

BABCOCK UNIVERSITY (BU)

Department of History and International Studies

100% CCMAS COURSES

B.A. (Hons) History and International Studies

**DEPARTMENT OF HISTORY AND
INTERNATIONAL STUDIES**



CHARLES C. AKPUH, PHD
Head of Department

STAFF LIST

Regular Academic Staff

- Charles C. AKPUH, PhD - Lecturer I, Head of Department/Peace & Conflict
/Social History/International Studies
- Michael A. OMOLEWA, PhD - Emeritus Professor/History of Adult Education
- Abiodun A. ADESEGUN, PhD - Professor/African History/History of Religious
Education
- Michael A. POPOOLA, PhD - Associate Professor/Political History/
International Affairs
- Alexander C. O. UGWUKA, PhD - Senior Lecturer/Economic History
- Chituru U. NWACHUKWU, PhD - Lecturer I/ Socio-cultural History
- Odunayo D. ADELEKE, PhD - Lecturer I/Social History
- Oluwatosin B. AYANLOWO, PhD - Lecturer I/Peace & Conflict/Social History
- Boniface I. ORJI, PhD - Lecturer I/Economic History/Diaspora Studies**
- Deborah E. ADEYOMOYE, PhD - Lecturer II/Diplomatic History
- Olayiwola E. OKE, PhD - Lecturer II/Social History
- Grace AUTA, MA - Assistant Lecturer**

Adjunct Academic Staff

- Joshua O. BOLARINWA, PhD - Associate Professor/Diplomatic History
- Oladipo O. OLUBOMEHIN, PhD - Professor/Economic History
- Olumide V. EKANADE, PhD - Professor/ Economic History/Social History
- Zacchaeus O. APATA, PhD - Professor/International Studies/**

Administrative Staff

- Adeola K. ASAOLU, MBA - Departmental Secretary

Overview

The course focuses on a range of human experiences: how people have lived in the past, how they live and coexist in the present, and the links between the two. An examination of a variety of original sources: newspapers, letters and diaries, literature, government records, images, films, oral interviews, field notes and archival materials; processes of collecting, interpreting, and communicating information and the provision of a broad perspective on the contemporary world and the events that shape it. The course entails a discovery of why and how our world emerged. It offers the student an opportunity to investigate local, regional and global issues and to question some of the myths, preconceptions and prejudices that surround the subject.

Philosophy

History as an academic discipline in Nigerian Universities is designed to serve as a guide, collective memory and conscience of Nigerian, African and other global societies. It focuses on developing the capacity of students to seek for, and identify diverse societal and institutional memories in the political, social, cultural and economic, religious and inter-group histories, and how they have forged and shaped aspects of present conditions and realities. The programme trains students to become aware of the different historical methodologies and builds their ability to reconstruct historical events by utilizing evidence-based source materials that they read and analyse.

Vision Statement

To build well rounded scholars equipped with good ethical behaviour for a better world.

Mission Statement

Combining quality Christian education with excellent teaching and service delivery to imbue in our products the value of patriotic citizenship and the requisite culture of servant leadership which is needed to transform the society for the better.

Objectives

The objectives of the History programme are to:

1. educate students on historical movements of national and global significance in order to promote world peace;
2. develop, in the students, a sense of commitment and capacity to consciously relate with historical movements and forces in such a way that they can promote the achievement of Nigerian and African unity, independence, and prosperity;
3. make students comprehend the historical forces and developments which have shaped and are still shaping the lives of the peoples of Nigeria, Africa and the world;
4. advocate for the crucial role of historical thinking in public life;
5. provide students with advantages usually associated with historical training critical and analytical faculty and balanced judgment needed mainly in administrative and managerial responsibilities;
6. stimulate an appreciation of Diplomatic/International Relations and the associated theories and other tools of analysis in the students;
7. engender the development of the ability to apply analytical tools, knowledge, skills,

- and theories of Diplomatic/International Relations in proffering solution to international challenges and problems; and to
8. engender the desire for further studies in History, Diplomacy, and International Relations in the students.

Unique Features of the Programme

1. The revised history curriculum has incorporated script writing and digital history workshop to deepen the knowledge and capacity of students to create digital content using their knowledge of history.
2. It has also adopted a course on learning from the past which is a form of applied history that focuses on critical thinking and decision making.

Employability Skills

Based on the type of training received, a graduate of the programme would possess the following employability skills:

Communication and Collaboration; Analysis/Solution Mindset; Numeracy and Digital Fluency; Resilience and Adaptability; Entrepreneurial Mindset; Social/Diversity Awareness and Self-Awareness and Empathy. With these they can find employment in a plethora of sectors and industries; such as Education (primary, secondary and tertiary levels), general consulting services, heritage studies, events and programme management (anniversary services), consultants to movie and documentary producers, security services, DNA Services, and publishing and editing.

21st Century Skills

The 21st Century skills emphasized include:

1. development of intellectual self-confidence that propels the ability to work beyond subject matter expertise, to be nimble and imaginative in projects and plans
2. communication skills in a variety of media and to a variety of audiences
3. quantitative literacy to understand and communicate information presented in quantitative form, i.e., understanding that numbers tell a story the same way words, images, and artefacts do
4. digital literacy that enables students to work with digital tools and platforms
5. collaborative skills especially with people who might not share similar worldview

Admission and Graduation Requirements

Admissions Requirements

The admission requirements for the four year degree programme in history are Five (5) Senior Secondary Certificate (SSC) (or equivalent) credit passes obtained at not more than two sittings. The five credits must include English Language, and History/Government.

Direct Entry

For Direct Entry students, Five SSC (or its equivalent) credit passes two of which must

be in Advanced Level, Ordinary Diploma with upper credit, or NCE obtained with merit level pass.

Class Work

Every student is required to punctually and regularly attend classes up to 75% of the total class schedules for each semester, unless ill or exempted as a result of a recognised emergency. Students who absent themselves from class for more than three weeks within a semester shall earn an F-grade in the associated course. Authorised leave of absence from the Campus does not excuse students from classes or relieve them of the expected course work.

Class Load

Except where the University Senate-approved requirements of a particular course allows otherwise, a full-time student is required to register for a minimum of 16 credits per semester. Only final year students of superior scholarship, with at least a Cumulative Grade Point Average (CGPA) of 3.5 will normally be allowed to take more than a full load of 19 and up to a maximum of 22 credits.

One semester credit represents 50-minutes class period per week, for a minimum of 15 weeks of classes in the semester. Students on academic probation may be allowed to take from 12 to 16 credits in order to allow them improve on their academic performance. Extra year students may be allowed to take a minimum of eight credits during their final semester or a maximum of 12 credits during their last Summer. This is to prevent such a student from abusing the privilege of doing less than the minimum and from the consequence of having to pay another set of fees in the following school year. Extra year students are those who in their final year have few courses that they need to do to complete the requirements of their programme. A graduating student is one who does not have more than 42 units to complete the requirements for his or her programme in a given school year.

Students on work-study programmes are limited to 20 hours of work per week, during the regular semester and 40 hours of work when not registered during any semester.

Continuous Assessment-based Grading Percentile Guidelines

Assessment Type	Percentage	Total
Class Attendance	5%	40%
Quizzes and Tests	10%	
Assignments	10%	
Mid-semester Exam	15%	
Final Semester Exam	60%	60%
Sub-total	100%	

Graduation Requirements

A student must register, take and pass a minimum of 120 credit units courses made up of core, compulsory and elective courses to graduate with a B.A. Hons Degree. The

determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme. The CGPA shall be used in the determination of the class of degree.

LEVEL	DEPARTMENTAL COURSES	GST/FAC/BU-GST COURSES	TOTAL CREDITS
100	24	11	35
200	23	15	38
300	25	13	38
400	32	4	36
Sub-total	105	40	145

B.A. (HONS), HISTORY AND INTERNATIONAL STUDIES

100 LEVEL COURSES

COURSE CODE	COURSE TITLE	STATUS Core/Elective	SEMESTER	
			1 ST	2 ND
BU-GST 011	Citizenship Orientation		0	
BU-GST 012	Citizenship Orientation			0
BU-GST 105	Use of Library and Study Skills	C	2	-
GST 111	Communication in English	C	2	-
BU-GST 112	Health Principles	C	-	1
GST 112	Nigerian Peoples and Culture	C	-	2
BU-GST 120	ICT Fundamentals and Office Productivity Management	C	1	-
BU-GST 126	Life and Teachings of Christ the Messiah	C	-	3
HIS 101	Introduction to History	C	3	-
HIS 102	History of West Africa from 1000 to 1500 AD	C	-	3
HIS 103	History of Human Evolution	C	2	-
HIS 104	Introduction to Economic History	C	-	2
HIS 105	Major World Civilisations	C	2	-
HIS 106	Archaeology of Nigeria	C	-	2
BU-HIS 107	Introduction to International Studies	C	2	-
HIS 108	Africans in the Diaspora from Antiquity	C	-	2
BU-HIS 109	Nigerian constitutional development 1914 – 1999	C	2	-
BU-HIS 112	New states in world politics	C	-	2
BU-HIS 113	The USA up to 1877	C	2	-
Total			18	17

B.A. (HONS), HISTORY AND INTERNATIONAL STUDIES

200 LEVEL COURSES

COURSE CODE	COURSE TITLE	STATUS Core/Elective	SEMESTER	
			1 ST	2 ND
BU-GST 021	Citizenship Orientation		0	
BU-GST 022	Citizenship Orientation			0
BU-GST 200	Communication in French	C	-	1
BU-GST 215	Adventist Heritage	C	3	-
BU-GST 220	Origins and Science	C	-	1
BU-GST 221	Introduction to Agriculture	C	1	-
BU-GST 290	Introduction to Data Analytics	C	1	-
FAC 201	Digital Humanities: Application of Computer to the Arts		2	-
FAC 202	The Arts and Other Disciplines	C	-	2
ENT 211	Entrepreneurship and Innovation	C	2	-
GST 212	Philosophy, Logic and Human Existence	C	-	2
HIS 201	Nigeria from 1000 – 1900	C	3	-
HIS 202	Economic History of Nigeria in the 19 th Century	C	-	3
HIS 203	Global History of Slavery and the Slave Trade	C	3	-
HIS 204	History of Islam and Christianity in West Africa from 1500 to 1900	C	-	3
BU-HIS 205	History of International Organizations	C	3	-
BU-HIS 206	Political Economy in International Relations	C	-	2
BU-HIS 207	History of Ijebu Land	C	2	-
BU-HIS 208	History of Yoruba Land	C	-	2
BU-HIS 220	Introductory French	C	-	2
Total			20	18

B.A. (HONS), HISTORY AND INTERNATIONAL STUDIES

300 LEVEL COURSES

COURSE CODE	COURSE TITLE	STATUS Core/Elective	SEMESTER	
			1 ST	2 ND
BU-GST 031	Citizenship Orientation		0	
BU-GST 032	Citizenship Orientation			0
BU-GST 310	Data Analysis Using Advanced Excel/SPSS/Power BI/Tableau	C	1	-
BU-GST 312	Family Life	C	-	1
BU-GST 317	Fundamentals of Christian Faith	C	3	-
GST 312	Peace and Conflict Resolution	C	-	2
ENT 312	Venture Creation	C	-	2
FAC 301	Research Methods in the Arts	C	2	-
FAC 302	Theories in the Arts and Humanities	C	-	2
HIS 301	Nigeria from 1900 to 1970	C	3	-
HIS 302	History Research Methods, Script Writing and Digital History Workshop (Entrepreneurship Specific Course)	C	-	4
HIS 350	The Practice of History/Internship Training	C		6
HIS 304	Women in History up to the 21 st Century	C	-	2
BU-HIS 305	Theory and Practice of Diplomacy	C	3	-
HIS 306	History of the Industrial Revolutions from 1750 to 2010	C	-	2
BU-HIS 309	Africa and the Outside World	C	3	-
BU-HIS 310	Foreign Policy of Nigeria	C	-	3
BU-HIS 331	Intermediate French	C	2	-
Total			17	24

B.A. (HONS), HISTORY AND INTERNATIONAL STUDIES**400 LEVEL COURSES**

COURSE CODE	COURSE TITLE	STATUS Core/Elective	SEMESTER	
			1ST	2ND
BU-GST 041	Citizenship Orientation		0	
BU-GST 042	Citizenship Orientation			0
BU-GST 400	Religion and Social Ethics	C	-	3
BU-GST 440	E-Project Management and Simulation	C	1	-
HIS 401	Nigeria from 1970 to the Present	C	3	-
HIS 402	Economic History of Nigeria in the 20 th Century	C	-	3
HIS 403	Learning from the Past: Applied History, Critical Thinking and Decision Making	C	3	-
HIS 404	Philosophy of History	C	-	2
HIS 405	Special Paper (Local History)	C	3	-
HIS 406	Nation Building in Nigeria since 1945	C	-	2
BU-HIS 407	History of the Seventh-Day Adventist Church	C	3	-
HIS 408	Long Essay	C	-	6
BU-HIS 410	South-South and Regional Cooperation	C	-	2
BU-HIS 411	Contemporary History of the Middle East	C	3	-
BU-HIS 413	Diplomacy in the 21 st Century	C	2	-
Total			18	18

B.A. (HONS), HISTORY AND INTERNATIONAL STUDIES COURSE DESCRIPTIONS

BU-GST 105: Use of Library and Study Skills (1 Unit C: LH =15; PH = 0)

Learning Outcomes

Upon completion of this course, students would have learnt to:

1. Explain the origin of three writing materials from the ancient to information age;
2. Explain four types of libraries;
3. Explain six importance of libraries in the educational and learning process;
4. Explain five importance of libraries and information in the educational and learning process;
5. Discuss five sections in the library and functions performed;
6. Explain two classification schemes and library catalogues;
7. Explain four information search tools;
8. State four social issues relating to libraries and rules for users;
9. Explain two reference styles.

Course Contents

Ancient period to Information age. Evolution of writing Materials. Concept of library. Types of library and information centers. Sections in the library. Parts of book. Electronic Information Resources. Bibliographic entries. Bibliographic control. Library Catalogue. Filling Shelving. Shelve reading. Library automation. Library software applications. Information networking and sharing. How to study. The brain. Memory retention mechanism. Search tools. Information retrieval tools. Reference styles. Social issues relating to Libraries and Information centers. Preparation for academic success.

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

Learning Outcome

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

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 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 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 peoples; trade, skills 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.

BU-GST 120: ICT Fundamentals and Office Productivity Management (1 Unit; C: LH 15; PH 45)

Learning Outcome

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

Word:

1. Create text documents;
2. Edit and format existing documents;
3. Make a text document interactive with different features and tools;
4. Create graphical documents with images;
5. Detect grammatical errors in a text document.

Excel:

1. Perform data entry and storage;
2. Collect and verify business data;
3. Perform administrative and managerial duties with Excel;
4. Perform accounting and budgeting tasks on Excel;
5. Perform data analysis with Excel;
6. Carry out reporting with visualisation;
7. Carry out forecast in Excel.

PowerPoint:

1. Create presentations from scratch or a template;
2. Add text, images, art, and videos to documents;
3. Create a professional design with PowerPoint Designer.

Course Contents

Word:

Getting started with word. Adding tables. Controlling page appearance. Formatting text and paragraphs. Inserting graphic objects. Managing lists. Preparing to publish. Working more efficiently. Controlling the follow of a document. Customizing formats using styles and themes. Inserting content using quick parts. Organizing content using tables and charts. Simplifying and managing long documents. Using mail merge. Using templates to automate document formatting.

PowerPoint:

Getting started with PowerPoint. Preparing a PowerPoint presentation. Performing advanced text editing operations. Adding graphical elements to your presentation. Modifying objects in your presentation. Adding tables to your presentation. Adding

charts to your presentation. Preparing to deliver your presentation. Adding SmartArt math equations to a presentation. Collaborating on a presentation. Customizing a slide show. Customizing design templates. Modifying the PowerPoint environment. Securing and distributing a presentation. Working with media and animations.

Excel:

Getting started with excel. Formatting a worksheet. Managing workbooks. Modifying a worksheet. Performing calculations. Printing workbooks.

Lab Work: Students will undertake the following tasks in the practical classes; Learn how to use Microsoft Word to create resumes, reports, and write letters & as a simple text editor.

Learn how to use MS Excel in business analysis, managing lists of people, operations management, and performance reporting & for office administration, project management, and managing programs, contracts and accounts.

Learn how to use PowerPoint to create a slideshow of valuable information through charts, and images for a presentation.

BU-GST 126: Life and Teachings of Christ the Messiah (3 Units; C: LH 45)

Learning outcomes

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

1. Assess the historicity of Jesus Christ, using at least five (5) biblical and extant literature;
2. Explore five (5) religio-political and socio-economic events in Palestine during Jesus' time;
3. Enumerate five (5) evidences that Jesus Christ came at the fullness of time;
4. Identify at least three (3) theological implications of the Incarnation;
5. Contrast between Jewish and Jesus' views of the Kingdom;
6. Enumerate any seven (7) teachings of Jesus Christ;
7. Describe any five (5) events leading to Jesus' arrest and crucifixion;
8. Enumerate any five (5) theological implications of Jesus' death and resurrection;

Course Contents

The world which Jesus met and worked in. God with Us. Historicity of Jesus Christ. The fullness of Time. Childhood and Youth of Jesus. The Baptism of Jesus. The temptation of Jesus. The Gospel of the kingdom. The Ministry Jesus Christ. The Mission of Jesus Christ. Jesus' Teaching Methods. The Sermon on the Mount. The last days of Christ earthly life. Gethsemane Experience. Jesus' Arrest. Judgement of Jesus. The Crucifixion. Burial and Resurrection. Jesus' Appearances. Theological implications of Jesus Resurrection and teachings.

HIS 101: Introduction to History

(3 Units C: LH 45)

Learning Outcomes

At the end of this course, students able to:

1. relate history as a scholarly discipline or profession and its open-ended process of interpretation;
2. identify the different past sources (primary, secondary, literature, visual media, etc.); and,
3. explain basic communication skills in the discipline, including proper citations and academic code of conduct.

Course Contents

An examination of History as a discipline; context and purposes of historical events; various methodological and theoretical approaches to underpinning historical writing and study; identification and evaluation of primary and secondary sources; importance of history in various societies around the world; building the students' understanding of academic integrity and academic referencing; development of research skills and ethical behaviour.

HIS 102: History of West Africa From 1000 to 1500 AD (3 Units C: LH 45)

Learning Outcomes

At the end of this course, students able to:

1. articulate the major historical developments that occasioned the empires of Ghana, Mali, Songhai and Kanem Borno;
2. discuss the evolution of the forest kingdoms of the Akan, Aja, Yoruba and Benin;
3. comprehend the role of trade in the development of the major kingdoms; and,
4. interpret the role of Arabs and Europeans in the historical development of some West African States.

Course Contents

The course examines some of the internal and external factors of change and reactions to such changes in the West Africa. It discusses factors of change such as politics, agriculture, industry, trade and inter-group relations, as well as external factors of the Arabs and the Europeans, including the role and impact of Islam, Christianity and trade.

HIS 103: Introduction to Human Evolution (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students able to:

1. comprehend the evolution of human species and the process of their spread across the globe;
2. identify how archaeology, anthropology and genetics are used to reconstruct human evolutions; and,
3. explain the dynamics of various racial types.

Course Contents

The course defines evolution and explains its importance to human existence and

history. It describes the process of evolution of the human specie and its global dispersal. It also discusses some of the big questions that evolutionary biologists are trying to answer like the creation-evolution theory, formation of racial types, genetic drift etc.

HIS 104: Introduction to Economic History

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students able to:

1. interpret the role of economic factors in human history;
2. analyse various economic concepts that shape the discourse on economic determinism; and,
3. explain how various historical epochs are defined by economic activity.

Course Contents

The course examines the general relevance of economic explanation to historical scholarship. It introduces the various tools and methods of economic analysis and defines such concepts as production, distribution, trade and markets (pre-Industrial, pre-colonial, and post-colonial) land and labour matters. Themes such as the relevance of economic explanation to historical scholarship – the primacy of material conditions or materialist determinism; basic concepts for the study of the economic and socio-economic formations; the productive forces, social relations of production, distribution and exchange.

HIS 105: Major World Civilisations

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students able to:

1. explain the concept of civilization and to imbibe a cyclical view of it.
2. analyse the importance of civilizations in human history
3. discuss the major global civilizations and state their contributions to human development.

Course Contents

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

HIS 106: Archaeology of Nigeria:

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students able to:

1. explain the craft of the archaeologist;
2. analyse the importance of archaeology in reconstructing history; and,
3. discuss the major archaeological sites in Nigeria and state their importance in

the study of early Nigerian history.

Course Contents

Defines Archaeology, its meaning, techniques, and methods. An exploration of the general principles and techniques of the discipline, the relevance of inter-disciplinary approaches to the study of history, reconnaissance, excavation, artefact study and museums. Major archaeological sites such as Nok, Iwo-Eleru, Ife, Daima, Igbo-Ukwu, Dala will be surveyed.

BU-HIS 107: Introduction to International Studies (2 Units; C; LH 15; PH 45)

Learning outcomes

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

1. Explain two (2) scholarly perceptions (theories) of International Relations.
2. Discuss the origin and development of interaction of actors in the international system.
3. State the contributions of any two (2) civilisations to the development of interaction of states at the international level.
4. Define any five (5) core concepts of International Relations.
5. Describe at least five (5) actors in the international system.

Course contents

Scholarly perceptions of International Relations. Origin and development of interaction of actors in the international system. Origins and evolution of the discipline of International Studies. The contribution of Ancient Greece to the development of International Relations. The contribution of the Roman Empire to the development of International Relations. The contribution of Renaissance Italy to the development of International Relations. States as the core actors in the international system. Organisations as actors in the international system. Individuals as actors in the international system. Realism as a theory of international relations. Key concepts of realism. Strengths and weaknesses of the realist theory. Liberalism as a theory of international relations. Key concepts of liberalism. Strengths and weaknesses of liberalism. Core concepts of International Relations. The continuing relevance of International Relations. Linking biblical recommendations on organisation and operation of human societies to the practice of International Relations.

Minimum academic standards

Departmental Library, History Heritage Room, Laz Otti Library, students' field trip.

HIS 108: Africans in the Diaspora from Antiquity (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students able to:

1. articulate the concept of the "out of African movement".
2. demonstrate the connections between pre-historic population movement of

- peoples of African origin and their contemporary locations.
3. discuss the various myths, misconceptions and outright falsehood regarding the peopling of parts of the world by Africans.

Course Contents

This is a study of the Negroid communities found outside Africa. The various theories and factors of their dispersal and their role in contemporary world affairs will be dimensioned. The course will also examine the contributions of Africans in diaspora to the geographic regions that they found themselves.

BU-HIS 109: Nigeria Constitutional Development (2 units; Core; LH= 30; PH=Nil)

Learning Outcomes

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

1. Define constitution.
2. State any two (2) constitutions that have existed in Nigeria.
3. Identify and two (2) strengths of any of the Nigerian constitutions.
4. Identify and two (2) strengths of any of the Nigerian constitutions.
5. Discuss any three (3) achievements of any Nigerian constitution.

Course Contents

Introduction and definitions of constitution. Lugard's Constitution of 1914'Sir Hugh Clifford constitution of 1922. The Bourdillion constitution of 1939. Arthur Richards's constitution of 1946. The Macpherson constitution of 1951. The minority Report of the Macpherson constitution. The Breakdown of the Macpherson Constitution. The Lyttleton Constitution of 1954. The 1957 constitutional conference and major constitutional developments. The 1960 independent constitution. The 1963 Republican constitution. The 1979 constitution. The 1999 constitution for the fourth Republic. The factors that influenced constitutional development in Nigeria before and after independence. Successes and failures of/challenges of the various constitutions in Nigeria.

Minimum academic standards

Departmental Library, History Heritage Room, Laz Otti Library

BU-HIS 112: New States in World Politics (2 Units; Core; LH= 30; PH=Nil)

Learning Outcomes

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

1. Trace the evolvement of the international state system.
2. Discuss any two (2) theories of state.
3. Describe the structure of the contemporary state system.
4. Recall the meaning of the concept of "new states" in world politics.
5. Explain any five (5) challenges faced by new states in the international system.
6. Discuss any three (3) prospects of the new states in the international system.

Course Contents

Conceptual discourse of relevant terminologies. Evolvement of the international state system before and after the 1648 Westphalian Treaty. The natural, force, and divine rights theories of state. The social contract and Hobbesian theories of state. The Marxian theory of state. The family and patriarchal theories of state. The evolutionary theory of state. Structure of the contemporary state system. Concept of “new states” in world politics. Identification of the “new states” in Africa and Asia. Challenges faced by new states in the international system. Reasons why the challenges have persisted and remained insurmountable. Prospects of the new states in the international system. Reasons why the new states hardly achieve their goals in the international system. Nationalist approaches of “new states” in the international system. Politics of “new states” in Africa and Asia. “New states” and the international order.

Minimum academic standards

Departmental Library, History Heritage Room, Laz Otti Library

BU-HIS 113: The USA up to 1877 (2 Units; Core; LH= 30; PH=Nil)

Learning outcomes

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

1. Explain any two (2) theories of the discovery of American.
2. Describe any three (3) issues that influenced America’s independence.
3. Discuss the process of America’s civil war.
4. Identify the factors that promoted America’s rise to power in the international system.
5. State the founding biblical prophecies of the Americas.

Course contents

Discovery of America. Theories of discovery of America. Exploration of America. American Revolution. American Independence. The Civil War. The War of 1812. American Enlightenment. The Sovereign Nation. Political Parties. Democratic Party. Republican Party. Capitalist and Industrialization. The Great Depression. The Reconstruction of America. Reconstruction of America. United State in Prophecy.

Minimum academic standards

Departmental Library, History Heritage Room, Laz Otti Library.

BU-GST 200: Adventist Heritage

(3 Units; C; LH 45)

Learning Outcomes

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

1. Explain the history of the Seventh-day Adventist Church.
2. Illustrate the systematic development of the Seventh-day Adventist Church.
3. State the contributions of at least five (5) pioneers of the Seventh-day Adventist Church.

4. Explain the seven (7) pillars of the Seventh-day Adventist church doctrine.
5. Identify at least eight (8) major contributions of Adventist education, health reforms, and publishing ministries.
6. Enumerate at least (7) areas in which the prophetic gift has shaped the mission of the Seventh-day Adventist Church.
7. Analyze any five (5) aspects of Adventist identity and their implications for Adventist mission.
8. List at least eight (8) major contributions of the Seventh-day Adventism in Africa, with specific focus on national growth and development.

Course Contents

The historical and prophetic origin of the Seventh-day Adventist Church. Millerite roots, before 1844. The 1844 experiences. The development and organization of the Seventh-day Adventist Church. The era of doctrinal and organizational development (1844 – 1863). The era of institutional and lifestyle development (1863ff). The era of revival, reform, and expansion (1888 – 1900). The era of reorganization and Crisis (1901 - 1910). The era of worldwide growth (1910 – 1955). The challenges and possibilities of maturity (1955). The contributions of the pioneers and founders of the Seventh-day Adventist Church. The Pillars of Adventism. Adventists’ concepts of holistic education. Healthcare and reforms. Publishing ministries. The prophetic gift in the Seventh-day Adventist Church. Significance of prophetic gift to the Adventist Mission. The purpose of Adventism. Adventist concept of mission. The origin, exploits and challenges of Seventh-day Adventism in Africa. Contributions of the Seventh-day Adventism in Africa.

BU-GST 215: Adventist Heritage

(2 Units C: LH 45)

Learning Outcomes

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

1. Explain the history of the Seventh-day Adventist Church;
2. Illustrate the systematic development of the Seventh-day Adventist Church;
3. State the contributions of at least five (5) pioneers of the Seventh-day Adventist Church;
4. Explain the seven (7) pillars of the Seventh-day Adventist church doctrine;
5. Describe the Seventh-day Adventists’ concepts of holistic education, health reforms, and publishing ministries;
6. Identify at least eight (8) major contributions of Adventist education, health reforms, and publishing ministries;
7. Enumerate at least (7) areas in which the prophetic gift has shaped the mission of the Seventh-day Adventist Church;
8. Explain the meaning of Adventism and the aim of Adventist mission;
9. Describe the dynamics involved in the origin and growth of Seventh-day Adventism in Africa;
10. List at least eight (8) major contributions of the Seventh-day Adventism in Africa, with specific focus on national growth and development.

Course Contents

The historical and prophetic origin of the Seventh-day Adventist Church. Millerite roots, before 1844. The 1844 experiences. The development and organization of the Seventh-day Adventist Church. The era of doctrinal and organizational development (1844-1863). The era of institutional and lifestyle development (1863ff). The era of revival, reform, and expansion (1888-1900). The era of reorganization and Crisis (1901-1910). The era of worldwide growth (1910-1955). The challenges and possibilities of maturity (1955). The contributions of the pioneers and founders of the Seventh-day Adventist Church. The Pillars of Adventism. Adventists' concepts of holistic education. Healthcare and reforms. Publishing ministries. The prophetic gift in the Seventh-day Adventist Church. Significance of prophetic gift to the Adventist Mission. The purpose of Adventism. Adventist concept of mission. The origin, exploits and challenges of Seventh-day Adventism in Africa. Contributions of the Seventh-day Adventism in Africa.

BU-GST 220: Origins and Science

(1 Unit; Core; LH=30; PH=Nil)

Learning Outcomes

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

1. Outline the major steps of the scientific method and its limitations;
2. Describe three (3) scientific theories on the origin of life and their major challenges;
3. State two (2) characteristics of a molecular structure that posed challenges to evolution;
4. Identify one (1) strength and drawback of the geologic column and fossil record to the evolutionary concept;
5. State two (2) evidences in nature and archeology that support Biblical creation account;
6. List three (3) faith-believing and non-faith scientists and their major contributions to science;
7. List two (2) alternative theories to evolution and their evidence;
8. Discuss the harmony between science and religion.

Course Contents

Religion and Science. Origin, Creation and the Flood. Scientific theories about the Origin of Life. Darwinism and theory of Evolution. Micro- and Macro-evolution. Geologic column, Fossil record. Aspects of Human origin. Drawback to the theory of evolution and Darwinism. Cambrian explosion. Incompleteness of the Fossil record. Origin of the Universe and the Total Environment. The Big bang theory. Scientific dating and drawback. Alternative theories of Origin. Intelligent Design (ID). Molecular machines and Irreducible Complexity (IC). Specificity and regulation of the DNA. Fine tuning of the Universe. Uniqueness of the Planet Earth and Life. The Flood. The Scientific method and Limitations of Science. Science, Reasoning and Faith.

BU-GST 221: Introduction to Agriculture

(1 Unit; C: LH 15; PH 45)

Learning Outcomes

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

1. Recall the definition and discuss at least three (3) of the branches of agriculture;
2. Critique five important agricultural policies in Nigeria;
3. Discuss the objectives of Soil Science;
4. Discuss 5 physical properties of soil;
5. Discuss the characteristics of different soil types;
6. Discuss the reasons for losses of agricultural soil;
7. Discuss different types of agricultural systems and practices with relevant examples in Nigeria;
8. Describe the different types of crops with examples from across Nigeria;
9. Discuss the problems facing livestock producers across Nigeria;
10. Describe 3 common management practices in poultry/livestock production.

Course Contents

Introduction to Agriculture, its origin, branches and importance; Definition, scope and objectives & review of Agricultural policies; Introduction to soil science, its aims and objectives; Soil formation and soil physical properties; Erosion; Introduction to Crop Science (Agricultural systems/practices); Livestock production (importance & problems of livestock industry); Production practices of some selected ruminants, monogastric & non-ruminant herbivores; Non-conventional livestock production practices

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcome

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.

FAC 201: Digital Humanities: Application of Computer to the Arts (2 Units C: LH 30)

Learning Outcomes

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

1. explain what Digital Humanities entails;
2. appraise the DH techniques tools for data analysis;
3. appreciate the importance of computers in the Humanities;
4. apply DH to interdisciplinary research;
5. appreciate the adoption of DH tools for entrepreneurship;
6. apply DH to new research, publishing, media, networking.

Course Contents

Meaning of digital humanities; interface between computing and the disciplines in the Arts; methodological and interdisciplinary scope of digital humanities; techniques of data analysis; application of Computer in the Arts disciplines; entrepreneurial, research, publishing, networking and application of various digital tools; and the new media.

FAC 202: The Arts and Other Disciplines (2 Units C: LH 30)

Learning Outcomes

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

1. appreciate the relationship between the arts and other disciplines
2. distinguish between interdisciplinary, multidisciplinary and trans-disciplinary research
3. assess the interconnectivity between disciplines
4. engage in interdisciplinary, multidisciplinary and trans-disciplinary research

Course Contents

Relationship between the Arts and other disciplines, e.g., Social Sciences, Science, Technology, Engineering, Mathematics, Medicine, etc.; an investigation of the connection between the disciplines and the general intellectual terrain; multidisciplinary, interdisciplinary and transdisciplinary interface of the Arts with other disciplines; making connections across disciplines and perspectives.

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. relate 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 assess 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, etc.

HIS 201: Nigeria from 1000 – 1900

(3 Units C: LH 45)

Learning Outcomes

1. Students at the end of this course will be able to articulate the various historical forces that shaped the emergence of mini and mega states in Nigeria.
2. Students will comprehend the external factors like trade and religion in the historical development of mini and mega states.
3. Students will be able to identify various historical heroes that forged the bonds of unity in their communities and across inter-group lines.

Course Contents

The course examines some major developments, including internal and external factors which brought the Nigerian communities into a nation state. The evolution of mega states like the Benin, Oyo in the south, the Igala and Kwararafa Confederacy in the central and the Hausa State and Kanem Borno will be analysed alongside mini and city states in the Niger Delta and Igboland. Factors of trade such as long distance trade across the Sahara and Atlantic ocean, and regional trade between coastal peoples and the hinterland will also be discussed.

HIS 202: Economic History of Nigeria in the 19th Century (3 Units C: LH 45)

Learning Outcomes

At the end of this course, students able to:

1. analyse the forces and factors of production, distribution and marketing of products in the various Nigerian communities in the period under review;
2. discuss various forms of labour relations;
3. track and present perspectives on local trade, regional trade and long distance trade and how this shaped the political life of communities; and,
4. identify various historical heroes that defined trade and politics in their communities and across inter-group lines.

Course Contents

A survey of the major units and institutions of production and distribution and their impact. The interaction and interconnection between economic activities and politics, inter-group relations, specializations in production processes, the role and impact of the Atlantic slave trade in both slave trading and slave holding societies will be studied.

HIS 203: Global History of Slavery and the Slave Trade (3 Units C: LH 45)

Learning Outcomes

At the end of this course, students able to:

1. articulate the various concepts of slavery as a human institution;
2. discuss the origins, evolution and spread of slavery in human societies;
3. distinguish between slave holding societies and slave trading societies; and
4. discuss the impact of slavery on human societies and the role it played in the emergence of racism.

Course Contents

The course explores the institution of slavery from its earliest origins to modern times. It examines the various types and forms of slavery and how the institution changed over time. The course also examines the major slave trading societies from the Vikings, Slavs, Romans, Chinese, Arabs, Africans and Europeans.

HIS 204: History of Islam and Christianity in West Africa from 1500 to 1900 (3 Units C: LH 45)

Learning Outcomes

At the end of this course, students able to:

1. discuss the major milestones in the introduction and spread of Islam and Christianity in West Africa;
2. analyse the origins, spread and impact of the various Jihadic movements in West Africa; and,
3. discuss the role of the abolition of the slave trade in the spread of the Islam and Christianity in West Africa.

Course Contents

A general survey of the introduction and spread of Islam and Christianity in West

African highlighting the motivating factors, major actors and the impact of both religions on the social, economic and political lives of its peoples.

BU-HIS 205: History of International Organizations (3 Units C; LH 30; PH 45)

Learning outcomes

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

1. Discuss the origin of any three (3) international organizations.
2. Mention any three (3) of the basic theories of international organizations.
3. Recall any four (4) objectives of international organizations.
4. Explain any three (3) effects of international organisations on states.
5. State any three (3) prospects or challenges of international organizations.

Course contents

Nature of International Organizations. Ad hoc conferences (congress system) to International Organizations. International Organizations defined. Non-governmental Organizations and categories. Multinational Corporations. Transnational Organizations. Non-governmental Organizations to Inter-governmental Organizations. Inter-governmental Organizations and categories. The United Nations. The Bretton woods Institutions. Regional Organizations. ECOWAS, AU, SADC. Membership of International Organisations. Decision making and voting procedures. International Legal Personality. Financing of International Organizations. Globalization and International Organizations. The New World Order and International Organizations.

Minimum academic standards

Departmental Library, History Heritage Room, Laz Otti Library, student's field trip.

BU-HIS 206: Political Economy in International Relations (3 Units C; LH 45; PH Nil)

Learning outcomes

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

1. Explain any two (2) concepts/theories of political economy.
2. Trace the development of political economy in the international system.
3. List three (3) effects of economic policies on international relations in the 20th century.
4. Mention any two (2) functions each of the international financial and trade institutions.
5. Discuss two (2) factors that affect political economy of states in the international system.

Course contents

The concepts of politics and economics. The Link between Economics and Politics. The Great Depression. The Management of International Economic Relations since World War II. International Trade and Domestic Politics. Theories of International Political Economy. The Evolution of the Global Trade Regime. The Global Financial and

Monetary Order. Foreign Aid and Uses. The Multinational Corporation and the Issue of Management. Cartelization. Globalization and Its Consequences. The North – South System and the Possibility of Change. Towards A New International Economic Order.

Minimum academic standards

Departmental Library, History Heritage Room, Laz Otti Library.

BU-HIS 207: History of Ijebu Land (1500-1900) (2 Units C; LH 15; PH 45)

Learning outcomes

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

1. Trace the origin of the Ijebu people.
2. Explain the socio-political and economic development of the Ijebu people.
3. List three (3) causes/consequences of the internal struggles among the Ijebu people.
4. Describe the kind of relationships that existed between the Ijebu and their neighbours.
5. Describe the relations of the Ijebu people with the Europeans and other foreigners.

Course contents

Founding of Ijebu land. Origin of neighbouring towns in Ijebu land. The traditional political system of the Ijebu. Inter-group relations in Ijebu land in the 19th century. Pre-colonial socio-cultural life of the Ijebu people. Some Ijebu traditional customs and practices. Involvement of the Ijebu in the Ekiti parapo wars. Wars in Ijebu land. Traditional festivals and culture in Ijebu land. Christianity and Islam in Ijebu land. Etymology of “Omo Alare” and “Ijebu Mure”. Economic Development in Ijebu land. British expedition of Ijebu land. The conquest of Ijebu in 1892. Effects of the European conquest of Ijebu land. The Ijebu under colonial rule. The Ijebu in the post-independence era.

Minimum academic standards

Departmental Library, History Heritage Room, Laz Otti Library, students field trip.

BU-HIS 208: History of Yoruba Land, 1500-1900 (2 Units C; LH 30; PH Nil)

Learning outcomes

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

1. Account for the history of any two (2) Yoruba communities.
2. Describe the political systems of any two (2) Yoruba kingdoms.
3. Explain three (3) economic activities of the Yoruba before and after European incursion.
4. Discuss the nature of inter-group relations among the Yoruba communities and groups.
5. Describe the nature of inter-group relations between the Yoruba and other groups.

Course contents

Origin of the Yoruba. Ife and the dispersal story. Oramiyan and Oyo. Oyo Empire. Emphasis on powerful kings that ruled Oyo. Different groups among the Yoruba people. Yoruba festivals and culture. Traditional religions of the Yoruba people. Yoruba arts and crafts. Yoruba economic development. Annexation of Lagos. Afonja uprising. Introduction of Islam. Yoruba civil wars. Ibadan domination. Kiriji war. The coming of the Europeans to the hinterland. Subjugation of the Yoruba. Inter group relations.

Minimum academic standards

Departmental Library, History Heritage Room, Laz Otti Library.

BU-HIS 220: Introductory French

(2 Units C; LH 15; PH 45)

Learning outcomes

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

1. Mention at least five (5) African countries that speak French as their lingua franca.
2. Explain at least three (3) major differences between French and English languages.
3. Identify at least five (5) feminine/masculine French words and their meanings.
4. Explain at least five (5) parts of speech in French Language.
5. Describe at least two (2) essential areas of French grammar.

Course Contents:

Specific features of French grammar. Nouns. Genders; feminization. Pluralization. Proper Nouns. Use of capitals. Formation of nouns from verbs. Identification of verbs and adjectives. Used as nouns. Descriptive adjectives: position, variable nature, genders. Pluralisation, comparison and nationalities. Other adjectives: possessive, demonstrative, relative, interrogative, exclamatory. Pronouns: personal, possessive, demonstrative, relative, exclamatory etc. Meaning of passivation. Conjunctions and their uses in sentences. What is 'subordination'? What is 'adverbialisation'? Role of oral and written codes in the determination of these grammatical forms and functions. Introduction to new trends in grammar e.g. Transformational Grammar and Systemic Functional Grammar.

Minimum academic standards

Departmental Library, History Heritage Room, Laz Otti Library, French village internship

BU-GST 290: Introduction to Data Analytics [1 unit; C: LH 15; PH 45]

Learning Outcome

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

1. Uncertainty analysis;
2. Data fitting;

3. Feed-forward neural networks;
4. Probability density functions;
5. Correlation functions;
6. Fourier analysis and FFT procedures;
7. Spectral analysis;
8. Digital filtering;
9. Hilbert transforms.

Course Content

Connecting to data. Simplifying and sorting data. Organizing data. Posing a question. Wrangling data into a format. fixing data problems. exploring the data. finding patterns. building intuition. comparing measures. Statistics and forecasting. Dashboards and stories.

Lab Work: Students will undertake the following tasks in the practical classes; learn how to analyse data to understand data through natural language queries that allows to ask questions about data without having to write complicated formulas. In addition, students will learn how to analyse data to provide high-level visual summaries, trends, and patterns.

BU-GST 317: Fundamentals of Christian Faith

(3 Units; C; LH 45)

Learning outcomes

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

1. Assess the history and development of the Old Testament and the New Testament Scripture;
2. Enumerate at least five (5) attributes of God;
3. Identify any seven (7) characteristic features of the Holy Spirit;
4. Assess any five (5) interconnectedness between the Law and grace;
5. Enumerate at least five (5) evidences of the biblical Sabbath;
6. Identify the symbolism and interpretation of the Daniel 2;
7. Assess at least four (4) signs of Christ's Second Coming;
8. Explain at least three (3) of the biblical ordinances in the scriptures;
9. Describe any three (3) of the Christian lifestyles.

Course Contents

Nature of Inspiration. God's Word. Authenticity of the Bible. Theology of God: His Names & Attributes. The Holy Spirit. Creation. Origin of Sin. Fall of Man. The Flood. Jesus' Incarnation and Ministry of Intercession. Law and Grace. The Sabbath. The Church and its Mission. Prophecy of Daniel 2. Second Coming. The Signs of the Second Coming. Manner of Jesus' Second Coming. Millennium and the New Earth. Biblical Ordinances. Christian Lifestyles. Prophetic Gift and the Church.

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, etc. Peace building, management of conflicts and security. Peace and human development. Approaches to peace & conflict management --- (religious, government, community leaders etc.). 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, etc. 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; refugees. Internally Displaced Persons (IDPS). The role of NGOs in post-conflict situations.

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 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, etc. 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, etc. 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), Blockchain, Cloud Computing, Renewable Energy, etc. Digital business and e-commerce strategies).

FAC 301: Research Methods in the Arts

(2 units C: LH 30)

Learning Outcomes

The course will enable the student to:

1. explain the meaning, usefulness and characteristics of research methods;
2. enumerate the types and approaches to research in the Arts;
3. identify the essential variables in research methods, such as research problem, formulation of objectives, sampling techniques, among other;
4. engage in field works to collect data;
5. formulate good research proposal;
6. conduct original research / Long essay at the final year, and;
7. write a report of the Long essay/ research project devoid of plagiarism and other ethical issues.

Course Contents

Meaning and characteristics of research; research methods; types of research in the Arts disciplines; approaches to research, problems, proposals, techniques of data collection, analysis and interpretation; criteria for determining good data and the use of library resources, archives, internet, audio visual aids, field work, interviews, questionnaires, observations and focused-group techniques; research reports, report writing, language

of academic reports, organisation, originality of research, authenticity, ethical issues, plagiarism, documentation, editing, etc.

FAC 302: Theories in the Arts and Humanities

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students able to:

1. ability to capture complexity by means of a single general statement;
2. systematic thinking from principles through application to conclusions;
3. capacity to analyse complex data to minimal units;
4. ability to make out underlying patterns in art phenomena; and
5. ability to utilize evidence to organize and explain complex phenomena in the humanities.

Course Contents

An in-depth analyses of the diversity of theories employed by researchers in the arts and humanities; social integrative theory, gender theory, inter-cultural theory, liberation theory, etc.; theoretical underpinnings as the essential foundation of humanities scholarship; evaluation of the merits of scholarly works.

HIS 301: Nigeria from 1900 – 1970

(3 Units C: LH 45)

Learning Outcomes

At the end of this course, students able to:

1. articulate the colonisation of Nigeria and the formation of new power structures;
2. make the nexus between colonial infrastructure development and the transformation of pre-colonial social and economic regimes;
3. discuss the various theories on how colonialism was dismantled after 1945 and the struggle for independence;
4. analyse the post-independence government and discuss the various historical processes that play that triggered its collapse; and,
5. demonstrate a fair grasp of the Nigerian civil war, its causes and consequences.

Course Contents

A study of 20th Century Nigeria, highlighting the increasing role of the European forces in the internal developments of the area, the fall of the indigenous state systems, colonialism, decolonization, independence and the post-independence problems such as political crises and the Nigerian civil war.

HIS 302: History Research Methods, Script Writing and Digital History Workshop (Entrepreneurship Specific course)

(4 Units C: LH 60)

Learning Outcomes

1. Students at the end of this course will be able demonstrate a firm understanding of how to develop and create historical content in a digital format.
2. Students will be able to develop scripts based on history or historical fiction for

- feature length films or documentaries.
3. Students will learn how to create business opportunities from historical information.

Course Contents

This course is designed to introduce students to applications of new and interdisciplinary digital humanities approaches, methodologies and tools, and to explore their application to text, image, sound, map, and other media sources. It will showcase digital history tools and the building of digital projects; Virtual Reality and the humanistic dimensions of interactive/immersive environments including video games and simulations. History and theory of the medium as well as tools and practices in their creation will also be featured. Other focus of the course will be business opportunities from script-writing for development of historical documentaries or movies based on historical events.

HIS 304: Women in History Up to the 21st Century (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students able to:

1. articulate the contributions of women to humanity's development over time and space;
2. identify milestones in the role of women in history; and,
3. identify remarkable women who stamped their names in the struggle for equity and justice.

Course Contents

This course examines the history of women beginning in the 15th century and concluding in the later 20th century. The roles women have played in political, economic, and private life will be emphasized. Major historical events which prompted significant cultural change, such as colonization, slavery, suffrage, wartime, productive/commercial activities and reproductive rights will be explored. Significant attention will be paid to important social history paradigms such as race/ethnicity, sexuality, age, religion, and class.

HIS 350: The Practice of History/Internship Training (6 Units C: LH: 45)

Learning Outcomes

At the end of this course, students will:

1. gain practical experience on how a history graduate can function in an organisation.
2. be able to showcase his research skills, report writing skills, and organisational management skills.

Course Contents

Students from the Department will use the period to gain experience in a broad range of public and private agencies, institutions, and programs. These include; historical

societies or museums, Non-Governmental Organisations, Developmental Associations etc. During the period of the Internship, the student will play a role in managing the institution's records or writing its history. They must submit a specific plan for the internship to the Head of Department and after completing the internship, must write a thorough report that will be graded.

BU-HIS 305: Theory and Practice of Diplomacy (3 Units C; LH 30; PH 45)

Learning outcomes

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

1. Recall at least two (2) definitions/theories of diplomacy.
2. Trace the history of the evolution of diplomacy.
3. Mention two (2) types of diplomacy.
4. State any two (2) diplomatic strategies and tools of negotiation.
5. Explicate any three (3) relevance of diplomacy in peace and conflict management.

Course contents

Definitions/perceptions of diplomacy. History of the evolution of diplomacy. Theories of diplomacy. Approaches to the practice of diplomacy. Types of diplomacy. Functions of diplomacy. Meaning of international negotiation. The development of international negotiation. Characteristics of international negotiation. Methods of international negotiation. Diplomatic strategies of negotiation. Diplomatic tools for negotiations. Differences between diplomacy and negotiation. Relevance of diplomacy in peace and conflict management. Role of the media as a diplomatic tool. The use of diplomacy for negotiation in regional inter-governmental organisations. The use of diplomacy for negotiation in universal/supranational inter-governmental organisations. Lessons for unilateral, bilateral and multilateral practice of diplomatic negotiation.

Minimum academic standards

Departmental Library, History Heritage Room, Laz Otti Library, students field trip.

HIS 306: History of the Industrial Revolutions from 1750 to 2010 (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students able to:

1. discuss the process that led to industrial forms of production.
2. link the four major industrial epochs and the role they played in human history.
3. discuss the impact of the industrial revolutions and how it continues to determine the polarization of the world.

Course Contents

The course will interrogate the four major industrial revolutions viz: The first that saw the emergence of mechanical power driven by steam and water ; the second that was characterized by mass production, electrical and chemical industries; the third which

was driven by information technology and automation; the Fourth Industrial Revolution which is also known as the digital revolution, that is characterized by a fusion of disruptive technologies blurring the lines between the physical, digital, and biological spheres.

BU – HIS 309: Africa and the Wider World (3 Units C; LH 45; PH Nil)

Learning outcomes

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

1. Describe the ways of life of the Africans before their contacts with other nations.
2. Explain the nature of African contact with the Arabs in the pre-colonial era.
3. Narrate any three (3) events relating to the coming of Europeans to Africa.
4. List any three (3) consequences of European contacts with Africa.
5. Discuss the prospects and challenges of Africa's wellbeing in the international system.

Course contents

African in the pre-colonial period. African first contact with the outside world. The coming of the Europeans. The slave trade. The Christian mission. Islamic religion in Africa. The scramble for and partitioning of Africa. African Resistance and its failure. Establishment of colonial rule- indirect and policy of assimilation Africa. The united nation organizations. New Economic Order. African and Independence. Nationalist Movements in West Africa. Road to Independence in Northern Africa Nations. Road to Independence in South Africa. The Impact of Second World War on African Politics. Cold War Era. Coups and Civil Wars in Africa.

Minimum academic standards

Departmental Library, History Heritage Room, Laz Otti Library.

BU-HIS 310: Foreign Policy of Nigeria (3 Units C; LH 30; PH 45)

Learning outcomes

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

1. Define foreign policy/foreign policy analysis in two (2) different ways.
2. Explain how foreign policy analysis evolved as a field of study.
3. Explain any five (5) levels of foreign policy analysis.
4. Recall any two (2) influences of state actors on the achievement of foreign policy goals.
5. Describe the nature of Nigeria's foreign policy from 1914 to 1959.
6. Recall at least two (2) Nigeria's foreign policy issues in the post-independence years.

Course contents

Conceptions of foreign policy. Perceptions of foreign policy analysis. Evolvement of the study of foreign policy analysis. Processes of foreign policy analysis. Levels of foreign policy analysis. Analysis of changes in the study of foreign policy analysis.

Influence of state actors on the achievement of foreign policy goals. Nigeria's foreign policy from 1914-60. Nigeria's foreign policy from 1960 to 1966. Nigeria's foreign policy from 1966 to 1975. Nigeria's foreign policy from 1975 to 1979. Nigeria's foreign policy from 1983 to 1985. Nigeria's foreign policy from 1985 to 1993. Nigeria's foreign policy from 1993-98. Nigeria's foreign policy from 1979 to 1983. Nigeria's foreign policy from 1999 to 2011. Nigeria's foreign policy from 2011 to 2022.

Minimum academic standards

Departmental Library, History Heritage Room, Laz Otti Library, students field trip.

BU-HIS 331: Intermediate French

(2 units C; LH 15; PH 45)

Learning outcomes

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

1. Describe the discrimination of French words.
2. Identify three (3) interjections in French language.
3. Identify French sounds through debate.
4. Describe interrogation in French.
5. Describe linguistic interference in French language.

Course contents

Advanced practice in the acquisition and discrimination of French vowel sounds. Advanced practice in production and discrimination of sounds of consonants. Discrimination of sounds of liaisons. French pronunciation through dialogue. French sounds through debate. Use of hesitation. Use of interjection. Interrogation in French. Instruction in French. Proverbs. French intonations. Interference of sounds of local languages- Hausa, Igbo Yoruba with French sounds. Correction of interferences of sounds of local languages. Advanced transcription.

Minimum academic standards

Departmental Library, History Heritage Room, Laz Otti Library, students field trip.

BU-GST 440 E-Project Management & Simulation (1 Unit; C: LH 20; PH 40)

Learning Outcomes

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

1. Explain the project management processes;
2. Discuss the project management knowledge areas;
3. Demonstrate the formulas, charts, and theories of project management;
4. Calculate float for complex project network diagrams;
5. Memorize the formulas for earned value management;
6. Compare and contrast processes, knowledge areas, theories, and project management best practices.

Course Content

Defining Project Management Fundamentals. Initiating the Project. Planning the Project. Preparing to Develop the Project Schedule. Developing the Project Schedule. Planning Project Costs. Planning Human Resources and Quality Management. Communicating During the Project. Planning for Risk. Planning Project Procurements. Planning for Change and Transitions. Executing the Project. Executing the Procurement Plan. Monitoring and Controlling Project Performance. Monitoring and Controlling Project Constraints. Monitoring and Controlling Project Risks. Monitoring and Controlling Procurements. Closing the Project.

Lab Work: Students will undertake the following tasks in the practical classes; work on stakeholders requirements. Create a risk response team. Create a detailed work plan. Develop communication effective plan. Develop both leadership and technical competencies. Monitor and track progress regularly. Look out for potential risks.

HIS 401: Nigeria from 1970 to the Present

(3 Units C: LH 45)

Learning Outcomes

At the end of this course, students able to:

1. discuss the major historical developments that took place in Nigeria after the civil war;
2. identify Nigerian leaders and discuss their role in developing and implementing policies that shaped the trajectory of the country from 1970 to date;
3. discuss the role of the armed forces in Nigerian history since 1970; and,
4. comprehend and discuss Nigeria as an “African giant” and the role of international actors in her development since 1970.

Course Contents

This is a study of contemporary Nigerian history. The course examines the political, economic and social developments since the end of the Civil War; efforts of reconstructions, the oil boom, the second Republic, the military intervention, economic depression and the democratic dispensation since 1999.

HIS 402: Economic History of Nigeria in the 20th Century (3 Units C: LH 45)

Learning Outcomes

At the end of this course, students able to:

1. discuss the major economic developments that occasioned colonial rule.
2. identify urban centres and public infrastructure that shaped aspects of Nigeria’s development.
3. identify mercantilist groups and individuals that made great strides in the development of commerce and enterprise in Nigeria.
4. discuss the role of multinational companies in the economic history of Nigeria.

Course Contents

The course examines the factors of change and continuity in the patterns of economic activities in Nigeria: The political and economic antecedents, the colonial setting, the

new pattern of demand, the infrastructural facilities and the exploitation of agricultural and mineral resources. Manpower needs, training and the issue of labour. The changing patterns of production units including capital accumulation, banking, industries and the role of the entrepreneurs – individuals, companies, multinationals and the government.

HIS 403: Learning From the Past: Applied History, Critical Thinking and Decision Making (3 Units C: LH 60)

Learning Outcomes

At the end of this course, students able to:

1. demonstrate a strong grasp of how to isolate historical lessons.
2. understand how history serves as a “rear view mirror” of society.
3. Students critical thinking skills will be sharpened as well as the capacity to evaluate historical developments.
4. analyse the “danger” of history, stereotypes, and the difference between official and unofficial history.

Course Contents

This course provides a basis for using history as a tool for analysing national policy decisions. It focuses on skills associated with critical thinking, evaluation and prognosis. It will use political, social, economic, foreign, security, and scientific policies of select countries to see how lessons can be learnt from History. It will also draw attention to some common fallacies such as determinism and stereotypes in history and discusses ways to avoid them.

HIS 404: Philosophy of History

(2 Units C: LH 30)

Learning Outcomes

1. Students will be able to navigate the trajectory of history as an academic discipline in order to appreciate the major milestones.
2. Students will be able to discuss the concept of history everywhere, and its importance to building societal cohesion.
3. Students will be able to understand the danger of the abuse of history

Course Contents

The course examines the nature of history, its development as a discipline and its relevance to the society. It details some of the major debates in historical reconstruction such as chronology and sequence, causality and neutrality. The course also dimensions the difference between the various operative and contextual theories and use and abuse of history especially for propaganda purposes.

HIS 405: Special Paper

(3 Units C: LH 45)

Learning Outcomes

1. students will be able to demonstrate the concept of “history everywhere”
2. students at the end of this course will be able to identify, analyse and primary

- source materials on selected and specialised subject matter.
3. students will be able to work with other students to develop local history initiatives and involve local communities.
 4. students will be able to comprehend and discuss the various development plans that have been implemented in Nigeria.

Course Contents

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

HIS 406: Nation Building in Nigeria since 1945

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students able to:

1. articulate the concept of nation building;
2. discuss the key issues in the efforts at nation building in Nigeria;
3. isolate the notable gains and failures in building a united and prosperous country; and,
4. use lessons learnt to proffer suggestions on pathways to adopt for building a stronger nation.

Course Contents

The course examines post Second World War Africa and discusses the subject of nation building against the back drop of the decolonisation. It examines the emergence of African nationalist and their struggles for independence and its attendant internal and external political challenges. Themes such as the civil war, irredentist movements, military and democratic rules will be x-rayed to dimension how Nigeria has fared in the quest to build sustainable nation.

HIS 408: Long Essay

(6 Units C: PH 270)

Learning Outcomes

At the end of this course, students able to:

1. identify a research topic that seeks to add to the body of historical knowledge;
2. undertake research using the skills, the crafts and methods that the student has acquired in the previous three years; and,
3. defend his research outcome and conclusions before a panel of his peers and teachers.

Course Contents

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

BU-HIS 407: History of the Seventh-day Adventist Church in Nigeria (1914-2014) **(3 Units C; LH 45; PH Nil)**

Learning outcomes

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

1. List the two (2) SDA missionary methods of making converts in Nigeria.
2. State any two (2) major indices to the growth of the SDA Church in Nigeria.
3. Describe any three (3) challenges of the SDA missiological growth in Nigeria.
4. Explain any two (2) ways in which religion and human tradition interface.
5. Discuss any two (2) influences of education on the spread of Adventism in Nigeria.

Course contents

Christian Missionary activities in Nigeria before 1914. The SDA missionary enterprise in West Africa before 1914. The SDA missionary activities in Nigeria from 1914-1940. The SDA missionary activities in Nigeria from 1940-1980. SDA landmarks in education, health ministries and infrastructures. SDA beliefs and Nigeria traditional cultures. SDA missiological methods of establishing SDA faith in Nigeria from 1914-2014. A Western Region perspective to SDA missionary Enterprise. Perspectives of the Eastern Region of the SDA faith. A Northern Region perspective to SDA missionary enterprise. Challenges of the missionary in establishing SDA faith. The SDA missionary activities in Nigeria from 1980-2014.

Minimum academic standards

Departmental Library, History Heritage Room, Laz Otti Library.

BU – HIS 410: South-South and Regional Cooperation (2 Units C; LH 30; PH Nil)

Learning outcomes

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

1. Explain any three (3) problems of developing nations of the Global South.
2. Identify any three (3) gaps between the Global South and North countries.
3. Discuss any four (4) forms of cooperation led by the South to alleviate their conditions.
4. Explain any three (3) challenges to the cooperation of Global South countries since 1978.
5. Identify any two (2) prospects of current cooperation of the Global South countries.

Course contents

The Concept of North and South Spheres. Definition and Origin of Economic Cooperation. Manifestations and Problems of the South. Characteristics of North and South. The third World- Meanings and Manifestations. The countries of the Third World. Distinction of the 1st to the 4th Worlds and the Triangular Cooperation. Theories of Economic Cooperation. Emergence of the Non-Aligned Movement. United Nations adoption of the Buenos Aires Plan of Action. Emergence of the 2030 Agenda for Sustainable Developmental Goals (SDGS). United Nations Conference on Trade and Development (UNCTAD). New International Economic Order (NIEO). Multilateral

Case-Studies of Micro-Regional Organizations. Problems Encountered by Regional Organizations. The North-South Dialogue-the call for a New International Economic Order-NIEO. The South-South Economic Cooperation Agenda

Minimum academic standards

Departmental Library, History Heritage Room, Laz Otti Library.

BU-HIS 411: Contemporary History of the Middle East (3 units C; LH 45; PH Nil)

Learning outcomes

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

1. Identify the place called the Middle East and the countries therein.
2. List at least ten (10) Middle East countries.
3. Explain the problems of the Middle East countries.
4. Mention at least two (2) Causes of the Wars in the Middle East.
5. Trace the founding of the Middle East to Biblical Abraham.

Course contents

The Middle East In the Inter War Period. World War II and The Declaration of Israel's Independence. Arabs Invasions of Israel's State. The Arab Defeat and the Birth of Refugees Problems. The Sinai Campaign and the Beginning of Fathah. The Six-Day War. Aftermath of The six-days War. The PLO in Lebanon and the Ensuing Conflicts. Oil and International Politics Up To 1960. Oil and International Politics since 1960. The Persian Gulf War, Its Causes and the Invasion of Kuwait by Iraq. The Persian Gulf and Its Aftermath. The First and Second Intifada. The Iranian Revolution of 1974. Middle East at the Eve of the 20th Century. Middle East at the Beginning of the 21st Century. Tortuous Road Map to Peace

Minimum academic standards

Departmental Library, History Heritage Room, Laz Otti Library.

BU-HIS 413: Diplomacy in the 21st Century (2 units C; LH 30; PH Nil)

Learning outcomes

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

1. Identify features of diplomacy in the 21st Century.
2. Describe and analyse changes in the ways countries deal with each other, including the new and evolving roles of Ambassadors.
3. Assess the roles of new actors in diplomacy.
4. Identify and provide examples of different types of regional diplomacy grouping, their role, and opportunities of the new clusters.
5. Assess the movement towards foreign ministry reform, and the impact of performance management on foreign ministries.

Course contents

Further discussions on the concept of diplomacy, its history, and types (i.e. traditional and modern/contemporary diplomacy). Elements of traditional and contemporary diplomatic practices. Emerging platforms of diplomatic activities/practices. New concepts of diplomacy (cyber diplomacy, energy diplomacy, health diplomacy, raw materials diplomacy, science diplomacy, and trade diplomacy). Diplomacy of emerging economies. Diplomacy of small states. Changing duties of diplomatic missions. Neighbourhood diplomacy. Plurilateral diplomacy. Foreign-domestic interface in diplomacy.

Minimum academic standards

Departmental Library, History Heritage Room, Internet, Laz Otti Library.

Minimum Academic Standards

Equipments

Three categories of equipments are needed; for teaching purposes, for office use and for administrative work (staff research, students' fieldwork, etc).

Equipments for Teaching Purposes

The equipments needed for teaching purposes include;

1. smart boards in all classrooms
2. computers and laptops,
3. projectors.

Office Equipment

H.O.D's Office

1. 1 good photocopying machine and scanner
2. 1 type-setting machine
3. 2 filing cabinets
4. Air conditioner
5. 1 set of upholstered chairs
6. 2 office chairs
7. 2 bookshelves
8. 1 refrigerator
9. 1 executive table and chair
10. 1 computer
11. 1 typist table and chair
12. A wall to wall carpeting
13. 1 car
14. 1 notice board
15. 1 blackboard
16. 1 desktop computer

Each Lecturer's Office

1. 1 table
2. 4 chairs

3. 1 air conditioner
4. 1 filing cabinet
5. 2 bookshelves
6. 1 refrigerator
7. 1 desktop
8. 1 set of upholstered chairs for Professor's Office
9. 1 wall to wall carpeting for Professor's Office

c) Equipment for Staff Common Room

1. At least 3 sets of sofa
2. 10 centre tables or side stools with chairs
3. Refrigerator
4. 1 electric kettle
5. At least 30 teacups, plates, tumblers, etc.
6. At least 4 sets of cutlery
7. 4 trays
8. 1 cupboard
9. TV set with Receiver

Equipment for Administrative Work

For administrative work, staff research and student's field work, the following equipments are required:

1. a station wagon
2. one video camera
3. one tape recorder
4. a bus

Staffing

Academic Staff

The minimum staff required must be such that it can handle all the compulsory courses, the required and the electives. The Department must have at least one professor among its staff irrespective of the size and age of the department. Staff-Rank Mixes and Ratio should be based on the 20:35:45 guidelines, for Professorial Cadre, Senior Lecturer and Lecturer 1 and below respectively. Staff/Student Ratio for Islamic Studies should also be 1:30. Promotion criteria should be left to individual universities. However, a minimum of two publications, properly defined, shall be expected for promotion to the position of Lecturer 1. Substantial number of publications shall be expected for promotion to higher positions.

Non-Academic Staff

The Department should have at least the following supporting staff; an administrative secretary, a secretary for a maximum of 2 professors, a computer operator, a driver for each Departmental car and messengers/cleaners.

Library

There is 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.

Space

There should be adequate spacing to cater for the needs of the Department which should include at least the following; 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. The NUC guidelines are as follows:

H. O. D and each professor offices	18.5m ²
Other academic staff	13.5m ²
Other senior staff	13.5m ²
Research space allowance	16.5m ² /member of staff
Classroom space	0.7 m ² /student
Other department office and storage space	0.7 m ² /student
Seminar room	0.2m ² /student
Workshop	7.5m ² /student