(**2 Units C: LH 30**)

Learning outcomes
At the end of this course, students should be able to:
1. discuss dialogue and the approaches to the phenomenon;
2. demonstrate the place of mediation in a dialogue process;
3. situate ccollective bargaining within the social standards discourse;
4. write notes the principles of collective bargaining;
5. list and discuss the advantages of collective bargaining; and
6. analyse the importance of implementation of agreements after negotiation.

Course Contents
Workers participation through social dialogue in decision making. Techniques for effective collective bargaining strategy. How to negotiate working conditions, terms of employment, and regulating relations between employers or their organisations and workers' organisation according to international best practices. Dialogue and approaches to the phenomenon. Mediation in a dialogue process. Collective bargaining within the social standards discourse. The principles of collective bargaining. Advantages of collective bargaining. Importance of implementation of agreements after negotiations.

SST 305: Internship or Organizational Visits　(**2 Units C: LH 30**)

Learning Outcomes
At the end of the course, the students should be able to:
1. practically experience the functions, operational procedures, performance and challenges of social standards practitioners in agencies with whom the internship experience was acquired; and
2. write an analytical report of the operations, performance, challenges and prospects for social standards enforcement.

Course Contents
Placement in or visits to organisations and agencies relevant to social standards studies. Such agencies or organisations include law enforcement and security agencies, courts, correctional institutions and commercial private security organisations. Students will write an analytical report on the establishment, functions, powers, performance, challenges and challenges of the chosen Nigerian law enforcement and security organisation. Lectures by invited professionals and heads of government security agencies and private security companies are part of the course.

SST 306: Gender Theories and Development Frameworks　(**2 Units C: LH 30**)

Learning Outcomes
At the end of this course, students should be able to:
1. differentiate between sex and gender;
2. appreciate the difference between social and biological theories of gender;
3. discuss social theories of gender i.e., socialization theories, the Marxian theory, functionalism aand gender;

New

4. list and discuss biological theories of gender i.e., Talcott Parsons and gender fuctions in the family, Tiger and Fox and the biogrammer;
5. explain feminism and its variants;
6. write notes on patriarchy and gender relations;
7. relate these theories to development frameworks; and
8. design affirmative actionable strategies for gender mainstreaming.

Course Contents

Sex and gender. Social and biological theories of gender. Social theories of gender i.e., socialization theories, the Marxian theory, functionalism and gender. Biological theories of gender i.e., Talcott Parsons and gender roles in the family. Tiger and Fox and the biogrammer. Feminism and its variants. Patriarchy and gender relations. Gender theories and development frameworks. Gender mainstreaming in socio-political institutions.

SST 307: Social Standards, Reproductive Health and Population Studies
(**2 Units C: LH 30**)

Learning Outcomes

At the end of this course, students should be able to:
1. discuss the various components of reproductive health;
2. isolate the gender considerations in reproductive health education;
3. situate population studies within social standards principles;
4. discuss the infrastructure requirements for social standards in reproductive health practice;
5. isolate the gender implications manpower for servicing health centers for reproductive health practice; and
6. identify the importance of population management for social standards.

Course Contents

The various components of reproductive health. Gender considerations in reproductive health education. Population studies and social standards principles. Infrastructure requirements for social standards in reproductive health practice Gender implications of manpower for servicing health Centres for reproductive health practice. importance of population management for social standards. Influence of religion and culture on reproductive health. Child marriage and associated difficult labour problems such as Vesico-Vaginal Fistula and Recto-Vaginal Fistula, family planning, sexually transmitted diseases (STDs).

SST 308: Family Dynamics and Changes (**2 Units C: LH 30**)

Learning Outcomes

At the end of this course, students should be able to:
1. define and discuss types of family;
2. analyse the social relationships and norms guiding behavior in the family;
3. isolate the various variables prompting changes in the family;
4. write notes on the functions of the family;
5. identify the roles of the family in development; and
6. associate the family with changes due to technology, economic conditions and corresponding social change.

New

Course Contents

Types of family. Social relationships and norms guiding behavior in the family. Variables prompting changes in the family. Functions of the family. Roles of the family in development. Changes due to technology, economic conditions and corresponding social change. An ecosystem perspective of family. Intra-household dynamics processes of interaction, decision-making, division of analysis, production and consumption. Conflict and integration within the family and inter-relations of these to the larger society.

SST 309: Research Methods for Social Standards   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. identify strategies of descriptive and non-descriptive and historical research;
2. describe various types of research methods; their advantages and disadvantages;
3. have an overview of the study of human beings in societies in diverse contexts;
4. distinguish the different methods of social research targeted at human beings;
5. discuss quantitative and qualitative research methods (such as, survey, comparative study, quasi-experiment, types of study and contexts for use of such methods and those for gathering soft data under qualitative methods like focus group discussion, indepth interview, ethnographic, case study and many others;
6. identify the strengths /weakneses in the use of all the methods;
7. explain the justification for use of one or some or all the methods in social research in human societies; and
8. apply the essence of integrity in data collection, adherence to ethics in social research, objectivity in all aspects of researching (such as, design of study, collection of data, data processing, interpretation and conclusion otherwise outcomes would not be deemed credible or scientific.

Course Contents

The course introduces students to different forms of research design: Descriptive studies, Experimental studies and Cross-sectional design and the survey method; Historical research: the strengths and weaknesses of each design, and how to select a design based on the research problem; strategies of descriptive and non- descriptive and historical research; various types of research methods; their advantages and disadvantages; overview of the study of human beings in societies in diverse contexts; idea of the different methods of social research targeted at human beings; quantitative and qualitative research methods (such as, survey, comparative study, quasi-experiment, types of study and contexts for use of such methods and those for gathering soft data under qualitative methods like focus group discussion, in-depth interview, ethnographic, case study and many others; strengths /weakneses in the use of all the methods; justification for use of one or some or all the methods in social research in human societies; essence of integrity in data collection, adherence to ethics in social research, objectivity in all aspects of researching (such as, design of study, collection of data, data processing, interpretation and conclusion otherwise outcomes would not be deemed credible or scientific.

SST 310: Social Standards Inclusion and Integration   (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:
1. identify the role of integration and inclusion in promoting conducive social order;
2. explain the nexus between integration inclusion and exclusion;
3. isolate the factors that cause exclusion; and

New

4. propagate inclusion strategies.

Course Contents
The role of integration and inclusion in promoting conducive social order. Nexus between integration inclusion and exclusion. Factors that cause exclusion. Inclusion strategies. Inclusion and integration in relation to International Best Practices. Ethnicity, religion, internal displacement, migration, disability, imprisonment, illness and many others.

400 Level

SSC 401: Research Method II   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. prepare and present a research proposal;
2. collect and organize meaningful data;
3. conduct pilot study and write research report; and
4. apply appropriate statistics in data analysis.

Course Contents
Data collection and coding procedures. Analysis of data and relate these to the research objectives. Writing and discussing the research report.

SST 401: Research Project   (6 Units C: PH 270)

Learning Outcomes
At the end of this fieldwork, learners will be able to:
1. identify both quantitative and qualitative research design;
2. design research instrument and other tools to data generation and gathering;
3. construct a sampling frame to match the research design;
4. identify suitable analytical tools for data analysis leading to report writing; and
5. conduct a project and write a report.

Course Contents
This is an original research project on a social standards practice/social problem/social work/social justice/ by the student in consultation with a departmental supervisor. The research project may be based on library and/or fieldwork research. The research project report may include the following five chapters.

SST 402: Labour Dispute Resolution and Compensation Systems
(**2 Units C: LH 30**)

Learning Outcomes
At the end of this course, students should be able to:
1. identify causes of conflicts between managers and workers;
2. acquire skills in mediating conflicts;
3. explain alternative dispute/resolution; and
4. apply skills in mediation, negotiation, arbitration conciliation and adjudication.

New

Course Contents

Causes of conflicts between managers and workers. Skills in mediating conflicts. Alternative dispute/resolution. Skills for mediation, negotiation, arbitration conciliation and adjudication. Resolving disputes between labour and management. Consultation, Alternative Dispute Resolution (ADR) mediation, Negotiation, conciliation, arbitration, adjudication, Board of Inquiry.

SST 403: Social Standards and the Challenged (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:
1. identify and discuss the social implications of physical, mental and care-denial challenges;
2. logically derive the needs associated with each type of challenge;
3. list and discuss the gender implications of each form of challenge;
4. discuss the support needs of the challenged i.e., infrastructure, care and other social needs; and
5. design and implement affirmative action using social standards.

Course Contents

Social implications of physical, mental and care-denial challenges. Needs associated with types of challenge. Gender implications of each form of challenge. Support needs of the challenged i.e., infrastructure, care and other social need. Affirmative action using social standards. Various United Nations, international and National Norms and Standards pertaining to challenged persons. Human, civil, political, economic, social and cultural rights of challenged persons. Equal opportunities, Integration, protection and empowerment of challenged persons in Nigeria.

SST 404: Medical and Clinical Social Standards (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:
1. isolate the peculiar health definitions used by a group;
2. identify and discuss the health seeking behaviours of the people;
3. evaluate the infrastructure for health care delivery;
4. analyse the manpower available for health care services;
5. identify and discuss the gender implications of health seeking and health care provisions;
6. analylise the implications of health care delivery for social inequality; and
7. recommend social standards for each form of healthcare i.e., Axtodox, faith-based, traditional or alternative health care.

Course Contents

Peculiar health definitions used by a group. Health seeking behaviours of the people. Infrastructure for health care delivery. manpower available for health care services. Gender implications of health seeking and health care provisions. Health care delivery and social inequality. Social standards for each form of healthcare i.e., Axtodox, faith-based, traditional or alternative health care. Use of healthcare resources, Provision of high quality, high standard healthcare to all those who need it. Rights of patients. Equity in health service delivery. Health personnel-patient relationship. Professional misconduct. Medical board. Hospital bureaucracy. Religion and cultural issues in medical practice.

New

SST 405: Comparative/Cross-Cultural Social Standards (**2 Units C: LH 30**)

Learning Outcomes
At the end of this course, students should be able to:
1. identify global norms of behaviour and how they are practiced in each society;
2. use culture regions or areas to discuss particular social standards practices; and
3. analyse the social integration function of these practices in different cultures.

Course Contents
Global norms of behavior and how they are practiced in each society. Culture regions or areas and particular social standards and practices. The Social integration functions of social standards in different cultures. The role of values, norms, symbols in behaviours, cultural differences, intercultural communication, ethnocentrism, cultural relativism, benefits and handicaps of culture.

SST 406: Land Law and Land Use Planning (**2 Units C: LH 30**)

Learning Outcomes
At the end of this course, students should be able to:
1. land laws in traditional Nigerian society (the North, West, Mild West and East);
2. discuss the nature of land use in traditional Nigeria;
3. isolate and analyse the social advantages and disadvantages of these forms of land use;
4. interpret the contemporary land used decree;
5. identify and discuss the imperatives of land use;
6. discuss the benefit of the land use decree to the rich and poor; and
7. identify and discuss the process of land acquisition by government and the conflicts it generates.

Course Contents
Land laws in traditional Nigerian society (the North, West, Mild West and East). Nature of land use in traditional Nigeria. Social advantages and disadvantages of these forms of land use. Contemporary land used decree. Imperatives of the land use. Land use decree, the rich and poor. Land acquisition by government and the conflicts. Legal concept of Land. Doctrine of Estates, Concept of property rights and types of interest in land-Lease. Tenancy. License. Easement and other rights and interest in Land. Pledges and mortgages in common law and equity. Registrable instruments and Importance of Land Title Registration. Land Use Act of 1978 and its implication on land transaction in Nigeria. Land reform in Nigeria. Law of Agency. Land use planning concepts, frameworks, institutions, movements, and methods. Historical evolution of planning. Objectives of urban & Regional Planning. Components of planning. Planning agencies and authorities in Nigeria. Development control and public participation in planning. Urban planning theories. Planning models and techniques.

SST 407: Social Standards and Criminal Justice System (**2 Units C: LH 30**)

Learning Outcomes At the end of this course, students should be able to:
1. demonstrate an understanding of the criminal justice system;
2. explain the prevalent definition of criminal actions;
3. trace the interpretations of criminality to the culture in society;
4. demonstrate how attitude to crime differs amongst groups in society;
5. identify the various Institutions and Agencies fighting crime in society;
6. derive the negation of social standards from the formation of the instructions and agencies; and

New

7. account for the disproportionate service of justice to the rich and poor.

Course Contents

Criminal justice system. Prevalent definition of criminal actions. Interpretations of criminality and culture in society. Disparity in attitudes to crime in society. Institutions and Agencies fighting crime in society. Negation of social standards from the institutions and agencies. Disproportionate service of justice to the rich and poor. Historical development of correctional institutions. Penal philosophies of retribution, detention, deterrence, reformation, and rehabilitation. Prison stays and alternatives to imprisonment such as probation and parole of offenders. Social standards required in the criminal justice system. The right to fair hearing, the rights of accused persons and prisoners and international best practices required from the police and also in a prison setting.

Minimum Academic Standards

Equipment

S/N	Equipment	Quantity
1	Computers	One computer to every academic staff, 2 computers for processing examination, 2 computers for the administration of the department and 24 in the laboratory
2	Printers	One printer to every academic staff, 2 printers for processing examination and 2 printers for the administration of the department
3	Photocopiers	Two photocopiers for academic purposes and 2 photocopiers for the administration of the department
4	Storage cabinet	One for each academic staff
5	Projector and ancillary equipment for power presentation	One in each lecture and seminar room and 2 in the laboratory
6	Audio speaker	One in each lecture and seminar rooms
7	Document scanners in the Department	Two document scanners in the department
8	Digital and video recording devices	2 each in the laboratory

Staffing

Academic Staff

The NUC guidelines on staff/student ratio of 1:30 for the Social Sciences departments shall apply. There should be a minimum of six full-time equivalent of Staff in the department. There is need to have a reasonable number of Staff with doctoral degrees as well as sufficient industrial experience. All academic staff should have computer skills and it is expected that at least 70% of the academic staff should possess Ph.Ds. In addition, at least 20% of the academic staff should be Professors /Readers, 35 % Senior Lecturers and 45% Lecturer grade.

Academic Support Personnel

Teaching Assistant/Demonstrators to help lecturers in the conduct of tutorials, practicals and field work. This category of personnel is not expected to be regular staff as they are to be paid on the basis of approved hourly rate.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate.

Library

1. University and Department Library (if possible) with relevant books and journals
2. Internet access
3. Relevant books in hard and soft formats in both the University and Department library
4. Subscription to hard copy and e-copy of the most reputable internal journals in the discipline
5. Subscription to journal databases like Jstor and Ebscohost

Classrooms, Laboratories and offices

1. An adequately furnished office for each academic staff
2. Spacious and properly furnished office for Head of Department
3. Spacious and adequately furnished office for the Department Secretary
4. Spacious office for administrative staff
5. Properly furnished Seminar room for the Department (50 seating capacity)
6. Four lecture rooms – 100 seating capacity
7. Laboratory room (1) equipped with relevant digital and video teaching tools

The NUC recommends the following physical space requirement:

		m^2
Professor's Office	-	18.50
Head of Department's Office	-	18.50
Tutorial Teaching Staff's Office	-	13.50
Other Teaching Staff Space	-	7.00
Technical Staff Space	-	7.00
Secretarial Space	-	7.00

New

B. Sc. Social Work

Overview

Social Work is a practice-based profession that concerns itself with individuals, families, groups, communities and society as a whole in an effort to meet basic needs and enhance social functioning, self-determination, collective responsibility, optimal health and well - being. The primary mission of the social work profession is to enhance human well-being and help meet basic and complex needs of all people, with a particular focus on those who are vulnerable, oppressed, and living in poverty.

Social work borrows theories and models from a wide range of programmes in the social sciences and humanities that focus on human behaviour. Theories of human behavior underlie Social work essential practices. Among these are: systems theory, transpersonal theory, psychosocial development theory; social learning theory, psychodynamic theory, and cognitive behaviour theory. Among the fields of practice are: Child welfare, Aging, Criminal Justice/Correctional Care, Drug and other addictive behaviours, Education/School social work, Family service, Health care, Homeless and internally displaced persons, mental health intellectual and developmental disabilities, Community organization and community development

The programme prepares students for generalist practice with individuals, families, groups, organizations and communities at the entry level and also for advanced graduate work in social work, as well as for degree programmes in other disciplines. Students are offered a solid program of academic courses and hands-on training and experience in the field practicum. The programme prepares students to appreciate the importance of human relationships for the provision of competent generalist practices. It prepares students to demonstrate competent generalist practice within the parameters of the profession's ethics, values, with emphasis on the dignity and worth of the person and respect for diversity and difference.

Philosophy

The philosophy underlying the Bachelor of Science Social Work degree programme is to produce graduates equipped with appropriate knowledge and skills in the solution of social problems associated with poverty, displacement, mental or physical challenge and rehabilitation of sufferers and to make contribution to the development of Nigeria and the global community, having been exposed to a broad foundation of knowledge in the field of social work and Social Sciences in general and in the various sub-fields of Social Work and Social Development.

Objectives

The major aims and objectives of a degree in Social Work are to:
1. instil in students a sound knowledge of Social Work, appreciation of its applications in different socio-cultural contexts;
2. cultivate in students the ability to apply their social work knowledge and skills to the understanding and solution of growing societal problems in Nigeria and elsewhere;
3. instil in students an appreciation of the importance of professionalism in social work intervention in socio-cultural, legal, economic, political, industrial and environmental contexts; and

New

4. develop in students a range of useful competencies for public, private or self-employment in the fields of social development.

Employability Skills

In addition to the "hard skills", graduates of the programme will have the following "soft skills" that will enhance their employability and foster entrepreneurial disposition:
1. effective communication: ability to express thoughts and ideas orally and in writing;
2. leadership;
3. reliability/dependability: being prompt and diligent and committed to executing given assignments;
4. teamwork: getting along with others in order to achieve a common goal; and
5. emotional Control: keeping calm, polite and professional even in stressful situations.

21st Century Skills

Among the 21st-Century skills the programme imparts are the following:
1. communication skills;
2. global awareness, multicultural literacy, and humanitarianism;
3. team player;
4. demonstrated integrity and ethics in working with others;
5. effective use of interpersonal problem- solving skills;
6. effective Listening;
7. critical thinking, communication, collaboration and creativity;
8. digital Literacy; and
9. professional commitment to social work, core values of service, social justice, dignity and worth of the person, importance of human relationships.

Unique Features of the Programme

Students are exposed to:
1. 60 hours of supervised fieldwork for practical experience;
2. fieldwork occurs in the 4th year when students are equipped with knowledge, skills and orientation to test out in practice;
3. course of study include contents on emerging national/international issues(IDPs, pandemic, flooding, youth unemployment, elder abuse); and
4. in particular, the programme presents a balanced mix of opportunities for acquisition of hard and soft skills.

Admission and Graduation Requirements

Admission requirements
For a four-year course:
In addition to UTME score, the candidate must possess a minimum of five credits passes in Senior School Certificate to include English and Mathematics in not more than two sittings.

For the three-year programme: five SSC credits passes, two of which must be at advance level and to include English and Mathematics provided that such passes are not counted at both levels of the examinations. Diploma in social work/diploma in social administration passed at upper credit level or NCE social studies passed at 'B' level and above could also be considered.

New

Graduation requirements

To qualify for graduation, candidates are required to pass all core courses with a minimum of 120 credit units for students admitted through UTME or 90 credit units for students admitted through Direct Entry.

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication Skills in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	
SWK 111	Introduction to Social Work	2	C	30	
SWK112	Introduction to Indigenous Social Welfare	2	C	30	
SOC 111	Introduction to Sociology	3	C	45	
PSY 111	Introduction to Psychology	3	C	45	
SWK 122	Social Deviance and Social Organisation	2	C	30	
	Total	**16**			

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	
ENT 211	Entrepreneurship and Innovation	2	C	30	
SSC 202	Introduction to Computer and its Application	3	C	45	
SWK 211	History of Social Work	3	C	45	
SWK 212	Social Work Theories	3	C	45	
SWK 214	Social Case Work Principles, Ethics and Values	3	C	45	
SWK 213	Forensic Social Work	3	C	45	
SWK 224	Communication Skills in Social Work	2	C	30	
	Total	**21**			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	
ENT 312	Venture Creation	2	C	15	45
SSC 301	Innovation in the Social Sciences	2	C	30	
SSC 302	Research Method I	2	C	30	
SWK 311	Social Work Research Methods	3	C	45	
SWK 312	Community Development	3	C	45	
SWK 314	Social Problems and Social Work	2	C	30	
SWK 325	Social Policy, Legislation and Administration	3	C	45	
SWK 315	Gender and Social Policy	2	C	30	
SWK 328	Social Work and Pandemics (Lassa fever, Ebola and HIV/AIDS)	3	C	45	
	Total	**24**			

New

400 Level

Course Code	Course Title	Units	Status	LH	PH
SSC 401	Research Method II	2	C	30	
SWK 401	Field Work Practicum	2	C		90
SWK 402	Research Project	6	C		270
SWK 412	Social Work Intervention with Individuals, Families and vulnerable persons	3	C	45	
SWK 414	Social Group Work and Youth Development	2	C	30	
SWK415	Women and Child Development	2	C	30	
SWK421	Social Policy Legislation and Administration	3	C	45	
SWK426	Case Conference and Integrative Social Work (Seminars)	3	C	45	
	Total	**23**			

Course Contents and Learning Outcomes

100 Level

GST 111: Communication Skills in English   (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:
1. identify possible sound patterns in the English language;
2. list notable language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in the English language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post-writing, Editing and Proofreading; Brainstorming, Outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report Writing, Note Making and many others. Mechanics of Writing). Comprehension Strategies: (Reading and Types of Reading, Comprehension Skills, SQ3R). Information and Communication Technology in Modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

New

GST 112: Nigerian Peoples and Culture   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents
Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria. Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system. Indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition. Citizenship and civic responsibilities. Indigenous languages, usage and development. Negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation. Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

SWK 111: Introduction to Social Work   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. appreciate the philosophy and aims of Social Work;
2. explain its basic concepts; and
3. identify the basic principles of Social Work; and identify the variety of roles of the Social Worker.

Course Contents
Basic concepts of social welfare and social development and the three methods of professional practice in social work. The various components of social development. Types of social problems. A study of the development of social work in Europe, America and Nigeria. The principles and values of social work.

New

SWK 112: Introduction to Indigenous Social Welfare   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. identify the institutional structure of indigenous social work;
2. separate modern social work from indigenous social welfare;
3. distinguish the level of practice between modern day social work and the traditional practice;
4. discuss the level of cooperation then and now in relation to social work;
5. explain the influence of modernization on indigenous social welfare; and
6. appreciate the impact of socialization on indigenous social welfare.

Course Contents
This pre-colonial concept of social welfare and indigenous practices that worked to reduce the social problems of that era. The articulation of the mode of social welfare in colonial and post-colonial or neo-colonial societies alongside western forms of social welfare. The individual, the family and other social categories that catered for the vulnerable such as the age grade.

SOC 111: Introduction to Sociology   (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the meaning of culture, society, folkways as they relate to human behaviour in the society;
2. explain the act of socialization processes as it relates to other members of the society;
3. identify the agents of socialization which majorly include the family, school, church and many others; acquire the ability to understand and apply theories of sociology; and
4. discuss the issues of deviant behaviour as it relates to social problems.

Course Contents
The industrial revolution, the period of enlightenment/ rationalization, capitalist democracy and their impact on the emergence of sociology as a discipline are introduced. This course introduces the basic concepts and the analysis and description of social structure and dynamics of human society, the field of sociology, sociology and other social sciences, basic concepts and the principles of sociology. The methods and major theoretical perspectives usually employed by sociologists in their explanation of the nature of social relations and society are presented and discussed. Institutions such as the family, education, religion, the economy, law, the polity and the state. Substantive areas of attention include problems of social stratification/inequality, power, work, bureaucracy, socialization/education, deviance, gender roles and social change.

PSY 111: Introduction to Psychology   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the aims of studying psychology;
2. discuss and critically evaluate the schools of Psychology;
3. discuss the historical antecedents to modern Psychology;
4. explain different areas of specialization in Psychology;
5. evaluate the methods of investigation, data collective and principles that guide scientific research;

6. discuss the relationship between psychology and other disciplines; and
7. critically evaluate the controversies in psychology.

Course Contents
A brief history of psychology; aims of psychology; early schools of psychology: structuralism, functionalism, behaviourism, gestalt psychology, psychoanalysis. Later schools of psychology: cognitive; evolutionary, humanistic, biological and many other Fields of psychology: Clinical, industrial, social, environmental, developmental, school, educational, neuropsychology, medical/behavioural, such as Psychology as a scientific discipline: principles that guide scientific research such as objectivism, empiricism, determinism, scepticism, convergence of operation, refutability, testability and many other methods of investigation in psychology: experimentation, observation, case-study, survey, archival. Relationship between psychology and other disciplines. Current issues - mind and body, Nature and Nurture controversies.

SWK   122: Social Deviance and Systems Organisation   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. analyse deviance from sociological and social work perspectives;
2. develop a working knowledge of Sociological theories of deviance; and
3. apply sociological theories of deviance to explain and understand the processes involved in creating norms and the social consequences of breaking those norms.

Course Contents
General phenomenon of social deviance from Sociological and Social Work perspectives. Criminal as well as on non-criminal deviance such as mental disorder, drug use, and prostitution, clandestine subculture identity formation, stereotypes and implications for system or institutional functioning, conformity and non-conformity to systems/institutional norms and values, bureaucratic processes obedience to authority and intense indoctrination with the subculture norms and values. The effect of social deviance on individuals, families, communities and formal organizations..

200 Level

GST 212: Philosophy, Logic and Human Existence   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. evaluate the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically asses the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

New

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character moulding and many others.

ENT 211: Entrepreneurship and Innovation   (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the students should be able to:
1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

SSC 202: Introduction to Computer and its Application   (3 Units C: LH 45)

Learning Outcomes

At the end of the course, the students should be able to:
1. explain the history of computing sciences;
2. discuss in detail the different computing programs and their characteristics;
3. evaluate different computer applications; and
4. apply search engines to source on-line resources.

New

Course Contents
Historical perspectives of computing sciences that gave birth to the different programs. Characteristics of each program in computing sciences. Hardware, Software; and human resources; Integration and application in business and other segments of society. Information processing and its roles in society. laboratory assignments using the PC's operating system, and several commonly used application software, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and on-line resources, browsers, and search engines.

SWK 211: History of Social Work (3 units C: LH 45)

Learning outcomes
At the end of the course, the students should be able to:
1. discuss what gave rise to social work;
2. Identify who founding fathers of social work were; and
3. appreciate the growth of the discipline over the years.

Course Contents
The basic concepts of the discipline as well as the debates that informed the introduction of formal social welfare services are presented. The course traces the historical and philosophic development of social work theory and practice with their roots from Britain and the United States of America with emphasis on poor laws and the Charity Organization Society (COS). The colonial origin of social work in Nigeria beginning with Freed Slaves Homes, the Green Triangle Club and the care of children during the Second World War are examined. The Fields of social work practice are introduced as well as current issues of debate are presented and discussed. The state of social work profession and social welfare services (government and voluntary) in contemporary Nigeria are also discussed.

SWK 212: Social Work Theories (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. appreciate these major theories- social learning theory, systems theory, psychosocial development theory, psychodynamic theory, social Exchange theory, rational Choice theory-(and the models derived from them) used in Social work practice; and
2. explain the contexts in which they are applicable.

Course Contents
Different theories of individual and group dynamics together with their various therapeutic approaches and how these can be employed in the solution of human problems. The models of social work practice presented by Zofia Butyrim such as the problem solving model, the psychosocial model, the functional model, the behaviour therapy model, the crisis intervention model, the four systems model and many others. would form the basis of discussion. Attention will also be paid to new trends, which emphasise the client's awareness of his civil and community rights. The course will take a critical look at the state of social work profession in Nigeria since its development. It will consider the major achievements, problems and prospects for the professionalization of social work now and in the future.

New

SWK 214: Social Casework Principles, Ethics and Values   (2 Units C: LH 30)

Learning outcomes
At the end of the course, the students should be able to:
1. identify and appropriately deploy the seven casework principles of Individualization, acceptance, Self- determination, controlled emotional involvement, confidentiality, non-judgemental attitude and purposeful expression of feelings;
2. apply the role of ethics and values in the practice of social work; and
3. internalize the appropriate ethics and values of the profession.

Course Contents
Problem assessment, planning, implementation and evaluation of intervention strategies in social casework. To this end, the techniques and principles of social casework particularly those presented by Felix Biestek – individualization, acceptance, controlled emotional involvement, non-judgmental attitude, client-self-determination, confidentiality, interviewing processes, intervention models, communication and recording. Family, kindred and juvenile casework relevant to the Nigerian situation and how those cases are resolved. Social work ethics and values..

SWK 213: Forensic Social Work   (2 units C: LH 30)

Learning outcomes
At the end of the course, the students should be able to:
1. discuss the factual knowledge consisting of up-to-date information and research findings on Law/Legislation, social policy, agency policy, as well as procedures and systems concerning specific groups of people (People with disabilities, Children, refugees, IDPs, prisoners, elderly and many others);
2. articulate and apply relevant theoretical frameworks and approaches to client populations impacted by legal issues;
3. analyse ethical issues related to social work and the law;
4. demonstrate how to work and advocate on behalf of their clients; and
5. explain how social workers interface with the law, lawyers and the courts.

Course Contents
Services provided for prisoners/person in detention in the prisons. The origin of prison (world and Nigeria), the history of social work services in the prisons, reforms in the services provided, factors affecting the services provided and many others.

SWK 224: Communication Skills in Social Work   (2 Units C: LH 30)

Learning outcomes
At the end of the course, the students should be able to:
1. interact with others taking into consideration their thoughts and feelings;
2. provide clearly, orally and in writing the kind of information others need;
3. interpret complex situations accurately; and
4. negotiate, mediate and intervene sensitively, authoritatively and appropriately.

Course Contents
Principles and processes of communication, types of communication skills needed to understand human nature in social work transactional analysis. Various non-verbal forms of communication would also be presented and discussed alongside barriers to effective communication. The study of skills and techniques of various forms of recording; adaptation

New

of interviewing skills in various contexts of practice will also be covered. Social work recording in various settings such as health and family welfare agencies.

300 Level

GST 312: Peace and Conflict Resolution   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. analyse the concepts of peace, conflict and security.
2. list major forms, types and root causes of conflict and violence.
3. differentiate between conflict and terrorism.
4. enumerate security and peace building strategies.
5. describe roles of international organizations, the media, and traditional institutions in peace building.

Course Contents
Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts. Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon. Boundaries/boarder disputes. Political disputes. Ethnic disputes and rivalries. Economic Inequalities. Social disputes. Nationalist Movements and Agitations. Selected Conflict Case Studies – Tiv-Jukun. Zangon Kataf, Chieftaincy and Land disputes and many others. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and many others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigerian Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR: a.) Dialogue   b.) Arbitration,   c.) Negotiation   d.) Collaboration and many others. Roles of International Organizations in Conflict Resolution: a.) The United Nations, UN, and its Conflict Resolution Organs, b.) The African Union & Peace Security Council c.) ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis.

ENT 312: Venture Creation   (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of this course, students, through case study and practical approaches, should be able to:
1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and

New

9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents
Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and many others. Digital Business and E-Commerce Strategies).

SSC 301: Innovation in the Social Sciences   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. enumerate innovative ideas that borders on societal problems;
2. apply social science knowledge to research on public and private sectors;
3. design techniques for proposal writing;
4. appreciate social and human welfare services, and
5. analyse models for establishing family and community development.

Course Contents
Identifying Innovative ideas in dealing with Societal Problems and Environmental Issues. Establishing and mobilising resources for establishing enterprises through which social science knowledge can be applied to social research for public and private sectors; social and human welfare services such as care for children and the elderly, training consulting services; Proposal writing techniques for grants, Managing grants. Models for establishing Family Social Health Centres, Community Gender Balancing Units, and Community Development Management Units. Social Sciences and innovation in technology and Patenting new ideas.

SSC 302: Research Method I   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the concept and scope of research methods;
2. discuss in detail procedures for conducting a research;
3. discuss the principles guiding research; and
4. discuss types of research – experimental non-experimental and quasi-experimental research.

New

Course Contents
Introduction to Social Science research protocol with particular emphasis on proposal development; literature review (conceptual, empirical and theoretical framework), ethnography of the study area statement of the research problem, sampling procedures and methods of data collection and instruments.

SWK 311: Social Work Research Methods   (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. carry out independent research in social work;
2. objectively review/evaluate others research findings in light of the appropriateness of their methodology;
3. conduct research with the objective of getting valid and reliable results; and
4. take all precautions to ensure ethical propriety of research endeavour.

Course Contents
Types of research design and the relationship between research design and data collection strategies will be covered. Determination of sampling size and sampling procedures, relationship between sampling and the choice of statistical techniques, the construction of data collection instruments- questionnaire, observation checklists and many others will be covered. Both quantitative and qualitative data collection methods: observation, surveys, interviews, questionnaires, documentation and library research, case studies, and content analysis. The problems of values and ethics in social research.

SWK 312: Community Development   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. describe what community development is and why it is important;
2. define the key principles of community development;
3. describe the roles of community based organisations;
4. identify theories that relate to community development; and
5. appreciate the strategic processes of community development.

Course Contents
Community development theories. Basic concepts in community development, Historical development of community development initiative. Identifying and meeting community needs. Application of community development theories to practice, group dynamics and various community groups educational enlightenment.

SWK 314: Social Problems and Social Work   (2 Units C: LH 30)

Learning outcomes
At the end of the course, the students should be able to:
1. discuss the meaning of social problem;
2. identify and analyse the various existing and emerging social problems in both urban and rural areas and the interrelatedness of the problems; and
3. describe how the contemporary social work practice addresses the particular social problem within the values of the social work profession.

New

Course Contents
A sociological survey of the complex relationship between social problems in the emerging Nigeria socio-cultural system. Crime and delinquency, poverty and destitution, unemployment, homelessness, drug abuse, wife battering, family disorganization, child abuse and neglect, abnormal sexual behaviour and prostitution, unintended pregnancies, premarital sex and abortion, mental illness, ethnic and racial discrimination and conflict, community disorganization, population displacement, violence, secret cults and street gansterism, human trafficking, sexually transmitted diseases, substandard or poor housing and slums, environmental pollution, and population crisis. Public policies and rehabilitative services.

SWK 315: Gender and Social Policy   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. identify the international and Nigerian government policy and programmes on gender matters;
2. appreciate the complexity of gender issues as not only dealing with females only but with both males and females; and
3. identify the position of government on policy as it relates to both sexes in matters of state.

Course Contents
Social policy legislation with respect to the place of women in Nigeria as mothers and workers. It will also appraise the changing status of women in Nigeria and its implications for social policy formulation. Convention on the Elimination of all forms of Discrimination Against Women (CEDAW)..

SWK 325: Social Policy, Legislation and Administration in Nigeria   (3   Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. account for how social policies and legislations inform social work services in Nigeria;
2. identify the existing social legislations in areas of social welfare, i.e. family, labour, health, education, drug use and abuse;
3. critically assess the policy and programmes in terms of adequacy of provisions, modes of delivery and inclusiveness;
4. identify areas of neglect and possible gaps in the system; and
5. provide suggestions for improvement based on research findings and current field experience.

Course Contents
Competing philosophical and ideological models on the role of the state in the provision of social services, the course examines the problems and processes of social welfare policy formulation and implementation with special reference to Britain and Nigeria. Existing social legislation of major areas of social welfare concerns such as the family, children and young persons, labour, health and social insurance, education, prison/probation of offenders, the socially disadvantaged, drug abuse and many others will be assessed. Areas of neglect in currents social policy. The administration of various social services (government and voluntary) with special attention to the administration of housing, education, health, social

security services and special services to specific groups. Social welfare planning and the distribution of national income and wealth.

SWK 328: Social Work and Pandemics   **(3 Units C: LH 45)**

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss selected pandemics (Lassa fever, Ebola and HIV/Aids);
2. describe the impact of the pandemic on individuals and groups in the society; and
3. identify how Social worker can collaborate with other professionals for prevention; treatment and control of the epidemic and for support to individuals and families affected.

Course Contents
The basic facts about selected pandemics: human immune-deficiency virus/acquired immunodeficiency syndrome (HIV/AIDS), Lassa fever and Ebola with the aim of sensitizing students to the public health, social policy, and social services delivery issues related to each. The special challenges that these pandemics pose for social work practice. In addition, students will be offered opportunity to explore their own beliefs, values, and approaches to the issues raised particularly by AIDS, and to gain facility in accessing and assessing the rapidly accumulating materials appearing on the topic. This course will also cover the knowledge and skills in working with individuals and their families who suffered from HIV/AIDS and emphasize on critical analysis of the social causes of HIV/AIDS. Emphasis would be laid on counselling in the management of HIV/AIDS, couples with discordant zero-results, pregnancy and care of children.

400 Level

SSC 401: Research Method II   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. prepare and present a research proposal;
2. collect and organize meaningful data;
3. conduct pilot study and write research report; and
4. apply appropriate statistics in data analysis.

Course Contents

Data collection and coding procedures. Analysis of data and relate these to the research objectives. Writing and discussing the research report.

SWK 401: Field Work Practicum   **(2 Units C: PH 90)**

Learning outcomes
At the end, the students should have acquired knowledge, skills and values necessary for practice:
Knowledge
1. appreciate how social work practice is applied in a specific agency setting;
2. define the application of theories to client situations in agency setting;
3. discuss the use of culturally sensitive practice methods in diverse and at risk populations;

4. explain how social work system and structure in an agency and how these impact the provision of social work services; and
5. identify how social services resources in the area to enable students to access services to enhance client functioning and well-being.

Skills
1. enhancement of interview skills to enable students develop working relationships with diverse types of clients and client groups;
2. ability to prepare an appropriate intervention plan for actual clients based on assessments and the availability of agency services;
3. increased awareness of the student's own interpersonal and intrapersonal attributes that enhance or interfere with therapeutic relationships or the social work role;
4. development of the ability to work collaboratively with a variety of helping professionals; and
5. development of appropriate documentation skills within the agency which are clear, organized and meet the professional standards for the profession and particular agency;

Values
1. respect for an individual's worth and dignity; and
2. appreciation for professional ethics, especially confidentiality, proper regard for clients, peers agencies, and recognition of the individual's right to self-determination and active participation in the helping process.

Course Contents
At the end of the 300 level session students are required to go on fieldwork placement for a period of 10 weeks. The first 4 weeks should be spent in (i) Medical social work, (ii) psychiatric social work, (iii) school social work while the last remaining 6 weeks are spent in family/kindred casework and child care services. The course offers the student an educational experience in a social service agency under the supervision of a qualified professional. The course provides opportunities for students to work in a professional setting to develop and demonstrate skills in Social Work, to integrate the theories and practices learned in and out of the classroom and to develop a sense of commitment to the social work profession and its Code of Ethics.

At the end of the placement and at the beginning of 400 level, the student is expected to submit field practicum report II to the Department using a departmental format.

SWK 402: Research Project (6 Units C: PH 270)

Learning Outcomes
At the end of the course, the students should be able to:
1. critically analyse the interconnections between social work practice, theory, research, and policy;
2. undertake a literature review;
3. identify how research method/s are selected and the rationale for using various methods;
4. explain how research data is collected and analysed;
5. process and analyse data collected in research projects;
6. make appropriate interpretation/s of research data;
7. explain the ethical issues associated with conducting direct or indirect practice interventions and evaluation/research projects within the context of the practice setting; and
8. defend their original thesis or project work.

New

Course Contents
This is an original research project on a social service/social problem/social work practice selected by the student in consultation with a departmental supervisor. The research project provides opportunities to extend, deepen and apply knowledge, skills and attributes in the context of a research project. The research project may be based on library and/or fieldwork research. The research project report is to be written in five chapters: (i) Introduction, (ii) literature review, (iii) research methodology, (iv) data analysis, and (v) discussion and conclusion.

SWK 412: Social Work Intervention with Individuals, Families and Vulnerable Persons   (3 units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. gather information to inform judgment for interventions in complex situations and in response to challenge or negative responses to offer;
2. use assessment procedures discerningly to inform judgment;
3. develop a range of interventions, use them effectively and evaluate them in practice;
4. expand range of intervention methods and demonstrate particular expertise in one or more specific methods relevant to my work setting;
5. make timely decisions when positive change is not happening;
6. actively support, initiate and co-produce community groups and networks for the benefit of people using services, care givers and families;
7. support the development of professional groups and networks;
8. clearly report and record analysis and judgments;
9. demonstrate and promote appropriate information sharing use contingency planning to anticipate complexity and changing circumstances; and
10. demonstrate confident and effective judgment about risk and accountability in decisions taken.

Course Contents
How Social workers engage with individuals, families, communities and vulnerable persons to determine their needs and wishes, and determine actions which may be helpful. The techniques of building productive working relationships and utilizing professional judgment, to deploy appropriate interventions which promote client's self-determination, support, protection and positive change.

SWK 414: Social Group Work and Youth Development   (2 Units C: LH 30)

Learning outcomes
At the end of the course, the students should be able to:
1. identify the basic methods of group work;
2. explain the basic principles of group work; and
3. define how to form youth clubs for purposes of interactions within the community.

Course Contents
The theories and practice of social group work. In addition, the development, interactionism, preventive and rehabilitative approaches to social group work. The therapeutic group is also examined. National youth policy and youth development activities in general and in particular the Nigeria National Youth Award Scheme. Leadership development programmes and the National Youth Service Schemes.

New

SWK 415: Women and Child Development   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. identify the marginalization of women in contemporary welfare regimes and in professional and political roles and functions;
2. explain the expected role of social work practice in women empowerment;
3. identify all forms of discrimination against women development in both public and private sectors of the economy;
4. critically, through analysis of policy document and published research papers understand the place of women in the overall government policy; and
5. identify factors, promotive or distractive, of the health and well-being of children in various settings in Nigeria.

Course Contents
The basic gender concepts/terminologies (i.e. Gender Dictionary) and their programme values. The United Nations Development Programme (UNDP) module for the training of specialists in gender programmes for the implementation of projects at Federal, State and Local government levels and for the non-governmental organizations. It builds participants' capacity to recognize gender issues in Nigeria. The social and economic status of women in Nigeria. The identification and management of projects that would reduce the problems affecting women. Analyzing, evaluating and monitoring of women projects. Identifying obstacles and opportunities in programme planning and implementation. Integrating gender concerns in state programmes. And writing proposals and formulating a plan of action. Convention on the Elimination of All forms of Discrimination against Women (CEDAW), women development policy in Nigeria and all other legal instruments for the protection of women. The conception of life, growth and birth. The nature-nurture controversy. The physical, cognitive and social development of the child. The impact of various parenting styles on the child. Convention on the Right of the Child (CRC), the child development policy/the Child's Rights Bill and all other legal provisions for child development. Child sexual abuse and other types of child maltreatment that violate the rights of the Nigerian child and their implications for child development and welfare.

SWK 421: Social Work Legislation and Policy   **(3 Units C: LH 45)**

Learning Outcomes
At the end of the course, the students should be able to:
1. differentiate between these three concepts and understand the dividing line between them;
2. discuss the social policy in state matters legislations which is the law governing the policy;
3. explain how best legislations can be utilized in the interest of the vulnerable groups in the society;
4. evaluate the ideas of voluntarism, fund raising as a major part of social administration; and
5. identify the objectives of social policy on the laws of the state.

New

Course Contents

The nature and development of social welfare policy in Nigeria, legal and governmental processes of social policy and planning as well as decision making in Nigeria. Social legislation in Nigeria. Family law, children and young person's law, adoption law and many others. Principles underlying social agency policy and function. Social workers role in administering social agencies and coordinating social welfare programmes. Nature of client system and rights of the clients.

SWK 426: Case Conferences and Integrative Social Work   (3 Units C: LH 45)

Learning Outcomes

At the end of the course, the students should be able to:
1. explain social work practice; and
2. bridge the gap between theory and practice.

Course Contents

Professional judgment and critical reflection using a generalist approach in the identification of problems and the review of possible options in the solution of such problems. Case conferences in social casework with individuals, social groups and communities would be presented and reviewed in a seminar based situation.

Minimum Academic Standards

Equipment

S/N	Equipment	Quantity
1	Flute	10
2	Gong	6
3	Slit Drum	9
4	Cylinder Drum	7
5	Long Cylinder Drum	4
6	Pot Drum	3
7	Thumb Piano	5
8	String Guitar	6

Staffing

Academic Staff

The NUC guidelines on staff/student ratio of 1:30 for the Social Sciences departments shall apply. There should be a minimum of six full-time equivalent of Staff in the department. There is need to have a reasonable number of Staff with doctoral degrees as well as sufficient industrial experience. Efforts should be made to ensure that every core area is effectively staffed. Moreover, the lecturers must have undergraduate degree in Social Work. All academic staff should have computer skills and it is expected that at least 70% of the academic staff should possess Ph.Ds. In addition, at least 20% of the academic staff should be Professors /Readers, 35 % Senior Lecturers and 45% Lecturers I and below.

Academic Support Personnel

Teaching Assistant/Demonstrators to help lecturers in the conduct of tutorials, practicals and field work. This category of personnel is not expected to be regular staff as they are to be paid on the basis of approved hourly rate.

New

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate.

Library

At least 3 core recent textbooks in each area of Social Work. Current journals, as many as possible, covering all the areas in social work. There must be a functional and visible e-library.

Classrooms, Laboratories (Counselling Room) and Offices

At least 4 classroom spaces, each with a capacity of 100 seats. There should be 2 room well-furnished apartments for: counselling, case conference and therapeutic centre.

There should be at least 12 well-furnished office spaces to accommodate the office of The Head of Department, Departmental Secretary, general office and the other lecturers. The furnishing should include file cabinet, refrigerator, office table and chair with visitors' seats, shelf and television for the lecturers' offices, especially the professor, Associate Professor and senior lecturers who should also have settee chairs in their offices. In addition, the office of the Head of Department should have photocopier, desktop computer, generator and bookshelf loaded with current social work textbooks and journals.

The NUC recommends the following physical space requirement:

		m^2
Professor's Office	-	18.50
Head of Department's Office	-	18.50
Tutorial Teaching Staff's Office	-	13.50
Other Teaching Staff Space	-	7.00
Technical Staff Space	-	7.00
Secretarial Space	-	7.00

New

B.Sc. Sociology

Overview

The subject matter of Sociology is humans and their behaviour within the group context. It involves the study of human behaviour, the environment and its elements, and the interaction among these. Its knowledge and approach are inevitable for improving the quality of human life. Courses include history of sociological thought, Social Psychology, Social Anthropology, Sociology of Crime and Delinquency, Political Sociology, Rural Sociology, Sociology of Law, Industrial Sociology, Sociology of Religion, Sociology of Development, Sociology of Medicine, Sociology of Education, Gender and Society, Sociology of Complex Organizations, Sociology of the Family.

The research methods of the discipline have become widely accepted in the social sciences, management sciences and education.

Philosophy

The philosophy underlying the B.Sc. Sociology programme is to produce a crop of graduates equipped with appropriate knowledge and skills to make their contribution to the development of Nigeria, Africa and the global community, having been exposed to a broad foundation of knowledge in a discipline in the social sciences in general and in the various sub-fields of Sociology in particular.

Objectives

The major objectives of a degree in Sociology are to:

1. instil in students a sound knowledge of Sociology, an appreciation of its application in different socio-cultural contexts and to involve the students in an intellectually stimulating and satisfying experience of learning and studying the workings of society;
2. provide students with broad and well-balanced knowledge of sociological theories and methods, to improve students' analytical ability as well as objective and critical judgement;
3. cultivate in students the ability to apply their sociological knowledge and skills to the understanding and solution of societal problems in Nigeria and elsewhere;
4. provide students with relevant knowledge and skill base from which they can proceed to further studies in special areas of Sociology or multi-disciplinary areas involving Sociology;
5. to develop students understanding of self, interests and abilities for proper adjustment to life challenges thereby engendering high quality mental health;
6. instil in students an appreciation of the importance of Sociology in socio-cultural, legal, economic, political, religious, industrial and environmental contexts.
7. develop in students a range of useful competencies for public, private or self-employment; and
8. producing graduates who have potential for re-engineering social order for improved personal and social life.

Employability Skills

A graduate of Sociology at the Bachelor's level should have the following competencies and skills:

1. ability to demonstrate adequate knowledge and understanding of the essentials in all the subject knowledge / areas identified;

2. ability to apply such knowledge and understanding to the solution of social problems;
3. ability to recognise and analyse new problems and plan strategies for their solutions;
4. communication skills in presenting sociological scientific research materials and arguments clearly and correctly, both orally and in writing, to a range of audiences;
5. competence in statistical and qualitative data, processing skills relating to sociological data using the computer;
6. competence in the use of information technology such as word processing, Internet communication, information retrieval through on-line computer searches and many others; and
7. subject-specific and transferable skills which allow for the pursuit of a wide range of careers after graduation.

21st Century Skills

The expectations of Skills-based Sociology Programme are :
1. self-management and direction;
2. interpersonal communication and collaboration;
3. critical thinking and ability to analyse influences;
4. digital literacy;
5. creativity and problem solving abilities;
6. Media literacy and global awareness;
7. Social skills; and
8. Social responsibility.

Unique Features of the Programme

The programme is unique in the following respects:
1. teaching functional Sociology of human behaviour and the environment;
2. applying ethical consideration in research and intervention;
3. teaching positive attitude to life and well-being;
4. applying theoretical perspectives, where necessary for enhanced learning;
5. encouraging rational thinking and learning; and
6. Re-engineering society for peaceful co-existence

Admission and Graduation Requirements

Admission requirements
For a four-year course:
In addition to UTME score, the candidates must have obtained five credit passes in Senior Secondary Certificate to include Mathematics and English Language plus either Economics, Geography or Government and other two subjects at not more than two sittings.

For the three-year programme: candidates shall possess five credit passes in the SSC, of which at least two shall be at advanced level and to include English language, Mathematics and any of Economic, Geography or Government.

Graduation requirements
To obtain a B.Sc. in Sociology, the candidates are required to pass all core courses with a minimum of 120 credit units for students admitted through UTME or 90 credit units for students admitted through Direct Entry in addition to satisfying other requirements spelt out in the CCMAS for Social Science Discipline..

Global Course Structure

100 Level

Course code	Course Title	Units	Status	LH	PH
GST 111	Communication Skills in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	
SOC 101	Introduction to Sociology I	2	C	30	
SOC 102	Introduction to Anthropology	2	C	30	
SOC 103	Introduction to African Societies and Culture	2	C	30	
SOC 104	Introduction to Psychology	2	C	30	
SOC 105	Elements of Scientific Thought	4	C	60	
SOC 106	Introduction to Sociology II	2	C	30	
	Total	**18**			

200 Level

Course code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	
ENT 211	Entrepreneurship and Innovation	2	C	30	
SSC 202	Introduction to Computer and its Application	3	C	45	
SOC 201	History of Social Thought	3	C	45	
SOC 204	Social Psychology	2	C	45	
SOC 205	Elements of Social Work	2	C	30	
SOC 210	Gender and Society	2	C	30	
SOC 202	Social Change and Social Problems	3	C	45	
SOC 203	Sociology of the Family	2	C	30	
SOC 206	Structure of the Nigerian Society	2	C	30	
SOC 209	Language in Society & Culture	2	C	30	
	Total	**25**			

300 Level

Course code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	
ENT 312	Venture Creation	2	C	15	45
SSC 301	Innovation in the Social Sciences	2	C	30	
SSC 302	Research Method I	2	C	30	
SOC 301	Methods of Social Research & Statistics	4	C	60	
SOC 302	Social Inequality	2	C	30	
SOC 303	Sociology of Crime and Delinquency	4	C	60	
SOC 305	Political Sociology	2	C	30	
SOC 306	Formal Organisations	2	C	30	
	Total	**18**			

New

400 Level

Course code	Course Title	Units	Status	LH	PH
SSC 401	Research Method II	2	C	30	
SOC 401	Classical and Contemporary Sociological Theories	3	C	45	
SOC 403	Regional Ethnography	2	C	30	
SOC 408	Research Project	6	C		270
SOC 406	Models in Sociological Analysis	3	C	45	
SOC 407	Sociology of Development	3	C	45	
	Total	**19**			

Course Contents and Learning Outcomes

100 Level

GST 111: Communication Skills in English   (2 Units C: LH 15; PH 45)
Learning Outcomes
At the end of the course, the students should be able to:
1. identify possible sound patterns in the English language;
2. list notable language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents
Sound patterns in the English language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post-writing, Editing and Proofreading; Brainstorming, Outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report Writing, Note Making and many other mechanics of Writing). Comprehension Strategies: (Reading and Types of Reading, Comprehension Skills, SQ3R). Information and Communication Technology in Modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;

New

4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture. Peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria. Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914. Formation of political parties in Nigeria. Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics. Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system. indigenous apprenticeship system among Nigeria people. Trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition. Citizenship and civic responsibilities. Indigenous languages, usage and development. Negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

SOC 101: Introduction to Sociology I   (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. connect between the two revolutions of the 18th Century;
2. discuss the Founding fathers and the emergence of sociology as a discipline;
3. expain the basic analysis and description of social structure and dynamics of human society;
4. identify the relationships between Sociology and other social sciences;
5. define the basic terms and concepts of Sociology, culture and the processs of socialisation; and
6. define key concepts in sociological discourse.

Course Contents

An analysis of the connection between the Industrial and Political revolutions which occurred in the 18th century, the attempts by the founding fathers of Sociology to produce a science of society and emergence of Sociology. The difference between sociology and other social science subjects. Introduction to basic concepts of Sociological analysis such as roles, status, society, culture, culture contact and many others: The social structure and its dynamics: The process of socialisation and use of its products to channel behaviour towards certain directions while barring others simultaneously.

SOC 102: Introduction to African Social Anthropology   (2 Units C: LH 30)

Learning Outcomes

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

1. explain the historical and methodological perspectives of Social Anthropology;
2. identify the relationship between anthropology and other social science disciplines;
3. survey human origins and cultural achievement to reflect main variations in social and political systems;
4. identify the relevance of Anthropology in contemporary societies;
5. recognise that anthropology broadly incoporates a number of components. A subject which consists of physical, linguistic and social;
6. explain the thrust of social anthropology which is a distinct field and one that is closely related to sociology, hence social anthropology;
7. appreciate the context for social anthropological works;
8. describe the racisit origin of anthropology; and
9. appraise the historical re-orientation of the study of Social Anthropology.

Course Contents

The concepts, themes, perspectives and methods of anthropological enquiries: The relationship between Anthropology and other social science disciplines: Survey of human origins and cultural achievements to reflect main variations in social and political systems and the relevance of Anthropology in contemporary societies: Other areas include the evolution of humanity, human biological ecological variations, economic anthropology, cultural ethnology, anthropology of development and hibernation anthropology. Knowing the thrust of social anthropology which is a distinct field and one that is closely related to sociology, hence social anthropology. Appreciating the context for social anthropological works. Recognising the racist origin of anthropology. Appraising the historical re-orientation of the study of Social Anthropology.

SOC 103: Introduction to African Societies and Cultures   (2 Units C: LH 30)

Learning Outcomes

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

1. survey African Societies and their associated cultures in traditional colonial and contemporary settings;
2. identify social organisation, language, polity, economy and world view and political oganizations;
3. define culture and other concepts;
4. explain the meaning of components of culture with examples;
5. identify peoples and cultures in Nigeria/Africa (such as, Nigeria has not less than 300 ethnic groups each with its disctinct culture);
6. account for the number of ethnic or tribal groups in Africa;
7. distinguish aspects of their social structure, such as, patrilineal and matrilineal, aspects of their traditional religion, before imported religion like Christianity and Islam;
8. describe important aspects of family/family life, and their belief-system(s);
9. explain their preoccupation with magic, witchcraft and many others which still co-exist side-by-side with science and imported belief-systems of Christainity and Islam;
10. explain their main occupational life before westernization/modernisation;
11. describe practicies like polygamy (polygyny and polyyandry), levirate (wife inheritance), food taboos and others targeted at women and children; and
12. demonstrate total understanding of the peoples of Nigeria/Africa.

New

Course Contents

A survey of post-colonial African societies characterised by differences in economic or political organisations, the empires, and their socio-political administrations, then impacts of colonialism on these societies, and the contemporary structures of African societies – social organisation, polity, economy and world views. before imported religion like Christianity and Islam. The meaning of components of culture with examples. Peoples and cultures in Nigeria/Africa (such as, Nigeria has not less than 300 ethnic groups, each with its disctinct culture). An idea of the number of ethnic or tribal groups in Africa. Aspects of their social structure, such as, patrilineal and matrilineal, aspects of their traditional religion, before imported religion like Christianity and Islam; important aspects of family/family life, and their belief-system(s). Preoccupation with magic, witchcraft and many others which still co-exist side-by-side with science and imported belief-systems of Christainity and Islam;their main occupational life before westernisation/modernisation. Practicies like polygamy (polygyny and polyyandry), levirate (wife inheritance), food taboos and others targeted at women and children. Total understanding of the peoples of Nigeria/Africa.

SOC 104: Introduction to Psychology   **(2 Units C: LH 30)**

Learning Outcomes

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

1. discuss the biological foundations of human behaviour;
2. identify the place of knowledge attitude personality and perception in human behavior;
3. identify the relationship between the functioning of social system and the behaviour and attitude of the individual.
4. explain the thrust of psychology as a discipiline;
5. distinguish psychology from cognate ones like sociology, social anthropology, psychiatry (which focus on behaviour (abnormal in this case psychiatry), social psychology and many others;
6. appreciate the various specialities in psychology (such as general psychology vis-à-vis clinical psychology and in what what context any expert in the discipline can operate) and many others;
7. trace the history of psychology, focus of psychology, unit of study in psychology and key concepts;
8. identify methods used psycholgical studies and many others;
9. have an overview of psyhological theories of human behaviour/personaly development such as theories of Freud, Jung, Piaget and many others; and
10. appreciate the history of psychology in Nigeria today.

Course Contents

Introduction to the biological foundations of human behaviour: the process by which knowledge, attitude, personality and experience shape human behaviour: the functioning of the social system and the formation of different attitudes by individuals. Psychology from cognate ones like sociology, social anthropology, psychiatry, social psychology and many others. Idea about various specialities in psychology (such as general psychology vis-à-vis clinical psychology and in what context any expert in the discipline can operate) and many others. The history of psychology, focus of psychology, unit of study in psychology and key concepts. Methods used in psycholgical studies and many others. Overview of psyhological theories of human behaviour/personaly development, such as theories of Freud, Jung, Piaget and many others. History of psychology in Nigeria today.

New

SOC 105: Elements of Scientific Thought   **(4 Units C: LH 60)**

Learning Outcomes

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

1. identify the main contributors to social thought and to the rise and development of modern sociology;
2. appreciate the historical contributions to scientific thought; the pioneers contributors include, Emile Durkheim, Auguste Comte, Parsons, Karl Marx, Max Weber, Malinowski, Cooley;
3. assess the history/basis of claim of sociology as science and not a humanistic discipline;
4. discuss the elements of science (what is science and scientific methods)
5. evaluate science,i.e its parameters and whether sociology as discipline in social sciences can be regarded as any of the one in the physical and biological sciences;
6. recognise the limitations in sociology being regarded as "science" like discipline in the physical and biological sciences; and
7. identify the logic in sociological analysis.

Course Contents

The historical contributions to scientific thought of the pioneers of sociology and social sciences such as Emile Durkheim, Auguste Comte, Parsons, Karl Marx, Max Weber, Malinowski, Cooley and many others. The historical and aims of scientific explanations of scientific progress. Undertanding the history/basis of claim of sociology as science and not a humanistic discipline. Elements of science (what is science and scientific methods). Science, i.e its parameters and whether sociology as a discipline in social sciences can be regarded as any of the ones in the physical and biological sciences. Limitations in sociology being regarded as "science" like discipline in the physical and biological sciences. How and why work/research by sociologists can also be regarded as scientific.

SOC 106: Introduction to Sociology II   **(2 Units C: LH 30)**

Learning Outcomes

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

1. discuss the nature and application of sociological theories, types of social groups and their characteristics;
2. describe the Social Institutions (family, economic, education and many others), social change, social control, social inequalities, social problems, and types of society; and
3. identify and describe methods and techniques of social investigation.

Course Contents

The understanding and application of the classical theories of Sociology (Functionalism, Marxism, and Symbolic Interactionism): Types and functions of social institutions especially the family, marriage, education, religion, politics and many others.: Analysis of social control in groups, social change, social inequalities, types of societies and social problems. Methods and techniques of social investigation.

New

200 Level

GST 212: Philosophy, Logic and Human Existence   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. examine the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. apply the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically asses the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents
Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character moulding and many others.

ENT 211: Entrepreneurship and Innovation   (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of the course, students should be able to:
1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents
Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking).

New

Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

SSC 202: Introduction to Computer and its Application   (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the history of computing sciences;
2. discuss in detail the different computing programs and their characteristics;
3. evaluate different computer applications; and
4. apply search engines to source on-line resources.

Course Contents
Historical perspectives of computing sciences that gave birth to the different programs. Characteristics of each program in computing sciences. Hardware, Software; and human resources; Integration and application in business and other segments of society. Information processing and its roles in society. laboratory assignments using the PC's operating system, and several commonly used application software, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and on-line resources, browsers, and search engines.

SOC 201: History of Social Thought   (4 Units C: LH 60)

Learning Outcomes
At the end of the course, the students should be able to:
1. trace the emergence of social thought from the Greek City States, through the Middle Age Rennaissance and Reformation periods;
2. discuss the early classical Philosophers like Plato ,Hobbes, Machiavelli Aristotle, Adam Smith, Montesquieu and St. Simon;
3. explain the law of human progress by the 18th-Century Philosophers, and a survey of the founding fathers of Sociology;
4. describe the influence of theory of evolution on social thinking;
5. discuss the contributions of Auguste Comte, Herbert Spencer to study of society and social life, as well as the emergence/influence of Marx, Weber, Talcott Parsons and social change in society; and
6. evaluate the scientific worth of the foregoing theories on the peculiar character of societies.

Course Contents
The origin of Social Thought from the Greek City States: the events that heralded its emergence: the works of Plato, Aristotle, Hobbes and many others. The works of Philosophers during the Middle age, Montesquieu, Political Philosophy of Machiavelli: the investiture contest, the rise of emperors and philosophers: the era of enlightenment and the emergence of the call for personal rights, freedom and the waning of the powers of the Pope and Emperors: understanding the law of human progress by the 18th-Century Philosophers, and a survey of the founding fathers of Sociology. A historical overview of the

New

political ideas of early philosophers/writers on society such as, great Greek thinkers, Plato, Aristotle and others like Machiavelli and many others. foreruners to Comte and Herbert Spencer on development of the new world order (societies). The influence of theory of evolution on social thinking, as well as the emergence/influence of Karl Marx, Max Weber, Talcott Parsons and social change in society.

SOC 202: Social Change and Social Problems   (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. apply the theoretical perspective, institutional analysis of social change;
2. appreciate the concept of modernisation;
3. assess social change in Africa; theories of Social problems resulting in social change;
4. explain the major sources of change in society;
5. identify the dimensions of Social, Economic, Political and Religious change;
6. describe change in the family and legal system; and
7. discuss the problems asociated with rapid social change in the Third World, with special reference to Africa.

Course Contents
Meaning and nature of social change: theoretical perspectives on social change: adapting the institutional method in studying social change: the concepts of Industrialization, Modernization, Civilization and development particularly in Africa: social problems resulting from social change: agents of social change in society: dimensions and dynamics of economic, political and religious change: change in the family and legal system: problems associated with rapid social change in developing economics.
It interrogates the relationship between the functioning of social institutions and the prevalence of such social problems as poverty, juvenile delinquency, crime, drug abuse, family instability, racial ethnic and nationality conflicts, mental disorders and many others.: Management of the social consequences of social problems such as internally displaced persons, bandit attacks and social strategies for minimizing social problems.

SOC 203: Sociology of the Family   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. analyse the principoles of kinship classification;
2. list the types and functions of groups formed on kinship principle;
3. describe marriage as a social institution;
4. apply knowledge of marital instability and disorganisation in different cultures;
5. examine the family as the basic social unit in society;
6. explain the various notionsof family as an instution in society;
7. discuss the role/ functions of family in tradtional and modern societies;
8. identify how the functions of the family unit have changed/evolved over the years in tradtional socities and key factors responsible;
9. define normal, disturbed, and/or problem family units and factors accounting for them; and
10. discuss the critical role of family in society, and asess the future of the family.

Course Contents
Universal definitions of the family and analyses: the principles of kinship, classification. Types and functions of social groups formed on these principles: theoretical perspectives on

New

the family, Functionalism, Marxism, and Symbolic interactionism: the family and education, religion and politics: marriage, forms, functions and future prospects: marital instability, conflicts and intervention strategies in families and marriages and many others. An understanding of the role/ functions of family in tradtional and modern societies. An understanding of how the functions of the family unit have changed/evolved over the years in tradtional socities and key factors responsible. Normal, disturbed, and/or problem family units and factors accounting for them. A grounding of the critical role of family in society, and the future of the family.

SOC 204 : Social Psychology   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. account for how personality and behaviour are influenced by a person's social characteristics or the social setting;
2. appreciate how personality characteristics influence a person's social behaviour particularly in groups or mass movements, such as End- Sars, religious worship and many others;
3. explain socialisation and internalisation; Values and attitudes; Development and change of attitudes; social movements. To know about the field of social psyhology;
4. distinguish the various cognate specialties that also focus on human behaviour/societies, namely sociology, pschology, clinical psychology, and also psychiatry;
5. apply methods in social psychology;
6. identify the thrust of issues in social psychology, such as attitudes, motivation and many others; and
7. use the theories of social psychology and how they explain the social foundations of group behaviour.

Course Contents
Nature of social psychology and how it relates to Sociology and Psychology. Nexus between: a person's social characteristics or social setting: a person's social characteristics and his/her social behaviour in groups such as religious, political or cultural mass movements: socialization and internalization of mass-culture: and development and change of values and attitudes. Personality and behaviour are influenced by a person's social characteristics or the social setting. How personality characteristics influence a person's social behaviour particularly in groups or mass movements, such as End- Sars, religious worship and many others.

SOC 205: Elements of Social Work   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. appreciate the concept of social pathology; major contemporary problems in Nigeria;
2. identify causes and possible solutions of the problems/pathologies; and
3. discuss theories of social work relevant to social work practices.

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

New

SOC 206: The Structure of Nigerian Society   **(2 Units C: LH 30)**

Learning Outcomes

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

1. demonstrate the ability to adopt the institutional or class analysis to the study of the Nigerian society;
2. critically analyse the traditonal Nigerian political structures characterised by centralised and decentralised political systems;
3. comprehend Nigeria's contact with Europe in the forms of slave trade, legitimate trade and colonisation;
4. explain the structure of contemporary Nigerian society covering the educational, religious, political and economic systems and corresponding issues such as ethnicity and poverty;
5. explain the geography of the Nigeria state and her peoples;
6. discuss the Nigeria's ethnic and religious diversity, - number of ethnic groups per each subregion, religions of the peoples (Chritianity, Islam and indigenos religions);
7. discuss the diversity of social structure – marriage, family types, partilineal, matrilineal, bilateral and many others;
8. identify the changes that have taken place in the courtry and factors accounting thereof
9. account for the functional and dysfunctional practices across the major as well as minor ethnic groups; and
10. discuss the Nigeria society.

Course Contents

Introduction to the building blocks of the structure of society – social institutions and classes: the structure of traditional societies before the existence of Nigeria – the Sokoto Caliphate, the Kanem-Bornu Empire, the Oyo Empire, the Benin Empire and village democracies: European contact with Africa and the establishment of trading parties in legitimate trade and slave trade: the colonial era and new class structure in Nigeria: Post-Colonial Nigeria – class structure, institutions such as education, economy, religion, politics and their contributions to the sustenance of the class structure. Consequences of the class structure – poverty, ethnicity, religious fanatics', political instability and many others. To have an overview of the geography of the Nigerian state and her peoples; the diversity of social structure – marriage, family types, partilineal, matrilineal, bilateral and many others. Changes that have taken place in the country and factors accounting thereof. Idea of functional and dysfunctional traditional practices across the major as well as minor ethnic groups. A good understang of Nigeria society.

SOC 209: Language, Society and Culture   **(2 Units C: LH 30)**

Learning Outcomes

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

1. discuss the social and cultural functions of language, with particular reference to Nigeria and other West African societies;
2. explain language communication and societal development, language policy and problems;
3. identify language problems of new states; language policy; definition of language and the role of language in communication; and
4. explain strengths and weaknesses of diversity in languages and cultures.

New

Course Contents

An examination of the social and cultural functions of language with particular reference to Nigeria and other West African societies. Language and social development. Language problems of new states. Language policy. Definition of language and the role of language in communication, strengths and weaknesses of diversity in languages and cultures.

SOC 210: Gender and Society　　　　　(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
1. differentiate between Sex and Gender;
2. apply the theories of gender inequality, bilogical theories Murdock, Alex Thio, Parker and Parker and many others and cultural theories- Marxism ,Feminism, Socialization;
3. discuss gender disparity in the economy politics, religion, education and many others;
4. explain the cultural inhibitors of gender equity - Widowhood practices, Early marriage and many others; and
5. critically evaluate strategies for narrowing gender gap.

Course Contents

The social definition of gender: theories of gender – Biological theories (Murdock P., Alex Thio, Parker and Parker and many others), Marxist theory – (the origin of the family and gender inequality), Feminism (from conservative to radical feminism) and Socialization theory: Cultural practices and gender inequality – Early marriage, female genital mutilation, widowhood practices: gender inequality in the economy, politics, education, religion and many more. Affirmative actions for gender equity.

300 Level

GST 312: Peace and Conflict Resolution　　　　　(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:
1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organizations, the media, and traditional institutions in peace building.

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts. Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes. Political disputes. Ethnic disputes and rivalries; Economic Inequalities. Social disputes. Nationalist Movements and Agitations. Selected Conflict Case Studies – Tiv-Jukun; Zangon Kataf, Chieftaincy and Land disputes and many others. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and many others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice. The Nigerian Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security

Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR: a.) Dialogue   b.) Arbitration,   c.) Negotiation   d.) Collaboration and many others. Roles of International Organizations in Conflict Resolution: a.) The United Nations, UN, and its Conflict Resolution Organs, b.) The African Union & Peace Security Council c.) ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis.

ENT 312: Venture Creation   (2 Units C: LH 15; PH 45)

Learning Outcomes
At the end of this course, students, through case study and practical approaches, should be able to:
1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents
Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - *Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy* and many others*. Digital Business and E-Commerce Strategies).

SSC 301: Innovation in the Social Sciences   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. enumerate innovative ideas that borders on societal problems;
2. apply social science knowledge to research on public and private sectors;
3. design techniques for proposal writing;

New

4. appreciate social and human welfare services, and
5. analyse models for establishing family and community development.

Course Contents
Identifying Innovative ideas in dealing with Societal Problems and Environmental Issues. Establishing and mobilising resources for establishing enterprises through which social science knowledge can be applied to social research for public and private sectors; social and human welfare services such as care for children and the elderly, training consulting services; Proposal writing techniques for grants, Managing grants. Models for establishing Family Social Health Centres, Community Gender Balancing Units, and Community Development Management Units. Social Sciences and innovation in technology and Patenting new ideas.

SSC 302: Research Method I   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. explain the concept and scope of research methods;
2. discuss in detail procedures for conducting a research;
3. identify the principles guiding research; and
4. discuss types of research – experimental non-experimental and quasi-experimental research.

Course Contents
Introduction to Social Science research protocol with particular emphasis on proposal development; literature review (conceptual, empirical and theoretical framework), ethnography of the study area statement of the research problem, sampling procedures and methods of data collection and instruments.

SOC 301: Methods for Social Research   (4 Units C: LH 60)

Learning Outcomes
At the end of the course, the students should be able to:
1. identify strategies of descriptive and non- descriptive and historical research;
2. describe various types of research methods; their advantages and disadvantages;
3. have an overview of the study of human beings in societies in diverse contexts;
4. have an idea of the different methods of social research targeted at human beings;
5. distinguish between quantitative and qualitative research methods (such as, survey, comparative study, quasi-experiment, types of study and contexts for use of such methods and those for gathering soft data under qualitiative methods like focus group discussion, indepth interview, ethnorgaphic, case study and many others;
6. explain the strengths /weakneses in the use of all the methods;
7. explain the justification for use of one or some or all the methods in social research in human societies; and
8. apply the essence of integrity in data collection, adherence to ethics in social research, objectivity in all aspects of researching (such as design of study, collection of data, data processing, interpretation and conlusion otherwise outcomes would not be deemed credible or scientific.

New

Course Contents
Different forms of research design: Descriptive studies, Experimental studies and Cross-sectional design and the survey method. Historical research: the strengths and weaknesses of each design, and how to select a design based on the research problem. Strategies of descriptive and non- descriptive and historical research. Various types of research methods. Their advantages and disadvantages. Overview of the study of human beings in societies in diverse contexts. Idea of the different methods of social research targeted at human beings. Quantitative and qualitative research methods (such as survey, comparative study, quasi-experiment, types of study and contexts for use of such methods and those for gathering soft data under qualitiative methods like focus group discussion, indepth interview, ethnorgaphic, case study and many others. Strengths /weakneses in the use of all the methods. Justification for use of one or some or all the methods in social research in human societies. Essence of integrity in data collection, adherence to ethics in social research, objectivity in all aspects of researching (such as design of study, collection of data, data processing, interpretation and conlusion otherwise outcomes would not be deemed credible or scientific).

SOC 302: Social Inequality   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. analyse forms and functions of social inequality;
2. describe theories concerning the origins, persistence and consequences of social system of stratification;
3. identify types of social mobility and their impacts on stratified structures;
4. explain Social inequality and social probability in Nigeria;
5. examine the meaning of social inequaly and its dimensions;
6. define related concepts like social stratification, social class, equity/inequity and many others;
7. recognise the determitants of social inequality in society;
8. discuss the consequences of social inequality; and
9. link the contributons of, or how Karl Marx and Max Weber perceive social inequality and the response of the critics of Marxian theory.

Course Contents
The nature, origin and forms of social inequality: the sociological perspective and consequences of social inequality. Types of social mobility: generational, intragenerational and intergenerational. Social inequality and social stability. Social inequality and democracy. Social inequality and social probability in Nigeria;the meaning of social inequaly and its dimensions;related concepts like social stratification, social class, equity/inequity and many others. Determitants of social inequality in society. Consequences of social inequality. Contributons of, or how Karl Marx and Max Weber perceive social inequality and the response of the critics of Marxian theory.

SOC 303: Sociology of Crime and Delinquency   (4 Units C: LH 60)

Learning Outcomes
At the end of the course, the students should be able to:
9. explain the nature and extent of crime;
10. discuss theories of crime;
11. analyse the traditional control of crime and deviancy in African societies;
12. explain its application to contemporary administration of justice;

13. explain the criminal activities in Nigeria, its relation to personal and cultural conditions;
14. identify factors that account for crime in society;
15. analyse defferent types of crimes in society;
16. identify the difference between crime and delinquency;
17. analyse how society responds to crime and deliquency; and
18. list punishment for crimes in a society.

Course Contents
Nature and Definition of Crime: Theories of crime: Social inequality and crime: Traditional control of crime and delinquency: Relevance of traditional crime control in modern societies: The Criminal Justice System in Nigeria: Crime and gender. Cultural conditions and crime. factors that account for crime in society. Defferent types of crimes in society. Difference between crime and delinquency. Analyse how society responds to crime and deliquency.

SOC 305: Political Sociology   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
9. discuss the social and cultural contexts of political activity and behaviour;
10. describe political organisations, trade unions, elite groups, the development of movement for political change; and
11. analyse political participation and socialisation of the citizenry.

Course Contents
The techniques for applying the Sociological mode or enquiring to the study of politics. Sociological theories and Politics. The social and cultural contexts of political activity and behavior. Political organizations – political parties and ideology. Prevalence of electoral crimes. Mass movements and political change. Political participation and dividends.

SOC 306 : Formal Organisations   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. identify the structural properties of organisation and their consequences;
2. explain bureaucracies and complex formal organisations in varioius institutional setting;
3. analyse the relationship between organisation and the community;
4. list the major theoretical and methodological problems in studying complex organisations; and
5. assess organizations and their environments.

Course Contents
Structural properties of organizations and their consequences. Bureaucracies and complex formal organizations in various institutional settings and the relationships among organizations in the community. Major theoretical and methodological problems in studying complex organizations. Problems of formal organizations in the new states.

New

400 Level

SSC 401: Research Method II   **(2 Units C: LH 30)**

Learning Outcomes
At the end of the course, the students should be able to:
1. prepare and present a research proposal;
2. collect and organize meaningful data;
3. conduct pilot study and write research report; and
4. apply appropriate statistics in data analysis.

Course Contents
Data collection and coding procedures. Analysis of data and relate these to the research objectives. Writing and discussing the research report.

SOC 401: Contemporary Sociological Theories   **(3 Units C: LH 45)**

Learning Outcomes
At the end of the course, the students should be able to:
1. identify the major theories and schools of thought in the 20th Century, contemporary development of classical sociological theories;
2. analyse the major orientation in contemporary sociological theories, functionalism, symbolic interaction, structuralism, conflict theory, ethnomethodology, exchange theory and other perspectives;
3. analyse the application of these theories to contemporary problems;
4. discuss the definition of theory and scientific theory;
5. appreciate how the writings of early phiolosophers influenced the evolution of sociological theories;
6. identify the classical (old) and grand sociological theories propunded by Comte, Spencer, Durkehim, Weber, Parsons as examples;
7. identify theories evolved out of debates/ideas on how societies can be organised to enjoy social order; and
8. acknowledge that theory is a scientific means of having a good understandin of social order and social events in society;

Course Contents
Major theories and schools of thought in the 20th and 21st centuries. Contemporary developments of classical sociological theories, the major orientations in contemporary sociological theory. Functionalism, symbolic interactionism, conflict theory, ethno-methodology, exchange theory and other perspectives and application of these theories to contemporary problems. Major orientation in contemporary sociological theories, functionalism, symbolic interaction, structuralism, conflict theory, ethnomethodology, exchange theory and other perspectives. Application of these theories to contemporary problems. Definition of theory and scientific theory. Writings of early phiolosophers influenced the evolution of sociological theories. Classical (old), grand sociological and postmodernist theories propunded by Comte, Spencer, Durkehim, Weber, Parsons as examples. Theories evolved out of debates/ideas on how societies can be organised to enjoy social order. Theory as scientific means of having a good understandin of social order and social events in society.

New

SOC 408: Research Project   (6 Units C: PH 270)

Learning Outcomes
At the end of the course, the students should be able to:
1. identify various research methods most commonly used in Sociology and use such as practical guides in writting their projects;
2. explain how to conceptualize projects;
3. identify feasible projects that can be researched;
4. develop project research proposal, guage its feasibility and implementation;
5. manage assignment using any or all the methods;
6. write up a short paper arising out of a study proposed by student;
7. write up a long essay from a sociological standpoint; and
8. prepare for the writing of the final year essay;

Course Contents
Data collection and coding procedures, analysis of data and relate these to the research objectives. Writing and discussing the research report. understand various research methods most commonly used in Sociology and use such as practical guides in writting their projects. Conceptualize projects. Feasible projects that can be researched. Project research proposal, its feasibility and implementation. Assignment using any or all the methods. Write up a short paper arising out of a study proposed by student. Long essay writing from a sociological standpoint. Writing of the final year essay.

SOC 403: Regional Ethnography: Sub-Saharan Africa   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, the students should be able to:
1. list the major types of explanations used in sociology; and
2. identify the types of data used in constructing these explanations and the ability to assess a sociologist's approach in any impirical area.

Course Contents
Advanced study of sub-Saharan Africa as a major ethnological region. Human origins and early man. Physical anthropology and archaeology: race and racism. Cultural regions of Africa: language and population migration in history as well as peoples and cultures of sub-Saharan Africa.

SOC 406: Models in Sociological Analysis   (3 Units C: LH 45)

Learning Outcomes
At the end of the course, the students should be able to:
1. discuss the major types of explanations used in sociology;
2. identify the types of data used in constructing these explanations; and
3. assess a sociologist's approach in any empirical area.

Course Contents
Types of explanations used in sociology. Types of data used in constructing explanations in sociology. Classical theories and the emergence of models in sociology. Evolutionism and functionalism. Symbolic interaction and interpretations in Sociology. The conflict heritage. Postmodernism and sociological interpretations. Appropriate data for constructing explanations. Applicability of each model given the nature of the social problems.

New

SOC 407: Sociology of Development   **(3 Units C: LH 45)**

Learning Outcomes

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

1. differentiate the concept and theories of development - Modernization, Dependency Mode of Production and many others;
2. identify the socio-economic analysis of development and its relation to growth;
3. analyse the sociological implications of development and its effect on society and family structure;
4. appreciate the definiton of sociology of development, ie., an understaing of its focus;
5. account for the difference between factors in focus in the study of economic development as opposed to sociology of development;
6. identify the contribution of Max Weber to the rise of sociology of development;
7. explain how economic factors like value-system, norms profit, or other cultural imperatives are key determitants of economic development; and
8. discuss role of non-economic factors in socio-economic in the rapid developemnt of Nigeria develpoment.

Course Contents

Theories of development. Socio-economic analysis of the concept of development, and of its relation to growth. Sociological implications of development. Its effect on society and family structure. The impact of colonial policies, and post-independence international conditions. differentiate the concept and theories of development - Modernization, Dependency Mode of Production and many others Socio-economic analysis of development and its relation to growth. Difference between factors in focus in the study of economic development as opposed to sociology of development. The contribtuion of Max Weber to the rise of sociology of development. Non-economic factors like value-system, norms profit, or other cultural imperatives are key determitants of economic development. Role of non-economic factors in socio-economic in the rapid developemnt of Nigeria develpoment.

Minimum Academic Standards

Equipment

S/N	Equipment	Quantity
1	Computers (Desktop/Laptop) for the departmental office	4
2	Computers (Desktop/Laptop)for teaching students in a computer room with Internet	10
3	Computers (Desktop/Laptop)for academic staff	1 each staff
4	Good internet facility	
5	Overhead and multimedia projectors	1
6	Audio-tape recorders	4
7	Video recorder	1
8	Disc player	1
9	Television	1
10	Over-head Power-point	1
11	Vehicle for field trip	1

Staffing

Academic Staff
The NUC guidelines on staff/student ratio of 1:30 for the Social Sciences departments shall apply. However, there should be a minimum of six full-time equivalent of Staff in the department. Lecturers must have a basic degree in Sociology. There is need to have a reasonable number of Staff with doctoral degrees as well as sufficient industrial experience. All academic staff should have computer skills and it is expected that at least 70% of the academic staff should possess Ph.Ds. In addition, at least 20% of the academic staff should be Professors /Readers, 35 % Senior Lecturers and 45% Lecturers I and below.

Academic Support Personnel
Teaching Assistant/Demonstrators to help lecturers in the conduct of tutorials, practicals and field work. This category of personnel is not expected to be regular staff as they are to be paid on the basis of approved hourly rate.

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

Library
In addition to the stock in the general university library, Sociology requires more specialised holdings to reflect the needs of the various programmes. There must, therefore, be adequate library facilities to cater for the needs of staff and students in all the programmes in the Department. These include current journals, textbooks, and manuals in sufficient numbers. In this digital age, it is important that there is an effective ICT-based access to electronic resources.

Classrooms, Laboratories and Offices
Adequate classroom sizes should be provided to avoid overcrowding. Adequate sitting arrangements should be provided. More effective white boards and other facilities such as public address systems, flipcharts, dusters and lighting should be provided.
All offices for teaching staff should be en-suite.

The NUC recommends the following physical space requirement:

		m^2
Professor's Office	-	18.50
Head of Department's Office	-	18.50
Tutorial Teaching Staff's Office	-	13.50
Other Teaching Staff Space	-	7.00
Technical Staff Space	-	7.00
Secretarial Space	-	7.00

New