

**NATIONAL UNIVERSITIES  
COMMISSION**

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

SOCIAL SCIENCES

APRIL, 2007

## PREFACE

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

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

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

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

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

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

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

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

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

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

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

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

**PROFESSOR JULIUS OKOJIE**  
EXECUTIVE SECRETARY  
NUC, ABUJA

APRIL, 2007

## 1.0 GENERAL

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

- (i) *the need to describe, explain, predict and control human behaviour and the socio-cultural environment;*
- (ii) *the need to avoid unnecessary human biases as well as the trial and error approach to social problems through the formulation of appropriate hypotheses and theories of Social Science and*
- (iii) *the need to raise our consciousness in public socio-economic and other national policies.*

However, being a dynamic area of study which evolves with changes in physical and human situations, new areas emerging include: Tourism Studies, Demography & Social Statistics, International Relations, Criminology and Security Studies, Peace Studies and Conflict Resolution. Some universities, responding to their environment, also offer combined honours degree programmes.

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

### 1.1 List of programmes and degree (s) in view

- (1) Criminology and Security Studies (B.Sc.)
- (2) Demography and Social Statistics (B.Sc.)
- (3) Economics (B.Sc.)
- (4) Geography (B.Sc.)
- (5) International Relations (B.Sc.)
- (6) Mass Communication (B.Sc.)
- (7) Peace Studies and Conflict Resolution (B.Sc.)
- (8) Political Science (B.Sc.)
- (9) Psychology (B.Sc.)
- (10) Sociology (B.Sc.)
- (11) Tourism Studies (B.Sc.)

Where a degree is to reflect the various areas of specialization, it will be as follows:

Pol. Science (International Relations) B.Sc.

Pol. Science (Local government Administration) B.Sc.

Mass Communication (Radio) B.Sc.  
Mass Communication (Newspapers) B.Sc.

## 1.2 **Philosophy and Objectives of the Discipline**

### a) **Philosophy and Mission Statement**

The Philosophy and Mission Statement underlying the programmes of the Faculty of Social Science is to produce graduates imbued with the ability to understand and make contribution to the development of Nigeria and the global Community. This is to be achieved by equipping them with a broad foundation in the general field of Social Science as well as specialized knowledge in a particular discipline there in; prepare them to meet the human resources needs of a developing society and develop in them entrepreneurial knowledge, a sense of public responsibility and a spirit of self reliance.

### b) **Objectives of Social Science**

Accordingly, Social Science training should:

- i) Develop the students' understanding of social problems at the various levels of the Nigerian and global society.
- ii) Develop in the student ability for objective and critical judgment and to observe, understand, analyse and synthesize socio-economic, political and environmental problems using social science methods and techniques.
- iii) Create an enabling environment for desirable behavioural change which would help the student to develop values that are in consonance with hard work, probity, commitment, discipline and patriotism;
- iv) Enable the graduate of the social sciences to fit into various fields of human endeavour both in the private and public sectors of the economy and equip him/her with entrepreneurial skills and a sense of self reliance.

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

Admission into Social Science programmes in Nigerian Universities are by two modes. The UME and direct entry. The requirements for each is as stated below:

- 1.3.1 **UME Admission:** Candidates for admission into the four year degree programme in any of the faculties of the Social Science in Nigeria should possess a Senior Secondary School Certificate or General Certificate of Education, National Examination Council or their equivalent with at least five credit passes including Mathematics and English Language. Details of the remaining credits required for registration are determined by the departments.

**Table 1**

<i>COURSE</i>	<i>ECO N</i>	<i>GEOG</i>	<i>POL</i>	<i>SOC</i>	<i>MASS</i>	<i>PSYCO</i>	<i>ENG</i>	<i>MATH</i>	<i>Others</i>
<i>CSS</i>	<i>C or</i>	<i>C or</i>	<i>Govt</i>				<i>C</i>	<i>C</i>	<i>Any other two credits</i>
<i>D.S.S</i>	<i>C</i>						<i>C</i>	<i>C</i>	<i>Any other two credits</i>
<i>ECO</i>	<i>C</i>						<i>C</i>	<i>C</i>	<i>Any other two credits</i>
<i>GEO</i>		<i>C</i>					<i>C</i>	<i>C</i>	<i>Any other two credits</i>
<i>INT. REL.</i>			<i>Govt/ Histo ry</i>				<i>C</i>	<i>C</i>	<i>Any other two credits</i>
<i>MASS</i>					<i>Eng. Lit</i>		<i>C</i>	<i>C</i>	<i>Any other two credits</i>
<i>PSCR</i>			<i>Govt</i>				<i>C</i>	<i>C</i>	<i>Any other two credits</i>
<i>POL</i>			<i>Govt/ Histo ry</i>				<i>C</i>	<i>C</i>	<i>Any other two credits</i>
<i>PSYCO</i>						<i>Biology C</i>	<i>C</i>	<i>C</i>	<i>Any other two credits</i>
<i>SOC</i>	<i>C or</i>	<i>C or</i>	<i>C</i>				<i>C</i>	<i>C</i>	<i>Any other two credits</i>
<i>TS</i>		<i>C</i>					<i>C</i>	<i>C</i>	<i>Any other two credits</i>

1.3.2 **Direct Entry:** Candidates for Direct Entry admission shall possess five credit passes in the Senior Secondary School Certificate, General Certificate of Education, National Examination Council or their equivalent including English and Mathematics of which at least two shall be at the Advanced level or four credit passes of which at least three shall be at the Advanced level provided that such passes are not counted at both levels of the examinations.

#### 1.4 Graduation Requirements

For the purpose of the minimum standards in Social Science, the courses are categorized into three: Core (compulsory), Elective and Optional. Any of these courses may serve as prerequisites to other courses.

All students in the social sciences should take a minimum load of 15 units or credits per semester. It is important that tutorials are held for students in small groups. There must be at least one tutorial to 2 lecture hours. Thus a course of one credit unit should comprise of 12 hours of lecture and 6 hours of tutorial/seminar and three hours of practical/laboratory as is the case with the following departments:

- Geography
- Mass Communication
- Psychology

Where necessary, departments of Economics and Sociology should have some hours of practical as is the case with Computer Science in Economics and Mental Health in Sociology.

It is expected that every social science subject – Compulsory, Elective and Optional alike, would be taught to students for one semester which is about 17 weeks and the teaching should be for three hours a week – two hours of lectures and one hour of tutorial/seminar, or three-hour practical/laboratory.

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

- (i) Completed and passed the prescribed number of units including all compulsory courses specified by the University/Department; (See table 2)
- (ii) Completed and met the standards for all required and optional courses;
- (iii) Obtained a minimum Cumulative Grade Point Average CGPA of 1.5 and
- (iv) Met other requirements that may be specified by Departments, Faculty and Senate.

**Table 2 :** Summary of the Number of Credit Units Required by Departments

Department	YEAR				Total
	1	2	3	4	
Criminology & Security Studies	38	36	36	36	146
Economics	37	36	36	38	147
Geography	38	34	34	34	140
Mass Communication	38	40	34	38	150
Political Science	38	34	34	35	141
Psychology	38	36	32	32	136
Sociology/Anthropology	36	39	34	36	145
Demography and Social Statistics	33	37	32	32	134
Peace Studies and Conflict Resolution	38	36	36	36	146
International Relations	36	37	37	36	146
Tourism Studies	36	36	36	36	144

#### 1.4.1 Degree Classifications

For the purpose of calculating a student's cumulative GPA in order to determine the class of degree to be awarded, grades obtained in all the courses whether compulsory or optional and whether passed or failed, must be included in the computation. Even when a student repeats the same course once or more before passing it or substitutes another course for a failed optional course, grades scored at each and all attempts shall be included in the computation of the GPA.

The classes of degree to be awarded therefore will depend on the cumulative GPA obtained. The following classes of degree are approved for the indicated GPA;

<b>Classes of Degree</b>	<b>Cumulative Grade Point GPA Average</b>
<b>First Class Honours</b>	<b>4.50-5.00</b>
<b>Second Class Honour (Upper)</b>	<b>3.50-4.49</b>
<b>Second Class Honour (Lower)</b>	<b>2.40-3.49</b>
<b>Third Class</b>	<b>1.50-2.39</b>

**Table 3: Showing formular for calculating GPA and degree classification**

(i) Credit Units	(ii) Percent age Scores	(iii) Letter Grade s	(iv) Grade Points (GP)	(v) Grade Point Average (GPA)	(vi) Cum. Grade Point Average (CGPA)	(vii) Grade of Degree
Vary according to Contact Hours assigned to each course per week per semester, and according to workload carried by student	70-100	A	5	Derived by multiplying I and IV and dividing by Total credit Units	4.50-5.00	1 <sup>st</sup> Class
	60-69	B	4		3.50-4.49	2 <sup>nd</sup> Class Upper
	50-59	C	3		2.40-3.49	2 <sup>nd</sup> Class Lower
	45-49	D	2		1.50-2.39	3 <sup>rd</sup> Class

#### 1.4.2 Probation

Probation is a status granted to a student whose academic performance falls below an acceptable standard. A student whose Cumulative Grade Point Average is below 1.50 at the end of a particular year of study, earns a period of probation for one academic session.

#### 1.4.3 Withdrawal

A student whose Cumulative Grade Point Average is below 1.50 at the end of a particular period of probation should be required to withdraw from the University. However, in order to minimise waste of human resources, consideration may be given to withdrawal from programme of study and possible transfer to other programmes within the same University.

#### 1.4.4 Course Credit System

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



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

#### 1.4.5 **Grade Point, Grade Point Average and Cumulative Grade Point Average**

As there is considerable variation in the modes of application and interpretation of Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA) as means of computing mean score of a student, there is, therefore, the need to define and streamline their use as follows:

i) **Grade Point (GP):**

The Grade Point derives from the actual percentage, raw score for a given course; the raw score is converted into a letter grade and a grade point (see table I).

ii) **Grade Point Average (GPA):**

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

iii) **Cumulative Grade Point Average (CGPA):**

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

### 1.5 **Evaluation**

#### 1.5.1 **Techniques of Student Assessment**

All courses taken must be evaluated and final grades given. Students' performance shall be assessed through:

- a) Written examination; and
- b) Continuous assessment

Students' performance shall be assessed through a written examination at the end of the semester during which the course is taught. In addition, a system of continuous assessment shall be used.

The written examination shall normally be on the basis of not less than one hour, and not more than one-half hours for each ten hours of lecture. In any case, the time allowed for any written paper, shall not exceed three hours.

For continuous assessment exercise, any one or all of intra-term examinations, exercises, assignments, presentations and/or term papers may be used. Methods must be specified at the beginning of the course.

For each continuous assessment exercise, a weight of not more than 40% of total score available for continuous assessment shall be obtainable. For the purpose of computing the final grade scored in a course by a student, all the grades scored in the continuous assessment shall constitute not more than 40% and not less than 30% while the end of a semester examination shall account for the balance.

### **1.5.2 External Examiners' System**

Social Science teachers appointed as external examiners should have the courage and sense of responsibility necessary for them to take their assignments seriously. External Examination system must continue at least at the final degree examination. This, it is believed, will serve as a guarantee that the standard fixed and established would be maintained by all social science faculties.

### **1.5.3 SIWES Rating and Assessment**

Applicable to only Geography, Mass Communication and Psychology.

### **1.5.4 Students' Evaluation of Courses**

Students evaluation of courses could be in two modes:

- i) Focus group discussion with 400 level students discussion at the end of second semester examination.
- ii) Administration of questionnaire to assess staff delivery, regularity, punctuality, staff student relationship, course relevance etc.

### **1.5.5. Maintenance of Curricula Relevance**

Social Sciences in general and the brand taught in Nigeria have often been accused of lacking in social relevance, hence the crisis of relevance currently experienced.

Graduates do not seem to fit into specific contexts of practical value. Self employment orientation is lacking, hence the current malaise of graduate unemployment in the discipline. This should not be the case and must be reversed by the maintenance of curricula relevance. Emphasis should hence forth be placed on problem solving in the society. Graduates should be tailored to employers' and society's needs and should be trained to be self reliant through the following measures:

- (i) Regular review of the curriculum with emphasis on its relevance to the ever changing and challenging needs of the economy, industry, polity and wider society.
- (ii) Effective feedback mechanism should be established with graduates and their employers to monitor their work performance in terms of knowledge, skills and adaptability .
- (iii) Efforts should be made to retain senior experienced academic staff who continue to be productive and commit their experience and research output to books and other teaching aids .
- (iv) Constant research exercise to monitor the relevance of course and contents to the rapidly changing socio – economic and political environment.
- (v) Promotion of joint teaching programmes with professionals in practice.
- (vi) More creative use of the instrument of external examinership.
- (vii) Constant study of student’s evaluation reports of the programmes, views of Community leaders, retired academics, etc.
- (viii) Regular academic exchange programmes with other universities and research institutes local and international.
- (ix) Introduction of IT–based teaching methodology incorporating Internet use.

#### **1.5.6 Performance Evaluation Criteria**

Monitoring the performance of staff and students is very crucial for the implementation of the spirit and letter of this Benchmark Statements document. Consequently, quality control measures should be rigidly applied right from the admission and recruitment stage for both staff and students. In addition, demonstrable knowledge in problem solving contexts is an important criterion in performance evaluation.

In the University, an eye should be kept on quality of staff and students, feed-back mechanisms, staff-students ratio, quality of staff-students interactions and relationships in order to sustain a conducive learning environment, percentage of students who generate or create employment on graduation.

The performance evaluation should include:

- i) External Examiners’ reports;
- ii) Internal Examiners’ reports;

- iii) Employers' rating of graduation;
- iv) Professional body's reports on the programmes;
- v) Self-assessment of the entire programme yearly;
- vi) Quality and quantity of staff both academic and non-academic;
- vii) Adoption of a feedback mechanism for checking and balancing of all course components;
- viii) Total and or percentage of graduates in who are self employed within a period of two-three years;
- ix) International recognition of the degree awarded;
- x) Research findings on contemporary social sciences education and training;
- xi) High level of subscription to the programme by both local and international would be students and even lecturers.

In assessing students' work, i.e. dissertation, essays/oral presentations, case studies etc. some or all of the following criteria may be adopted:

- (i) how far have students focused on questions asked and / or identified key Problems?
- (ii) how well have students chosen the arguments, the relevant theory or model, to relate to the area specified or question asked?
- (iii) how good is the quality of explanation?
- (iv) how well have students demonstrated consistency , coherence and purposeful analysis?
- (v) how successfully have students used evidence?
- (vi) how well have students collected, processed, analysed and interpreted relevant data?
- (vii) how deep is the extent of critical evaluation?
- (viii) how well have students demonstrated knowledge of the literature?

For the general performance evaluation of the learning environment, internal and external reviewers/assessors should focus on:

- (i) The relevance and adequacy of the course of study;

- (ii) The delivery of the content in terms of lectures/tutorials/practicals;
- (iii) The adequacy of available learning materials e.g. Books, journals, equipment, consumables etc; and
- (iv) The adequacy of physical facilities e.g. Classroom space, lecture theatres, laboratories, clinics, studios, etc.

All assessors are expected to be constructive but frank in the interest of respectable academic standards.

## 1.6 Resource Requirements

### 1.6.1 Personnel

#### a) Academic Staff

- (i) A department must have at least one professor among its staff irrespective of the size and age of the department;
- (ii) The minimum staff required in any department of social science must be such that it can handle all the compulsory courses, the required courses and adequate number of optional courses;
- (iii) 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. Other conditions are as stated below:
  - (a) **Graduate Assistant:** A good bachelors degree, which is defined normally as a minimum of second-class upper division.  
Position may be classified as staff in the new Universities. In others, it should be a training position and graduate assistants should be attached to senior academic staff.
  - (b) **Assistant Lecturer:** A good bachelor's degree and a master's degree
  - (c) **Lecturer II:** A doctorate degree in addition to a good bachelor's degree.

Promotion from Assistant Lecturer grade after minimum of three Years.

- (d) **Lecturer I:** In addition to the qualifications specified for Lecturer II, a Lecturer I should have had at least three years post-doctorate teaching experience and demonstrated ability for research work and evidence of scholarship.
- (e) **Senior Lecturer:** Basic qualifications for Lecturer II plus at least three years of teaching experience as Lecturer I. Must have demonstrated research capability through good academic publications.
- (f) **Associate Professor (Reader):** Basic qualifications set out for Lecturer II plus at least three years experience as Senior Lecturer, must have considerable publications resulting from research and must have demonstrated academic leadership ability, after clearance from external assessors. A Reader should have evidence of participation in University Administration and community activities.
- (g) **Professor:** Basic qualifications as for Lecturer II. A Professor should demonstrate a clear evidence of scholarship through considerable academic publications. Must have had at least three years experience after Associate Professorship or five years after Senior Lectureship and must have had some university administrative experience as well as some professional recognition. In addition, external assessors are mandatory. By direct appointment from Senior Lecturer to Professor, there must be six years experience in addition to the other requirements.

b) **Non Academic Staff**

(i) **Faculty**

The following support staff who shall be responsible to the Dean are required for the Faculty of Social Sciences:

- a) A Faculty Officer – not below Assistant Registrar
- b) Executive officers (2)
- c) A secretary
- d) Typists
- e) Clerical officer
- f) Driver for each car
- g) Appropriate technical support staff, e.g. Computer Programmer
- h) Cleaners/Messengers

(ii) **Department**

Each department should have at least:

- (a) A secretary
- (b) A secretary for a maximum of 2 professors
- (c) Typists (lecturer ratio of 1:4)
- (d) A clerical officer
- (e) Driver for each car; and
- (f) Messengers/cleaners

(iii) **Special Requirements**

The following additional staff are required for the departments of psychology, Geography and Mass Communication:

- (g) Laboratory technicians
- (h) Laboratory assistants; and
- (i) Laboratory attendants.

As the faculty expands, additional requirements should be as per NUC's guidelines. In addition, further requirements should be granted in the Faculty Office and for technical support staff.

- (a) Three senior technical staff in the Faculty;
- (b) Two senior administrative staff in the Dean's Office and one per department.

1.6.2 **Physical facilities**

a) **Spaces**

It is common knowledge that there is a critical shortage of work space in most Nigerian universities. Lecture rooms/theatres are grossly inadequate and many lecturers do not have offices. To address this situation, each department should have at least the following:

- i) One office per lecturer
- ii) A departmental conference room
- iii) A staff common room

Each department should have access to adequate classroom space for all its courses.

The faculty level, there should be at least 3 large lecture theatres each of which should be able to fit 500 students.

- iv) There should be adequate laboratory spaces where necessary.

For clarity, the NUC guidelines are as follows:

a.	Professors	18.5m <sup>2</sup>
b.	Other Academic Staff	13.5m <sup>2</sup>
c.	Faculty Officer	13.5m <sup>2</sup>
d.	Other Senior Staff	13.5m <sup>2</sup>
e.	Research space allowance of staff	16.5m <sup>2</sup> /member
f.	Classroom space	0.7 m <sup>2</sup> /student
g.	Other department, office and storage space	0.7 m <sup>2</sup> /student
h.	Seminar room	0.2m <sup>2</sup> /student
i.	Laboratories	7.5m <sup>2</sup> /student
j.	Drawing room	5.0m <sup>2</sup> /student

b) **Equipment**

Three categories of equipment are needed. The first category is needed for teaching purposes, the second for office use and the third for administrative work, staff research, and students' field work.

For the whole Faculty, the following equipment are considered as minimum for teaching:

- (i) At least one video set
- (ii) Reasonable number of recorded and empty video cassettes
- (iii) One personal computer accessible from multiple terminals.

**Office Equipment:**

**Dean's Office**

- (i) One good photocopying machine
- (ii) Two cyclostyling machines
- (iii) One electronic memory typewriter
- (iv) One manual typewriter for each typist
- (v) One type-setting machine
- (vi) Four filing cabinets
- (vii) Air conditioners (two)
- (viii) 1 set of upholstered chairs
- (ix) 6 office chairs
- (x) Four bookshelves
- (xi) One refrigerator



- (xii) One executive table and chair
- (xiii) Three typewriters
- (xiv) Three typist tables and chairs
- (xv) A wall to wall carpeting
- (xvi) One car
- (xvii) Two notice boards
- (xviii) 1 blackboard

### **General Office**

- (i) 1 refrigerator
- (ii) 4 typewriters
- (iii) 4 typewriter tables and chairs
- (iv) 10 Office Chairs
- (v) 2 air conditioners
- (vi) 1 Scanner
- (vii) 1 Xerox (photocopy) machine
- (viii) 2 overhead projectors
- (ix) 4 filing cabinets
- (x) 6 bookshelves
- (xi) 1 set of upholstered chairs for HOD's Office
- (xii) 2 wall to wall carpeting for Head of Department's Office, and his secretary's office
- (xiii) 2 Notice Boards
- (xiv) 1 Black Board
- (xv) 1 car
- (xvi) 1 driver
- (xvii) 1 electronic memory typewriter.

### **Each Lecturer's Office**

- (i) 1 table
- (ii) 4 chairs
- (iii) 1 air conditioner
- (iv) 1 filing cabinet
- (v) 2 bookshelves
- (vi) 1 set of upholstered chairs for Professor's Office
- (vii) 1 wall to wall carpeting for Professor's Office,

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

- (i) One 25 – seater bus
- (ii) A station wagon
- (iii) One video camera
- (iv) One tape recorder

### **Equipment for Staff-Student's Common Room**

In order to promote both social and academic interaction among staff and between staff and students, each department should have a common room equipped with the following:

- (i) at least 20 chairs
- (ii) 10 centre tables or side stools
- (iii) 1 refrigerator
- (iv) 1 electric kettle
- (v) At least 30 tea cups
- (vi) At least 30 tea spoons
- (vii) 4 trays
- (viii) 1 cupboard

Due to the additional need for field/laboratory work peculiar to departments such as Geography, Psychology and Mass Communication, they should be provided with additional equipment as requested by them from time to time.

### **1.6.3 Library and Information Resources**

There is a need for a faculty library for each faculty of Social Science.

Current and up-to-date textbooks should be acquired for all the programmes in the faculty. Professional journals, periodicals, representative materials and other library resource materials should be acquired. The libraries should be fully computerised with internet facilities to enable access to e-libraries.

### **1.7 General Studies**

#### **Goal**

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

#### **Objectives**

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

- a) Acquisition development and inculcation of the proper value-orientation for the survival of the individual and society.
- b) The development of intellectual capacities of individuals to understand, appreciate and promote peaceful co-existence.
- c) Production graduates with broad knowledge of the Nigerian National and people with a view to inculcating in them mutual understanding and patriotism.

- d) Exposing graduates of Nigerian Universities to the rudiments of ICT for computer literacy and ability to live usefully in this ICT age.
- e) Preparing students for a post university life with opportunities for job creation and entrepreneurial skills.
- f) Production of graduates capable of communicating effectively (both oral and written).

**GST 111: Communication in English (2 Units)**

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

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

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

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

Study of Nigerian history, culture and arts in pre-colonial times, Nigerian's perception of his world, Culture areas of Nigeria and their characteristics, Evolution of Nigeria as a political unit, Indigene/settler phenomenon, Concepts of trade, Economic self-reliance, Social justice, Individual and national development, Norms and values, Negative attitudes and conducts (cultism and related vices), Re-orientation of moral Environmental problems.

**GST 121: Use of Library, Study Skills and Information Communication Technology (ICT) (2 Units)**

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

its implications, Database resources, Bibliographic citations and referencing.

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

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

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

**GST 123 Communication in French (2 Units)**

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

**OR**

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

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

**GST 211: History and Philosophy of Science (2 Units)**

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

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

Basic Concepts in peace studies and conflict resolution, Peace as vehicle of unity and development, Conflict issues, Types of conflict, e. g. Ethnic/religious/political/economic conflicts, Root causes of conflicts and violence in Africa, Indigene/settler

phenomenon, Peace – building, Management of conflict and security. Elements of peace studies and conflict resolution, Developing a culture of peace, Peace mediation and peace-keeping, Alternative Dispute Resolution (ADR).

Dialogue/arbitration in conflict resolution, Role of international organizations in conflict resolution, e.g. ECOWAS, African Union, United Nations, etc.

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

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

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

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

1. Soap/Detergent, Tooth brushes and Tooth paste making
2. Photography
3. Brick, nails, screws making
4. Dyeing/Textile blocks paste making
5. Rope making
6. Plumbing
7. Vulcanising
8. Brewing
9. Glassware production/Ceramic, production
10. Paper production
11. Water treatment/Conditioning/Packaging
12. Food processing/packaging/preservation
13. Metal working/Fabrication – Steel and aluminum door and windows
14. Training industry
15. Vegetable oil/and Salt extractions
16. Fisheries/Aquaculture
17. Refrigeration/Air conditioning
18. Plastic making
19. Farming (crop)
20. Domestic Electrical wiring
21. Radio/TV repairs
22. Carving
23. Weaving
24. Brick laying/making
25. Bakery

26. Tailoring
27. Iron welding
28. Building drawing
29. Carpentry
30. Leather tanning
31. Interior decoration
32. Printing
33. Animal husbandry (Poultry, Piggery, Goat etc)
34. Metal Craft – Blacksmith, Tinsmith etc
35. Sanitary wares
36. Vehicle maintenance
37. Bookkeeping

## 1.8 Definition of Terms

### 1.8.1 Core/Compulsory Course:

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

### 1.8.2 Required Course

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

### 1.8.3 Elective Course

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

### 1.8.4 Optional Course

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

### 1.8.5 Pre-requisite Course

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

### 1.8.6 Minimum Credit Load Per Semester

The Minimum credit load per semester is 15.

### 1.8.7 Course Credit Unit System

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

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

**1.8.8 Grade Point Average (GPA)**

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

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

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

## 2.0 DEGREE PROGRAMMES

### Common Courses

In addition to the courses specified under the various disciplines, the under listed compulsory common courses must be studied by candidates for a degree in the social science;

#### (a) General Studies

These courses are common to all the students

<b>100 Level</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total/ Credit Unit</b>
(i) Communication in English	2	-	2
(ii) Logic, Philosophy & Human Existence	2	-	2
(iii) Nigerian peoples and Cultures	2	-	2
(iv) Use of Library, Study Skills & ICT	2	-	2
(v) Communication in English 11	-	2	2
(vi) History & Philosophy of Science	-	2	2
(vii) Communication in French	-	-	-
(viii) Communication in Arabic	-	2	2
(ix) Peace Studies and Conflict Resolution	-	2	2
(x) Introduction to Entrepreneurial skills.	-	-	2
<b>Sub-Total 100 Level</b>	<b>8</b>	<b>10</b>	<b>18</b>
<b>(b) Faculty Courses</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total/ Credit Unit</b>
<b>200 Level</b>			
(i) Introduction to Statistics for Social Sciences I&II	2	2	4
(ii) Introduction to Computer	2	-	2
(iii) Entrepreneurial Studies I	-	2	2
<b>Sub-Total 200 Level</b>	<b>4</b>	<b>4</b>	<b>8</b>
<b>300 Level</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total/ Credit Unit</b>
(i) Application of Computer	2	-	2
(ii) Entrepreneurial Studies II	2	-	2
<b>Sub-Total 300 Level</b>	<b>4</b>	<b>-</b>	<b>4</b>



<b>400 Level</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total/ Credit Unit</b>
(i) Research Project I ( Proposal, Introduction, Literature Review & Methodology)	3	-	3
(ii) Research Project II (Data Collection, Analysis, Discussion, Conclusion and Recommendation)	-	3	3
<b>Sub-Total 400 Level</b>	3	3	6
<b>Grand Total</b>			
1 <sup>st</sup> Year	8	10	8
2 <sup>nd</sup> Year	4	4	8
3 <sup>rd</sup> Year	4	-	4
4 <sup>th</sup> Year	3	3	6
	19	17	36

## 2.1 **B.Sc. (Hons) Criminology and Security Studies**

### 2.1.1 **Philosophy, Aims and Objectives of the Degree Programme in Criminology and Security Studies**

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

#### **Aims & Objectives**

The aims and objectives of a degree in Criminology and Security Studies to

- (i) Instil in students a sound knowledge of Criminology and Security Studies, an appreciation of its applications in different socio-cultural contexts and to involve the students in an intellectually stimulating and satisfying experiences of learning and studying .
- (ii) Provide students with broad and well balanced theories and methods of the discipline.

- (iii) Cultivate in students the ability to apply their knowledge and skills of the course to the understanding and solution of societal problems in Nigeria and elsewhere.
- (iv) Provide students with relevant knowledge and skill base from which they can proceed to further studies in special areas of Criminology and Security Studies or multi-disciplinary areas involving Criminology and Security Studies.
- (v) Instil in students an appreciation of the importance of Criminology and Security Studies in contemporary world affairs.
- (vi) Develop in students a range of useful competencies for employment whether public , private or self-employment.

### 2.1.2 Admission and Graduation Requirements

#### a) Admission

##### UME

Candidates who wish to study Criminology and Security Studies must have obtained a credit in mathematics and English Language plus credit pass in either economics, geography or science and other two subjects at the SSC, NECO, GCE or their equivalent not more than two sitting.

##### Direct Entry

Candidates for Direct Entry admission shall possess five credit passes in the SSE, NECO, GCE or equivalents of which at least two shall be at advanced level , or four credits passes of which at least three shall be at advanced level provided that such passes are not counted at both levels of the examinations. For emphasis credit passes in English Language, Mathematics and any of Economic, Geography or Government is compulsory.

#### b) Graduation

To graduate, a student must have:

- a. Completed and passed the following no of units at each level
  - 100 – 38
  - 200 – 36
  - 300 – 36
  - 400 – 36
 Total 144 including all compulsory courses specified by the University/Department
- b. Completed and met the standards for all required and optional Courses
- c. Obtain a minimum CGPA of 1.5 and

- d. Met other requirement that may be prescribed by the department, faculty and senate.

### 2.1.3 Learning Outcomes

#### a) **Regime of Subject Knowledge**

While each University offering, Bachelor Honours degree programmes in Criminology and Security Studies is free to decide on the nature and organization of its courses or modules, it is expected that all programmes will ensure that students become conversant with the main aspects of Criminology and Security Studies which include:

- i) Development of Criminology and Security Studies and the various branches of Criminology and Security Studies.
- ii) Core theories and concepts in all branches of Criminology and Security Studies.
- (iii) Methods of data collection and processing, both qualitative and quantitative.
- (iv) Models of Criminology and Security Studies.
- (v) Statistical methods in Criminology and Security Studies.
- (vi) Appropriate information technology for adequate functioning in the digital age.

#### b) **Competencies and Skills**

A graduate of Criminology and Security Studies at the Bachelors Honours level should have the following competencies and skills:

- (i) Ability to demonstrate adequate knowledge and understanding of the essentials in all the subject knowledge areas identified .
- (ii) Ability to apply such knowledge and understanding to the solution of social problems.
- (iii) Ability to recognize and analyze new problems and plan strategies for their solution.
- (iv) Communication skills in presenting scientific research materials and arguments clearly and correctly , both orally and in writing to a range of audiences .
- v) Competence in statistical and qualitative data processing skills

- (vi) Competence in the use of information technology such as word processing, Internet communication information retrieval through on-line computer searches etc.
- (vii) Subject-specific and transferable skill which allow for the pursuit of wide range of careers after graduation.

c) **Behavioural Attributes**

A graduate in Criminology and Security Studies should be able to demonstrate adequate:

- i) Knowledge of a wide-range of concepts in Criminology and research methods.
- ii) General knowledge in the various branches of Criminology and Security Studies.
- (iii) Appropriate Computing skills.
- (iv) Study skills needed for further studies.
- (v) Ability to function entrepreneurially in a wide range of choices, and.
- (vi) Ability to critical scientific reasoning to problem solving.

2.1.4 **Attainment Levels**

Since our B. SC degrees are graded from first class to third class Degree Levels; it is crucial that procedures for the attainment of these Classes of degrees are clearly spelt out for all concerned.

Accordingly, procedures used in all Criminology and Security Studies departments for fixing students' attainment levels or for the assessment of students' achievements in Criminology and Security Studies should correspond to the Knowledge, abilities and skills that are to be developed through the 4 year degree programme. It is therefore expected that evidence is provided on which the assessment of students' achievement [and class of degree awarded] should be based, by using the following criteria, among others.

Continuous Assessments, seen and "unseen" examination  
 Tutorial performances  
 Laboratory Reports  
 Problem solving and experiential exercises  
 Oral presentation, as in seminars and conferences  
 Planning, conduct and reporting on project works  
 Essay assignments should be given on regular basis

Literature surveys and evaluation in examination  
Demonstration of skills in relation to conceptual analysis, problem identification and solving, numeracy, computer and social skills.  
Ability to transfer skills to appropriate practical situations.  
Extent to which the knowledge base of students is extensive and extends beyond the work covered in the degree programme.

#### 2.1.5 Resource Requirements for Teaching and Learning in Criminology and Security Studies

A key to achieving success in the programme, is adequate resource allocation and appropriate utilisation. The following areas are particularly important.

##### (a) Academic and Non Academic Staff

- The established staff students ratio of 1:30 for the Social Sciences should be met.
- Training and retraining of academic staff should be pursued vigorously.
- All academic staff should have computing skills.
- 75% of the academic staff should possess Ph.Ds.
- At least 20% of the academic staff should be Professors /Readers And 35 % Senior Lecturers.
- A new Department should be headed by a Professor to have a good and solid foundation, such a Professor could be on sabbatical.
- Promotion should be strictly on merit , and no promotion beyond Lecturer I for those with out Ph.Ds.
- The Department should aim at an equitable gender balance.

##### **Non-Academic Staff**

The Academic –Non-Academic staff ratio in the University should be 4.1 maximum.

All administrative, secretarial and clerical staff should have computing skills.

##### i) Academic and Non Academic Physical Spaces

Adequate class rooms and class room sizes should be provided to avoid –overcrowding.

- Adequate sitting arrangements should be provided.
- More effective chalk boards and other facilities such as public address systems, flipcharts, dusters and lighting, should be provided.
- A computer room should be provided.

(c) **Academic and Administrative Equipment  
For Criminology and Security Studies programmes**

The following are required:

- At least 4 PCs for the departmental office.
- At least 10 Pcs for teaching students in a computer room with Internet facilities and laptops.
- Each academic staff should have a PC in his/her office with Internet facilities.
- Ordinary and multimedia projectors.
- Audio-tape recorders (at least 4).
- Video recorder.
- A video player.
- A Television.
- Overhead power-point, multi-media facilities.
- Senior Lecturers and above should have telephones and GSM as part of working tools.

(d) **Library and Information Resources**

- i) There is a need for a departmental library for each Criminology and Security Studies Department.
- ii) Current and up-to-date Criminology and Security Studies related textbooks, professional journals and representative materials from the Police and other security agencies.

### 2.1.6 Course Contents and Descriptions

#### 100 LEVEL

CRIMINOLOGY AND SECURITY STUDIES	Status	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	Total
Introduction To Criminology	C	2	-	2
Introduction To Law Enforcement	C	2	-	2
Introduction To Criminalities	C	-	2	2
Introduction To Criminal Justice	C	-	2	2
Introduction To Psychology	C	-	2	2
Introduction To Sociology	C	2		2
Introduction To Human Geography	E			
Introduction To Principles of Economics	E			
Introduction To Political Science	E			
Introduction To Logic and Culture	E			
<b>Electives</b>		4	4	4
At least 6 – Units of electives in the 1 <sup>st</sup> Semester & 4 – Units in the 2 <sup>nd</sup> Semester.				
<b>Total General Studies</b>		8	10	18
<b>Total</b>		<b>18</b>	<b>20</b>	<b>38</b>

Key    C        –        *Compulsory*  
        E        –        *Elective*

<b>200 LEVELS</b>	<b>Status</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total</b>
Nigerian Criminal Procedure and Evidence I & II	C	2	2	4
Case Studies In Police Service I & II	C	2	2	4
Introduction To Counselling and Corrections	C	-	2	2
Police/Community Relations	C	2	-	2
Law Enforcement Administration	C	-	2	2
Victimology	C	2	-	2
Introduction to Computer	C			
Techniques of Correctional Interviewing	E			
Correctional Reports and Records	E			
Corruption and Financial Crimes	E			
Forensic Psychology	E			
Nigerian Peoples and Cultures	E			
Human Rights	E			
<b>Electives</b>		4	6	10
At least four units of electives in 1 <sup>st</sup> Semester & six units in the 2 <sup>nd</sup> Semester from within and outside the Faculty,				
<b>General Studies</b>		6	4	10
<b>Total</b>		<b>18</b>	<b>18</b>	<b>36</b>

Key C – Compulsory  
E – Elective

<b>300 LEVEL</b>	<b>Status</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total</b>
Community – Based Corrections	C	2	-	2
Contemporary Legal Policy Issues	C	-	2	2
Media and the Courts	C	2	-	2
Criminal Investigation	C	-	2	2
Research Methods in Criminal Justice	C	2	-	2
Individual Directed Study	C	-	2	2
Internship in Criminology	C	2	-	2
Police Organisation and administration	C		2	2
Sociology of Crime and Delinquency	E			
Correctional Institutions	E			
Dynamics of Criminal and Delinquent Behaviour	E			
Criminal Law in Action	E			
Organisation of governments	E			
Citizens and the State	E			
<b>Electives</b>		8	10	18
At least 18 units of electives				
<b>General Studies</b>		2	-	2
<b>Total</b>		<b>18</b>	<b>18</b>	<b>36</b>

Key C – Compulsory  
E – Elective

<b>400 LEVEL</b>	<b>Status</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total</b>
Contemporary Criminological Issues	C	2	-	2
Crime Prevention	C	-	2	2
The law of Evidence	C	2	-	2
Management of a Private Security Organisation	C	-	2	2
Traditional and Informal Mechanisms of Crime Control	C	2	-	2

<b>Original Essay</b>	C	3	3	6
The Role of the Public Defender in Criminal Justice	E			
Institutional, Industrial and Commercial Security	E			
Retail Security	E			
Contemporary Legal Policy Issues	E			
Correctional Group therapy	E			
Cyber Crimes	E			
Traffic/Road Safety and Security	E			
Emergency, Riot and Disaster Control & Management	E			
Remote Sensing and GIS	E			
Communications and Society	E			
<b>Electives</b>		<b>9</b>	<b>11</b>	<b>20</b>
At least 20 Units of Elective				
<b>Total</b>		<b>18</b>	<b>18</b>	<b>36</b>

Key C – Compulsory  
E – Elective

### **Course Description**

#### **100 LEVEL**

##### **Introduction To Criminology I & II**

A study of criminal behaviour and the methods of studying it; Topics to be examined include causation; typologies of criminal acts and offenders; the practices and effects of punishment, correction, and incapacitation; and the prevention of crime.

##### **Introduction To Law Enforcement**

Philosophical and historical background of law enforcement at the federal, state, and local government levels; it introduces the students to police organisations, command structure and methods of operation.

##### **Introduction To Criminalities**

This course is an application of the physical, biological, medical, behavioural, and computer sciences to crime investigation and detection. It includes the use of hairs, fibers, blood stains, paints, scrapings, weapons, polygraphs, voice prints, computers, photography, prints, and chemicals in the detection of crime.

##### **Introduction To Criminal Justice**

An overview of Nigerian Criminal Law and procedure relative to the functioning of criminal justice agencies.

##### **Introduction To Psychology**

A study of the psychological/biological basis of behaviour, theories, and concepts in contemporary psychology.



## **Introduction To Sociology**

Introductory analysis and description of social structure and dynamics of human society. Field of sociology; sociology and other Social Sciences. Basic concepts and principles of Sociology.

## **Introduction To Statistics**

Role of statistics in social science inquiry. Nature of measurement; presentation of data. Central values, measures of deviation, correlation, nature of sampling. Probabilities and normal distribution, inference hypotheses testing. Test of significance.

## **Introduction To Human Geography**

The scope of human geography and its relation to physical geography. World population: its distribution and patterns of growth/demographic characteristics of selected populations. Human settlements: evolution; patterns and functions. Inter-relationships between urban and rural settlements. Environmental resources; the concept of resources: types of resources and their global distribution; relationship between resources and tertiary activities; impact of human activities on the environment at varying levels of technology and population densities. The role of movement; flows of people, goods, energy and ideas.

## **Introduction To Principles Of Economics**

An introduction to the various issues, the nature of economic science, the methodology of economics, major areas of specialization in economics, stressing the historical development of ideas, major findings in the various areas of specialization, elementary principles of micro and macro-economics, current issues of interest and probable future developments.

## **Introduction To Political Science**

The nature of politics, political systems and the structure of government, political representation, institutions of different regimes. The relationship between regime, types and political efficiency, citizen participation and political culture.

## **Introduction To Logic And Culture**

A brief survey of the main branches of philosophy; symbolic logic; special symbols in symbolic logic-conjunction, negation, affirmation, disjunction, equivalence and conditional statements. Law of thought; the method of deduction using rules of inference and bi-conditional; quantification theory.

## **200 LEVEL**

### **Nigerian Criminal Procedure And Evidence I & II**

An overview of the history and development of the Nigerian criminal law as a system of social control, the scope, purpose, and general principles of criminal law; and the essential characteristics of various crimes.

### **Case Studies In Police Service I & II**

The course examines empirically and submit report on the behaviour of subjects and police officers under stress situations of arrest, interrogation, incarceration, protests, demonstration, riots, and public catastrophies.

### **Introduction To Counselling And Corrections**

Introduction to the field of counselling and corrections and an evaluation of the philosophies and practices relevant to processing the convicted offender within and outside prisons through the several methods developed to change the offender from a law-breaker to a law-abiding person and to rehabilitate and integrate him/her into the society.

### **Police-Community Relations**

An introduction to police-community relations, focusing on theory and case studies. Emphasizes problem solving, conflict management, and police-community action in the prevention of crime and civic disorder and the role of vigilante and other local security structures.

### **Law-Enforcement Administration**

Introduction to concepts of organization and management as they relate to law enforcement; areas covered include principles of structure, process, policy and procedure, communication and authority, division of work and organisational controls.

## **VICTIMOLOGY**

This course provides an in-depth study of the many facets of crime victimization. Coverage will include the key socio-economic and demographic variables associated with crime victims as well as the differences in victimization rates in Nigeria and other countries across gender and social strata.

### **Introduction To Computer**

Basic computer appreciation skills; familiarity with basic programmes like word processing, presentation, spreadsheet etc; and their basic applications.

## **Techniques Of Correctional Interviewing**

An introduction to the strategies, techniques, tactics, and special problems of interviewing as they relate to one or more of the various correctional settings.

## **Correctional Reports And Records**

A survey of the most frequently used forms of reports and records required by local, state, and federal agencies directly involved in the administration of corrections. Special attention will be given to the technical skills necessary for completing such forms and reports.

## **Corruption And Financial Crimes**

The course will examine the issues of corruption, financial crimes such as “419” and other white collar crimes, the laws enacted to handle them and evaluations of the institutions established to deal with them.

## **Forensic Psychology**

Introduction to forensic psychology; definition and scope; art of identification of incidence; integrations and confessions using psychological skills; interviewing techniques. Crime and delinquency; psychopathic behaviours and society; juvenile offender and the law; mental status of the offender; social psychological implications of legal judgments; crime culture and prevention; mental health legislation.

## **Nigerian Peoples And Cultures**

Study of Nigerian history and culture in pre-colonial times. Nigerian’s perception of his world. Culture areas of Nigeria and their characteristics. Evolution of Nigeria as a political unit. Ethical foundations of the Nigerian society; norms and values, environmental sanitation, etc.

## **Human Rights**

The course develops understanding of the values and norms underlying the concept of universal human rights, and the issues raised in promoting human rights in contemporary society. This includes examination of instances where the rights of different individuals appear to clash, or where different rights appear to be in contradiction. It explores the limits of the ‘rights’ discourse (for example, the rights of the unborn, minority rights, animal rights), a review of the international discourse on human rights, and the effectiveness of international regimes set up to protect or promote human rights.

## **300 LEVEL**

### **Community-Based Corrections**

This course covers the variety of alternatives to incarceration, which collectively, are known as community-based corrections, including diversion, pre-trial release, fines, home confinement, restitution, community service, half-way houses, probation, and parole.

### **Contemporary Legal Policy Issues**

A thorough examination of selected topics: criminal responsibility, alternative sociological policies on deviance, law-enforcement procedures for civil law and similar legal problems, admissibility of evidence, and the indigent's right to counsel.

### **Media And The Courts**

An examination of the information act interaction, right to free speech and press, libel and the administration of the criminal justice system.

### **Criminal Investigation**

The course examines the investigation of crime, collection and preservation of physical evidence, elements of legal proof in the submission of evidence, investigation of specific types of offences.

### **Research Methods In Criminal Justice**

Data collection methods: observation, measurements, archival analysis, Report writing, proposal, and presentation.

### **Individual Directed Study**

An individual study of a particular area or problem in criminology as decided upon by the student and the lecturer. A proposal of the study must be submitted and approved by the lecturer.

### **Internship In Criminology**

Placement in any one of several settings, such as law enforcement, courts, or correctional institutions, in accordance with the interests of the student and recommendation of the Faculty.

### **Police Organization And Administration**

Principles of organization and management in terms of line, staff, and auxiliary functions; specific concentration on organization of police services, administrative services, operational services, and auxiliary services.

## **Sociology Of Crime And Delinquency**

Nature and extent of crime; theories of crime causation. Traditional control of deviancy in African societies; its application in the contemporary administration of justice. Criminal behaviour in Nigeria and its relation to personal and cultural conditions.

## **Correctional Institutions**

The correctional institution in Nigeria as it exists today in terms of its development, objectives, and standards; prisons, detention homes; etc.

## **Dynamics Of Criminal And Delinquent Behaviour**

The dynamic interrelatedness in the formation and manifestation of criminal and delinquent behaviour and various socio-cultural factors and processes.

## **Criminal Law In Action**

An exploration of law as a method of social control. The nature, sources, and types of criminal law in relation to its history and theories. Topics include behavioural and legal aspects of criminal acts and the classification and analysis of selected criminal offences.

## **Organisation Of Governments**

The various ways of organizing governments into Legislature, Executive and Judiciary. The theory of the separation of powers; forms of political administrative systems, i.e. Unitarism, Federalism, Co-federalism. Forms of government like Presidentialism, Parliamentarianism; instrumentalities of political interaction like political parties, pressure groups, interest groups, etc.

## **400 LEVEL**

## **Contemporary Criminological Issues**

An examination of various criminological problems. Topics to include career criminals, prison congestion, forecast, spatial dynamics of crime; etc.

## **Crime Prevention**

Provides an overview of types of crime prevention strategies that can be implemented by police; vigilante groups, ethnic militias, individual firms; and community action groups.

## **The Law Of Evidence**

Analysis of the rules of evidence, their functional relationship to the culture in which they operate, and their effect on law enforcement, criminal prosecution and correctional processes.

## **Management Of Private Security Organisations**

An examination of concepts, strategies, and skills needed to manage security-related operation activities and organisations; their registration, ethics and rules; etc.

## **Traditional And Informal Mechanisms Of Crime Control**

A study of the traditional crime control mechanisms in Nigerian Society through such institutions as kings, leaders, cults, shrines, oaths etc.

## **Original Essay (Research Project)**

### **The Role Of The Public Defender In Criminal Justice**

An examination of the role of the Public Defender in the defence of the poor and indigent accused in criminal acts. Topics cover the role of the Public Defender in the criminal justice system, the right to counsel and death penalty controversy.

### **Institutional, Industrial And Commercial Security**

Emphasizes prevention of security problems and the promotion and observance of effective security measures to protect lives, property, and proprietary information.

### **Retail Security**

Emphasizes the identification and development of physical security objectives, policies, procedures, and methods necessary to achieve efficient and effective retail security measures.

### **Other Security Organisations**

The course examine other security organisations such as the military, customs, immigration and intelligence outfits; their structure, operational strategies and focus.

### **Cyber Crimes**

An examination of crimes involving the use of computers. Topics include federal and state laws and investigative and preventive methods used to secure computers. Case studies emphasize security.

### **Traffic/Road Safety And Security**

A study of the traffic rules, offences and punishments and organizations dedicated to the enforcement of traffic/road Safety: Road Safety Corps, Highway Patrol, LASTMA; their operations and jurisdiction; etc.

## **Remote Sensing & Geographic Information System**

Remote Sensing systems, imageries across the spectrum, image acquisition, image restoration and enhancement, image processing and interpretations, image storage and retrieval formats. Applications in agriculture, environmental resources managements, monitoring and change detection, urban planning etc.

## **Communication And Society**

Examination of the mass media of communication as a social institution with particular attention to pertinent sociological concepts, themes and problems. The role and relationship of the mass media vis-à-vis major social institutions. Focus will be on the sociology and professionalism of mass media communicators, mass media contents and cultural imperialism of media dependency; internal dynamics and control of mass media organizations and mass communication politics; and the role of communication in development are critically examined.

### **2.2 B.Sc (Hons) Demography and Social Statistics**

#### **2.2.1 Philosophy, Aims and Objectives of the Degree Programme in Demography and Social Statistics.**

Demography studies the size, composition, distribution and dynamics of population. In combination with social statistics, it seeks to find solutions to problems that arise from the interface between population and socio-economic, political and development factors. It applies statistical methods to demographic data and evaluates population policies and programmes for sustainable development. The general philosophy of the discipline is to produce graduates who have broad and deep knowledge of the field of Demography and Social Statistics and who can effectively and meaningfully contribute to population, manpower and sustainable development of the nation and beyond specific objectives.

#### **Major Aims & Objectives**

- (i) Teaching students the core subject matter of Demography and Social Statistics in order to prepare them for proper understanding of the synergistic relationship between population and sustainable national development.
- (ii) Equipping the students with the necessary tools of demographic analysis as well as a sound knowledge of the application of statistics to diverse social problems in their environment, in everyday decision making, development planning and project execution in the private and public sectors of the economy.

- (iii) Enabling the students fill the manpower needs in the various sectors of the Nigerian economy where there is a demand for statistically-oriented personnel.
- (vi) To develop in students a range of useful competencies for public, private or self-employment.

## 2.2.2 Admission and Graduation Requirements

### Admission

#### UME

Candidates for admission into the four – year degree in Demography and Social/Statistics should possess a Senior Secondary School Certificate or General Certificate of Education, NECO or their equivalents with at least five credit passes, at not more than two sitting including Maths, English Language and Economics. In addition, candidates must have acceptable passes in UME.

#### Direct Entry

Candidates for Direct Entry admission shall possess five Credits in GCE, SSCE, NECO, or their equivalents, of which at least two shall be at Advanced Level, provided that such passes are not counted at both levels of the examination. For emphasis, English Language, Mathematics and Economics are required at credit passes.

### b) Graduation

To graduate, a student must have:

- a) Completed and passed the following no of units at each level
  - 100 – 33
  - 200 – 37
  - 300 – 32
  - 400 - 32

Total 134 including all compulsory courses specified by the University/Department

- b) Completed and met the standards for all required and optional Courses
- c) Obtain a minimum (GPA of 1.5 and
- d) Met other requirement that may be prescribed by the department, faculty and senate.

## 2.2.3 Learning Outcomes/ Regime of Subject Knowledge

### a) Regime of Subject Knowledge

While each University in its Bachelors Honours degree programme in Demography and Social Statistics is free to decide on the content, nature and organization of its courses or modules, it is expected



that all programmes will ensure that students become conversant with the following main aspects of Demography and Social Statistics which include the size, composition, distribution and dynamics of population using the instrument of statistical analysis.

- (i) Demographical and Statistical thought, the development of Demography and Social Statistics as a science of society, the development of various branches of Demography and Social Statistics including
- (ii) Core theories and concepts in all branches of Demography and Social Statistics.
- (iii) Demographical and Statistical methods of data collection and processing both qualitative and quantitative.
- (iv) Models in Demographical and Statistical Analysis.
- (v) Statistical Methods in Demographical and Statistical Analysis.
- (vi) Appropriate information technology that is adequate for functioning in the digital age.

**b) Competencies and Skills**

A graduate of Demography and Social Statistics at the Bachelors Honours level should have the following competencies and skills:

- (i) Ability to demonstrate adequate knowledge and understanding of the essentials in all the subject knowledge/areas identified.
- (ii) Ability to apply such knowledge and understanding to the solution of social problems.
- (iii) Ability to recognize and analyze new problems and plan strategies for their solutions.
- (iv) Communication skills in presenting Demographical and Statistical scientific research materials and arguments clearly and correctly, both orally and in writing to a range of audiences.
- (v) Competence in statistical and qualitative data processing skills relating to Demographical and Statistical data using the computer.
- (vi) Competence in the use of information technology such as word processing, Internet communication, information retrieval through on-line computer searches etc.

- (vii) Subject-specific and transferable skills which allow for the pursuit of a wide range of careers after graduation.

c) **Behavioural Attributes**

A graduate in Demography and Social Statistics should be able to demonstrate adequate:

- (i) Knowledge of Demographical and Statistical concepts, theories and models.
- (ii) Knowledge of a wide-range of Demographical and Statistical research methods.
- (iii) General knowledge in the various branches of Demography and Social Statistics.
- (iv) Adequate and appropriate computing skills.
- (v) Ability to function entrepreneurially in wide range of choices
- (vi) Study skills needed for further studies and
- (vii) Ability to apply critical Demographical and Statistical reasoning to problem solving.

#### 2.2.4 Attainment Levels

Since our B. SC degrees are graded from first class to third class Degree Levels; it is crucial that procedures for the attainment of these Classes of degrees are clearly spelt out for all concerned.

Accordingly, procedures used in all Demography and Social Statistics departments for fixing students' attainment levels or for the assessment of students' achievements in Demography and Social Statistics should correspond to the Knowledge, abilities and skills that are to be developed through the 4 year degree programme. It is therefore expected that evidence is provided on which the assessment of students' achievement [and class of degree awarded] should be based, by using the following criteria, among others.

- Continuous Assessments, seen and “unseen” examination
- Tutorial performances
- Laboratory Reports
- Problem solving and experiential exercises
- Oral presentation, as in seminars and conferences
- Planning, conduct and reporting on project works
- Essay assignments should be given on regular basis
- Literature surveys and evaluation in examination
- Demonstration of skills in relation to conceptual analysis, problem identification and solving, numeracy, computer and social skills.
- Ability to transfer skills to appropriate practical situations.
- Extent to which the knowledge base of students is extensive and extends beyond the work covered in the degree programme.

### 2.2.5 Resource Requirements for Teaching and Learning

A key to achieving success in the programme is adequate resource allocation and appropriate utilisation. The following areas are important and should be supported in such a way as to make effective, any resource allocated to the department.

#### (a) Academic and Non Academic Staff

- The established staff students ratio of 1:30 for the social sciences should be met.
- Training and retraining of academic staff should be pursued vigorously.
- All academic staff should have computing skills.
- 75% of the academic staff should possess Ph.Ds .
- At least 20% of the academic staff should be Professors/Readers and 35 % Senior Lecturers.
- A new department should be headed by a Professor to have a good and solid foundation, such a Professor could be on sabbatical.
- Promotion should be strictly on merit, and that no promotion beyond lecturer I for those with out Ph.Ds.
- The Department should aim at equitable gender balance.

The Academic–Non-Academic staff ratio in the University should be 1:2 maximum. All administrative, secretarial and clerical staff should have computing skills.

#### (b) Academic and Non Academic Physical Spaces

Adequate class rooms and class room sizes should be provided to avoid –overcrowding.

- Adequate sitting arrangements should be provided.
- More effective chalk board and other facilities such as public address systems, flipcharts, dusters and lighting, should be provided.
- A computer room should be provided.

#### (c) Academic and Administration Equipment for Demography and Social Statistics programmes. The following are required.

- At least 4 PCs for the departmental office.
- At least 10 Pcs for teaching students in a computer room with Internet facilities and laptops.
- Each academic staff should have a PC in his / her office with Internet facilities.
- Overhead and multimedia projectors.

- Audio-tape recorders (at least 4).
- Video recorder.
- A video player
- A Television.
- Senior Lecturers and above should have telephone and GSM as part of working tools.

(d) **Library and Information Resources**

There is need for a departmental library for each Demography and Social Statistics Department. Current and up-to-date Demography and Social Statistics related textbooks and professional Journals.

Published government and non-governmental documents and related materials should be provided on regular basis.

2.2.6 **Course Outline for Demography & Social Statistics**

<b>100-LEVEL</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total</b>
<b>Compulsory</b>			
DSS 101 Introduction to Demography	2	2	4
DSS 102 Introduction to Demography and Social Statistics	2	2	4
DSS 103 Elementary Mathematics I & II	2	2	4
DSS 104 Introduction to Economics: Wealth and Poverty of Nations	-	2	2
DSS 105 Introduction to Social Statistics I & II	2	2	4
DSS 105 General Studies	6	4	10
<b>Electives</b>			
At least TWO Elective Courses from			
Introduction to Psychology	2	2	4

Introduction to Philosophy	2	2	4
A Survey of Nigerian History	2	2	4
Elementary French	2	2	4
<b>Total</b>	<b>22</b>	<b>22</b>	<b>44</b>

<b>200-LEVEL</b>	<b>1<sup>ST</sup> SEMESTER</b>	<b>2<sup>ND</sup> SEMESTER</b>	<b>TOTAL</b>
<b>Compulsory</b>			
DSS 201 Introduction to Population Studies I:	2	-	2
DSS 202 Introduction to Population Studies II:		2	2
DSS 203 Statistical Methods and Sources I	2	-	2
DSS 204 Statistical Methods and Sources II	-	2	2
DSS 205 Introduction to Computer Science	2		2
DSS 206 Elementary Mathematics III		2	2
DSS 207 Introduction to Political Science		2	2
Faculty /General Courses	6	6	12
<b>Electives</b> Not more than THREE in the first Semester and two electives in the second Semester from:			
Macro Economics	2	2	4
Spatial Organization of Society	2		2
Introduction to Population Geography		2	2

History of Social Thought	2	2	4
Sociology of the Family	2		2
Peoples and Cultures of Nigeria		2	2

Introduction to Social Psychology	-	2	2
Introduction to Elements of Physical Geography	2	2	4
<b>Total</b>	<b>22</b>	<b>26</b>	<b>48</b>

<b>300-LEVEL</b>	<b>1<sup>ST</sup> SEMESTER</b>	<b>2<sup>ND</sup> SEMESTER</b>	<b>TOTAL</b>
<b>Compulsory</b>			
DSS 301 Introduction to Data Evaluation	2	-	2
DSS 302 Measures of Population Change		2	2
DSS 303 Sources and Nature of Social Statistics Data	2		2
DSS 304 Social Statistics		2	2
DSS 305 The Nature, Evolution and Organization of Social Investigation	2		2
DSS 306 Data Collection and Analysis		2	2
DSS 307 Labour Force – Concepts, Measurement and Problems	2		2
DSS 308 Labour Force – Theoretical Considerations		2	2
DSS 309 Computer Programming I	4		4

DSS 310 Computer Programming II		4	4
<b>SUB-TOTAL</b>	<b>12</b>	<b>12</b>	<b>24</b>
<b>Electives</b> <b>Take at least 6 units of elective courses from:</b>			
Population Geography	2	2	4
DSS 311 Development Economics	2		2
DSS 312 Rural Sociology	-	2	2
DSS 313 Introduction to Cartography	2		2
DSS 314 Family Systems in Nigeria	-	2	2
DSS 315 Social Psychology	2	2	4
DSS 316 Psychology of Ethnicity and Ethnic Groups	2	2	4
<b>Total</b>	<b>22</b>	<b>22</b>	<b>44</b>

<b>400-LEVEL</b>	<b>1<sup>ST</sup> SEMESTER</b>	<b>2<sup>ND</sup> SEMESTER</b>	<b>TOTAL</b>
<b>Compulsory</b>			
DSS 401 Demographic Data Evaluation	2	-	2
DSS 402 Demographic Estimation		2	2
DSS 403 Population Theories	2	-	2
DSS 404 Population Trends and Policies	-	2	2
DSS 405 Advanced Social Statistics I	2	-	2

DSS 406 Advanced Social Statistics II	-	2	2
DSS 407 Social Aspects of Family Planning I & II	2	2	4
DSS 408 Research Project	3	3	6
<b>Electives</b>			
Not more than 14 Units (for 2 Semesters) from:		3	3
1. Population and Politics I & II	2	2	4
DSS 409. Population Projections	2	-	2
DSS 410. Population and Socio-Economic Development	-	2	2
DSS 411. Qualitative Methods in Demographic Studies	2	-	2
DSS 412. Demographic Situations in Developing Countries	2	2	4
DSS 413. Population, Health and Development	2		2
DSS 414 Statistical and Word Processing Computer Packages in Social Sciences	-	2	2
<b>TOTAL</b>	<b>21</b>	<b>22</b>	<b>43</b>



## Course Description

### 100-LEVEL COURSES COMPULSORY COURSES

#### 1. **Demography I**

Definition of terms and sources of data. Sources of demographic data: the field canvass, censuses and survey, the record system, population register, vital registration systems, administrative records. Reliability of demographic data and the associated concepts of de facto, de jure population enumeration, the post enumeration survey (PES), types of census questionnaires and types of census errors. Fertility measures, trends, family planning. Mortality measures, trends, life table, migration, measures, internal and international migration. Population composition, age, sex, and economic composition. Population growth; measurement, trends, and projections, population growth and economic development, positive and negative effects.

#### 2. **Introduction To Sociology**

Introductory analysis and description of social structure and dynamics of human society. Field of Sociology; Sociology and other social sciences. Basic concepts and principles of sociology.

#### 3. **Elementary Mathematics I (Algebra And Trigonometry)**

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

#### 4. **Elementary Mathematics Ii (Vectors: Geometry And Dynamics)**

Geometric representation of vectors in 1 – 3 dimensions, components, direction cosines. Addition, Scalar, multiplication of vectors, independence. Scalar and vector products of two vectors. Differentiation and integration of vectors with respect to a scalar variable. Two-dimensional co-ordinate geometry. Straight lines, circles, parabola, ellipse, hyperbola. Tangents, normals Kinematics of a particle. Components of velocity and acceleration of a particle moving in a plane. Force, momentum, laws of motion under gravity, projections, resisted vertical motion, elastic string, simple pendulum, impulse. Impact of two smooth spheres, and of a spheres on a smooth sphere. Pre-requisite – MTH 101.

5. **Introduction To Economics: Wealth And Poverty Of Nations**

The nature of Economics and economic problems. The tools of economic analysis-demand, supply, production costs and revenue functions. Factors affecting the wealth of nations: Natural resources, skills and energy of the people; availability of capital; efficiency of productive units; political stability; customs and social values; political factors and growth of population.

6. **Introduction To Social Statistics**

Role of statistics in Social Science inquiry. Nature of measurement. Presentation of data. Central values. Measures of deviation, Correlation. Nature of sampling, probabilities and normal distribution. Inference, hypothesis testing, test of significance.

**Electives**

1. **Introduction To Psychology**

Psycho-biological basis of behaviour. Survey of the major topics, theories, and research results of contemporary psychology.

2. **Introduction To Philosophy**

The nature and the principle branches of Philosophy – philosophical problems of other disciplines; introduction to African philosophical thought; philosophical methods; illustrations from the history of philosophy.

3. **A Survey Of Nigerian History**

A survey of the main trends in the political, economic and social developments in Nigeria as well as the major stimuli which were responsible for such developments from 1800 to the Nigerian Civil War. Emphasis will be placed on the pre-colonial links among the diverse peoples, British rule as both a unifying and a divisive force in recent Nigerian history. The aim is to help students understand the Nigerian peoples and the background to the present situation in the Country.

4. **Elementary French**

A course requiring no previous knowledge of the language and designed primarily to give facility in reading with provision, where possible, for the special requirements of students in each Faculty.

## **200 – Level Courses**

### **Compulsory Courses**

#### **1. Introduction To Population Studies I: Data, Theory And Pattern**

Population Growth: Paleolithic to early historic period, population of the ancient world: population trends: ancient to modern times and population growth in the modern period. Introduction to Population theory: the vital revolution in the West: Mortality and fertility trends and natural increases. Demographic changes in developing countries. The Nigerian Population Scene.

#### **2. Introduction To Population Studies II: Population Characteristics**

The age-sex composition of a population and its importance in population studies. Types of age-structure: progressive, stationery, regressive and the effect of Fertility and Mortality on age structure. Methods of presenting age-sex data. Migration Concepts: Internal-rural-rural, rural-urban, Urban-rural, Urban-Urban: International migration; volume of migration; age-sex selectivity in migration. Urbanization concepts; historical trends and contemporary patterns in developing countries. Labour-force Concepts: Economically active and inactive population, manpower, employments, unemployment and under-employment, employment in the major sectors of the economy.

#### **3. Statistical Methods And Sources I**

The nature of statistical methods. The role and significance of statistics in Social Research; Frequency distribution; Measures of Central Tendency – Mean, Mode, Median; Measures of dispersion – Range, Variance, Standard Deviation. Elementary Probability Theory; Binomial, Normal and Poisson Distributions.

#### **4. Statistical Methods And Sources II**

Tests of Hypotheses; small sample tests – t - test,  $\chi^2$  – test and F – test; Regression analysis; Analysis of Variance; Time series analysis; Index numbers; Sources of Statistical Data in Nigeria.

#### **5. Introduction To Computer Science**

History of Computers, functional components of computer, characteristics of a computer, problem solving; flow charts; Algorithms, computer programming, statements, symbolic names, sub-scripts, expressions and control statements. Introduction to BASIC OR FORTAN programming language; computer applications.

6. **Elementary Mathematics III**

Function of a real variable, graphs, limits and idea of continuity. The derivative, as limit of rate of change. Techniques of differentiation. Extreme curve sketching; Integration as an inverse of differentiation. Methods of integration, definite integrals. Application of areas and volumes.

7. **Introduction To Political Science**

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

**Faculty Courses**

1. **Introduction To Elements Of Physical Geography**

The scope of human geography and its relation to physical geography. World Population: its distribution and patterns of growth/demographic characteristics of selected populations. Human settlements: evolution; patterns and function. Inter-relationships between urban and rural settlements. Environmental resources; the concepts of resources: types of resources and their global distribution; relationship between resources and tertiary activities; impacts of human activities on the environment at varying levels of technology and population densities. The role of movement; flows of people, goods, energy and ideas.

2. **Micro-Economics**

Micro-economics theory, problem of scarce resources and allocation of resources in product and factor markets with application to Nigerian and other economics, equilibrium concept, possibility of disequilibrium, partial equilibrium, partial equilibrium and general equilibrium analyses. Supply and demand theory. Cobweb theory. Introductory dynamics. Consumers' behaviour. General equilibrium of exchange. Production theory. Cost curves. Pricing and output under perfect competition, imperfect competition, monopoly and monopolistic competition. Pricing of production factors. The theory of comparative costs.

3. **Macro-Economics**

Macro-economic theory, national income accounting, macro-economic aggregates, the classical system, the Keynesian System, the monetarist system, domestic economic stabilization, money and fiscal policies, price control and inflation.

## **Electives**

### **1. Spatial Organization Of Society**

Some basic concepts of spatial organization: principles of classification of geographical phenomena; growth and special distribution of population. Production systems; typology and distribution; location, spacing and growth of settlements; movements over space and transport networks, land-use; typology, patterns and interaction.

### **2. Introduction To Population Geography**

Examination of population data sources. Population growth and components. Migration processes and consequences. The Nigerian population structure, distribution patterns and their implications.

### **3. History Of Social Thought**

An introduction to the main contributors to social thought and to the rise and development of modern sociology; including historical background (both Western and Islamic); modern classical sociologists and contemporary African theories about society.

### **4. Sociology Of The Family**

Analysis of the principles of Kinship classification and of the types and functions of groups formed on those principles. Study of marriage as a social institution.

### **5. Peoples And Cultures Of Nigeria**

Survey of the main societies in Nigeria and their associated cultures, with special attention to their geographical distribution, linguistic classification, and traditional religions and world view.

### **6. Introduction To Social Psychology**

Survey of Social Psychological concepts. Analysis of the socio-psychological fabric which unites African societies together.

## 300 Level Courses

### Compulsory Courses

1. **Introduction To Data Evaluation**  
Errors in demographic data: Simple methods of appraising demographic data: -digit preference and age-sex ratios, age-sex accuracy index, Whipple's Myer's, United Nations indices etc. Adjustment of errors in demographic data: Adjustment of census totals for under-or over-enumeration; adjustment of age data e.g. Newton's formula and the United Nations smoothing formula. Standardization Techniques: "Direct" and "Indirect". Comparative mortality index.
2. **Measures Of Population Change**  
Measurement of fertility: The crude birth rate, general fertility rate, age-specific birth rates, adjusted rates, age-sex standardized rate, fertility rates for order of birth, marital fertility rates, gross and net reproduction rates, child-woman ratio; nuptiality. Measurement of mortality in infancy and childhood.  
  
The Life Table:- Types, functions and the interrelations. Measurement of migration: Concepts, and definitions – Internal and international sources of data, direct and indirect methods of measurement – census, vital statistics: Measurement of population growth – natural increase, total growth.
3. **Sources And Nature Of Social Statistics Data**  
Sources, uses and limitations of education, labour, health, marriage, housing statistics and statistics of employment and unemployment.
4. **Social Statistics**  
Emphasis is placed on the application of special topics in statistics to demographic issues – population estimation; population modeling, curve fitting in data evaluation and graduation; application of experimental methods in health, education, housing stock and the probability theory estimation.  
Statistical distribution: Binomial and poisson; hyper-geometric and multinomial; sampling distribution of the mean and other linear forms: understanding of statistical tables. Estimation – point and interval, test of hypothesis; testing problems, definition and general concepts. Power of test, one-and two-sided alternatives; critical regions.  
  
Correlation Analysis: the bivariate normal distribution, correlation from bivariate normal. Regression Analysis – Least-squares estimation, inferences about the intercept and slopes; coefficient of determination.
5. **The Nature, Evolution And Organisation Of Social Investigation**  
Introduction: The nature and purpose of social investigations; the evolution of social investigation, contemporary social investigations. Types of Research: A survey of Literature, a survey of educational practices or opinions, case studies, socio-metric study of a group, sociological and anthropological studies, etc. Complete census, pilot studies and sample surveys. Preliminaries to Research: Choosing a field research, background reading, formulating a

title. The Planning of Surveys: Defining the topic, choosing the method, choosing the subjects (coverage), sample design and statistical techniques; making a pilot study.

6. **Research Methodology:**

Methods of Data Collection: Participant observation, the questionnaire, records – advantages and shortcomings of each method of data collection. Questionnaire design: Content, wording; open and pre-coded questions; pre-testing and pilot surveys. Interviewing: the ethics of social enquiry; the interviewer and the respondents; the problem of rapport and non-response.

The use of Projective Techniques: Socio-metric techniques in the study of small groups, scaling methods; introduction to experimental design. Data processing: editing, coding and the problem of categorisation. Tabulation: Manual and machine tabulation – the use of computer packages. Analysis: Interpretation and presentation of results – the research proposal and the research report.

7. **Labour Force-Concepts, Measurement And Problems**

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

8. **Labour Force-Theoretical Considerations**

Demographic and economic factors in labour force, size and growth: The effects of total and age-sex structure of a population, fertility, age-specific activity rates, migration, income, education, etc. on the size and growth of the labour force. Economic development and relative size of the labour force. Levels and trends of crude activity rates in countries at different levels of development. Economic structure of the labour force: regional variations and changes in the processes of economic growth.

Female participant in the labour force: Substantive studies of the socio-cultural and economic determination (more developed and less developed countries).

Changes in women's participation in the labour Force in the process of Economic Development: the U-Curve hypothesis, logistic trends of participation by females etc.

9. **Computer Programming I**

Introduction to problem solving methods and algorithm development: designing, coding, debugging and documenting programme using techniques of a good programming language style computer organization; programming

language and programming algorithm development. A widely used programming language should be used in teaching this course.

10. **Computer Programming II**

Principles of good programming; structured programming concepts; Debugging and testing; string processing, Internal searching and sorting, Data Structures, recursion. Use a programming Language different from that in Computer Programming I.

**Electives**

1. **Population Geography**

Population data as vital statistics. Procedure and problems of population data collection including censuses. Historical outline of world population growth. Patterns of population distribution and trends of change. Theories and concepts of population. Determinant and spatial aspects of mortality, fertility and migration.

2. **Development Economics**

The rationale for planning. Planning origins, types and performance planning machinery. The planning process. Planning decision models. Planning data. Objectives and policy formation. Plan implementation. Development planning in Nigeria. Development and under-development. Economic and non-economic factors in development experience. Survey of development theories. Natural endowments. Human resources. Structural transformation. Trade and aid costs prices.

3. **Rural Sociology**

The fundamental feature of rural societies, their ecological systems and patterns of transformation. The identification, evaluation and utilization of nature and human resources. Social change in rural societies. Rural social institutions and their adaptation to change.

4. **Introduction To Cartography**

History of map making. Techniques of map making. Types of maps, design and construction of physical and economic maps. Basic contour compilation, profiles, flow maps, pie graphs, bar graphs. Map projection and learning techniques.

5. **Family Systems In Nigeria**

Family systems in Africa in general and Nigeria in particular. The comparative approach will be employed to examine critically the similarities and peculiarities of the family systems of different ethnic groups in Nigeria and also in selected African countries. Socio-cultural change and the family. Theories of evolution of the family and the factors influencing changes in the Nigerian family will be analysed. The future of marriage and family and the role of the family in national development will be discussed in detail.



6. **Social Psychology**  
Socialisation; social learning, internalization, conscience formation. Conditioning, Values and attitudes: prejudice and discrimination; stereotypes; development and change of attitudes; social movements.
7. **Psychology Of Ethnicity And Ethnic Groups**  
Methods, problems and empirical data on psychology in the areas of ethnicity, race and culture and their relation to personality.

#### **400 Level Courses**

##### **Compulsory Courses**

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

2. **Demographic Estimation**  
Introduction to estimation techniques: the use of the stable, stationary and quasi-stable models in obtaining demographic parameters for areas with poor quality data; Brass and other techniques for computing fertility and mortality from current and retrospective data. The life table: Methods of constructing actual life tables: the uses of tables (survival probability in demographic estimation.

Population Projection: The nature and types of population projections, uses of population projections, general issues and principles – assumption, length of projection period, frequency and nature of revision. Projections of total population and sub-populations – mathematical and component projection methods of estimating population between census dates - interpolations.

3. **Population Theories**  
The development of Population Theory; the ancient and medieval writings. Towards modern Theory: mercantilist; physiocratic and related views: The political arithmetic. Malthus and his Theory: the classical and neo-classical schools of economics and population theory.

Socialists and Marxist Writings: Early Socialists, Karl Marx, Engels, Post Marxian Socialists. Contributions of other disciplines to population theory: Mathematical theories – the logistic law and related theories of population growth: Biological theories and sociological theories; the demographic transition theory; Optimum population theory; Social factors and fertility behaviour.

4. **Population Trends And Policies**  
 Population Trends: World trends, level and differentials; implications of fertility and mortality levels and patterns; the role of migration in World population trends; demographic-economic interrelationships and the world population “explosion” “momentum”; marriage trends and the birth rate; contemporary marriage trends in the west. Population Policies: Pro-nationalist, effectiveness of population policies; family planning knowledge and practice; the 1965, 1969, 1974 and 1984 World Population Conferences. Progression towards World Fertility control. Specific area studies of population trends in the developing world.
  
5. **Advanced Social Statistics I**  
 This course focuses on the use of statistical procedures in demographic research. Emphasis is placed on (i) the types of demographic research hypotheses that could be tested by some of the procedures; (ii) the suitability of some of the procedures in studying differentials in response or behavioural patterns; (iii) the usefulness of some of the statistical procedures in studying relationships among population parameters and (iv) the suitability of some procedures in estimating values of demographic variables. Specific topics to be covered include: Random variables – relationship to population models (e.g. stable). Statistical estimation - Inferences about means and proportions e.g. Test of significance of the difference between fertility levels of urban and rural populations. Examining differences among three or more means – Analysis of Variance – Different models (e.g. fixed, random and mixed, corresponding to different research designs, will be examined for one and two-way classifications). Detecting which means differ from the others—the Multiple Comparisons Procedures: Fishers’ Least significant difference, Tukey’s W. Procedure, Duncan’s New Multiple Range, Scheffe’s S. Method.
  
6. **Advanced Social Statistics II**  
 Simple Linear regression and Correlation – Properties of the least Squares estimators; Analysis of variance approach; correlation. Multiple regression: The matrix approach to linear Regression model; OLS estimation, coefficient of determination, hypothesis testing and interpretation of coefficients.  
  
 Analysis of covariance – Introduction (the need for the procedure in demographic analysis); examination of a completely randomized design with one covariate, multiple covariates. Count Data and the Contingency Tables – the chi-square Test of Independence. Ordinal data and the use of non-parametric methods in demographic analysis.
  
7. **Individual Research Project**  
 The research project is designed to give the undergraduates in their final year an opportunity to put into practice their knowledge of the design and analysis of social investigations as a preparation either for graduate work or employment in establishments where such training is desirable. The paper should be based on field work. Students may, however, be permitted to use library materials including existing data in the Department.

Each undergraduate is assigned to a supervisor who will only advise on every aspect of the fieldwork and the writing of the paper. The supervisor is expected to assess the research project. Early in the final year, the undergraduate will, with the assistance of the supervisor, select a research topic. The research paper is to be submitted not later than the last week of classes in the Second Semester.

8. **Population And Politics I**

The writers of early Greece and Rome; the mercantilist's ideas: Imperialism and National power; the "scramble" for Africa; population and the political consequences of power and wealth.

Population dynamics; instability and internal violence; population distribution and the political consequences of density and pressure; population movement and consequences.

9. **Population And Politics II**

Political implications of population composition and changes in political systems, population policy and levels of vital rates; immigration and population policy; the political study of census-taking in Nigeria since 1952/53. Restrictions on international movements, e.g. Expulsion in Africa: Ghana's aliens quit order 1983, etc.

10. **Social Aspects Of Family Planning I**

Birth control in historical perspective – birth control in traditional society. The spread of family planning practice in the West – the role of propaganda and legal presentation in England; family planning and the decline of the birth rate. Social psychological factors affecting human reproduction and the adoption of birth control methods in developing countries; the consequences of family planning for population growth with special reference to Nigeria and other African countries. Factors influencing non- adoption of contraception.

11. **Social Aspects Of Family Planning II**

Modern birth control techniques– types, suitability, effectiveness and acceptability in various regions of the world.

Family Planning Programmes in the developing world and their fertility and population trends. The spread of knowledge and practice of family planning in the developing world; case studies of country situations with regard to family planning effectiveness and population growth – Nigeria, Kenya, Zimbabwe, Ghana, Tanzania, Mauritius, Puerto Rico, India, etc. Evaluation techniques and evaluation studies in selected countries.

12. **Population And Socio-Economic Development**

Early population-development debate. The modern population-development debate – linkage debate and the issue of multidirectional approach; equilibrium trap debate, the Bucharest debate and the emerging issues in the integration of population factors into development planning. Population and Socio-economic Development Linkage – Growth and development concepts; National Abstract Planning in Development; Sectoral Planning in

Development; The Sectoral Linkages (labour force, health, housing, education, etc.) Implications of different patterns of population growth on development.

13. **Demographic Situation Of Developing Countries**

Trends and differentials in fertility and mortality in developed and developing countries—contrasting socio-economic conditions in developed and developing countries; the dynamics of population growth, age-sex distribution and child dependency. Determination of fertility and mortality in developed and developing countries.

Proximate determinants of fertility  
Socio-economic determinants of fertility  
Socio-economic determinants of mortality

Detailed analysis of the demographic situation in Nigeria; Comparison of demographic situation in Nigeria with those of other African countries using results of recently conducted surveys or censuses.

14. **Population, Health And Development**

Concepts of Population, Health and Development. Interrelationships between health and population factors. Food insecurity, poverty, nutrition, HIV/AIDS, maternal mortality.

Effects of health on population  
Effects of health on family planning utilization  
Effects of population growth on health  
Health care practices in Nigeria  
Health care systems – primary health care; secondary health care and tertiary health care. Politics in health planning.

15. **Qualitative Methods In Demographic Research**

Focuses on the importance and use of qualitative methods such as Focus Group Discussions, In-depth Interviews, Observations, Key Informant Approach, role playing and semi-structured interviews in demographic research.

16. **Population Projections**

Population projections and reasons for projection. The need for projections in development planning. Methods of projections: arithmetic, geometric and component methods; urban-rural projection and projection of small areas. Emphasis will be placed on applications using available projection packages, e.g. people.

17. **Statistical And Word Processing Computer Packages In Social Sciences**

Introduction to basics of computer application. Introduction to software packages in social science – EKP INFO, SPSS PC +, spreadsheets LOTUS, AS EASY AS) and other packages for data entry, data processing, analyses and word processing (e.g. WORD PERFECT). Basic concepts in data preparation and processing will be discussed.

## 2.3 **B.Sc (Hons) Economics**

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

#### **Philosophy**

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

#### **Objectives Of The Degree Programme:**

- Provide training in the principles of economics and their application appropriate to the type of degree concerned: single, joint and combined studies;
- Stimulate students intellectually through the study of economics and to lead them to appreciate its application to a range of problems and its relevance in a variety of contexts;
- Provide a firm foundation of knowledge about the workings of an economy and to develop the relevant skills for the constructive use of that knowledge in a range of settings;
- Develop in students the ability to apply the analytical tools, knowledge and skills acquired to the solution of societies' economic problems,
- Equip students with appropriate tools of analysis to tackle issues and problems of economic policy;
- Develop in students, through the study of economics, a range of transferable skills that will be of value in employment and self-employment;
- Provide students with analytical skills and the ability to develop simplified frameworks for studying the real world;
- Provide students with the knowledge and skill base, from which they can proceed to further studies in Economics, related areas or in inter-disciplinary areas that involve Economics; and

- Generate in students an appreciation of the economic dimensions of wider social and political issues.

### 2.3.2 Admission and Graduation Requirements

#### a) Admission UME

Candidates for admission into the four – year degree in Economics should possess a Senior Secondary School Certificate, General Certificate of Education, NECO or their equivalents with at least five credit passes, at not more than two sittings including Mathematics, English Language and Economics. In addition, candidates must have acceptable passes in UME.

#### Direct Entry

Candidates for Direct Entry admission shall possess five Credits in GCE, SSCE, NECO, or their equivalents, of which at least two shall be at Advanced Level, provided that such passes are not counted at both levels of the examination. For emphasis, credit passes in English Language, Mathematics and Economics are required.

#### b) Graduation

To graduate, a student must have:

- a) Completed and passed the following no of units at each level
  - 100 – 37
  - 200 – 36
  - 300 – 36
  - 400 - 38

Total 147 including all compulsory courses specified by the University/Department

- b) Completed and met the standards for all required and optional Courses
- e) Obtain a minimum (GPA of 1.5 and
- f) Met other requirement that may be prescribed by the department, faculty and senate.

### 2.3.3 Learning Outcomes

#### a) Subject Knowledge and Understanding

To achieve the above aims, any single honours degree in Economics should normally comprise the following elements:

- i) A coherent core of economic principles whose understanding might be verbal, graphical and mathematical. These principles should cover the micro-economic issues of decision and choice, the production and exchange of goods, the

interdependency of markets and economic welfare. They should also include macroeconomic issues, such as employment, national income, balance of payments and the distribution of income, inflation, growth and business cycles, money and finance as well as trade policy issues.

- (ii) Relevant quantitative methods and computing techniques. These are likely to cover mathematical and statistical methods, including econometrics and computer application skills. Students should have some exposure to the use of such techniques on actual economic, financial and social data.
- (iii) A knowledge and appreciation of economic data, both quantitative and qualitative, students should also have the appropriate skills needed to structure and analyse such data.
- (iv) The application of economics: Students should have the ability to apply a core of economic principles and reasoning to a variety of applied topics.

**b) Competencies and Skills**

The following is an indicative list of what the attainments (learning outcomes) of students might be.

- Understanding of relevant mathematical and statistical techniques;
- Understanding of analytical methods both theory and model-based;
- Appreciation of the history and development of economic ideas and the differing methods of analysis that have been and are used by economists;
- Ability to relate differences in economic policy recommendations to differences in the theoretical and empirical features of the economic analysis, which underlie such recommendations;
- Ability to apply core economic theory and economic reasoning to applied topics;
- Ability to discuss and analyse government policy and to assess the performance of national and other economies;
- Understanding the verbal, graphical, mathematical and econometric representation of economic ideas and analysis, including the relationship between them.

## **Generic Skills**

Some of the attributes that a graduate in Economics possesses are generic and not specific to the study of the subject. Their enhancement would be part of any degree programme. These would include general intellectual skills and competencies such as:

- literary and information -processing skills;
- interpersonal skills such as communication ;
- conceptual framework skills that guide good decision-making;
- competence in the use of information technology;
- time –management and organizational skills;
- subject – specific and highly transferable skills such as abstraction, deductive and inductive analysis, quantification and analysis which allow for the pursuit of wide range of careers after graduation.

### **c) Behavioural Attributes**

Economists learn that behaviour partly depends on experience and partly on people's perceptions of what is expected to happen. The behaviour may change when unanticipated events occur. Effective decision making requires the skill of reacting in a context where people's behaviour is based on expectations that may be confounded by subsequent surprises. Economists are trained to recognise that important decisions often relate to small variations in key variables and parameters. An action is worth undertaking if the additional benefit that accrues is greater than the additional cost incurred.

A student of Economics is expected to be fully aware of the importance of the marginality analyses relative to the use of average. He should also have the following attributes: high sense of purpose; possess commitment to discipline, handwork , excellence and self –reliance; possess high sense of probity and accountability and high sense of patriotism.

### **2.3.4 Attainment Levels**

A graduate in Economics who has attained the threshold level should :

- (a) Demonstrate knowledge of economic concepts and principles.
- (b) Demonstrate knowledge of economic theory and modelling approaches.
- (c) Demonstrate awareness of quantitative methods and computing techniques appropriate to their programmes of study, and show an appreciation of the contexts in which these techniques and methods are relevant .



- (d) Display knowledge of sources of content of economic data and evidence and appreciate what methods might be appropriately applied to the analyses of such data.
- (e) Know how to apply economic reasoning to policy issues.
- (f) Demonstrate knowledge in an appropriate number of specialized areas in Economics.
- (g) Display awareness of the possibility that many economic problems may admit more than one approach and may have more than one solution.

### 2.3.5 Resource Requirements for Teaching and Learning

Adequate resource allocation is a sine –qua – non to the success of academic programmes, hence the centrality of adequate provisions.

#### a) Academic and Non Academic Staff

There is absolute need to maintain the existing staff /student ratio of 1:30 in the Social Science where Economics belongs. This means increasing the existing number and quality of academic staff in many universities through training, retraining and academic staff exchange programmes between universities. All academic staff should have a personal computer and be computer literate with a measure of quantitative skills. Senior academic staff should be provided with modern telephone, for example, GSM while the existing pyramidal structure of academic staff( Professors and Readers : 20 % , Senior Lecturers and their equivalents: 35 % and Lecturers I and below : 45 % ) should stay. At least 75 % of all academic staff should be Ph.D. holders. Similarly, no academic staff should be promoted beyond Lecturer I without a Ph .D degree.

The advent of technology is rendering a large chunk of the non-academic staff redundant. To this end, a ratio of academic - non academic staff of 4 : 1 is being proposed in the entire University System.

Every Department of Economics should have at least:

- (a) One Professor irrespective of its age
- (b) A Secretary
- (c) 1 Clerk
- (d) A Secretary for a maximum of 2 Professors
- (e) 1 Computer Operator
- (f) 1 Driver
- (g) One Messenger / Cleaner

b) **Academic and Non Academic Spaces**

Lecture rooms and theatres which are commonly shared should be adequate and conducive. Class sizes should conform to accepted standards.

Adequate sitting arrangements should be provided. Necessary facilities such as lighting, lecture boards and public address systems should be provided. Under no circumstances should students be sitting outside for lectures.

c) **Academic and Administrative Equipment**

The following equipment are required for Economics programmes;

- i) Computers and Internet facilities,
- ii) Television
- iii) Power Point Projectors
- iv) Video
- v) Audio tape recorders
- vi) Magic Boards

(d) **Library and Information Resources**

There is need for a departmental library for each Economics Department. Current and up-to-date Economics textbooks and professional Journals.

Published government and non-governmental documents and related materials should be provided on regular basis. The Libraries should be computerised.

2.3.6 **Course Content and Description**

**ECONOMICS**

<b>100 Level Compulsory Courses</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total</b>
1. Economic Principles	2	2	4
2. Introductory Mathematics for Economists	2	2	4
3. Introduction to Accounting	-	-	-
4. Total General Studies	8	10	18

Elective courses from chosen departments in the faculty and one outside.	6	3	9
	<b>18</b>	<b>19</b>	<b>37</b>
<b>ECONOMICS</b>			
<b>200 Level Compulsory</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total</b>
1. Intro to Micro-Economics	2	2	4
2. Intro to Macro-Economics	2	2	4
3. History and Structure of the Nigerian Economy I&II	2	2	4
4. Applied Statistics	2	2	4
5. Mathematics for Economists	2	2	4
6. Principles of Finance	2	-	2
7. Total General Studies	4	4	8
<b>Electives</b>			
Two Electives from any of the following (4 units)			
1. Theories of Human Resources)	2	2	4
2. Labour Economics			
3. Financial Accounting			
4. Urban and Regional Economics)	-	2	2
One Elective from any other department			
<b>ECONOMICS</b>			
<b>300 Level</b>	18	18	36
<b>Compulsory Courses</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total</b>

1. Intermediate Micro-Economics	2	2	4
2. Intermediate Macro-Economics	2	2	4
3. Hist. of Economic Thought I & II	2	2	4
4. Introductory Econometrics	2	2	4
5. Project Evaluation	2	2	4
6. Economics of Development	2	2	4
7. International Economics I & II	2	2	4
8. Public Sector Economics	2	2	4
9. General Studies			
<b>Electives</b>			
At least any 4 units from the following in 1 <sup>st</sup> semester and 2 units in second semester	-	-	-
	-	-	-
1. Operations Research			
2. Political Economy			
3. Applied Monetary Economics	4	2	6
4. Management Accounting			
5. Economics of Public Sector Econ.			
6. Mathematical Economics I			
7. Financial Institutions			
8. Monetary Economics I & II			
	18	18	36

#### 400 Level

##### Compulsory Courses

	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	Total
1. Advanced Micro-Economics	2	2	4
2. Advanced Macro-Economics	2	2	4
3. Comparative Economic Systems	2	-	2
4. Economic Planning	-	2	2
5. Problems and Policies of Dev.	2	-	2
6. Taxation and Fiscal Policy	2	-	2
7. Economics of Production	-	2	2
8. Applied Statistics II	2	-	2
9. Research Project/Original Essay	3	3	6

##### Electives

Three Electives from below:-

1. Industrial Relations and Personnel Management	4	2	6
2. Petroleum Economics			
3. Advanced Mathematical Economics			
4. Banking and Finance			

5. Econometrics	19	15	34
Total Units for the 4 years:			
Year 1	19	18	37
Year 2	18	18	36
Year 3	18	18	36
Year 4	18	16	34
	75	70	145

## 100 LEVEL

### Compulsory Courses

#### **Economic Principles I & II**

An introduction to the various issues, the nature of economic science, the methodology of economics, major areas of specialization in economics, stressing historical development of ideas, major findings in the various areas of specialization, elementary principles of micro and macro-economics, current issues of interest and probable future developments.

#### **Mathematics For Economists I**

Mathematical concepts in the social sciences. Set theory, factors and exponents, logarithms, trigonometry, equations, functions, progressions. Co-ordinate geometry. Trigonometric functions and their inverse. Inequalities. Matrix algebra, differentiation, introduction to calculus, exponential and logarithmic functions, Economic applications, implicit functions, differential. Permutations and combinations etc.

#### **Introduction To Accounting**

The nature, scope and purpose of accounting. Basic financial statements. Accounting conventions. Theory and mechanics of double-entry book-keeping. Books of original entry. The cash book and the ledger, classification, recording and summary of business transactions. The revenue accounts and balance sheets of business concerns. The valuation of assets and measurement of business income. The interpretation of accounts; significant accounting ratios. Sources and application of funds statements.

## **200 Level**

### **Compulsory Courses**

#### **Introduction To Micro-Economics**

Micro-economic theory, problem of scarce resources and allocation of resources in product and factor markets with application to Nigerian and other economies, equilibrium concept, possibility of disequilibrium, partial equilibrium and general equilibrium analyses. Supply and demand theory, Cobweb theory, Introductory dynamics. Consumer behaviour. General equilibrium of exchange. Production theory. Cost curves. Pricing and output under perfect competition, imperfect competition, monopoly and monopolistic competition. Pricing of production factors. The theory of comparative costs.

#### **Introduction To Macro-Economics**

Macro-economic theory, national income accounting, macro-economic aggregates, the classical system, the Keynesian system, the monetarist system, domestic economic stabilisation, monetary and fiscal policies, price control and inflation.

#### **Applied Statistics**

The role and significance of statistics in Social Science research. The logic and basis of inferential statistics (sampling design and selection); sampling distribution, point and interval estimates of parameters. The logic of hypothesis testing. Tests of significance for nominal, ordinal level, interval and ratio level, measures of association for nominal, ordinal, interval and ratio levels. Simple regression, index number, unit normal distribution

#### **Mathematics For Economists I & II**

The derivatives of trigonometric functions; sequences and series; expansions, and Taylor's theory. Mathematical analysis of basic theories of economics. Partial and total derivatives. Differentials and difference equations. Applications of partial derivatives. Maxima and minima. Lagrange multiplier, Linear algebra. Matrix algebra. Inverse matrix. Simultaneous linear equations. Introduction to linear programming. Input – output analysis etc.

#### **History And Structure Of The Nigerian Economy I & II**

Analysis of development in the pre-colonial and post-colonial periods with regard to the development of economic and social organizations, role of agriculture, industry monetization and banking, and international trade in Nigerian economic development. Growth of income, employment, wages and prices. Public development institutions, National income and expenditure. Monetary and fiscal policies. Monetary institutions. Trade and Transport systems, contributions of sectors of the Nigerian economy to national output, relationship between these sectors. Role of national institutions. Economic development and social change.

## **Statistics I**

Sources and nature of published statistical data in Nigeria and their uses and limitations. Methods of collecting data – census and surveys. Population and sample. Tables, graphs, and diagrams. Simple ideas of probability, Frequency distributions. Measures of central tendency and dispersion. Simple tests of hypotheses. Simple regression analysis. Index numbers. Time series, Growth surveys.

## **300 Level Compulsory Courses**

- 1. Intermediate Micro-Economic Theory**  
More advanced and mathematical treatment of micro-economic theory with incorporation of linear programming advanced price and output determination under perfect competition, oligopoly, monopoly; exchange theory, offer curves, and contract curves; introduction to capital theory and types of production functions.
- 2. Intermediate Macro-Economic Theory**  
Concept of national income, classical Keynesian and monetarist systems compared. Problems of unemployment and inflation, **IS – LM** analytical apparatus in discussion of the relative effectiveness of monetary and fiscal policy.
- 3. History Of Economic Thought I& II**  
Comparative survey and assessment in economic thought. Ideas of the early Christian Fathers, Islamic Ideas on economic activity. Classical economics, neo-classical school of thought, positive and welfare schools of economic thought, institutional economics, Keynesian School of Economic thought, evolution and contemporary development of Marxian School of Economic thought. Contemporary state of development in economics and future prospects. Marginalists and modern schools of economic thought. African economic ideas and future prospects.
- 4. Econometrics And Research Methods**  
Definition of research, the role of research in development; the uses of different statistical procedures, including survey methods, correlation and regression analyses; concepts and uses of mathematical methods in research, operations research, mathematical economics and mathematical programming; definition and scope of econometrics, stages of econometric research, simple linear econometric model and regression, ordinary least square estimator, multicollinearity, autocorrelation, homoscedacity and heteroscedacity and simultaneous equation models and the two stage least square identification problem.
- 5. Economic History**  
The conditions of economic progress in Britain, Western Europe and the USA in the eighteenth and nineteenth centuries. The causes and effects of population growth. Technical change in industry, agriculture

and transport. The mobilization of capital and labour. The further spread of industrialization, economic growth in Russia and Japan since C. 1860.

The world economy in the last 100 years. Economic changes in Africa during the last 100 years, with particular reference to Nigeria. Colonial economic policies.

## **400 Level**

### **Compulsory Courses**

#### **Advanced Micro-Economics**

Fundamental quantitative relationships. General equilibrium and disequilibrium. Dynamic analysis, value theory production functions, duopoly, oligopoly, bilateral monopoly and monopsony. Theories of determination of wages, rent, interest and profit. Optimisation in theories of consumption and production. The notion of economic efficiency. Efficiency and equity. Externalities. Social and private costs. Pareto optimum. Social welfare functions.

#### **Advanced Macro-Economics**

Basic model of income determination. Extension from a simple closed economy to a four-sector economy. Detailed theories of consumption and investment functions. The classical Keynesian models of employment, and output. Capital theory. Theories of money, prices and interests. Introduction to models of economic growth. Macro-economic policies and optimal allocation of resources.

### **List Of Other Compulsory Courses**

1. **Economic Development/Planning**  
The rationale for planning. Planning origins, types and performance. Planning machinery. The planning process. Planning decision models. Planning data. Objectives and policy formation. Plan implementation. Development planning in Nigeria. Development and under-development. Economic and non-economic factors in development experience. Survey of development theories. Natural endowments. Human resources. Structural transformation. Trade and aid costs prices.
2. **Comparative Economic Systems**  
Classification and analysis of economic systems-communalism, slavery, feudalism, capitalism, communism. Systems in transition; features of under-developed countries.
3. **International Economics**  
Introduction to the theory of trade and international finance incorporating presentation of various theories of international trade, foreign trade protection, economic integration, balance of payments,



foreign aid capital flows; the uses of international economics in explaining contemporary international relations and diplomacy.

4. **Statistics II**

Probability: rules, axioms, probability distributions and expectations. Statistical inference, sampling, point estimation, sampling distribution, hypothesis, testing and internal estimation.

5. **Mathematics For Economists I**

Mathematical concepts in the Social Sciences. Basic notions. Equations. Functions, progressions. Logarithms. Co-ordinate geometry. Basic trigonometry. Trigonometric functions and their inverses. Inequalities. Set theory, Combinatorics, Vectors and matrices. Sequences, Limit. Continuity. Introduction to Calculus. Differentiation. Power exponential and logarithmic functions. Applications. Implicit functions and differential. Illustrated examples from the Social Sciences.

6. **Mathematics For Economists II**

The derivatives of trigonometric functions. Sequences and series. Expansions. Taylor's theorem. The definite and indefinite integral. Partial derivatives. Differential. Total derivative. Implicit functions. Space curves and surfaces. Applications of partial derivatives. Maxima and minima. Lagrange multipliers. Differential and difference equations. Linear algebra. Linear independency. Determinants inverse matrix. Simultaneous linear equations, Introduction to linear programming.

7. **Basic Accounting**

The nature, scope and purpose of accounting. Basic financial statements. Accounting conventions. Theory and mechanics of double-entry book-keeping. Book of original entry. The cash book and the ledger, classification, recording and summary of business transactions. The revenue accounts and balance sheets of business concerns. The valuation of assets and measurement of business income. The interpretation of accounts; significant accounting ratios. Sources and application of funds statements.

8. **Public Policy/Public Sector Economics**

The concept of the public sector. Pricing, investment and financing of public sector enterprises. The public sector and economic development. Analysis of selected public policies.

9. **Structure Of The Nigerian Economy**

Growth of income, employment, wages and prices. Agricultural and industrial production. Public development institutions. National income and expenditure. Monetary and fiscal policies. Monetary Institutions. Trade. Transport system. Economic development and social change.

10. **Project Evaluation**

Definition and classification of projects and project evaluation. The project and the overall view of development programme data requirements. Location and size of projects. Calculation of investments required for a project. Evaluation of projects. Appraisal of projects from commercial and social view points. Cash flow analysis.

11. **Political Economy**

Basic distinguishing features of bourgeois methods of analysis and of dialectical methods. Historical materialism. Classification of social systems, theory of social classes. Marxist theory of capital accumulation. Surplus value. Stages of capitalist development: emergence and advancement of capitalism. Metropolitan and satellite economic relations; The struggle against colonialism and neo-colonialism. States of socialist development, emergence and advancement of socialism.

**List Of Electives**

(1) **Taxation**

Nigerian system of income tax Administration; structure and procedures, returns, assessments, appeal, postponement, collection; with reference to all necessary legislation. Distinction between the taxation of income and taxation of Capital. Personal Income Tax: the law and practice of income tax relating to individuals, exemptions, settlements, trusts, and estates.

Partnership assessments, treatments of losses. Computation of assessable income: commencement and cessation of trade or business. Company Tax – the principles and scope of company tax. The small company provisions including definitions, computations and exemption.

(2) **Comparative Public Administration**

Concepts and the evolution of comparative public administration; cross-national study of public administration both in emergent and developed states, structures and functions of bureaucracies in these states.

(3) **Labour Economics**

Nature of labour problems in developing countries, labour force, definition and concepts, determinations of size and composition of labour force; concepts of unemployment; industrial and occupational distribution of labour force. The informal sector and the modern sector, labour market theories, economics of wage determination, features of the Nigerian labour market, manpower development.

(4) **Industrial Relations**

The concept of industrial relations. Trade union characteristics; Industrial Relations Laws in Nigeria. Types of Unions; Internal Structures and Government of Unions; Trade Union Federation; Central Labour Organization

and International Affiliations; Union Solidarity and Check-Off Systems. Collective Bargaining; Industrial Disputes; Dispute Settlement; Joint Consultation; The State and Industrial Relations; Comparative Industrial Relations.

(5) **Monetary Theory**

Framework for monetary analysis, is money wealth? Supply of money theories, wealth effect mechanism of monetary policy, and inflation.

**Theories Of Economic Development**

Distinction between development and growth, development and underdevelopment, theories of development, classical, Marxian, Schumpeterian and Harrod – Domar, Characteristics of a developing country, obstacles to development and strategy to remove them, dualism, balanced and unbalanced growth, resource of technology, international trade and aid policy issues and case studies.

**Energy Economics**

This intermediate level course is designed to equip the student with knowledge of matters relating to Energy broadly defined.

(6) **Money And Banking**

Definition and functions of money, commercial banking, non-banking financial institutions, balance sheets of banking institutions, high powered money, monetary policy, international monetary system, Nigerian banking system, money and capital markets.

(7) **Industrial Economics**

Scope, methodology of industrial economics, industrial structure, definitions, problems and measurement theories of the firm; the growth of the firm, diversification in mergers and innovation, investment economics, risk, and uncertainty, the cost of capital, sources of finance, industrial pricing and marketing, pricing and marketing public goods, government intervention in industry and public policy, industrial location; industrial practices and policies in Nigeria and factors of fixed investment demand.

(8) **Nigerian Public Finance**

The development of Nigerian Federal Finance. The main issues in federal finance structure of public revenue. Structure of public expenditure; inter-governmental transfers, regional/state revenues. Problems of public debt in Nigeria; budgetary processes of Nigerian governments.

(9) **Mathematical Economics II**

Linear and non-Linear Models, Static and Dynamic Models, Advanced Treatment of Input-Output Analysis; General Equilibrium Analysis; Mathematical programming; Dynamic Programming; optimal control theory with emphasis on Bellman and Pantryagin Approaches; Game theory and applications, Linear, and Differential Equation Systems.

- (10) **Operations Research**  
Applications in economic analysis and in real life, linear programming, non-linear programming, game theory, queuing-models, Markov Chains, and simulation.
- (11) **Econometrics**  
Extensions of the two – variable linear model; introduction to matrix algebra and algebra of econometrics; the General linear model and generalized least square procedure, violations of linear model assumptions and the correction of serial correlation (autocorrelation) of the errors, intercorrelation (Multicollinearity) of the variables, stochastic regressions and errors in variables; identification of problems, meaning, detection and correction, simultaneous models and estimations, K-class estimators and the choice of estimators. Practical solution of problems and familiarity with the computer.
- (12) **Monetary Theory And Policy**  
The structure and functions of financial systems and markets. General outlines of Financial Institutions. Theory of money, money supply and demand. Demand and supply of Financial Assets. Determination of money stock, interest and prices. Stabilisation Policies: meaning of Monetary Policy, techniques, and effects. Policy objectives, conflicts, trade off and co-ordination. International Adjustment and liquidity.
- (13) **International Finance**  
Monetary aspects of international trade. Balance of payments and its adjustments. Foreign exchange market and its efficiency. Theory and practice of devaluation. International Financial Institutions and markets; functions, features, instruments, structures and performance. International Capital Flows.
- (14) **Project Evaluation**  
Project; concept and dimensions; project cycle, techniques of project identification. Elements of project analysis: Assessment of private profitability. Cash flow dimensions; analysis of risk and uncertainty; project evaluation and review techniques (P.E.R.T.). Project Implementation Assessment of social profitability.
- (15) **Financial Management**  
Finance management decision-making in the insurance industry, portfolio analysis and management, insurance company profitability analysis, interpretation of insurance company accounts, measurement of liquidity and profitability, capital structure analysis of insurance companies, effects of inflation on premiums and profits, analysis of investment behaviour of insurance companies, measurement of pension performance, corporate finance planning and control and inter-company comparisons
- (16) **Operations Research**  
Definitions, origin, development of operations research, usefulness and limitations, modeling in Operations Research.; Decision analysis; Mathematical programming – concepts formulation, analysis and application of Linear and non-linear programming, Dynamic, integer and goal

programming, theory of games; two-person, zero-sum features and limitations; System models – system dynamics, advanced simulation; Queuing Theory and Application: Theory of Stochastic Process, Theory of Queues.

### **Additional Courses Suggested**

- (i) Introduction to Social Accounting
- (ii) Introduction to Environmental Economics
- (iii) Principles of Auditing
- (iv) Economics of Public Institutions
- (v) Computer Applications for Economics
- (vi) Economics of Marketing
- (vii) Health Economics

## **2.4. B. SC (Hons) Geography**

### **2.4.1 Philosophy, Aims, and Objectives of the Degree Programme in Geography**

The philosophy underlying the Geography degree programme is to produce a crop of graduates equipped with appropriate knowledge to make effective contributions to the development of Nigeria, Africa and the global community having been exposed to a broad foundation of knowledge in the field of Social Sciences in general and in the various sub-fields of Geography in particular.

#### **Aims & Objectives**

- (i) To instil in students a sound knowledge of Geography, an appreciation of its applications in different socio-cultural contexts and to involve the students in an intellectually stimulating and satisfying experience of learning and studying the workings of society.
- (ii) To provide students with broad and well balanced knowledge of geographical theories and methods.
- (iii) To cultivate in students the ability to apply their geographical knowledge and skills to the understanding and solution of societal problems in Nigeria and elsewhere.
- (iv) To provide students with relevant knowledge and skill base from which they can proceed to further studies in special areas of Geography or multi-disciplinary areas involving Geography.

- (v) To instil in students an appreciation of the importance of Geography in spatial and environmental contexts.
- (vi) To develop in students a range of useful competencies in public , private or self-employment.

#### 2.4.2 Admission and Graduation Requirements

##### a) Admission

###### UME

Candidates for admission into the four – year degree in Geography should possess a Senior Secondary School Certificate, General Certificate of Education, NECO or their equivalents with at least five credit passes, at not more than two sittings including Mathematics, English Language and Geography. In addition, candidates must have acceptable passes in UME.

###### Direct Entry

Candidates for Direct Entry admission shall possess five Credits in GCE, SSCE, NECO, or their equivalents, of which at least two shall be at Advanced Level, provided that such passes are not counted at both levels of the examination. For emphasis, credit passes in English Language, Mathematics and Geography are required.

##### b) Graduation

To graduate, a student must have:

- a) Completed and passed the following no of units at each level
  - 100 – 38
  - 200 – 34
  - 300 – 34
  - 400 - 34

Total 140 including all compulsory courses specified by the University/Department
- b) Completed and met the standards for all required and optional Courses
- g) Obtain a minimum (GPA of 1.5 and
- h) Met other requirement that may be prescribed by the department, faculty and senate.

### 2.4.3 Learning Outcomes

#### a) Regime of Subject Knowledge

While each University offering a Bachelors Honours degree programme in Geography is free to decide on the content, nature and organization of its courses or modules, it is expected that all programmes will ensure that students become conversant with the following main aspects of Geography.

- (i) Major aspects of the history of geographical thought, the development of Geography as a spatial subject, the development of various branches of Geography including physical, human and other techniques.
- (ii) Core theories and concepts in all branches of Geography.
- (iii) Geographical methods of data collection and processing both qualitative and quantitative.
- (iv) Models and Maps in geographical analysis.
- (v) Statistical methods in geographical analysis.
- (vi) Appropriate information technology that is adequate in the digital age.

#### b) Competencies and Skills

A graduate of Geography at the bachelors honours level should have the following competencies and skills :

- (i) Ability to demonstrate adequate knowledge and understanding of the essentials in all the subject knowledge areas identified above.
- (ii) Ability to apply such knowledge and understanding to the solution of social problems.
- (iii) Ability to recognize and analyze new problems and plan strategies for their solutions .
- (iv) Communication skills in presenting geographical scientific research materials and arguments clearly and correctly , both orally and in writing to a range of audiences.
- (v) Competence in statistical and qualitative data processing skills relating to spatio-temporal data using the computer.

- (vi) Competence in the use of information technology such as word processing, Internet communication, information retrieval through on-line computer searches etc.
- (vii) Subject-specific and transferable skills which allow for the pursuit of a wide range of careers after graduation.

c) **Behavioural Attributes**

**A graduate in Geography should be able to demonstrate adequate**

- (i) Knowledge of geographical concepts, theories and models.
- (ii) Knowledge of a wide-range of geographical research methods.
- (iii) General knowledge in the various branches of Geography.
- (iv) Computing skills.
- (v) Ability to function entrepreneurially in wide range of choices.
- (vi) Study skills needed for further studies, and to.
- (vii) Ability to apply critical geographical reasoning to problem solving.

2.4.4 **Attainment Levels**

Since our B. SC degrees are graded from first class to third class Degree Levels; it is crucial that procedures for the attainment of these Classes of degrees are clearly spelt out for all concerned.

Accordingly, procedures used in all Geography departments for fixing students' attainment levels or for the assessment of students' achievements in Geography should correspond to the Knowledge, abilities and skills that are to be developed through the 4 year degree programme. It is therefore expected that evidence is provided on which the assessment of students' achievement [and class of degree awarded] should be based, by using the following criteria, among others.

- Continuous Assessments, seen and "unseen" examination
- Tutorial performances
- Laboratory Reports
- Problem solving and experiential exercises
- Oral presentation, as in seminars and conferences
- Planning, conduct and reporting on project works



- Essay assignments should be given on regular basis
- Literature surveys and evaluation in examination
- Demonstration of skills in relation to conceptual analysis, problem identification and solving, numeracy, computer and social skills.
- Ability to transfer skills to appropriate practical situations.
- Extent to which the knowledge base of students is extensive and extends beyond the work covered in the degree programme.

#### 2.4.5 Resource Requirements for Teaching and Learning

A key to achieving success in the programme, is adequate resource allocation and appropriate utilisation. The following areas are important and should to be supported in such a way as to make effective, any resource allocated to the Department.

##### (a) Academic and Non Academic Staff

- The established staff/students ratio of 1:30 for the Social Sciences should be met.
- Training and retaining of academic staff and students should be pursued vigorously.
- All academic staff should have computing skills.
- 75% of the academic staff should possess Ph.Ds.
- At least 20% of the academic staff should be professors / readers and 35 % senior lecturers.
- A new department should be headed by a professor to have a good and solid foundation, such a professor could be on sabbatical.
- Promotion should be strictly on merit, and that no promotion should be made beyond Lecturer I for those without Ph.Ds.
- The Department should aim at an equitable gender balance.

The Academic –Non-Academic staff ratio in the University should be 1: 2 maximum.

All administrative, secretarial and clerical staff should have computing skills.

(b) **Academic and Non Academic Physical Spaces**

Adequate class rooms and class room sizes should be provided to avoid overcrowding.

Laboratories for all the various aspects of the discipline e.g. Met. Station, GIS Lab: fully equipped with the computers hardware, peripherals and software packages, Cartography lab/Map Room, Physical: Soil/Hydrological lab, map library measuring about 72 sq meters.

- Adequate sitting arrangement should be provided.
- More effective chalk board and other facilities such as public address system, flipchart, dusters and lighting should be provided.
- A computer room should be provided.

(c) **Academic and Administrative Equipment.**

The following are required.

- At least 10 PCs for the departmental office.
- At least 10 Pcs for teaching students in a computer room with Internet facilities and laptops.
- Each academic staff should have a PC in his / her office with Internet facilities.
- Surveying equipment: Theodolite, Chain, Dump/Abney level, Compass etc
- Overhead and multimedia projectors.
- Audio-tape recorders (at least 4).
- Video recorder.
- A video player.
- A Television.
- Senior lecturers and above should have telephone and GSM as part of working tools.
- Field course vehicle

Additional equipments are listed in appendix I

(d) **Library and Information Resources**

- There is a need for a departmental library for each Geography Department.
- Current and up-to-date Geography and Geography related textbooks, and professional journals.

## 2.4.6 Course Content and Description

### GEOGRAPHY

#### 100 Level

##### 100 Level

##### Compulsory Courses

1. Introduction to Elements of Physical Geography
2. Introduction to Elements of Human Geography
3. Introductory practical Geography
4. Local Field Studies
5. Elementary Land Surveying
6. Total General Studies

##### Required Electives

1. Introduction to Environmental Science  
Two Elective courses from chosen Departments in the faculty.

	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	Total
1. Introduction to Elements of Physical Geography	2	2	4
2. Introduction to Elements of Human Geography	2	2	4
3. Introductory practical Geography	2	-	2
4. Local Field Studies	-	2	2
5. Elementary Land Surveying	2	-	2
6. Total General Studies	8	10	18
<b>Required Electives</b>			
1. Introduction to Environmental Science Two Elective courses from chosen Departments in the faculty.	-	2	2
	2	2	4

18	20	38
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### GEOGRAPHY

#### 200 Level

##### Compulsory Courses

1. Spatial Organisation of Society
2. Introduction to Population Geography
3. Introductory Geomorphology & Soil Geography
4. Introductory Climatology & Biogeography
5. Statistics for Geographers
6. Introductory Cartography
7. Introd. to Geographic Information System
8. Regional Geography of Nigeria West Africa.

Total General Studies

##### Required Course

9. Geographical Thought Theory

One elective course from the Faculty and one outside.

	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	Total
1. Spatial Organisation of Society	3	-	3
2. Introduction to Population Geography	-	3	3
3. Introductory Geomorphology & Soil Geography	2	2	4
4. Introductory Climatology & Biogeography	2	2	4
5. Statistics for Geographers	2	-	2
6. Introductory Cartography	-	2	2
7. Introd. to Geographic Information System	-	-	-
8. Regional Geography of Nigeria West Africa.	2	2	4
Total General Studies	4	2	6
<b>Required Course</b>			
9. Geographical Thought Theory	-	2	2
One elective course from the Faculty and one outside.	2	2	4
	17	17	34

<b>GEOGRAPHY 300 Level Compulsory Courses</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total</b>
1. Geographical Methodology	-	2	2
2. Advanced Quantitative Techniques	2	2	4
3. Regional Geography of Africa	-	2	2
4. Field Course	3	3	6
5. Cartographic & Research Methods	-	2	2
6. General Studies	2	-	2
<b>Required Courses:</b>			
1. Economic Geography	2	-	2
2. Population Geography	2	2	4
3. Biogeography.	2	-	2
Two optional courses from the following:			
1. Settlement Geography			
2. Hydrology			
3. Geographical Information System			
4. Soil Studies	4	4	8
5. Applied Climatology			
6. Vegetation Studies			
7. Land Evaluation			
	17	17	34
<b>GEOGRAPHY 400 Level Compulsory Courses</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total</b>

1. Systematic Geography of Nigeria
2. Contemporary Philosophy & Methodology in Geography
3. Advanced Cartographic Methods
4. Original Research Project

**Required Courses**

5. The Developing World
6. The Developed World.
7. Demography

**Electives**

From professional specializations in the two areas (Natural Resources, Urban & Regional Planning).

Total Units for the 4 Years:

- Year I
- Year II
- Year III
- Year IV

	2	2	4
	2	2	4
	2	2	4
	3	3	6
	2	-	2
	-	2	2
	6	6	12
	17	17	34
	19	17	36
	18	16	34
	17	17	34
	17	17	34
	71	67	138

## **Course Description: Geography**

### **100 Level**

- 1. Man's Physical Environment**  
The composition and structure of the lithosphere, atmosphere and hydrosphere. Nature, distribution, evolution and significance of the First Order Relief Forms of the earth. The earth's radiation, atmospheric and oceanic circulation systems. Introduction to the cycling of matter and energy in eco-systems.
- 2. Man, Location And Resources**  
The scope of human geography and its relation to physical geography. World population: is distribution and patterns of growth/demographic characteristics of selected populations. Human settlements: evolution; patterns and functions. Inter-relationships between urban and rural settlements. Environmental resources; the concept of resources: types of resources and their global distribution; relationship between resources and tertiary activities; impact of human activities on the environment at varying levels of technology and population densities. The role of movement and flows of people, goods, energy and ideas.
- 3. Introductory Practical Geography**  
Map reading: location; map scale; conventional signs; representation of relief and recognition of relief forms; analysis and interpretation of relief forms on maps; analysis and interpretation of cultural features on maps. Graphical and map presentation of geographical data; isoline maps; chorepleth maps; dot maps; flow maps; etc.
- 4. Local Field Studies**  
Class field studies for familiarization of students with their local environments, and for practicalising classroom lectures in both human and physical geography.
- 5. Introduction To Environmental Science**  
Energy systems in the atmosphere, biosphere, hydrosphere, and lithosphere. Current environmental issues, including air pollution and other natural hazards; erosion, drought, earthquakes, hurricanes, floods etc.
- 6. Elementary Land Surveying:**  
Introduction to Land Surveying types, Basic principles: Coordinate, Circumvention of obstacles, Erecting and Dropping of perpendicular lines, Instruments, Field Codes and Ethics, Open and Closed Traverse, Compass Survey: Booking and Plotting, Levelling etc.

## **200 LEVEL**

1. **Spatial Organisation Of Society**  
Some basic concepts of spatial organization: principles of classification of geographical phenomena; growth and special distribution of population. Production systems; typology and distribution; location, spacing and growth of settlements; movements over space and transport networks. Land-use; typology, patterns and interaction.
2. **Introduction To Population Geography**  
Examination of population data sources. Population growth and components. Migration processes and consequences. The Nigerian population structure, distribution patterns and their implications.
3. **Introductory Geomorphology And Soil Geography**  
The meaning and scope of Geomorphology. Rock types, their origins and characteristics. Nature and origin of Second Order Relief Forms of the continents. Structural landforms. The meaning and scope of soil geography. Factors of soil formation. Zonal soils; azona soils and intrazonal soils.
4. **Introductory Climatology And Biogeography**  
The general circulation of the atmosphere – scales and laws of motion. Forces that drive the atmosphere. Major features and models of the circulation, weather-producing systems – air masses and fronts, frontal and non-frontal depressions; tropical systems. Climatic classifications and global systems of climate. Man's influence on the atmosphere. Basic structure and dynamics of plant communities, factors influencing plant growth. Survey of characteristics, distribution and controlling factors of principal or zonal vegetation types. Man's influence on vegetation.
5. **Elementary Statistics For Geographers**  
The place of statistics in geography; Data description and characteristics; Discrete and continuous variables, Data Scales, Frequency distributions and graphic presentation; Measures of central tendency and variability. Methods of sampling; spatial sampling, description of point patterns; nearest neighbour analysis, etc.
6. **Introductory Cartography**  
History of map making. Techniques of map making. Cartographic processes, types of maps, design and construction of physical and economic maps. Basic contour compilation, profiles, flow maps, pie graphs and bar graphs. (Map) projection and lettering techniques.
7. **Introduction To Geographical Information Systems**  
Remote Sensing systems, Imageries across the spectrum, Image Acquisition, Image Restoration and Enhancement, Image Processing and Interpretations, Image Storage and Retrieval Formats; applications

in Agriculture, Environmental Resources Management, Monitoring and Change detection, Urban planning etc.

8 **Geographical Thought, Theory And Methods**

History of geography; Philosophical issues in Geography, history of development in America, Europe and Africa, Quantitative revolution; The role of theory in science and geography. Methods in natural and social science; Nature of problems in geographic research.

**300 Level:**

1. **Regional Geography Of Africa**

Geography of Africa, dealing with the peoples, their culture, history, systems of resource utilization, population patterns and processes and spatial aspects of development.

2. **Quantitative Methods In Geography**

Matrices; Binary number systems, Integration and Differentiation, statistics; and spatial analysis. The statistical part will deal with; nature of raw data; calculation and use of deviations and variability. Probability theory and methods of sampling. Comparison of samples; non-parametric and parametric tests. Regression and correlation. Time series analysis. Spatial sampling, Point patterns; etc.

3. **Cartographic And Research Methods**

Basic draughtsmanship; conception, design and execution of map projections. Map interpretation and Air photo-interpretation. Computer Cartography, elementary land surveying. Introduction to research methods in geography.

4. **Field Course**

Eight to ten days intensive field studies designed to illustrate the application of theories, concepts and techniques of geographical analysis.

5. **Economic Geography**

Supply and demand; factors of production; comparative advantage; economies of scale; economic rent and global trade and movements; etc.

6. **Population Geography**

Population data as vital statistics. Procedure and problems of population data collection including censuses. Historical outline of world population growth. Patterns of population distribution and trends of change. Theories and concepts of population. Determinants and spatial aspects of mortality, fertility and migration.

7. **Biogeography**

Vegetation types; factors affecting floral and fauna distribution at various scales. The concept of the ecosystem. The structure and



functioning of terrestrial and aquatic ecosystems. Vegetation changes through time: adoption, succession and climax.

#### **400-Level**

1. **Systematic Geography Of Nigeria**  
A thematic approach to the geography of Nigeria focusing on a range of physical and human phenomena: spatial patterns; ecological zones; growth and distribution of population; natural resources base; agricultural production and marketing systems; industrialization; transport development; internal and external exchange. Concepts and models; river basins; city and community regions; migration flows, urban systems; modernization; development strategies.
2. **Contemporary Philosophy And Methodology In Geography**  
Current methodology of geographical research, including: recent paradigm shifts within scientific approach to geographical research, quantification and classification in geography; theories and models in geography; systems analysis in geography.
3. **Advanced Cartographic Methods**  
Scope and limitations of the visual presentation of statistics; sources and manipulation of statistics for visual presentation; criteria of significance and choice of technique; critical review of cartographic, graphic and diagrammatic techniques; scale and error factors; map design. Cartography as a communication system. The use of mechanical, optical and photographic aids in cartography. The logic of conceptual diagrams, including systems diagrams.
4. **The Developing World**  
The nature of underdevelopment in the Third World. Poverty and income distribution, production systems and links with the international economy. Geographical distribution of natural resources, human resources and technology. Development strategies: agriculture; industrialization, education, and manpower development. The population problem, international trade and transfer of resources.
5. **The Developed World**  
Differentiation of the developed world from the developing world. Distribution of incomes and standards of living. Social, economic and political frame-works of the capitalist and centrally planned states. The historical evolution of the developed economies. Geographical bases of the economics of Western Europe. U.S.A. and U.S.S.R. (Russia) growth and performance of agriculture, manufacturing and services. International trade and implications for the world economy.
6. **Demography**  
Definition of Terms. Demographic Data Evaluation: assessment of demographic data, detection of errors in population census and vital registration data and methods of reducing these errors. Demographic

Estimation: the use of the stable, stationary and quasi-stable models in obtaining demographic parameters. Brass and other techniques for computing fertility and mortality, methods of constructing life tables. Population Projections, Population theories, Population trends and Policies.

7. **Original Research Project**

Research essay/dissertation based on field and/or library research at the end of the final year.

8. **Minimum Physical Facilities For A Department Of Geography**

In addition to the general facilities of office space and equipment already given above for departments, the strong orientation of geography towards practical work and field studies would demand that a department of geography be in possession of the following minimum physical facilities:

2.5. **B.Sc. (Hons.) International Relations**

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

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

**Aims and Objectives**

The aims and objectives of the International Relations Degree Programme are:

- i) Stimulate in students an appreciation of International Relations theories and other tools of analysis, and application in different contexts at the national and international levels.
- ii) Provide students with a broad and balanced knowledge and practical skills in International Relations;
- iii) Develop in students the ability to apply their International Relations theories, analytical tools, knowledge and skills to the solution of international problems;
- iv) Develop in students a range of skills that are relevant to both governmental and non-governmental agencies at home and abroad;
- v) Provide students with relevant knowledge and skills for further studies in International Relations as a multi-disciplinary field of study.

- vi) Generate in students an appreciation of the importance of International Relations in a national- political, economic, and social development on the one hand and in the maintenance of global peace and security on the other.

### 2.5.2 Admission and Graduation Requirements;

#### a) Admission

##### UME

Candidates who wish to study International Relations must have obtained a credit in mathematics and English Language plus credit pass in either Government or History and other two subjects at the SSC, NECO, GCE or their equivalent not more than two sitting. Also required is on acceptable UME score.

##### Direct Entry

Candidates for Direct Entry admission shall possess five credit passes in the SSE, NECO, GCE or equivalents of which at least two shall be at advanced level, or four credits passes of which at least three shall be at advanced level provided that such passes are not counted at both levels of the examinations. For emphasis credit passes in English Language, Mathematics and any of Government or History is compulsory.

#### b) Graduation

To graduate, a student must have:

- a. Completed and passed the following no of units at each level  
100 – 36  
200 – 37  
300 – 37  
400 – 36  
Total 146 including all compulsory courses specified by the University/Department
- b. Completed and met the standards for all required and optional Courses
- c. Obtain a minimum (GPA of 1.5 and
- d. Met other requirement that may be prescribed by the department, faculty and senate.

### 2.5.3 Learning Outcomes

#### a) Regime of Subject Knowledge

Each institution providing bachelors honours degree programmes in International Relations is free to decide on the content, nature and organization of its courses. International Relations programmes will

therefore have their own peculiar characteristics. It is acknowledged that the depth in which individual aspects are treated may vary with the nature of specific International Relations programmes, it however is expected that all programmes will be inter-disciplinary and ensure that students become conversant with the following main aspects of International Relations.

- a) Basic theories and concepts of international relations;
- b) International Politics
- c) The international Political System;
- d) The Politics and Problems of Developing Countries;
- e) Major changes in the International System;
- f) Diplomacy;
- g) International Economic Relations;
- h) Contemporary Strategic Studies;
- i) Conflict Management and Resolution;
- j) International Institutions /Organisations;
- k) Nigerian Politics and Foreign Policy;
- l) At least one modern European Language in addition to English;
- m) Foreign Policy Analysis;
- n) Foreign Policies of the Great Powers.

b) **Competencies and Skills**

The products of the B.Sc. (Hons) International Relations programme are expected to develop a wide-range of abilities and skills.

These include:-

- (i) Cognitive abilities and skills relating to intellectual tasks including problem solving at national and international levels.
- (ii) Ability to demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to development, underdevelopment, war and peace at the national and global levels.
- (iii) Ability to apply such knowledge and understanding to the analysis of issues and events in the international system;
- (iv) Skills in the evaluation and interpretation of information and data on International Relations;
- (v) Skills in presenting data and arguments clearly and correctly, in writing and orally, to a range of audiences;
- (vi) Reasonable level of competence in statistical and quantitative methods;

- (vii) Subject specific and transferable skills which allow for the pursuit of a wide range of careers after graduation;
- (viii) Information sources, including information retrieval through on-line computer searches;
- (ix) Information Technology skills, such as word-processing and spread sheet use, data-logging and storage, Internet communication, etc;
- (x) Time management or organizational skills, as evidenced by the ability to plan and implement efficient and effective modes of working; and
- (xi) Study skills needed for continuing professional development.

c) **Behavioural Attributes**

The products of the B.Sc. Honours International Relations degree programme should:

- (i) Understand the socio-cultural environment in which they find themselves and how such environment conditions behaviour;
- (ii) Understand the relationship between culture and behaviour;
- (iii) Relate the knowledge of human behaviour to the ethics of diplomacy;
- (iv) Possess a commitment to discipline, hardwork, excellence and self-reliance;
- (v) Possess a wholesome attitude to society, respect for institutions and the rule of law;
- (vi) Be considerate and respectful of the rights of others; and
- (vii) Possess a high sense of patriotism.

#### 2.5.4 Attainment Levels

Although all students graduating at bachelors honours degree level in International Relations are expected to demonstrate that they have acquired knowledge, abilities and skills in the areas identified in the foregoing sections, it is accepted that there will be significant differences in their attainment. The following criteria are suggested as indicators of different levels of attainment in these performance areas. These attainment levels are not meant to reflect the traditional degree classifications.

- (a) **Attainment level A (highest):**
- (i) Knowledge base is extensive and extends well beyond the work covered in the programme. Conceptual understanding is outstanding;
  - (ii) Problems of a familiar and unfamiliar nature are solved with efficiency and accuracy;
  - (iii) Performance in transferable skills is generally very good.
- (b) **Attainment level B**
- (i) Knowledge base covers all essential aspects of subject matter covered in the programme and shows some evidence of enquiry beyond this. Conceptual understanding is good;
  - (ii) Problems are solved in a logical manner;
  - (iii) Performance in transferable skills is sound and shows no significant deficiencies.
- (c) **Attainment level C**
- (i) Knowledge base is sound, but is largely confined to the content of the programme. Level of conceptual understanding is generally sound;
  - (ii) Problem solving ability is sound in relation to problems of a familiar type or those that can be tackled through the straightforward application of standard procedures;
  - (iii) Performance in transferable skills is largely sound.
- (d) **Attainment level D**
- i) knowledge and understanding of the content covered in the course are basic;
  - ii) problems of a routine nature are generally adequately solved;
  - iii) Transferable skills are at a basic level.

Students who are awarded a bachelors honours degree in International Relations are expected to demonstrate knowledge, abilities and skills corresponding on balance to at least attainment level D.

- i) Regular and periodic review of the curriculum with emphasis on relevance to ever changing needs of society and industry;

- ii) Effective feedback mechanism should be established with graduates and their employers to monitor their work performance in terms of knowledge, skills and adaptability;
- iii) Constant research to monitor the relevance of courses and contents to the rapidly changing national and international socio-economic, technical, strategic and political environments;
- iv) Promotion of joint teaching programmes with other institutions within and outside Nigeria;
- v) Regular exposure of academic staff to the practice of diplomacy through (a) participation in the work of international organisations like the OAU, ECOWAS and the United Nations as part of national delegations to the meetings, conferences and seminars of these institutions;  
b) short-term attachment to the Ministry of Foreign Affairs or Nigerian Missions abroad.
- vi) More creative use of the instrument of external examiners;
- vii) Constant study of students' evaluation reports of the programme, views of retired academics; foreign policy practitioners and other stakeholders;
- viii) Regular academic staff exchange with other universities;
- ix) Introduction of IT-based teaching methodology incorporating Internet use.

### 2.5.5 Resource Requirements for Teaching and Learning

In order to achieve the aims and objectives set out above, the programme needs critical resource support. Adequate and quality human and material resources are needed for teaching, research and learning.

#### a. Academic and Non Academic Staff

- (i) Staff students ratio should be 1:30 for effective teaching and evaluation;
- (ii) The Department running the programme must have at least one Professor among its staff irrespective of the size and age of the Department;
- (iii) Staff mix by rank:
 

20%	-	Professorial grade
35%	-	Senior Lecturers
45%	-	Others
- (iv) A Ph.D. is required to move from the grade of Lecturer I to Senior Lecturer;
- (v) Not less than 75% of the teaching staff should be Ph.D. holders;

- (vi) Lecturers should be encouraged to exchange ideas and experiences with those in governmental and non-governmental positions at national and international institutions as well as with other academics;
- (vii) The promotion of staff should be guided as much as possible by the criteria elaborated in the NUC Approved Minimum Standards.
  - i) With the introduction of IT and modern management techniques and methods, universities should endeavour to reduce the non-academic – academic staff ratio. In any case, it should not be more than 2:1
  - ii) With the computer age and the application of information technology, all staff must be assisted to upgrade their skills by being computer literate.

**b. Academic and Non Academic Physical Spaces**

- (a) Office Accommodation:  
Each academic staff must have an adequate office space furnished with air-conditioners and computers.
- (b) Class-room Space and Lecture/Examination Theatres
  - i) adequate class-rooms and lecture theatres should be provided with enough chairs and tables;
  - ii) examination halls and theatres should be provided to minimize the rate of examination malpractices.

**c. Academic and Administrative Equipment**

For effective teaching and learning, Departments running International Relations programmes should be equipped with the following: computers and peripherals, cable television; photocopying machines, an official car, video and audio tape recorders, Internet and e-mail facilities, overhead and multimedia projectors etc.

**d. Library and Information Resources**

The University Library should be stocked with relevant and current books and journals. The libraries should be computerized and indexed to facilitate easy retrieval. There is also the need to provide E-mail and Internet services in the university library.



### 2.5.6 Course Outline For International Relations

100 LEVEL CODE		1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester				Total Credit				
		L	T	P	U	L	T	P	U	L	T	P	U	
A	General Studies				8				10					18
<b>B</b>	<b>Compulsory</b>													
i. IR101	Ancestors of the Contemporary International System	2	0	0	2					2	0	0	4	
ii. IRS102	Evolution of the Contemporary International System					2	0	0	2	2	0	0	2	
iii. IRS103	Introduction to African Politics					2	0	0	2	2	0	0	2	
iv. IRS104 IRS105	History of Europe 1300-1914 & 11	2	0	0	2	2	0	0	2	4	2	0	4	
<b>C</b>	<b>Required</b>													
i. IRS106	Introduction to Management	2	0	0	2					2	0	0	2	
ii. IRS107	Introduction to Political Science	2	0	0	2					2	0	0	2	
<b>D.</b>	<b>Elective</b>													
	Any two Electives outside the Faculty	2	0	0	2	2	0	0	2	4	0	0	4	
	<b>TOTAL</b>	<b>16</b>	<b>2</b>	<b>0</b>	<b>18</b>	<b>10</b>	<b>3</b>	<b>0</b>	<b>18</b>	<b>26</b>	<b>5</b>	<b>0</b>	<b>36</b>	

<b>200 LEVEL CODE</b>		1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester				Total Credit			
A	Faculty Course	L	T	P	U	L	T	P	U	L	T	P	U
i. IRS 201	Use of English	2	0	0	2	2	0	0	2	4	0	0	4
ii. CMP101	Introduction to Logic and Philosophy	2	0	0	2					2	0	0	2
	<b>Sub-Total</b>	4	0	0	4	2	0	0	2	6	0	0	6
<b>B</b>	<b>Compulsory</b>												
i. IRS202	Structure of International Society	2	0	0	2					2	0	0	2
ii. IRS203	Introduction to Political analysis	2	0	0	2					2	0	0	2
iii. IRS204	Political Thought Plato-Machiavelli	2	1	0	3					2	1	0	3
iv. IRS205	Political Thought Since Hobbes					2	1	0	3	2	1	0	3
v. IRS206	Foundation of Political Economy					2	0	0	2	2	1	0	3
vi. IRS207	New States In World Politics					2	0	0	2	2	0	0	2
<b>C</b>	<b>Required</b>												
i. IRS208	Nigerian Politics	2	0	0	2					2	0	0	2
ii. IRS209	French/Portuguese/Arabic					2	1	0	3	2	1	0	3
iii. IRS 210 & ECN 201	Elements of Contemporary Global Studies (1 <sup>st</sup> Semester) Economics 2-10-2 (2 <sup>nd</sup> Semester).			0	3	2	1	0	3	4	2	0	6
<b>D.</b>	<b>Elective</b>												
	Two from fields such as Sociology, Foreign	2	1	0	3	2	1	0	3	4	2	0	6

	Languages, History, Philosophy and Psychology.												
	<b>TOTAL</b>	<b>14</b>	<b>3</b>	<b>0</b>	<b>19</b>	<b>12</b>	<b>5</b>	<b>0</b>	<b>18</b>	<b>26</b>	<b>8</b>	<b>0</b>	<b>37</b>

<b>300 LEVEL CODE</b>		1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester				Total Credit			
A	Faculty Course	L	T	P	U	L	T	P	U	L	T	P	U
i.COM102	Computer Application	0	0	0	2	2				0	0	2	2
<b>B.</b>	<b>Compulsory</b>												
i. IRS301 & IRS302	International Economic Relations I & II	2	1	0	3	2	1	0	3	4	0	0	6
ii. IRS303	The International Political System	2	1	0	3					2	0	0	3
iii. RS304	Diplomacy		1	0	3					2			3
iv. IRS305	Law of Nations	2	1	0	3					2	1	0	3
v. IRS306	Logic and Methods of Political Inquiry					2	1	0	3	2	1	0	3
vi. IRS307	Intentional Politics in the Post-Cold War Era					2	1	0	3	2	1	0	3
vii. IRS308	International Politics of Africa					2	1	0	3	2	1	0	3
viii. IRS309	Field Trip					0	0	3	3	0	0	3	3
ix. IRS310	Theories of International Relations	2	1	0	3					2	1	0	3
x. IRS311	Theory and Practice of Administration					2	1	0	3	2	1	0	3

<b>C</b>	<b>Electives</b>												
	Any other Faculty Elective	2	1	0	3					2	1	0	3
	<b>TOTAL</b>	<b>12</b>	<b>5</b>	<b>2</b>	<b>19</b>	<b>10</b>	<b>5</b>	<b>3</b>	<b>18</b>	<b>22</b>	<b>10</b>	<b>5</b>	<b>37</b>

<b>400 LEVEL CODE</b>		1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester				Total Credit			
A	Compulsory	L	T	P	U	L	T	P	U	L	T	P	U
i.IRS401	Foreign Policy Analysis	2	1	0	3					2	1	0	3
ii.IRS402	Nigerian Foreign Policy					2	1	0	3	2	1	0	3
iii. IRS403	Human Rights	2	1	0	3					2	1	0	3
iv. IRS404	Contemporary Strategic Studies	2	1	0	3					2	1	0	3
v.IRS405	Foreign Policies of the Powers					2	1	0		2	1	0	3
vi. IRS406	International Institutions	2	1	0	3					2	1	0	3
vii. RS407	Research Project						0	0	6	0	0	6	6
	<b>Sub-Total</b>	8	4	0	12	4	2	6	12	12	6	6	24
<b>B</b>	<b>Electives</b>												
	Four Electives from the following:	4	0	0	6	4	0	0	6	8	4	0	12
i. IRS408	Race and Ethnicity in International Relations												
ii. IRS409	Africa and the Middle East												
iii. IRS410	Asia in World Politics												
iv. IRS411	International Relations in Southern Africa												
v. IRS412	Europe in World Politics												
vi IRS413	Technology, Ecology												

	and Environmental Issues in International Relations												
vii. IRS414	International Relations in North Africa and the Maghreb												
viii. IRS415	The Politics of International Economic Relations												
ix. IRS416	The International Politics of Mass Communication												
x. IRS417	The Middle East in World Politics	12	6	0	18	8	4	6	18	20	106	6	36
	<b>TOTAL</b>	<b>12</b>	<b>4</b>	<b>0</b>	<b>16</b>	<b>8</b>	<b>2</b>	<b>6</b>	<b>16</b>	<b>20</b>	<b>10</b>	<b>6</b>	<b>32</b>

## **Course Description**

### **100 Level**

#### **Ancestors Of The Contemporary International System**

(2-1-0-3 Units)

A brief survey of the fore-runners of the contemporary international system to highlight some earlier answers to the problem of co-existence, order and peace; focus on previous examples of arrangements for organizing relations between diverse peoples from which our modern system sprang; The Chou system; the Greek City States; the Egyptian; Assyrian, Persian world, Renaissance Italy etc.

#### **Evolution Of The Contemporary International System**

(2-1-0-3 Units)

The evolution of the contemporary international system from 1648 up to the end of the Second World War; particular emphasis on the European International System and factors which led to the globalization of that system by the end of 1945.

#### **Introduction To African Politics (2-1-0-3 Units)**

The origins, nature and problems of African Politics; problems of colonialism, neo-colonialism and apartheid. Succession to power, military rule etc. Africa's lingering dependence on the former metropolis, and Africa in International Politics.

#### **History Of Europe; 1300-1914 (4-2-0-6 Units)**

Ideas, concepts and institutions which influenced the evolution of Europe and sustained it up to the era of the French Revolution and beyond; feudalism, the church; cities, humanism, renaissance; reformation; the commercial and scientific revolutions; absolutism, enlightenment; industrial revolution; the advent of the principle of nationality and the globalization of the international system.

#### **Introduction To Management (2-0-0-2 Units)**

Basic concepts in management; management principles; functions of the manager; planning and organization; span of control, departmentalization, line and staff authority; staffing; selection of managers; appraisal of managers; development and training of managers; direction and leading; motivation; leadership, communication, controlling, the system and process of controlling special control techniques; recent development of control process; the Nigeria environment problems; transferability of the management system.

#### **Introduction To Political Science (2-0-0-2 Units)**

A general introduction to the organization and operation of modern governments with emphasis on the forms and types of government, the principles associated with modern government; rule of law; theory of separation of powers; the making, execution and control of public policy; and examination of the relationship between the citizen and the state in terms of

duties, obligations and responsibilities to each other, political discourse and practice as these affect obligation, freedom, loyalty and patriotism.

## **200 Level**

### **Introduction To Statistics For Social Sciences I & II (4-0-0-4 Units)**

The nature of statistics, statistical inquiries, forms and design, the role of statistics and basic concepts in statistics.

### **Introduction To Computer (2-0-0-2 Units)**

History and development of computer technology; the why and how of computers; computer types; analog; digital and hybrid; central preparation equipment; key punch, sorter etc; data central preparation equipment. Data transmission; nature, speed and error detection, data capture and validation including error detection, system analysis and design; the programming process; problem definition, flow charting and decision table.

### **Structure Of International Society (2-1-0-3 Units)**

The major historical, intellectual and sociological developments which have shaped relations between nations, particularly the industrial and technological revolution; the spread of nationalism, the break up of the European empires and the rise of the superpowers.

### **Introduction To Political Analysis (2-0-0-2 Units)**

The nature of politics, political systems and the structure of government; political representation, institutions of different regimes, the relationship between regimes and political efficiency, citizen participation and political culture.

### **Political Thought: Plato-Maciavelli (2-1-0-3 Units)**

A general survey of Classical and Medieval thought up to the fifteenth century with a focus on individual thinkers; pre-occupations of political thought; the language and methods of political analysis.

### **Political Thought Since Hobbes (2-1-0-3 Units)**

A critical analysis of post 17<sup>th</sup> century normative political thought with emphasis on liberal democratic traditions; Marxism-Leninism and the thoughts of people like Fanon, Senghor, Nkrumah etc.

### **Foundations Of Political Economy (2-1-0-3 Units)**

Relationship between politics and economics; economics and determinants of politics with emphasis on the material basis of political actions.

### **New States In World Politics (2-1-0-3 Units)**

The collapse of imperial rule in Asian and African countries, forms of government in the new states, their main preoccupations, their role in international order; U.N., international law, international military order, international economic order, international morality; their role as producers or consumers of international order, the contemporary new statehood, neutralism and nonalignment, imperialism and neo-colonialism.

**Nigerian Politics (2-1-0-3 Units)**

The federal arrangement and division of power, critical issues in Nigerian politics i.e. Census, elections; education; representation and representativeness, ethnic relations etc.

**Elements Of Contemporary Global Studies**

Issues of Contemporary global interest such as Globalisation, terrorism, Weapons of Mass Destruction, Environmental Degradation, HIV/AIDS, Malaria etc.

**300 Level****Application Of Computer (0-0-2-2 Units)**

Introduction to basic programming; data types; constant and variables; statement types; assignment; statements; input-output statements; control statements.

**International Economic Relations I & II (4-2-0-6 Units)**

The economic basis of some of the actions and reactions in international politics, international trade; commercial policy; capital movement etc; role of IMF; World Bank and other monetary agencies; multi-national enterprises; customs unions, and currency areas.

**The International Political System (2-1-0-3 Units)**

The emergence and organization of the modern international system; the political processes in the international community and contemporary thought on state activity; the external needs of states and goals of states activity; the means of exerting pressures, and the forms of political relationships between states; the dynamic aspects, revolutionary movements; the external projection of political values, and the changing distribution of power and leadership; war as a contingency in international life; mechanisms for maintaining International Order.

**Diplomacy (2-1-0-3 Units)**

The meaning and historical development of diplomacy; the contribution of individuals to the development of diplomacy; tasks of diplomacy and diplomatic protocol and rules of courtesy; diplomacy and intelligence; acceptance of peaceful methods; mediation, conciliation and good offices.

**Law Of Nations (2-1-0-3 Units)**

An examination of the foundations of international law; problems of formation, changes and modern trends.

**Logic And Methods Of Political Inquiry (2-1-0-3 Units)**

An examination of the boundary of political studies; the various modes of political analysis with emphasis on scientific methods; the logic and language of inquiry; the problems of political evaluation and the sources of data with emphasis on survey, questionnaire construction, statistical association, scaling and content analysis together with the reporting of results.



**International Politics Of Africa (2-1-0-3 Units)**

An investigation into the relationships between Africa, and the Great Powers and Africa and International Organizations.

**International Politics In The Post-Cold War Era (2-1-0-3 Units)**

The end of the Cold War and its effects on the international system; the collapse of communism and disintegration of alliance systems; the democratic fever in the Third World and Eastern Europe; the UN and the challenges of peace-keeping and peace-making'; options and tendencies in the emerging world; Africa and the problems of marginality.

**Field Trip (0-0-3-3 Units)**

Visits and attachment to selected international institutions, ministries, diplomatic missions and other agencies relevant to the study and practical aspects of diplomacy; written reports at the conclusion of the attachment.

**Theories Of International Relations (2-1-0-3 Units)**

An examination of the following basic concepts and theories: Power, Conflict and Accommodation, Systems' Theory; Linkage Politics; the Theory of Coalitions and Alliances; Games and Simulation.

**Theory And Practice Of Administration (2-1-0-3 Unites)**

Evolution of administrative organization theory from the classical through the neo-classical to the modern; relation of administration to politics and the political process; administrative behaviour in various international settings; interplay of political institutions and administrative patterns of political institutions and administrative patterns of behaviour; study of personnel administration, decision-making in bureaucratic organizations.

**400 Level**

**Foreign Policy Analysis (2-1-0-3 Units)**

Nature of foreign policy as an activity; purposes, aims and determinants of foreign policy; internal and external pressures; decision-making in foreign policy; different theories and categories which may be employed. Some selected cases, the American decision to go to war in Korea in 1950; the Cuban Missile Crisis of 1962; the British decision to join the EEC 1961-1970; the French decision to withdraw from the integrated NATO Command Structure in 1966; Israel decision to go to war in June 1967.

**Nigerian Foreign Policy (2-1-0-3 Units)**

Basic principles underlying Nigeria's foreign policy; Nigeria's role in Africa, her relations with the Great Powers, and her role in the UN; and the Commonwealth, ECOWAS etc. Major factors, internal and external, shaping the foreign policy of Nigeria; the role of political parties, the press, parliament, public opinion in formulation of policy, the role of the foreign service, and Federal Executive Council in the foreign policy process; presidential system and Nigerian foreign policy under the Second Republic; the role of the Executive office of the President etc. Selected cases; decisions to abrogate the

Anglo-Nigerian Defence Pact 1962; the decision to break diplomatic relations with Israel in October 1973; the decision to recognize the MPLA government in November 1975; policy towards Southern Africa.

**Human Rights (2-1-0-3 Units)**

A study of the nature of human rights; an evaluation of contemporary experience and institutions in protecting and reinforcing such rights both nationally and internationally.

**Contemporary Strategic Studies (2-1-0-3 Units)**

Contemporary strategic concepts; Brinkmanship. Containment; Massive Retaliation, Flexible and Gradual Response; Deterrence, Saturation etc. The evolution of strategic and military policy since 1945 with special reference to the U.S., the Soviet Union, Western Europe and China. An examination of developments in weapons technology since the Second World War and their impact on the U.S.A., U.S.S.R, and Western Europe. Perestroika, Glasnost; strategic thinking in the post Cold War period.

**International Institutions (2-1-0-3 Units)**

The origins of international institutions; writings on international institutions; failure of the League of Nations; the various peace conferences before the establishment of the United Nations; the origins of the U.N; Charter; the various organs and its agencies; the changing emphasis of its role in the 60s to the present time; Regional Institutions; OAU, ECOWAS, etc.

**Research Project (0-0-6-6 Units)**

An investigation and report on a topic in International Relations selected with the approval of Head of the Department and supervised by an appointed member of staff.

**Race And Ethnicity In International Relations (2-0-0-2 Units)**

Politics of race and ethnic nationalism, their impact on inter-state relations; patterns of conflict management strategies, materials to be drawn from Europe, Asia, Africa and the Americas e.g. role of Jewish League in the U.S.A. and the concept of overseas Africans and African foreign policy.

**Africa And The Middle East (2-0-0-2 Units)**

An examination of the development of Afro-Middle East political, economic, and cultural relations, the AU and Arab League in Afro-Arab Relations, the Arab-Israeli conflict in Afro-Arab Relations; oil, decolonization, development issues in Afro-Middle East relations.

**Asia In World Politics (2-0-0-2 Units)**

International politics in Asia from World War II to the present, analysing the decline of the European colonial order in India, Pakistan and South-East Asia; Japan after World War II, the Cold War alliances; nonalignment; the role of the ASEAN; impact of the changing international order on regional politics and diplomacy.

**International Relations In Southern Africa (2-0-0-2 Units)**

A survey of the contemporary significance of Southern Africa within the context of great powers relations; the emergence and development of the Southern Africa regional system under the impact of the colonial powers and later. The Great Powers; the importance of mineral resources and other economic interests in Southern Africa; the interplay of domestic factors; the issue of race, international conflicts, international rivalries in the external politics of Southern African countries; SAD C and sub-regional attempts at integration; Republic of South Africa in Africa; from confrontation to cooperation.

**Europe In World Politics (2-0-0-2 Units)**

The changing political strategic and economic role of postwar Western Europe, European integration, Atlantic relations; policies towards Eastern Europe and the Third World-present and prospective policy choices.

**Technology, Ecology And Environmental Issues In World Politics (2-0-0-2 Units)**

The role of Geography and physical environment in International Relations; linkages between science/technology and World Politics; international politics; international politics of population, global ecological changes; environmental pollution, land use; famine etc; transitions from international to planetary politics; the challenges of disaster management in this context and response of public policy decision makers.

**International Relations In North Africa And The Maghreb (2-0-0-2 Units)**

International Relations between North Africa, the Maghreb and the external world; regional cooperation and its impacts on external relations; impact of religious fundamentalism on regional politics and external relations.

**The International Politics And Mass Communication (2-0-0-2 Units)**

The politics and manipulative nature of international communication focusing on the role of technology, ideology, culture, economy and international market on the international flow of news among nations; examination of the role of communication in development.

**The Middle East In World Politics (2-0-0-2 Units)**

The growth of the international economy of the Middle East and its political implications; Arab economic nationalism and regionalism in the international economy; problem of political control of the contemporary international economy; economic factors i.e. formulation of foreign policy.

- 2.6 **B.SC. (Hons) Mass Communication**  
**B.sc (Hons) (Advertising)**  
**B.Sc. (Hons) Public Relations**  
**B.Sc (Hons) Photo Journalism**  
**B.Sc (Hons) Cinematography**  
**B.Sc (Hons) Radio and TV Broadcasting**

2.6.1 **Philosophy, Aims and Objectives of the Programme**

The philosophy, aims and objectives of mass communication include but not limited to the followings:-

- (a) To offer an undergraduate professionally oriented programme for the aspiring Nigerian Journalists, Communicators, Broadcasters, Public Relations and Advertising practitioners.
- (b) To train and/or retrain Nigerian Journalists, Broadcasters, Public Relations and Advertising practitioners for leadership positions in the mass media organisations in Nigeria and the world.
- (c) To raise and sustain the professional status of Journalism in Nigeria.
- (d) To bridge the divergent perspectives of News gathering and dissemination.
- (e) To provide the Mass Communication Students with the opportunity to master the art of communicating with the masses that transcends all disciplines, whether in writing or broadcasting for an on-line website at 9.00 p.m. daily. News cast, or writing a speech for the Company Chief Executive Officer (CEO), or writing Advertising or Public Relation copy to sell or promote a product to the masses.
- (f) To instil in the mass communication students the ability to respect deadlines and work under constant pressure.
- (g) To train and encourage Nigerian Mass Communicators to be effective communicators by being able to think quickly, research creatively and WRITE OR BROADCAST concisely to the mass audience.
- (h) To train Nigerian media men and women that would act as the trustees of the public trust and that would be socially responsible to the communities they serve by being accurate, fair, balanced and objective in their reportage of societal issues.
- (i) To produce Nigerian Mass Communicators who will continue to protect the basic principles of the PEOPLES RIGHT TO KNOW as the fourth branch of government or the Fourth Estate of the Realm.
- (j) It is expected that at the end of the degree programme in mass communication, the mass communication graduate should be able to

differentiate “Soft News” from “Hard News”, Truth from falsehood, responsible Journalism from irresponsible Journalism.

- (k) At the end of the degree programme in Mass Communication; it is expected that the graduate should be equipped enough to establish his/her own Newspapers, Magazines, Public Relations and Advertising Agencies, or even his/her own radio and/or television stations.

## 2.6.2 Admission and Graduation Requirements

### a) Admission

#### UME

A minimum of five (5) credits in the Senior Secondary School Certificate Examination or in the General Certificate Examination G.C.E. ‘O’ Level, or NECO, - National Examination Certificate or their equivalents. The five (5) credits must include English Language and Mathematics and must be obtained in not more than two sittings. An acceptable UME score is also required.

#### Direct Entry

Direct Entry candidates must obtain the professional Diploma in Mass Communication of any University approved by the Senate of the University with not less than a GPA of 3.0. Candidates with GCE ‘A Level’ are no longer considered for direct entry in Mass Communication because of the subject combinations and lack of professional foundation in advanced level subjects. Such candidates are advised to take the UME.

### b) Graduation

To graduate, a student must have:

- e. Completed and passed the following no of units at each level

100 – 36

200 – 37

300 – 37

400 – 36

Total 146 including all compulsory courses specified by the University/Department

- f. Completed and met the standards for all required and optional

Courses

- g. Obtain a minimum (GPA of 1.5 and

- h. Met other requirement that may be prescribed by the department, faculty and senate.

### 2.6.3 Learning Outcomes

#### (a) Regime of Subject Knowledge

All higher institutions in Nigeria offering degree programmes in Mass Communication are free to decide on the contents, nature and organization of their courses. Consequently, mass communication degree programmes offered by any institutions in Nigeria should have their own particular characteristics. While it is acknowledged that the depth in which individual aspects are treated may vary with the nature of specific mass communication programmes, it is expected that all programmes will ensure that mass communication students become conversant with the following main aspects of mass communication;

- Journalistic termination.
- Typographic, layout and design of Newspaper/Magazines.
- Editing and graphics
- Nature and News value
- News judgment
- Communications laws
- Ethics of mass communication
- The A-F-O-B of News (i.e. Accuracy, Fairness, objectivity and balance in News writing and reporting.
- Major sequences of mass communication.
- Principles of Agenda Setting in Mass Communication.
- Press freedom and censorship.
- Freedom of information;
- Freedom of speech
- Freedom of the press
- Principles and practice of Public Relations and Advertising
- Broadcasting ethics and frequency modulation.
- News room and studio controls.
- Theory and concepts of mass media and development.
- Communication models.
- Research methods in mass communication.
- Characteristics and determinants of News.
- The inverted pyramidal structure of News reporting.
- The five – WS and the H in News writing.
- Features and feature writing.
- Concepts of misinformation, disinformation, and propaganda in the mass media.
- Techniques, strategies, Planning and tactics of Public Relations and Advertising copy writing and promotion.
- Concepts of Press Conferences.
- Editorial and editorial writing.
- Page make-up.
- Essentials of attributions in News writing.
- Copy format concepts.

- On-line broadcast.
- Corporate Social Responsibility
- Comparative analysis of Marketing/Sales Promotion/Advertising/ and Public Relations
- Crisis Management

In addition, the Mass Communication programme curriculum should provide the student with a general education which will equip them with the necessary knowledge, skills and ability to cope with newsroom pressure and respect production deadlines.

It should also provide them with the tools for making their services socially responsive and responsible to their readers, viewers and listeners. The mass communication graduate should be able to edit and produce the Newspaper or magazine of relevance. They should also have adequate knowledge of the workings in the media house.

The students should be able to demonstrate skilful and knowledgeable techniques of media organization, management and production.

They should be competent in News judgment and management. Mass communication graduates should be competent in the process of combining theories with practice. The students should be able to demonstrate journalistic professional competence and integrity at press conferences and in the newsrooms and studios.

**b) Competencies and Skills**

The attainment of skills should include competencies in studio operations, computer literacy, photo reporting, camera operations and some repairs. It should include the mastery of effective communications skills and superb public relations at all times.

Related cognitive abilities and skills required should include the following:-

- (a) Ability to quickly identify news and news values.
- (b) Ability to recognize and respond to the social responsibilities of the press.
- (c) Capability to manage human beings under pressure in the newsrooms and on the news beats.
- (d) Ability to demonstrate commitment to professional excellence right from the media attachment programmes and activities for the award of the degree.

c) **Behavioural Attributes**

- (a) Mass communication students should understand and appreciate the socio-cultural, and socio-political settings of the communities they serve.
- (b) They should be able to set the Agenda for the public discourse in their reportage, editorials, features etc.
- (c) Should be able to see TRUTH as the corner stone of good and responsive journalism.
- (d) Should be able to uncover rather than cover-up corruption in the society
  - understand the psychology of human behaviour so as to be able to write logically about them.
- (e) Should be able to serve as the VOICE for the VOICELESS in the community they serve.
- (f) Should have and be able to demonstrate superb public relations at all times.

2.6.4 **Attainment Levels**

To graduate as a Mass Communication expert, the student must satisfy the following conditions:-

- Should participate and complete the media attachment with high pass. Must show his/her portfolios to that effect;
- Must attain not less than 65% of class attendance;
- Participate and pass the course practices;
- Participate and complete the final year projects;
- Take and pass all compulsory courses;
- More structured system of external examiner should be encouraged;
- Total mark for continuous assessment should not be less than 40% and more than 60% in the production and skilled courses in mass communication;
- Should demonstrate adequate professional knowledge in the communication of ideas;
- In the non-production courses it should be 50%.



## 2.6.5 Resource Requirements for Teaching and Learning

### a. Academic and Non Academic Staff

- (a) Student/lecturer ratio should be 30:1 for effective teaching and learning particularly in skills and production courses.
  - (b) Staff mix by rank and sex (i.e.) 20 – 35 – 45 (i.e. 20% Professor 35% - Senior Lecturer and 45% lecturer).
  - (c) Lecturers should belong to two or more professional organisations in mass communication. They should be encouraged and supported to attend learned conferences both locally and internationally. At least 70% should be Ph.D. holders.
  - (d) Should be given quicker response time for research grant proposal.
  - (e) Senior Lecturers and above should be provided with modern telephones, i.e. Mobile phones
    - staff mix by sex, male to female should be 60% to 40% so as to reflect gender sensitivity
    - academic staff without a first degree in Mass Communication or journalism should not be recruited to teach Mass Communication courses.
- (i) Ratio of academic to non-academic staff should be 4:1.
  - (ii) Among the non-academic staff, the ratio of senior staff to junior staff should be 2:3.
  - (iii) All senior non-academic staff should be computer literate so as to be able to cope with new challenges in mass communication education and training.

For effective Mass Communication training, there is a need to have the following on ground to help the students in their practical/studio and laboratory work.

- (a) Radio/Television technologist
- (b) Broadcast technicians
- (c) Photo-lab technicians
- (d) PRAD-LAB Technician
- (e) Print Lab Technician

b. **Academic and Non Academic Physical Spaces**

(i) **Office Accommodation**

All academic staff should have adequate and functional office space with computer network and air-conditioners.

All professors must have adequate office space with provision for a competent secretary.

(ii) **Class Room Space and Examination Theatres**

Mass communication as a discipline is capital intensive and each teaching and non-teaching staff should have adequate and conducive office. The offices should be well furnished.

Examination Halls, Class rooms, Studios, Workshops, Photo-Labs and News rooms should be adequate in number and size.

c. **Academic and Administrative Equipment**

For effective teaching of mass communication, the following essential tools should be provided:

- Cameras (35mm)
- Video Cameras
- Enlarger Dryer, films
- Overhead projectors, Computers, Editing Machine, Mics, Radio Sets, TV Monitor, black and white and colour,
- Photocopying machine, Tape Recorders, Reel to reel, printing machine, safelights, plate makers, etc.

d. **Library and Information Resources**

For effective teaching of mass communication, a modern and well stocked library or media resources should be provided. The Media Resource Centre should be well funded.

## 2.6.6 Course Content and Description

	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	Total
<b>100 Level</b>			
<b>Compulsory Courses</b>			
1. Introduction to Mass Communication	2	-	2
2. History of Nigerian Mass Media	2	-	2
3. Writing for the Mass Media	-	2	2
4. African Communication Systems	2	2	4
5. Total General Studies	8	10	18
	-	2	2
<b>Required Courses</b>	-	-	-
6. Word Processing	4	4	8
<b>Electives</b>	<b>18</b>	<b>20</b>	<b>38</b>
Two electives in the faculty			
Two outside the faculty			
<b>MASS COMMUNICATION</b>			
<b>200 Level</b>			
<b>Compulsory Courses</b>			
1. News writing and reporting	2	-	2
2. Critical and Reviewing Writing	-	2	2
3. Editing and Graphics of Communication	-	2	2
4. Editorial Writing	2	-	2
5. Theories of Mass Communication	2	-	2
6. Foundations of Communication Research	-	2	2
7. Principles of Public Relations	-	2	2
8. Feature Writing	2	-	2
9. Total General Studies	4	2	6
<b>Required Courses</b>			
11. Advanced and specialized reporting	2	-	2
12. Introduction to Publishing Sequence	-	2	2
13. Introduction to Film, Cinema and. Literature	2	-	2
	-	2	2
14. Specialised Reporting			
<b>Electives:</b> any two from below:			
1. Foundations of Broadcasting			
2. Radio/Television Operation			
3. Radio Programme Writing			
4. Radio News Reporting and Production			
5. Announcing and performance			
6. Marketing foundations for advertising	2	2	4
7. Fundamentals of Media Relations			

8. Consumer Affairs			
9. Advertising sequence			
10. Marketing Foundations for Advertising and Public Relations			
11. Introduction to Advertising			
12. Film Cinema and Literature			
In addition, two of the following electives from the Faculty must be taken:			
1. Nigerian Constitutional Development			
2. Elements of Politics			
3. Introduction to Psychology	2	2	4
4. Introduction to Sociology			
<b>Total</b>	<b>20</b>	<b>20</b>	<b>40</b>
<b>MASS COMMUNICATION</b>			
<b>300 Level</b>			
<b>Compulsory Courses</b>			
1. International Communication	2	-	2
2. Communication and Society	2	-	2
3. Issues in Nigerian Mass Communication Media History	-	2	2
4. Newspaper Management and Production	2	-	2
5. Science and Technology reporting	2	-	2
6. Photo Editing	-	2	2
7. Economics of Mass News Reporting	-	2	2
8. Screen directive	-	2	2
9. General Studies	2	-	2

<b>Required Courses</b>			
10. Magazine management and production	-	2	2
11. Broadcasting management and programming	2	-	2
12. Foreign Correspondence	-	2	2
13. Rural Community Newspaper	-	2	2
<b>Electives</b>			
1. Manuscript Assessment			
2. University Press and book publishing industry			
3. New Techniques in Book publishing			
4. Book Publishing and the Law			
5. Photo Editing			
6. Photo journalism Management			
7. Television programme writing and production	4	4	8
8. Public Affairs Broadcasting			
9. Broadcasting commentary and critical writing.			
10. International and Foreign Broadcasting			
11. Community Relations			
12. Financial Relations			
13. Advertising and PR Research			
14. Advertising Creative Strategies and Tactics			
15. Film, Theory and Aesthetics			
16. Film production			
Total	16	18	34
<b>MASS COMMUNICATION 400 Level</b>			
<b>Compulsory Courses</b>			
1. Mass Media and Laws of Ethics	2	-	2
2. Media attachment	-	2	2
3. Data Analysis in Communication Research	2	-	2
4. Issues in Broadcasting	2	-	2
5. Drama and Documentary Production	-	2	2
6. Educational Broadcasting	2	-	2
7. Rural Broadcasting	-	2	2
8. Document film production	2	-	2
9. Original Essay/Projects	-	6	6

<b>Required Courses</b>			
10. Station management and operations	2	-	2
11. Economic and social issues in advertising and PR	2	-	2
12. International Public Relations.	-	2	2
13. Organisation and Management of Advertising and PR Agencies	2	-	2
<b>Optional 4 Electives from below:</b>			
1. International Advertising			
2. Organisation and management of			

AD and PR Agencies			
3. Special Topics in advertising and PR			
4. Document film production			
5. Film Criticism			
6. Drama and documentary production			
7. Educational Broadcasting			
8. Station Management on Operations			
9. Economic and Social Issues in Advertising and PR	4	4	8
10. International Public Relations			
11. Organisation and Management of Advertising and PR Agencies			
12. Bindery and Finishing Operations			
<b>Total units for the 4 years:</b>	<b>20</b>	<b>18</b>	<b>38</b>
Year I	18	20	38
Year II	20	20	40
Year III	16	18	34
Year IV	20	18	38
	74	76	150

## **Course Description**

### **Year One**

#### **Introduction To Mass Communication**

Consideration of mass communication as a sub-type of human communication and overview of the progress; models, and elements of communication. Survey of the mass media, including their adjuncts. Examination of the characteristics, functions, contents, operations and impact of the mass media as well as national mass media systems and mass communication between/across nations.

#### **History Of Nigerian Mass Media**

This course traces the major trends in the development of the mass media in Nigeria; as well as their adaptation and contribution to the political, religious, economic and social development from 1959 till the present.

#### **African Communication Systems**

African oral traditional communication structure, form and content; also survey of past and present modern mass media systems as influenced by African Political Culture.

#### **Writing For The Mass Media**

Instruction and practice in writing for the mass communication media with the major emphasis on development of the journalistic style and proficiency in grammar and the use of language.

#### **Word Processing**

Instruction and practice in typing aimed at enabling the students to acquire the basic knowledge and skills essential for beginning journalists.

### **Year Two**

#### **1. News Writing And Reporting**

This is a practical course designed to enable students to become proficient in preparing a publishable copy under deadline. Students are assigned beats, primarily on campus, to develop stories for publication and encouraged to submit outstanding articles to the metropolitan news media.

The course examines various definitions of news as well as the structure of the news story and other journalistic forms. Furthermore, it provides excellent material from the Nigerian and foreign news media for study and imitation.

#### **2. Editing And Graphics Of Communication**

Students are taught how to write and edit copy in a style appropriate to the news media. Emphasis is placed on the preparation of articles and photographs in photo editing for newspaper publication. Editing symbols and news proofreaders symbols will be used in this case.



3. **Theories Of Mass Communication**

Exploration and analysis of major theories which deal with the nature, uses and effects of mass communication. The relationship between theory and research and the relevance of the latter to the success of the former are discussed early in the course.

**Foundations Of Communication Research**

The primary aim of this course is to introduce students to data gathering methods in journalism and Mass Communication; and enable students to analyze research data, and critically evaluate any piece of journalistic writing or social science research. Another objective is to help students to apply the learnt methods in carrying out research projects.

**News-Editorial Sequence**

4. **Reporting**

Instruction and practice in reporting and writing news stories with emphasis on the reporting of the neighbourhood, accidents, fires, suicides, crime, business, press conference, etc.

5. **Feature Writing**

Writing, analyzing and marketing factual articles for newspapers, general and specialized magazines. Subject research, investigation of editorial needs, ethical and legal problems and manuscript preparation.

6. **Advanced Reporting**

Advanced instruction and practice in writing news stories with emphasis on investigative and other in-depth reporting techniques.

7. **Specialized Reporting**

This course is designed (i) to provide instruction in the techniques of reporting specialized subjects such as agriculture, medicine, religion, sports, labour, the courts, the arts etc; (ii) to expose students to the basic literature as well as outstanding examples of reporting of these issues.

**Radio-Television Sequence**

8. **Foundations Of Broadcasting**

Overview of the physical, technical and societal bases of radio and television broadcasting. Relates the laws of nature that make broadcasting possible, as well as the scientists who exploited them; describes the individual items or equipment used in radio and television and surveys the diverse environment of broadcasting stations and networks.

9. **Radio Television Operations**

Systematic analysis of radio and television studio/control room technology and the nature of sound. Practical exercises in studio set-up, standard operating procedures and use of studio facilities.

10. **Radio Programme Writing And Production**  
Examination of the elements and activities of the writing process with special attention to the nature of radio and its audience. Focus on the writing of talks, spot announcements, eye-witness accounts and magazines.
11. **Radio News Reporting And Production**  
Perusal of the broadcasting reportorial process, review of sources and elements of news; gathering and writing news for radio; examination of the broadcasting (news), copy and guidelines for its preparation. Production of news summaries and bulletins of various formats. Introduction to the radio and news magazine.
12. **Announcing And Performance**  
Examination of the fundamentals of voicing and the nature of speech. Review of performance techniques with regard to the microphone and the camera, as well as of performance types, viz, the actor, the straight announcer, the disc jockey, the news reporter, the interviewer, the master of ceremonies and the narrator. Practical exercises in the various roles.

#### **Public Relations Sequence**

13. **Marketing Foundations For Advertising And Public Relations**  
A study of advertising and PR as communication tools, which can be used to market or promote a product, person, an organization or idea. The art and science of marketing will be reviewed as the bases for determining the needs and types of communication solutions, which can effectively deal with marketing problems in different situations.
14. **Principles Of Public Relations**  
The concepts, theories, and practices of Public Relations and Public Affairs; the importance of Public Relations in either profit or non-profit organizations.
15. **Writing For Public Relations**  
Principles of effective writing in public relations. Practice in the styles of writing, news releases, brochures, position papers, speeches, etc.
16. **Fundamentals Of Media Relations**  
Analysis of ways and means of establishing and maintaining rapport and credibility with media gatekeepers.
17. **Consumer Affairs**  
Demonstrates how appropriate PR policies and programmes can prevent or help solve consumer problems; covers the consumer movements and their impact on the market place and how to work with consumer advocates for the benefit of organizations.

#### **Advertising Sequence**

18. **Marketing Foundations For Advertising And Public Relations**  
A study of advertising and PR as communication tools, which can be used to market or promote a product, person, an organization or idea. The art and science of marketing will be reviewed as the bases for determining the needs

and types of communication solutions, which can effectively deal with marketing problems in different situations.

19. **Introduction To Advertising**  
A general review of the fundamental principles and tenets of the advertising discipline.
20. **Advertising In Nigeria**  
A review of the historical development of advertising in Nigeria; the development of advertising agencies; and the indigenisation of the advertising profession in Nigeria. Comparative analysis of advertising in different countries and its roles in modern societies.
21. **Advertising Media Planning**  
The preparation of advertising media plan: analysis of the various media in terms of target audience reach and the frequency of reach. Consideration of other crucial factors in matching media with markets.
22. **Introduction To Film, Cinema And Literature**  
Examination of film as a medium of communication and the cinema as a communication setting with particular reference to literature and its various forms – the short story, novel, poem and drama. Overview of the kinds of film – documentary (non-fiction), and avant-garde – the role of the cinema in urban and rural communities.
23. **Basics Of Screenwriting**  
Analysis of the nature of the film script. The importance of previsualization; the content, outline and treatment of the screenplay. Practical exercises in scripting and evaluation.
24. **History Of The Motion Picture**  
Survey of the evolution of film as a distinct medium of communication and as an art form; notable creative pioneers of the art form and their contributions. Relationship of film to other media.
25. **Elements Of Film Production**  
Detailed analysis of the technical apparatus of filmmaking – the camera, microphones, lighting machines, sets – and types of shots. Focus on the story board and composition with regard to territorial space and prosemic patterns, open and closed forms. Lighting, sound music and special effects. Skills and qualities of the film producer.
26. **Screen Directing**  
Prerequisite: Film production. Theories of directing, dramatic form and acting are examined through lectures, demonstrations and applied exercises to establish theoretical and practical foundations.
27. **Introduction To Photo-Journalism**  
This is a practical introduction to news photography featuring solid grounding in basic camera and darkroom techniques but placing emphasis on the

development of the emerging photojournalist's sensitivity to people. Circumstances and events to which he will be expected to take pictures that communicate. Fundamentals of photography, operation of different cameras, photography processes and the use of standard photographic equipment and materials in the photo-laboratory.

28. **Advanced Photo-Journalism**  
This is a photo-reporting course. Emphasis on pictures that communicate with aesthetic as well as technical skills. Portfolios are required. Students are taught the techniques of photograms and photo-Easy.
29. **Introduction To Book Publishing**  
Examination of book publishing as a cultural activity, and as a business; the environment of book publishing. Book publication as a mass industry; divisions of the industry. A look at the publishing process; industry activities and associations.
30. **Manuscript Editing**  
Intensive instruction in copy editing and preparation of "mock" manuscripts for publication.
31. **Layout And Design In Book Publishing**  
Understanding the workings of the production department and its role in the publishing process; type-setting methods. Planning the layout and designing the form and size of the book.

### **Year Three**

1. **International Communication**  
This course is an overview of world's press systems. The focus will be on the uni-directional flow of information between the industrialized and Third World nations; how ideology, culture, economy and international market structure have all contributed either in hindering or advancing the international flow of news among nations. The scope, characteristics, peculiarities and current issues in international communication will be exhaustively treated so as to acquaint the student with a thorough knowledge of the politics and manipulative nature of international communication.
2. **Communication And Society**  
Examination of the mass media of communication as a social institution with particular attention to pertinent sociological concepts, themes and problems. The role and relationship of the mass media vis-à-vis major social institutions. Focus on the sociology and professionalism of mass media communicators, mass media contents and the issue of cultural imperialism of media dependency; internal dynamics and control of mass media organizations and mass communication politics. The role of communication in development is critically examined.
3. **Issues In Nigerian Mass Media History**  
Critical analysis of significant events and personalities that have featured in and characterized the Nigerian mass media from the political, social and

economic points of view. Course underscores the dynamics of the mass media in Nigeria and their institutional role.

4. **Newspaper Management And Production**  
Basic management and economic theory and application of theory to the management process in the newspaper business.
5. **Science And Technology Reporting**  
Instruction and practice in writing popular science articles for newspapers and magazines. Emphasis on translation of scientific language, familiarization with literature of science and the interviewing of scientists.
6. **Magazine Management And Production**  
Application of theories of economics and management to the management of general and specialized magazines. Students will process editorial materials and produce the MASSCOPE.
7. **Economics Of News Reporting**  
Much of what passes for economics news reporting in the Nigerian news media is written by economists for economists. The course aims at preparing students to write up and analyze issues relating to the economy for a mass audience. A basic course in economics is desirable but not essential. Students offering this course should have successfully completed Advanced Reporting.
8. **Broadcasting Management And Programming**  
Analysis of the nature and process of management and organization, generally, with particular reference to types of broadcasting organization and their settings. Consideration of the primary operations of radio and television stations and networks, particularly, programming and personnel and the skills required to manage them in the interest of society.
9. **Television Programme Writing And Production**  
Comprehensive analysis of the writing process as it pertains to television. Analysis and evaluation of television scripts, and production of talks, interviews, discussion and magazine programmes. Intense writing exercises.
10. **Public Affairs Broadcasting**  
Critical examination of the structure, internal dynamics and functions of the News and current/public affairs division of broadcasting organizations. Interpretative reporting of government and public institutions and agencies and production of current/public affairs discussions, news magazines and documentaries.
11. **Broadcasting Commentary And Critical Writing**  
Examination of the opinion function of journalism and types of commentary programmes, with particular attention to the editorial and emphasis on the application of principles derived from research in persuasive communication and attitude change. Distinction between commentary and critical writing; types of criticism and art review for radio and television.
12. **International And Foreign Broadcasting**

Comparative analysis of national systems of broadcasting worldwide in terms of types of ownership, control, programming purposes and effects or impact. Consideration of international organization dealing with technical facilities and those dealing with programmes. Examination of the purposes and impact of external radio broadcasting stations.

13. **Community Relations**  
Examines today's community relations and how effective community relations can be an essential element in the overall public relations programme, focuses on untraditional approaches and on case histories to demonstrate how to cope with crisis situations.
14. **Financial Public Relations**  
A comprehensive review of techniques and measurement yardsticks for planning, budgeting, designing, writing and distributing corporate financial publications; a firm knowledge of the function of financial institutions such as banks, insurance companies, investment houses and the Nigerian Stock Exchange, regulations; government financial institutions.
15. **Advertising And Public Relations Research**  
Application of quantitative and qualitative research methodologies in advertising and public relations contexts. Emphasis will be placed on budget, copy, and media research.
16. **Advertising Creative Strategies And Tactics**  
Theory and practice of writing effective advertising messages, for print and broadcast media. The creative application of consumer and market surveys, copy testing methods, advertising readership studies.
17. **Advertising Campaign Management**  
Planning and execution of an advertising campaign; market and consumer research, development and allocation of advertising budget, organization and functions of advertising agencies, selection of media, choice of advertising appeals, preparation and production of advertisements.
18. **Case-Studies In Advertising Management**  
Analysis of actual advertising situations and study of how such situations were or might be effectively and efficiently tackled. Emphasis is placed on the management of advertising decision-making.
19. **Film Theory And Aesthetics**  
Prerequisite; Introduction to Film, Cinema and Literature and Film Production. Exploration of film as extension of photography. Systematic consideration of the basic aesthetic principles, photographic approach, affinities and art. Analysis of the properties of the film medium with regard to the realistic tendency and formative tendency, or realism (as exemplified by the Lumiers brothers) and expressionism (as exemplified by Melie), and the clashes/compromises between both. The issue of film/cinema as an art.
20. **Film Production**  
Prerequisite: Elements of film production. Analysis of techniques of cinematography, production phases and activities and film structuring.

Intensive instruction in the production of short films and analysis of popular productions.

21. **Film Production For Television**

Prerequisite: cinema and popular entertainment and film and video editing. Overview of the television industry and the relationship of film to television. Establishing contacts with televisions stations and networks and arranging co-production meetings. Meeting the deadlines and resolving artistic conflicts.

22. **Comedy Film Writing And Production**

Prerequisite: Film production and basics of screenwriting. Analysis of comedy as a form of drama and the ingredients of comedy. The nature of laughter and what makes people laugh. The comedy script and essence of punch lines. Techniques of comedy writing and production for the cinema.

23. **Film Animation**

Prerequisite: Film production. Exploration of the history of animation; development of the cartoon film. Traditional techniques of animation (cel-animation) and recent technical innovations—automation and computerization. Preparation and treatment of detailed verbal script; the storyboard; visual choreography. Uses of animation – its place in entertainment, public relations, advertising and research.

24. **Photo Editing**

A study of technical and aesthetic qualities of photographs and how these factors affect editorial decisions concerning the use of pictures in publications. Practical work in layout and design and other duties of a newspaper or magazine picture editor.

25. **Photo-Journalism Management**

This course deals with the general management of photo-laboratory. Coding and/or filling of photographs and presentation of photography chemical, papers, films, etc. Photo-journalism lab is differentiated from studio-photography in this course.

26. **Reversal Film Processing/Industrial Commercial Photography**

The focus of this course is on the use of reversal films in the production of colour slides for use in Educational institutions, commercial, industrial and magazine photography; with special attention to production of the departmental photo-magazine – *The photo Man, the Eye; and the Year Book*.

27. **Manuscript Assessment**

Survey of problems involved in prospecting for authors, motivating them, and working with them. Dreaming up projects, finding writers for them, screening and assisting authors. Criteria for assessing manuscripts. Creating and working with members of the editorial board.

28. **University Press And Book Publishing Industry**

Consideration of special problems by not-for-profit book publishing organizations. Managing University presses in the interest of scholarship.

29. **New Techniques In Book Publishing**  
Survey of frontiers in book publishing technology. The advent of xerography and similar duplicating processes.
30. **Book Publishing And The Law**  
An in-depth study of those aspects of the law basic to book publishing, with emphasis on libel, copyright, national security, privacy, etc., attention is given attendant ethical considerations.

#### **Year Four**

1. **Mass Media Law And Ethics**  
Study of the legal framework within which mass philosophy bearing upon the mass media, the development and constitutional growth of freedom of expression in Nigeria, the privileges and restraints affecting the mass media, libel, sedition, privacy, contempt obscenity, copyright, etc and government regulation. Ethical and moral standards applicable to the mass media. Ethical responsibilities of individuals, groups, and organizations engaged in message construction, transmission or consumption, particularly in the field of news and public affairs.
2. **Media Attachment**  
Students understudy the operations of a particular media organization under a carefully monitored arrangement between the Department of Mass Communication and that organization, then give a comprehensive account of their experience in a written report and class presentation.
3. **Data Analysis In Communication Research**  
Students are introduced to data analysis techniques, particularly the use of tables, graphs and the measures of central tendency. They are taught how to present and interpret data, using these techniques.
4. **Research Project**  
Students initiate and execute a project following the steps in the research process, or do a feature of some other place that is professional-oriented and publishable.
5. **Foreign Correspondence**  
The course emphasizes the need for the development of an elite press corps to survey the international scene for the country. It teaches the students, discusses the politics and economics of foreign correspondence and teaches skills that will enable the reporter to function effectively as a foreign correspondent.
6. **Rural Community Newspaper**  
Writing, editing and publishing weekly or regular newspaper for the rural community, small municipalities and urban neighbourhoods. Content analysis, readership research and business and management procedures.



7. **Editorial Writing**  
Intensive work in the theory and practice of writing editorials and columns based on opinion with particular emphasis on analysis and interpretation of events.
8. **Critical And Reviewing Writing**  
Prerequisite; News writing or consent of instructor. Theory and practice of reviewing the lively arts for a daily newspaper, students write reviews of plays, movies, television programmes, musical and dance events.
9. **Drama And Documentary Production**  
Overview of special problems involved in producing drama and documentary for radio and television; blocking; casting; budgeting; performance. Focus on only drama or documentary for both radio and television; or both drama and documentary for only radio or television.
10. **Educational Broadcasting**  
Assessment of the education potentialities and limitations of radio and television. Evaluation of pedagogic approaches and production techniques; radio forums and clubs. Planning and production of educational programmes; production of supplementary materials and teaching aids.
11. **Rural Broadcasting**  
Analysis of community needs and problems with regard to the role and qualities of radio and television. Planning of community development projects for implementation through special radio programmes. Programme production and evaluation research.
12. **Issues In Broadcasting**  
Survey of critical perennial and contemporary matters that generate debate and controversy in broadcasting, such as sex, violence, foreign programmes and cultural domination, political and economic control of news. In-depth study of one or two issues, with particular reference to Nigerian Broadcasting. Review of research studies pertaining to the issues and consideration of the role of research in broadcasting.
13. **Station Management And Operations**  
Practical daily management of (radio) stations involving programme planning/scheduling, traffic control, personnel management. Planning and directing of special *outside broadcasts* and simulated transmissions or “live” broadcasting.
14. **Economic And Social Issues In Advertising And Public Relations**  
Study of Advertising and public relations as institutions, the laws and ethics governing the profession in Nigeria as compared with developed countries like USA and Britain; self-regulation by practitioners and professional association; consideration of social responsibility, truth and deception, consumerism, etc.
15. **International Public Relations**  
Analysis of trends, issues and problems confronting public relations departments in multinational corporations and other organizations involved in international trade and business.

16. **Organisation And Management Of Advertising And Public Relations Agencies**  
Establishment of effective guidelines for starting an enterprise in advertising or PR. The organization and management of the various departments of a full-service agency.
17. **Special Topics In Advertising And Public Relations**  
The study of current issues for which provision has not been made in established courses.
18. **Multi-National Advertising**  
The behaviour in sciences approach to international communications. A study of the exportation, importation and adoption of foreign advertising programmes and their economic and social consequences.
19. **SPECIAL TOPICS IN ADVERTISING AND PUBLIC RELATIONS**  
The study of current issues for which provision has not been made in established courses.
20. **Documentary Film Production**  
Pre-requisite: Film and video Editing. Survey and evaluation of the pioneers of the documentary form. Analysis of the creative, political, anthropological and journalistic environment of the documentary. Design, pre-production planning, intensive fieldwork, production and subsequent evaluation of individual documentary projects.
21. **Film Criticism**  
Pre-requisite: Film Theory and Aesthetics. Critical analysis and evaluation of popular and feature films based on major cinematographic principles and criteria such as plot, characterization, special effects and thematic appeal.
22. **Mobile Cinema And Rural Development**  
Pre-requisite: Communication for Development film production. Examination of strengths and weaknesses of mobile cinema as a medium of mass mobilization. The history of the mobile cinema in Nigeria; colonial films, indigenous films and the politics of Nigeria. Planning of special health, agricultural and literacy campaigns and production of films for their execution.
23. **Cinema Management**  
Pre-requisite: History of Motion Picture. Overview of management and organization theory with particular attention to the motion picture industry. Establishment and operation of film making companies and cinema houses. Problems and challenges in running film production companies, institutions and cinema.
24. **Research In Photo-Journalism**  
Pre-requisite: Introduction to photo-journalism and (advanced photo-journalism). Problems in depth of the field in photography. Cinema angles, lighting reflections, sensitometry, optics, reduction intensification distortion

and perceptivity form the focus of the course. Also research opportunities in photo-journalism are talked about in the course.

25. **Issues In Photo-Journalism (Preq: Comm. Law)**  
This course exposes the students to the laws of photo-journalism with particular attention to that of Nigeria. When can a photo-journalist take a picture, how and why are explained; invasion of privacy through photography.
26. **Colour Photography**  
A study of the principle of colour photography in both the taking and processing areas. Special emphasis will be given to lighting, colour, theory, sensitometry, and other aesthetics of colour composition. Both negative and positive colours will be considered.
27. **Marketing Publications**  
Study of the marketing mix; understanding sales representation, direct mail, space advertising, and publicity, as well as the selling of subsidiary rights. Guidelines for marketing to bookstores and other retail outlets, and to wholesalers and jobbers; approaching libraries.
28. **Research In Book Publishing**  
Types and methods of research used in book publishing, including media research, product research, market research, opinion research and campaign testing.
29. **Issues And Case Studies In Book Publishing**  
A case-methods of research used in book publishing problems, e.g. those involving creative, media, campaign, and management strategies. Focuses on oral and written analyses of both actual and simulated case problems in book publishing.

## 2.7 **B. SC (Hons) Peace Studies and Conflict Resolution**

### 2.7.1 **Philosophy, Aims and Objectives of the Degree Programme**

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

#### **Aims & Objectives**

The objectives of the Peace Studies and Conflict Resolution programme are to:

- (i) Instil in students a sound knowledge of Peace Studies and Conflict Resolution, an appreciation of its applications in different socio-cultural contexts and to involve the students in an intellectually stimulating and satisfying experience of learning and studying.
- (ii) Provide students with a broad and well balanced theories and methods in Peace Studies and Conflict Resolution.

- (iii) Cultivate in students the ability to apply their knowledge and skills on Peace Studies and Conflict Resolution to the understanding and solution of societal problems in Nigeria and elsewhere.
- (iv) Provide students with a relevant knowledge and skill base from which they can proceed to further studies in special areas of Peace Studies and Conflict Resolution or multi-disciplinary areas involving Peace Studies and Conflict Resolution.
- (v) Instil in students an appreciation of the importance of Peace Studies and Conflict Resolution in contemporary national and global affairs.
- (vi) Develop in students a range of useful competencies for employment whether public, private or self-employment.

### 2.7.2 Admission and Graduation Requirements

#### a) **Admission** **UME**

Candidates for admission into the four – year degree in Peace Studies and Conflict Resolution should possess a Senior Secondary School Certificate, General Certificate of Education, NECO or their equivalents with at least five credit passes, at not more than two sittings including Mathematics, English Language and Government. In addition, candidates must have acceptable passes in UME.

#### **Direct Entry**

Candidates for Direct Entry admission shall possess five Credits in GCE, SSCE, NECO, or their equivalents, of which at least two shall be at Advanced Level, provided that such passes are not counted at both levels of the examination. For emphasis, English Language, Mathematics and Economics are required at credit passes.

#### b) **Graduation**

To graduate, a student must have:

- a) Completed and passed the following no of units at each level
  - 100 – 38
  - 200 – 36
  - 300 – 36
  - 400 - 36
 Total 146 including all compulsory courses specified by the University/Department
- b) Completed and met the standards for all required and optional Courses
- c) Obtain a minimum CGPA of 1.5 and

- d) Met other requirement that may be prescribed by the department, faculty and senate.

## 2.73 Learning Outcomes

### a) Regime of Subject Knowledge

- (i) While each University offering bachelor honours degree programme in Peace Studies and Conflict Resolution is free to decide on the nature and organization of its courses or modules, it is expected that all programmes will ensure that students become conversant with all the main aspects of Peace Studies and Conflict Resolution, the development of Peace Studies and Conflict Resolution as a course of study, and the various branches of Peace Studies and Conflict Resolution.
- (ii) Core theories and concepts in all branches of Peace Studies and Conflict Resolution.
- (iii) Sociological methods of data collection and processing, both qualitative and quantitative.
- (iv) Models of Peace and Conflict Resolution.
- (v) Statistical methods in Peace Studies and Conflict Resolution.
- (vi) Appropriate information technology for adequate functioning in the digital age.

### b) Competencies and Skills

A graduate of Peace Studies and Conflict Resolution at the Bachelors Honours level should have the following competencies and skills:

- (i) Ability to demonstrate adequate knowledge in and understanding of all the subject knowledge/areas identified.
- (ii) Ability to apply such knowledge and understanding to the solution of social problems.
- (iii) Ability to recognize and analyze new problems and plan strategies for their solution.
- (iv) Communication skills in presenting scientific research materials and arguments clearly and correctly, both orally and in writing to a range of audiences .
- (v) Competence in statistical and qualitative data processing skills .
- (vi) Competence in the use of information technology such as word processing, Internet communication and information retrieval through on-line computer searches etc.

- (vii) Subject-specific and transferable skills which allow for the pursuit of wide range of careers after graduation.

c) **Behavioural Attributes**

A graduate in Peace Studies and Conflict Resolution should be able to demonstrate adequate

- (i) Knowledge of a wide-range of research methods in Peace Studies and Conflict Resolution.
- (ii) General knowledge in the various branches of Peace Studies and Conflict Resolution.
- (iii) computing skills.
- (iv) Study skills needed for further studies.
- (v) Ability to function entrepreneurially in wide range of choices and
- (vi) Ability to apply critical scientific reasoning to problem solving.

#### 2.7.4 **Attainment Level**

Since our B. Sc degrees are graded from first class to third class Degree Levels; it is crucial that procedures for the attainment of these Classes of degrees are clearly spelt out for all concerned.

Accordingly, procedures used in all Peace Studies and Conflict Resolution departments for fixing students' attainment levels or for the assessment of students' achievements in Peace Studies and Conflict Resolution should correspond to the Knowledge, abilities and skills that are to be developed through the 4 year degree programme. It is therefore expected that evidence is provided on which the assessment of students' achievement [and class of degree awarded] should be based, by using the following criteria, among others.

- Continuous Assessments and "unseen" examination
- Tutorial performances
- Laboratory Reports
- Problem solving and experiential exercises
- Oral presentation, as in seminars and conferences
- Planning, conduct and reporting on project works
- Essay assignments should be given on regular basis
- Literature surveys and evaluation in examination
- Demonstration of skills in relation to conceptual analysis, problem identification and solving, numeracy, computer and social skills.
- Ability to transfer skills to appropriate practical situations.
- Extent to which the knowledge base of students is extensive and extends beyond the work covered in the degree programme.

#### 2.7.5 **Resource Requirements for Teaching and Learning**

A key to achieving success in the programme is adequate resource allocation and appropriate utilisation. The following areas are particularly important.

(a) **Academic and Non Academic Staff**

- The established staff students ratio of 1:30 for the Social Sciences should be met.
- Training and retaining of academic staff should be pursued vigorously.
- All academic staff should have computing skills.
- 75% of the academic staff should possess Ph.Ds.
- At least 20% of the academic staff should be Professors /Readers and 35 % Senior Lecturers.
- A new Department should be headed by a Professor to have a good and solid foundation, such Professor could be on sabbatical.
- Promotion should be strictly on merit, and that no promotion beyond Lecturer I for those with out Ph.Ds.
- The Department should aim at an equitable gender balance.

The Academic–Non-Academic staff ratio in the University should be maximum. All administrative, secretarial and clerical staff should have computing skills.

(b) **Academic and Non Academic Physical Spaces**

Adequate classrooms and classroom sizes should be provided to avoid overcrowding.

- Adequate sitting arrangements should be provided.
- More chalk boards and other facilities such as public address systems, flipcharts, dusters and lighting, should be provided.
- A computer room should be provided.

(c) **Academic and Administrative Equipment.**

The following are required.

- At least 10 PCs for the departmental office.
- At least 10 Pcs for teaching students in a computer room, with Internet facilities and laptops.
- Each academic staff should have a PC in his/her office with Internet facilities.
- Ordinary and power point projectors.
- Audio-tape recorders (at least 4).
- Video recorder.
- A video player.
- A Television.
- Overhead power-point, multi-media-facilities
- Senior Lecturers and above should have telephones and GSM as part of working tools.

(d) **Library and Information Resources**

- There is a need for a departmental library for each Peace Studies and Conflict Resolution Department.
- Current and up-to-date Peace Studies and Conflict Resolution related textbooks, professional journals and representative materials from the popular press should be provided and maintained.
- Published government and non-governmental documents and related materials should be provided on regular basis.

#### 2.7.6 Course Content and Description

<b>100 – LEVEL.</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total</b>
Peace Thinking and Peace Making	2	-	2
Culture and Conflict Resolution	2	-	2
Ethics in Conflict Resolution	-	2	2
Religions in Conflict Resolution	2	-	2
Introduction to Psychology	-	2	2
Introduction to Statistics	-	-	-
<b>Total General Studies</b>	<b>8</b>	<b>10</b>	<b>18</b>
<b>Required Electives</b>			
Introduction to Human Geography			
Introduction to Political Science			
Introduction to Sociology			
Principles of Economics			
At least 4-units of electives in the 1 <sup>st</sup> Semester & 6 units in the 2 <sup>nd</sup> Semester	4	6	10
<b>Total</b>	<b>18</b>	<b>20</b>	<b>38</b>
<b>200-LEVEL</b>			
Fundamental Human Rights	2	-	2
Nationalism, Ethnicity and Conflicts	-	2	2
Strategic Studies	2	-	2
International Organisations and Conflict Resolution	-	2	2
Peace Keeping and Conflict Resolution	2	-	2
Social Alternatives	-	2	2
International Politics of the Environment	2	-	2



Globalisation and Equity	-	2	2
Culture, Values and Conflict in Nigeria	-	2	2
<b>General Studies</b>	6	4	10
<b>Electives</b> At least Four units of electives in the 1 <sup>st</sup> Semester and 2 <sup>nd</sup> Semester from within and outside the Faculty	4	4	8
<b>TOTAL</b>	<b>18</b>	<b>18</b>	<b>36</b>
<b>300-LEVEL</b>			
The World Wars	2	2	4
The Cold War	2	-	2
Terrorism and Global Conflicts	-	2	4
The Media, Information Management and Conflicts	2	2	4
Energy Security: Oil and Conflicts	-	2	-
Research Methods	2	2	4
International Systems	2	-	2
Cultism, Drugs and Conflicts	2	2	4
<b>General Studies</b>	2	-	2
<b>Electives</b> At least 10 units of electives from the following:	4	6	10
Governance and Political Transition			
Arms Control and Disarmament			
Civil-Military Relations			
The Military and New Technologies			
Gender in War and Peace			
The Conflicts of the South			
<b>TOTAL</b>	<b>18</b>	<b>18</b>	<b>36</b>
<b>400-LEVEL</b>			
Negotiation	2	2	4
Conflict Modelling	2	2	4
Interpersonal Conflict and Resolution Skills	2	-	2
Original Project	3	3	6
<b>Electives</b> <b>At least twenty unit of electives from the following:</b>	9	11	20
History of the Modern Middle East			
Wars in Ancient Greece			
Wars of Liberation in Southern Africa			
Asia-Pacific Wars			
Israeli-Palestinian-Arab Conflict			
American Civil War			
Nigerian Civil War			
Contemporary wars in the Middle East			
Contemporary wars in West Africa			

Weapons Proliferation and Weapons of Mass Destruction			
<b>TOTAL</b>	<b>18</b>	<b>18</b>	<b>36</b>

## **Course Description**

### **100 LEVEL**

#### **Introduction To Peace Studies**

Elements of Peace Studies: the profile of world peace and conflict epochs; the causes, gestation, conflict duration and abatement; essential factors for peace. This course serves as an introduction to the study of war, peace, and peacemaking; different theories of peace and war from a variety of disciplinary perspectives. It covers definitions of peace and war, causes of conflict, and modes of conflict prevention and resolution. The concepts are applied to a range of historical and current conflicts. Students prepare analyses of specific conflicts or instances of peacemaking for class presentation

#### **Introduction To Conflict Resolution**

Examines the nature of conflict and the potential for negotiated settlements; it provides a framework for understanding the dynamic nature of social conflict and peace-building processes; it also introduces basic requirements for developing successful negotiating strategies.

#### **Peace Thinking And Peace Making**

This course covers the most significant developments in the history of peace thinking, peace theory and the development of the philosophies of peace. Based on this overview, the course then focuses on understanding how peace theory was converted into forms of peace practice through the development of processes of non-violent conflict resolution.

#### **Culture And Conflict Resolution**

This course provides a critical perspective on the field of conflict resolution by exploring the cultural dimensions of conflicts and the applicability of conflict resolution methods in a range of cultural contexts. Using case studies and perspectives from the field of anthropology, the limitations of current conflict resolution models are explored and new ways forward are considered.

#### **Ethics In Conflict Resolution**

This course develops, extends and deepens understanding of a central dimension to conflict resolution and peace studies. Applied ethics is the application of ethical reasoning to specific areas of practical concern, examines difficult questions, dilemmas and controversies partly by analysis, evaluation and discussion of the relevant literature, but also by development and interchange of your personal responses and ideas.

## **Religions In Conflict**

This course introduces the role that religion plays in both fostering and resolving conflict, using case studies from the local, national and international levels. It analyses specific conflicts with a religious dimension, and examine broader relationships, for example between Islam and the West. The course includes case studies where religious differences have been successfully reconciled.

## **Introduction To Psychology**

Psycho-biological basis of behaviour. Survey of the major topics, theories, and research results of contemporary psychology.

## **Introduction To Human Geography**

World population: Its distribution and patterns of growth/demographic characteristics of selected populations. Human settlements: evolution; patterns and functions. Inter-relationships between urban and rural settlements. Environmental resources; the concept of resources: types of resources and their global distribution; relationship between resources and tertiary activities; impact of human activities on the environment at varying levels of technology and population densities. The role of movement; flows of people, goods, energy and ideas.

## **Introduction To Political Science**

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

## **Introduction To Statistics**

Definition and scope of statistics, use of statistics in everyday life. Levels of measurement in Social Science. Distributions and comparisons. Types and techniques of data presentation. Sources and nature of published statistical data and their uses and limitations. Methods of collecting data – census and surveys. Population and sample. Measures of central tendency and dispersion. The Unit Normal Distribution. Simple tests of hypotheses. Simple regression analysis. Index numbers.

## **Introduction To Sociology**

Introductory analysis and description of social structure and dynamics of human society. Fields of sociology; sociology and other Social Sciences. Basic concepts and principles of sociology.

## **Principles Of Economics**

An introduction to the various issues, the nature of economics as a science, the methodology of economics, major areas of specialization in economics, stressing historical development of ideas, major findings in the various areas of specialization, elementary principles of micro and macro-economics, current issues of interest and probable future developments.

## **200-Level**

### **Human Rights**

This course develops understanding of the values and norms underlying the concept of universal human rights, and the issues raised in promoting human rights in contemporary society. It includes examination of instances where the rights of different individuals appear to clash, or where different rights appear to be in contradiction. It explores the limits of the 'rights' discourse (for example, the rights of the unborn, minority rights, animal rights), a review of the international discourse on human rights, and the effectiveness of international regimes set up to protect or promote human rights.

### **Nationalism, Ethnicity And Conflicts**

This course introduces the rise of nationalism as a key form of political identity in the modern world. It examines competing theories of nationalism and ethnicity, conceptualising the problems dealt with in case-study form; it also examines how extreme forms of nationalism are capable of generating destructive inter-group conflicts, illustrated by examples from the North and the South.

### **Strategic Studies**

This course examines the nature of security and the evolution of military technology and warfare, analysing the dynamics of such phenomena as militarisation and arms proliferation.

### **International Organisations**

This course examines the role of law and organisations in international affairs, and in the promotion of a just and peaceful global society. It includes detailed examination of the work of institutions such as the International Court of Justice; and the role of regional organisations in peace and security issues.

### **Peace Keeping And Conflict Resolution**

This course examines how the AU, ECOWAS, EU, UN, through peace keeping, contributes to international peace and security. It explores the extent to which UN intervention has become possible and desirable in the 'new world order'.

### **Social Alternatives**

This course explores the history and significance of utopian thinking and the main ways in which it has been criticised. Case studies are used to illustrate attempts to establish utopian communities in different historical and geographical contexts. The case studies then provide the base for thematic comparison of communities on topics such as the relationships between individuals and communities, and between communities and the wider society; education of children, decision-making processes, ideals and practices. The course concludes with an evaluation of the successes and failures of intentional communities as attempts to progress towards more peaceful ways of living.

### **International Politics Of The Environment**

This course concerns the international political processes that have developed in response to international environmental problems. It includes those that are

intrinsically global (such as ozone depletion); those that arise throughout large areas of the world (such as pollution by toxic waste); and those that present problems in the international management of global commons (such as the high seas or Antarctica). It examines the emergence of the environment as an important issue in international politics, and the nature and effectiveness of international responses to key environmental issues.

### **Globalisation And Equity**

The effects of globalisation are different for the poor South and the rich North. It examines the phenomenon of globalisation from competing perspectives, looking at the policies of governments which try to change or control it.

### **Culture, Values And Conflicts In Nigeria**

The course will examine the major cultural groups and their social values; compare and contrast them and areas of conflict.

### **300-Level**

#### **The World Wars**

The causes, theatres of engagements, the countries involved, the duration, their resolution and impacts.

#### **The Cold War**

The Causes, the countries involved, the highlights, the issues, the resolution and impacts. This course uses three key issues in international relations to explore the major processes and trends shaping international affairs between 1945 and 1991. The components build upon and inform each other. Thus the history of the Cold War informs the discussion of both the development of nuclear weapons, and nuclear strategy and foreign policy; using historical examples to illustrate ideas and principles within the context of their evolution.

#### **Terrorism And Global Conflict**

Reviews and discusses issues concerning global development and its relationship to conflict and terrorism. It focuses on specific topics from empirical events and ways of Resolution, the course also seeks to examine the root causes of terrorism and ways that states can mitigate this threat.

#### **The Media, Information Management And Conflicts**

The role of the media in peace and conflict situations; global networks, (CNN, BBC, Sky etc.) Ownership and Control, Internet and information dissemination, propaganda in war and peace time.

#### **Energy Security: Oil Conflicts**

Describes the global energy security concerns by analyzing the current state of affairs with respect to supplies, access, and transportation, and reviewing anticipated trends.

Examines the cultural, political, military, economic, and social implications, and explores the best responses to the challenges that exist.

### **The International System**

Defines an international system, its components, processes, and structure; introduces key terms and concepts of international relations theory and links them together in a unified cognitive map. Two basic structural conditions of the international system - anarchy and hierarchy are analyzed. Explores the two major examples of structural change in the Asia-Pacific region: hegemonic change and globalization.

### **Research Methods**

Scientific research processes, proposal writing, data collection, presentation and analysis. Research designs, questionnaire designs, reference styles, report writing and documentation.

### **Governance And Political Transitions**

Compares and contrasts the patterns of political transitions in China and Russia by examining political legitimacy, governance, political change, and regional security.

### **Arms Control And Disarmament**

This course examines the theory and history of arms control and disarmament, and analyses the problems and opportunities of arms control following the end of the Cold War.

### **Civil-Military Relations**

Examines the fundamental components of civil-military relations within the context of the modern nation-state. The course will address various aspects of civil and military authority including the subordination of the military to civilian authority and the role of civilian governments and military institutions in both external and internal security issues.

### **Drugs, Cultism And Conflicts**

Cultism (local and international) origins, growth, characteristics and activities. Global Narcotics trade: networks, regions, routes and causes, smuggling, foreign policy issues .

### **The Military And New Technology**

The course examines changes over time in the attitude of the military toward new technology and analyzes competing explanations, including concepts from Science Studies, for these changes. The course concludes with an analysis of the so-called "Revolution in Military Affairs." Readings include John Ellis, The Social History of the Machine Gun and Steven Rosen, Winning the Next War.

### **Gender In War And Peace**

Gender issues and convention in wars; the relevance of gender to nationalism, conflict and war, association of hostility, aggression, and bloodshed with masculinity--and conciliation and peace-seeking with female attributes; images of motherhood; the

course examines works in several disciplines and media and evaluates generalizations that link gender, nationalism, and war.

### **The Conflicts In The South**

Conflicts occur predominantly in the South, where levels of development are low. This course uses case studies from Africa and Latin and Central America to explore major themes of policy and analysis relating to the promotion of peace and development.

### **Evaluating Alternative Development Strategies**

This course introduces a range of alternative thinking on development, from the United Nations Development Programme ideas on human development, through Oxfam's emphasis on grass-roots, human-centred development, to the post-developmentalists who reject the very concept of development. The role of non-governmental organisations in development is discussed through case studies.

### **Development And Democracy In The South**

This course examines the relationship between development and democracy and the problematic history of democratisation in Latin America and Africa. It also analyses the relationship between the economic marginalisation of the South in the global economy, and the forms of government that have prevailed there. The colonial legacy continues to influence the distribution of power, and open politics provides new opportunities to challenge injustice.

### **Regional Security**

This course begins with an introduction to the geopolitics of western Europe in the post-Cold War era. It analyses history, institutions and ideology in the context of current issues and dynamics. Regional interactions between countries are explored, as are the interactions of military, political and economic factors in regional security across the Middle East and Africa.

### **International Economics And Comprehensive Security**

Considers measures of economic performance and identifies factors underlying economic development in the Asia-Pacific region. It examines issues such as trade, investment, energy, and defense spending that reflect the economic aspects of regional security.

### **Governance And Political Transitions**

Compares and contrasts the patterns of political transitions in China and Russia by examining political legitimacy, governance, political change, and regional security.

### **Negotiations And Conflict Resolution**

Examines the nature of conflict and the potential for negotiated settlements. It provides a framework for understanding the dynamic nature of social conflict and peace-building processes. The session also introduces basic requirements for developing successful negotiating strategies. Interactive learning approach, using lecture, discussion, exercises and simulations, to build personal capacities for successful negotiation. Exercises include two-person to more complex multi-party negotiations.

### **Conflict Modelling**

Students are expected to build a model of conflict from several empirical cases given.

### **Interpersonal Conflict Resolution Skills**

Enhanced communication and rapport-building skills to interact more effectively and solve problems creatively. A foundational workshop that emphasizes reflective listening, problem solving, assertion and managing conflicts among needs and values. Includes theory, demonstrations, skill practice, and critique. Designed to have immediate and wide applicability in interpersonal and group settings.

### **Original Essay**

#### **History Of The Modern Middle East, 18th-20th Centuries**

This course surveys the history of the modern Middle East. While moving chronologically through the past three centuries, the course emphasizes critical analytical themes of political, social, economic, and cultural history. Topics will include: the Ottoman imperial state and provincial history, the growing impact of the West, the historical transformation of economy and trade, ethnic and religious minorities, and internal reform in the 18th-19th centuries; European colonialism, the rise of nationalism, the emergence of the nation-state throughout the Middle East, and the ongoing struggle over its character in the 20th century. The course also discusses the Arab-Israeli conflict and the Middle East as an arena of geopolitics.

#### **War And Peace In Greece And Rome**

In ancient Greece and Rome, government did little besides waging war and raising taxes, culture focused on war, warriors gloried in battle, and civilians tried to get out of the way. This course surveys the impact of war and the rarity of peace in the ancient world. Topics include: "why war?"; the face of battle; leadership; strategy, operations, and tactics; women and war; intelligence and information-gathering; diplomacy and peacemaking; militarism; war and slavery; the archaeology of warfare.

#### **Wars Of Liberation In Southern Africa**

This course surveys the various liberation movements and struggles in southern African countries such as South Africa, Zimbabwe, and Namibia; the history, the dimensions of the struggle, the actors, the role of the OAU, the frontline states, Nigeria and the international community.

#### **The Asia-Pacific War**

This course seeks to enhance students' familiarity with the history of Wars in the Pacific; their understanding of the differences, tensions, and complicities between history and memory in contemporary global society; and their ability to formulate and express historical arguments.

#### **The History Of The Israeli-Palestinian Conflict**

This course surveys the history of Palestine in the nineteenth and twentieth centuries, the emergence of the State of Israel in 1948, and the ongoing Israeli-Palestinian struggle over this territory. The course covers such themes as: society and economy; political, religious, and local identities; Western involvement in the Holy Land; the birth of the Zionist movement as well as of a local Palestinian-Arab movement; state building; the 1948 war and the creation of the Palestinian refugee problem; the 1967 war; the Palestinian Intifada(s); the role of gender in the conflict; and the structure and culture of occupation.



### **Causes Of The American Civil War, 1815-1860**

A study of the simultaneous growth and growing-apart of the United States in the years from the end of the War of 1812 to the beginning of the Civil War. It examines the political, social, economic, and cultural history of this era in order to understand why the United States became a vast, successful, transcontinental republic. It studies the same history to understand why it simultaneously split apart and prepared to launch a civil war that would ultimately cost more than 600,000 lives.

### **Nigeria's Civil War**

The causes, the outbreak, the combat, role of international community and the resolution of the Nigerian Civil War of 1967 - 1970.

### **Contemporary Wars In The Middle East**

History of contemporary wars in the Middle East such as Iraq –Iran; Iraq-Allied Forces, the issues, the role of international agencies and community, the impacts, etc.

### **Contemporary Wars In West Africa**

History of contemporary wars in West Africa such as the civil wars in Liberia, Sierra-Leone, Cote-Divoire and the role of ECOWAS and the international community.

### **Weapons Proliferation: Weapons Of Mass Destruction.**

Examines trends in the proliferation of weapons of mass destruction (nuclear, biological and chemical weapons) and subsequent policy issues. The status of the international nuclear non-proliferation regime will also be examined.

## 2.8 **BSC. (Hons) Political Science**

### 2.8.1 **Philosophy, Aims and Objectives**

The philosophy and mission of political science discipline is to produce graduates with a critical mind, requisite ability and skill to analyse, comprehend, predict and influence the factors that shape and mold power relationships in an ever-changing socio-political environment in a globalizing world.

#### **The Objectives of A Degree Programme**

The main objectives of a degree in political Science are:

- i. to provide training in the principles of political science and their application to the type of degree programme concerned – political economy, public administration or international relations.
- ii. stimulate the students intellectually through the programme, in such a way that they appreciate social problems.
- iii. to provide a solid foundation of knowledge about the workings of society and its institutions and develop the skills for the constructive use of such knowledge.
- iv. to develop in students, the ability to apply the knowledge to the resolution of societal problems and conflicts.
- v. to develop in students, such skills and competency that would allow them to be self reliant and entrepreneurial.
- vi. provide the students with necessary skills for studying and analyzing society.
- vii. provide the students with the skill-base from which they can proceed to higher studies in political science.
- viii. to imbue in the students a deep appreciation of the political dynamics of society and the impact of this on wider socio-economic development and societal well being.

### 2.8.2 **Admission and Graduation Requirements**

#### a) **Admission**

There are two levels of admission into the Political Science Programme. These are UME and Direct Entry.

#### **UME**

Candidates for admission into the four year degree programme should possess a Senior Secondary School Certificate or General Certificate of Education NECO or their equivalents with at least five Credit passes obtained in not more than two sittings of which three must be Government or History plus English Language and Mathematics. A acceptable UME score is also required.

### **Direct Entry**

Candidates for direct entry into the degree programme in Political Science should possess five credit passes in the General Certificate of Education NECO, Senior Secondary School Certificate or their equivalents, three of which shall include Government or History, English Language and Mathematics. In addition, candidates must possess credit passes in three relevant subjects at the advanced level in the General Certificate of Education or its equivalent.

### b) **Graduation**

To graduate, a student must have:

- a) Completed and passed the following no of units at each level  
100 – 38  
200 – 34  
300 – 34  
400 - 35  
Total 141 including all compulsory courses specified by the University/Department
- b) Completed and met the standards for all required and optional Courses
- c) Obtain a minimum (GPA of 1.5 and
- d) Met other requirement that may be prescribed by the department, faculty and senate.

### 2.8.3 **Learning Outcomes**

#### a) **Regime of Subject Knowledge**

The Political Science programme should have the following components:

- i. provide a coherent core of the history of political thought, political science principles and concepts and theories including issues like basic principles guiding the development of ideologies, philosophy and processes of governance. The process of acquisition of power, the process of public administration, the inter-relationship between the different levels of government and between different national governmental agencies and between one nation and the other, the process of national wealth creation, economic production and national development, the value of institution building, the problem of security, the process of national integration and international organization.
- ii. equip the students with knowledge and understanding of the different methods of data collection and analysis.
- iii. enable the students to possess appropriate computing skills and adequate for functioning effectively in the digital age.

- iv equip the students with adequate statistical and quantitative skills and the ability to apply them to the analysis of socio-economic and political issues and policies.
- v. knowledge and understanding of political science methods
- vi. knowledge and ability to discuss and analyse public policies generally.

b) **Competencies and Skills**

The product of political science training should have the following competencies and skills:

- i. general and specific intellectual skills including literary information processing skills.
- ii interpersonal skills such as communication skills.
- iii conceptual framework skills that help in good decision-making.
- iv. competence in the use of Information Technology.
- v. subject-specific and transferable skills which allows for the pursuit of wide range of careers after graduation.
- vi. reasonable level of competence in statistical and quantitative methods.

c) **Behavioural Attributes**

A graduate in Political Science who has achieved the threshold level should be able to demonstrate:

- i. Knowledge of political science principles and concepts.
- ii Knowledge of political science theory.
- iii. Knowledge of appropriate research methods.
- iv. Reasonable and appropriate computing skills.
- v. Knowledge of political science data and the appropriate methodology for analyzing them.
- vi. General knowledge in critical areas of political science.
- vii. Creativity in appreciating socio-economic and political problem, because social problems can usually be solved in a variety of ways and

viii Apply critical Political Science reasoning to problem solving.

#### 2.8.4 **Attainment Levels**

Since our B. Sc degrees are graded from first class to third class Degree Levels; it is crucial that procedures for the attainment of these Classes of degrees are clearly spelt out for all concerned.

Accordingly, procedures used in all Political Science departments for fixing students' attainment levels or for the assessment of students' achievements in Political Science should correspond to the Knowledge, abilities and skills that are to be developed through the 4 year degree programme. It is therefore expected that evidence is provided on which the assessment of students' achievement [and class of degree awarded] should be based, by using the following criteria, among others.

- Continuous Assessments and “unseen” examination
- Tutorial performances
- Laboratory Reports
- Problem solving and experiential exercises
- Oral presentation, as in seminars and conferences
- Planning, conduct and reporting on project works
- Essay assignments should be given on regular basis
- Literature surveys and evaluation in examination
- Demonstration of skills in relation to conceptual analysis, problem identification and solving, numeracy, computer and social skills.
- Ability to transfer skills to appropriate practical situations.
- Extent to which the knowledge base of students is extensive and extends beyond the work covered in the degree programme.

#### 2.8.5 **Resource Requirements for Teaching and Learning**

For the programme to achieve its objectives, critical resource support is required. In the first place, there is need for adequate resource allocation. In addition to that, the following areas require special support:

##### a) **Academic and Non Academic Staff**

There is need for increase in the number of academic staff and their quality. The established staff-student ratio should be met, while guidelines for training and retraining of academic staff should be rigorously pursued. A programme of academic staff exchange between universities should be introduced to enhance and enrich the faculty. All academic staff should have computing skills.

In the digital age, technology is expected to play more important roles in administration. All administrative, secretarial and clerical staff should have computing skills.

##### b) **Academic and Non Academic Physical Spaces**

Academic lecture spaces are shared generally. It is essential however to increase the number of such lecture theatres and rooms and at the same time make them conducive. Where necessary, public Address systems should be introduced. Class sizes should be reduced, to conform with lecture room space. Adequate sitting arrangements should be provided. More effective blackboard, lectern and related facilities like lighting should be provided in the lecture rooms.

c) **Academic and Administrative Equipment**

For political science programmes, the following equipment are required:-

- television
- power point projectors
- video
- audiotape radios
- computers
- Internet facilities

d) **Library and Information Resources**

Library resources should be constantly updated to include, up-to-date textbooks and current topical literature, professional journals and representative materials from the popular press. The library should also acquire on a regular basis, published government documents and related materials.

## 2.8.6 Course Content and Description

<b>COURSE OUTLINE</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total</b>
<b>POLITICAL SCIENCE</b>			
<b>Year I</b>			
<b>Compulsory Courses</b>			
1. Introduction to Political Science	2	-	2
2. Introduction to African Politics	-	2	2
3. Nigerian Constitutional Development	2	-	2
4. Organisation of Government: The citizenship and the State	-	2	3
5 Total General Studies	8	10	10
<b>Required Courses</b>			
1. Introduction to Sociology	2	-	2
2. Introduction to Psychology	-	2	2
	2	2	4
3. Nigerian Legal Systems			
<b>Electives</b>			
Any two Electives outside the Faculty	2	2	4
	<b>18</b>	<b>20</b>	<b>38</b>
<b>YEAR II</b>			
<b>Compulsory Courses</b>			
1. Nigerian Government and Politics			
2. Introduction to Political Analysis	2	2	4
3. Political Ideas	2	-	2
4. Foundations of Political Economy	-	2	2
5. Introduction to International Relations	-	2	2
6. Introduction to Public Administration	2	-	2
7. Total General Studies	2	-	2
<b>Required Courses</b>	4	4	8
1. Introduction to Local Government			
2. Introduction to Comparative Politics	-	2	2
<b>Electives</b>	2	-	2
Two from cognate fields such as Sociology, Economics History, Philosophy and Psychology.	4	4	8
<b>Total</b>	<b>18</b>	<b>16</b>	<b>34</b>

<b>Year III</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total</b>
<b>Compulsory Courses</b>			
1. History of Political thought	2	2	4
2. Logic and Methods of Political Inquiry	2	-	2
3. Contemporary Political Analysis	-	2	2
4. Political Behaviour	-	2	2
5. Public Policy analysis	2	-	2
6. Comparative Federalism	-	2	2
7. Research methods	-	2	2
<b>Required Courses</b>			
8. Politics of development and under-development	2	-	2
9. General Studies/ Any three of the following elective in 1 <sup>st</sup> semester and two in the second semester	2 2	2 -	4 -
1. The methodology of Comparative Politics	6	4	10
2. Theories of International Relations			
3. Theory and Practice of Administration			
4. Politics of International Economics Relations			
5. Public Administration in Nigeria			
6. Government and Administration of Urban Systems			
7. Theory and Practice of Marxism	2	-	2
Any other faculty elective			
<b>Year Four</b>	<b>18</b>	<b>16</b>	<b>34</b>
<b>Compulsory Courses</b>			
1. Civil- Military Relations	3	-	3
2. Politics and Law in Africa	-	3	3
3. Development Administration	3	-	3
4. State and Economy	-	3	3
5. Third World and Dependency	3	-	3
6. Research Project	-	6	6



<p><b>Four Electives from the following:</b></p> <ol style="list-style-type: none"> <li>1. Nigerian Local Government</li> <li>2. Nigerian Foreign Policy</li> <li>3. International Law and Organisation</li> <li>4. Revolution and Society</li> <li>5. Political Sociology</li> <li>6. Public Finance Administration</li> <li>7. Comparative Public Administration</li> <li>8. Political Parties and Pressure Groups</li> <li>9. The International Politics of Mass Communication</li> <li>10. Public Personnel Administration</li> <li>11 Politics of Inter-governmental Relations</li> </ol> <p>In case of Elective courses in the Department; Students may choose areas that will enhance their specialisation, such as International Relations, Public Administration, etc.</p> <p>Total Units for the Four Years:</p>	8	6	14	
	17	18	35	
	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total</b>	
	Year I	18	20	38
	Year II	18	16	34
	Year III	18	16	34
	Year IV	17	18	35
		71	70	141

## **Course Description**

### **100 Level**

#### **Core Courses**

##### **1.0 Introduction To Political Science**

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

##### **1.2 Introduction To African Politics**

The Nature of African society before colonialism; establishment of colonial rule in Africa; different systems of colonial administration and economic policies. The problem of neo-colonialism and dependency; contemporary problems in Africa-Political crises, famine, structural adjustment and debt crisis in African.

##### **1.3 Nigerian Constitutional Development**

The student is taken through Nigerian Constitutional Development in a chronological and sequential order. In this course, emphasis is on topics like colonization, the Richards Constitution, the McPherson Constitution, the Littleton Constitution, the Independence Constitution, The Republican Constitution, the 1979 Constitution.

##### **1.4 Introduction To Statistics For Political Science**

Students are introduced to the procedures of statistical summarization of political information with specific emphasis on frequency distribution, tables, graphs and basic inferential statistics.

##### **1.5 Organisation Of Governments**

The various ways of organizing governments into Legislature, Executive and Judiciary. The theory of the separation of powers. Forms of political and administrative systems, i.e. Unitarism, Federalism, Confederalism. Forms of government like Presidentialism, Parliamentarianism; instrumentalities of political interaction like political parties, pressure groups, interest groups, etc.

##### **1.6 The Citizen And The State**

The relationship of the citizen to the state in terms of the duties and obligations of the citizen to the state. The responsibility of the state to the citizen must also be investigated. The nature of strained relations and the processes of rectification. Political obligation, basis of freedom, loyalty and patriotism.

### **200 Level**

## I. **Core Courses**

### 1. **Introduction To Political Analysis**

The nature of politics, political systems and the structure of government, political representation institutions of different regimes. The relationship between regime types and political efficiency, citizen's participation and political culture.

### 2. **Political Ideas**

Introduction to major political ideas in their historical context. Emphasis should be placed on concepts like Monarchism, Liberalism, Democracy, Socialism, Fascism, Anarchism, etc.

### 3. **Foundations Of Political Economy**

Relationship between politics and economics. Economics as determinants of politics. Class analysis and political power relations. Production and politics with emphasis on the material basis of political action.

### 4 **Statistics**

#### **Statistics 1**

The nature of statistical methods, frequency distributions; measures of central tendencies-Mode, Mode, etc. Measures of Dispersion Range, Variance, Standard Deviation. Elementary Probability Theory, Binomials, Normal and Poisson Distributions.

#### **Statistics 11**

Test hypotheses, small sample Test;  $X^2$  test and F-test. Time Series Analysis. Regression Analysis; Index Numbers; Analysis of Variance, sources of Statistical Data in Nigeria.

## II. **Required Courses**

### 5 **Nigerian Government And Politics**

The Federal arrangement and Division of Powers, Critical Issues in Nigerian Politics i.e. Census, Elections, Education, Representation and Representativeness, Ethnic Relations, etc.

### 6. **Introduction To International Relations**

The organization of the International Society. Theories of International Relations; linkage politics, theories of Coalitions and Alliances, Balance of power Theory. Impact of the emergence of the Third World.

### 7 **Politics In Africa**

The Nature of African Politics, Origins and Problems of African Politics. Problems of Colonialism, Neo-colonialism, Succession to Power, Military Rule, etc. African States and the Colonial Metropolis, Africa in International Affairs.

### 8. **Introduction To Comparative Politics**

Logic of Comparative Social Inquiry, objectives of Comparative Inquiry. Approaches to the study of Comparative Politics, i.e. single country approach, multi-country approach, synchronic approach. Problems of Comparative Politics.

9 **Introduction To Public Administration**

The rationale of public administration, the Ecology of Public Administration. The Politics of Administration. The Administrative Actor, Delegation of power, Administrative Audit and Control Elements of Administrative Law.

10 **Introduction To Local Government**

Theory, Principles and forms of local government, decentralization, delegation, decentralisation principles. Local government mechanisms for community mobilization and development at the grass roots.

**300 Level**

1. **History Of Political Thought**

Examination of selected classical and modern political thinkers, such as Plato, Aristotle, Machiavelli; Locke, Marx, Fanon, Senghor, Nkrumah, etc. with special emphasis on the germination and impacts of their ideas.

2. **The Methodology Of Comparative Politics**

Comparative Political Analysis: History of Comparative Politics, Concepts, the scientific methods, and Logic of Comparison; Classification Systems in Comparative Politics; Case study approach; competing paradigms or orientations in Comparative Political Analysis; the strategy of across-system theorizing; measurement problems in cross-national research.

3. **Logic And Methods Of Political Analysis**

Political Science and the Scientific Methods, Introduction to Research Methods in Political Science; the Logic of Political Inquiry and the Language of Variables; Introduction to Problem Formulation.

4. **Theories Of International Relations**

An examination of the basic concepts and theories that have been offered for the study of International Relations. Topics to be covered will include Power, Conflict and Accommodation, Systems Theories, Linkage Politics, the Theories of Coalitions and Alliances, Models, Games and Simulation.

5. **Theory And Practice Of Public Administration**

Evolution of Administrative Organizational Theory: from the Classical through the Neo-classical to the Modern; Relations of administration to politics and the Political Process; administrative behaviour in various institutional settings, interplay of political institutions and administrative patterns of behaviour. Study of personnel administration, decision-making in bureaucratic organizations.

6. **Public Administration In Nigeria**

Ecology of Nigerian Public Administration; the Civil Service, field administration, Public Corporations; Politics of Financial Administration.

7. **International Economic Relations**  
The course underlines the economic bases of some of the actions and reactions in international politics, drawing materials from International Trade, Commercial Policy, Capital Movements, etc; Role of IMF, World Bank, and such other monetary agencies; Multinational Enterprises and National Power; Theory of Unequal Exchange and the North/South problem; the Economic Theory of National Boundaries, Customs Unions, and Currency Areas.
8. **Comparative Federalism**  
The genesis of the political dynamics of Comparative Federal Systems, with particular reference to such countries as U.S.A. U.S.S.R., Canada, West Germany, India and Nigeria.
9. **Political Behaviour**  
The study and measurements of various determinants of political behaviour; political socialization, political culture, political participation and apathy. Electoral behaviour, public opinion, and political communication.
10. **Government And Administration Of Urban Systems**  
The problems involved in the planning and execution of major services in urban political systems, and an examination of the structure of political power operating in such systems.
- 11 **Contemporary Political Analysis**  
Contending paradigms in contemporary political analysis, their philosophical and ideological roots, as well as evaluation: elite approach, group theory, functional systems and communications theory, basic concepts and elements of game theory and political gaming, structural analysis, theories of political development; the new political economy.
12. **Government And Politics Of Nigeria**  
Course exposes students to the general politics, economic and social frameworks within which Nigerian politics and governmental institutions develop and function, treated within a historical perspective.
13. **Politics Of Development And Under-Development**  
A systematic and theoretical study of the political and socio-economic context of the problems of development and under-development; dependency and international and internal economic structures; analysis of profound change; agents of change and constraints and problems contingent on rapid socio-economic change, with specific reference to post-colonial African states but also in comparison with Latin American and Asian countries, among others.
- 14 **Public Policy Analysis**  
Concepts and strategies of planning, programming and budgeting systems (PPBS); basic techniques of network construction and analysis examined descriptively and from the perspective of administrative systems; cost-effectiveness analysis and critique.
- 15 **Theory And Practice Of Marxism**  
The examination of dialectical materialism, class analysis, means and sources of production in society. An overview of revolutionary changes brought about

by utilising the Marxist-Leninist ideology, using the examples of USSR, China, Cuba, Vietnam etc.

#### **400 Level**

- 1 **Comparative Public Administration**  
Comparative analysis of private large-scale organizations and public (state) administrative organizations; of public administration in federal and unitary states; of state bureaucracies and state parastatals; of public administration in selected countries: liberal democracies, communist systems and the Third World.
2. **Civil- Military Relations**  
Interdependence of civil and military types; the military in the foundation of states; impact of social structures and ethnic or class conflicts upon military organizational procedures and behaviours; the problem of civilian control of the military; the role of armies in revolution; the phenomenon and definition of the “military-industrial-complex”, ubiquity of military extractive tendency; explaining the stability or instability of civil-military relations in a comparative setting.
- 3 **Comparative Local Government**  
Examination of the theoretical bases of different local government systems (e.g. Nigerian, British, French, and American) and their relationship to the structural organization of local government. Comparison of main features of “devolution”, and “deconcentration”, management, community power structures, finance, central-local relationships, etc.
- 4 **Nigerian Foreign Policy (I)**  
A study of dominant trends in Nigerian foreign policy since independence, showing both the domestic setting, the international environment; the impact of the civil war, Nigeria’s relative economic status and commitments as a regional power in Africa. Problems of relations with immediate neighbours are also examined.
- 5 **Comparative Politics: Selected Area Studies**  
A comparative analysis of government and politics based on selected area studies (such as Western Europe and North America; Communist Party States of Eastern Europe; Middle East and North Africa; South East Asia; Latin America). Which area to select for substantive discussions in a given year will depend on available staff and/or research needs and interests.
- 6 **Nigerian Foreign Policy (II).**  
This course proposes to cover the following topics: The Internal setting of Nigeria’s foreign policy – pressure groups; domestic schisms; consensus building process etc. Nigeria’s neighbours and the wider African setting; and international environmental policy processes and issues during civilian and military regimes; the effects of the civil war on Nigeria’s foreign policy; the changing pattern of Nigeria’s non-aligned policy; Nigeria’s foreign policy; issues and problem of foreign policy making since 1976 and Nigeria’s pan-African role.

- 7     **Politics And Law In Africa**  
The course is a comparative examination of the inter-relationships between law and politics in different African Countries by studying the political significance of the judicial process during the colonial and independence periods. The first section deals with the concept of law, what it is, how law arises and how it becomes institutionalized. The second part deals with the judicial process, specifically, the systems of criminal justice which translate the abstract concerns of law into concrete institutions and policy are analysed in terms of who benefits and who does not.
- 8     **State And Economy**  
The course attempts to examine the role of government in the management of the modern economy with special reference to Nigerian and other African countries: It deals with the relationships between government and private enterprise and examines some political issues such as the role of foreign capital in the domestic economy, the questions of foreign aid, technology and expertise.  
  
A major part of the course examines the problem of development planning and administration of planning as well as the issue of balanced regional planning. Finally, the questions of indigenisation of the economy and self-reliance are discussed in relation to the problem of dependency on the international economic system.
- 9     **Principles And Dynamics Of Inter-Governmental Relations**  
Relationships between various levels of government in a federation: Federal-State, State-State, Federal-Local Government, State-Local Government. Emphasis to be placed on the politics of fiscal and budgetary relations, focusing on taxing power, resource control, revenue allocation, autonomy for sub-national units in the provision of social services.
- 10    **ORIGINAL ESSAY (RESEARCH PROJECT)**

## 2.9 **B.Sc (Hons) Psychology (General & Applied)**

### 2.9.1 **Philosophy, Aims and Objectives of the Degree Programme**

#### **Philosophy**

As a Science, Psychology seeks to discover patterns, using facts, principles and generalizations, in order to increase our knowledge, understanding and control of behaviour in various social and cultural settings, groups, institutions and organizations.

The Philosophy behind the Psychology curriculum of Nigerian Universities is therefore to equip students with skills, concepts and abilities which can help them to understand, predict, condition, control and change human and animal behaviours for the overall social, economic, political and national development of Nigeria.

#### **Aims and Objectives**

- (i) To instil in Psychology students a sense of enthusiasm for and identity with Psychology as a profession; an appreciation of its application in different contexts, and environments, and to involve students in an intellectually stimulating and satisfying experience of learning and studying.
- (ii) To provide students with a broad and balanced foundation of psychological knowledge and practical skills.
- (iii) To develop in Psychology students the ability to apply their psychological knowledge and skills (such as analysis of behavioural etiology, patterns, prevalence and epidemiology; using the principles of cognition, learning motivation, emotion, adjustment, conflicts, attitudes, beliefs, values, intelligence, personality leadership and inter personal skills etc) in proffering solutions to theoretical and practical problems of psychology and society.
- (iv) To develop in students, through an education in psychology, a range of transferable skills of value in psychological, social organizational, industrial, educational, health and cultural employment environments, by the use of generative and creative methods of social engineering.
- (v) To provide students with a knowledge and skill base from which they can proceed to further studies in specialized areas of psychology (such as health, clinical), IT organizational industrial, managerial, artificial intelligence, social, Human Resources Management, political; educational, forensic, environmental psychology, etc) or multi disciplinary areas involving psychology.
- (vi) To generate in students an appreciation of the importance of psychology in a developing Third World society like Nigeria in relation to industrial, economic, environmental and socio-cultural



contexts , issues , problems and policies especially as they relate to existential and epistemological values , attitudes and beliefs.

## 2.9.2 Admission and Graduation Requirements

### a) Admission

#### UME

Candidates for admission into the four – year degree in Psychology should possess a Senior Secondary School Certificate or General Certificate of Education, NECO or their equivalents with at least five credit passes, at not more than two sitting including Maths, English Language and Economics. In addition, candidates must have acceptable passes in UME.

#### Direct Entry

Candidates for Direct Entry admission shall possess five Credits in GCE, SSCE, NECO, or their equivalents, of which at least two shall be at Advanced Level, provided that such passes are not counted at both levels of the examination. For emphasis, English Language, Mathematics and Economics are required at credit passes.

### b) Graduation

To graduate, a student must have:

- a) Completed and passed the following no of units at each level  
100 – 38  
200 – 36  
300 – 32  
400 - 32

Total 136 including all compulsory courses specified by the University/Department

- b) Completed and met the standards for all required and optional Courses
- c) Obtain a minimum (GPA of 1.5 and
- d) Met other requirement that may be prescribed by the department, faculty and senate.

## 2.9.3 Learning Outcomes

### a) Regime of Subject Knowledge

The goal of this section is to indicate that every Nigerian University providing a bachelors honours degree programme in psychology, is free to decide on the content , nature and organization of its courses, curricula or modules. As such, it is expected that psychology degrees offered by individual Universities or institutions of higher learning in Nigeria , will have their own particular characteristics and qualities of relevance in relation to their unique or immediate environments. However, while it is suggested here that the depth in which individual aspects of

psychology are treated in various Universities may vary, it is expected that all psychology programmes in all Nigerian Universities will ensure that students become thoroughly conversant with the following bottom-line aspects of psychology.

- (i) Major aspects of psychological terminology, principal concepts, schools, models, history, theories, nomenclature, jargons, conversations and issues.
- (ii) The principles of the psychological basis of behaviour, personality and learning process.
- (iii) Scientific quantitative and experimental models in psychological studies.
- (iv) Principles and theories of abnormal, social, developmental, physiological, experimental, personality and deviant psychology.
- (v) Theories of Perception, Deception, Cognition, Race and Ethnic Group Relations, Human Resources and Personnel psychology.
- (vi) Psychological principles and dimensions of stress, disability, substance abuse, psychotherapy, languages and thought, research in psychology; and statistical methods;
- (vii) Psychological aspects of Social Work, politics, International Relations, religious and ethnic group relations, group dynamics, Consumer behaviour, work motivation, attitudes, and behaviour; Adolescence correctional Psychology, juvenile delinquency, cultism and religious experiences, terrorism and conflict/crises, management; employment creation and entrepreneurship.
- (viii) Principles of psychological testing, test construction, computer application, artificial intelligence; creativity, imagination and strategic thinking.
- (ix) Practical issues in Psychology such as Psychos therapy, social perception prejudice, stereotypes, medicine, union management, Industrial Relations, leadership (political and social ) organizational, work, Managerial and Industrial Psychology.
- (x) Awareness of the major issues currently at the frontiers of Psychological Research and Development in the world in general and Nigeria in particular. Awareness of the relationship of Psychology to other major disciplines in the Social Sciences.

**b) Competencies, and Skills**

At B. Sc. (Honours) level, psychology students are expected on graduation, to develop a wide range of different abilities, skills and competencies. These skills must relate to cognitive and theoretical competencies, practical skills and transferable abilities. They include the following:

- (i) Psychology related cognitive abilities and skills , such as categorization and classification of behaviour (normal and abnormal).
- (ii) Ability to demonstrate knowledge and understanding of essential facts, themes, models, concepts, principles and schools of psychology.
- (iii) Ability to apply such knowledge and understanding to the solution of socio-cultural, psychological, quantitative and qualitative problems in relation to familiar and unfamiliar contexts of behaviour .
- (iv) Ability to recognize and analyze novel, challenging , creative problems and plan strategies for their solution.
- (v) Skills in the evaluation, interpretation and synthesis of psychological information and data.
- (vi) Ability to recognize and implement good scientific, statistical, reliable, valid, research theories and practice in the discipline.
- (vii) Computational and data – processing skills and competencies as well as other non – subject specific abilities such as computer literacy, numeracy, problem solving, communication and oratorial skills, self confidence, self-reliance skills, risk-taking skills, interpersonal and networking skills, organizational skills, IT skills, time management skills and life–long learning abilities and desire.

**c) Behavioural Attributes**

At the B.Sc Honours level, students of psychology are expected to exhibit the following behavioural skills, understanding and attributes especially in the field.

- (i) Be professionally, ethically and morally honest, upright and effective.
- (ii) Conduct standard laboratory procedures in psychology and work in the research domain to extract data for the categorization, classification and analysis of behaviour.

- (iii) Skills in the monitoring by observation and measurement of psychological and behavioural patterns, events, properties and changes; as well as the systematic and reliable recording and documentation of same.
- (iv) Competence in the planning, design, and execution of psychological investigations; from the problem recognition stage through to the evaluation and appraisal of results and fundings; using appropriate techniques, models and procedures.
- (v) Ability to interpret data derived from psychological observations and measurements (laboratory experimental field and experiential) in terms of their significance relative to the theory, principles and models underlying them.
- (vi) Transferable skills such as communication skills covering both written and oral.
- (vii) Problem solving skills relating to quantitative and qualitative information extending to situations where evaluations have to be made on the basis of limited information such as interpersonal and inter-group relations, Clinical and industrial – organizational (personnel) contexts .
- (viii) Organizational and entrepreneurial skills as evidenced by the ability to plan and implement efficient and effective modes of working as well as ability to create new jobs and opportunities through vision and needs identification.
- (ix) Study skills for continued professional development.
- (x) Information retrieval skills relating to primary and secondary information source such as on line computer searches; word processing, information technology skills; spread sheet use, data logging, storage, Internet communication , etc.

#### 2.9.4 Attainment Levels

Since our B. SC degrees are graded from first class to third class Degree Levels; it is crucial that procedures for the attainment of these Classes of degrees are clearly spelt out for all concerned.

Accordingly, procedures used in all Psychology departments for fixing students' attainment levels or for the assessment of students' achievements in Psychology should correspond to the Knowledge, abilities and skills that are to be developed through the 4 year degree programme. It is therefore

expected that evidence is provided on which the assessment of students' achievement [and class of degree awarded] should be based, by using the following criteria, among others.

- Continuous Assessments, seen and “unseen” examination
- Tutorial performances
- Laboratory Reports
- Problem solving and experiential exercises
- Oral presentation, as in seminars and conferences
- Planning, conduct and reporting on project works
- Essay assignments should be given on regular basis
- Literature surveys and evaluation in examination
- Demonstration of skills in relation to conceptual analysis, problem identification and solving, numeracy, computer and social skills.
- Ability to transfer skills to appropriate practical situations.
- **Extent to which the knowledge base of students is extensive and extends beyond the work covered in the degree programme.**

#### 2.9.5 Resource Requirements for Teaching And Learning

##### a) **Academic and Non Academic Staff.**

Every psychology department in all Nigerian Universities should be well staffed in terms of specialization, mix, staff – student ratio of 1:30; or less, staff mix by rank, competence of teaching staff and their qualifications

as approved by NUC. It is expected that staff mix by rank should reflect the ratio of 20:35:45, for Professors/Associate Professors; Senior Lectures; Lectures I and below, respectively. At least, 75 % of all staff should possess the Ph.D degree on employment and lecturers without Ph.Ds should not be promoted beyond the lecturer I grade. Similarly, academic staff should be research oriented and show high competence in teaching students. They should have solid foundations such as first class honour degrees or second class upper honours degrees. Staff without first and subsequent degrees in psychology should not be recruited to teach in psychology departments. Also, Heads of Departments should be respected specialists preferably professors in the field, very senior officers with considerable experience in educational administration.

Non-academic staff are indispensable in the effective running of psychology departments, especially in the areas of running a laboratory, specimen and experiment preparation, psychology clinic supervision etc. Qualified laboratory technicians, technical officers/Technologists are therefore required, with qualified computer operators, Secretary typist and clerical officers, where necessary. It is expected that in the foreseeable future, academic staff/Non-academic staff ratio should progressively stand at 1: 2; peaking at 2:1 or 3:1 in the University for both academic and non-academic staff, regular training and development are required.

b) **Academic and Non Academic Physical Spaces**

Lecture rooms and theatres which are commonly shared should be adequate and conducive. Class sizes should conform to accepted standards.

Adequate sitting arrangements should be provided. Necessary facilities such as lighting, lecture boards and public address systems should be provided. Under no circumstances should students be sitting outside for lectures.

c) **Academic and Administrative Equipment**

For adequate and effective training of students, psychology laboratories should be equipped with the latest facilities and gadgets available in the market, such as pursuit rotors, O'Connor finger dexterity tests, freezers, Purdue pegboards and grooved pegboards, intelligence and personality tests, creativity tests, clinical tests, ability tests, dexterity tests, O'Connor Wiggly Blocks, Muller layer and vertical tests mirror tracers, depth perception tests, Memory drums, portable two field tachistoscopes dvorine soschromatic plates for testing colour blindness; the munsel colour tree, colour mixers, Galvanic skin tests, skin conductance meters bio-feed back machines, tone response machines and wasft discrimination tests etc, senior academic staff should be provided with modern telephone facilities e.g. Mobile phones. In addition the following are required.

- For additional equipment see appendix III

d) **Library and Information Services**

Books, journals and other information resources are critical and must be adequately provided for. Available local and overseas Journals and text books should be acquired. Staff should be encouraged to publish their Research Reports in reputable Journals and publishing houses both at home and abroad. Every professor should have a text book in the area of specialization to his/her credit. If possible, departmental and faculty libraries or Resource Rooms should be encouraged; while the Handout culture is totally eliminated.

2.9.6 **Course Content and Description**

**Year 1**

**Compulsory Courses**

1. Introduction to Psychology
2. History of Psychology
3. Quantitative Methods in Psychology
4. Learning Processes
5. Basic Concepts in Experimental Psychology
6. General Studies

**Two from the Faculty:**

	1 <sup>st</sup>	2 <sup>nd</sup>	Total
	Semester	Semester	
	2	-	2
	2	-	2
	2	2	4
	2	-	2
	-	2	2
	8	10	18

1. Introduction to Sociology
2. Introduction to Political Science
3. Micro & Macro Economics Analysis – Introduction
4. Fundamentals of Organisation Settlement Geography

2	2	4
2	2	4
<b>20</b>	<b>18</b>	<b>38</b>

**2 Electives outside the Faculty**

- Chemistry  
Biology/Zoology  
Physics  
Business Studies

**COURSE OUTLINE**

**Year 2**

**Compulsory Courses**

1. General Experimental Psychology
2. Physiological Psychology
3. Industrial Psychology
4. Introduction to Social Psychology
5. Development Psychology in the Social Sciences
6. Total General Studies

**Required Courses**

1. Psychology of Ethnicity and Ethnic Groups
2. Psycho-Biology
3. Experimental Design
4. Principles of Criminology and Juvenile Delinquency

**Electives**

One elective from the Department  
One elective from the Faculty and one outside

	1 <sup>st</sup>	2 <sup>nd</sup>	Total
	Semester	Semester	
	2	2	4
	2	2	4
	2	-	2
	-	2	2
	2	2	4
	4	2	6
	2	2	4
	-	2	2
	-	2	2
	-	2	2
	4	-	4
	<b>18</b>	<b>18</b>	<b>36</b>
	1 <sup>st</sup>	2 <sup>nd</sup>	Total
	Semester	Semester	
	2	2	4
	2	2	4
	2	2	4
	2	-	2
	-	2	2
	2	-	2
	-	2	2
	2	-	2

**Year 3**

**Compulsory Courses**

1. Statistical methods in Psychology
2. Clinical Psychology
3. Personality Assessment
4. Sensory Processors
5. Psychology of Substance Abuse
6. Psychological Testing and Test Construction
7. Research Methods in Psychology
8. Total General Studies

**Required Courses**

1. Psycho-Biological Study of Behaviour
2. Theories of Economic Development
3. Advance Experimental Design
4. Political Psychology
5. The Psychology of Guidance and Counselling
6. Cross – Cultural Psychology
7. Environmental Psychology
8. Cognitive Psychology
9. Personnel Management
10. Demography.

Total

**PSYCHOLOGY YEAR 4**

Compulsory Courses

1. Psychological Testing and Test Construction
2. Psycho-Biological Study of Behaviour
3. Social Perception
4. Practicum in Psychotherapy
5. Psychology of Union Management Relations
6. Clinical Psychology
7. Research Project/Original Essay.

**Electives: Any 5 from Below:**

1. Consumers Psychology
2. Behaviour modification
3. Psychology of Vocational Behaviour
4. Organisational Psychology
5. Forensic Psychology
6. Psychology of Social Change
7. Current Issues in Psychology

**Total**

**Total Units for the four**

**Years:**

- Year 1
- Year 2
- Year 3
- Year 4

	4	6	10
	<b>16</b>	<b>16</b>	<b>32</b>
	2	2	4
	2	2	4
	2	-	2
	2	2	4
	-	2	2
	2	-	2
	-	6	6
	6	4	10
	<b>16</b>	<b>18</b>	<b>34</b>
	20	18	38
	18	18	36
	16	16	34
	16	18	32
	<b>68</b>	<b>68</b>	<b>136</b>



**SYNOPSIS OF COURSES WITH SUB-DIVISIONS INTO LECTURES  
PRACTICALS/TUTORIALS  
PSYCHOLOGY**

Title and short Description		Hrs. of Theoretical Instruction	Hrs. of Practicals	Remarks
<b>100 Level</b>				
1.	<b>Introduction to Psychology</b> Psycho-biological basis of behaviour. Survey of the major topics, theories, and research results of contemporary psychology.	15	45	Compulsory
2.	<b>History of Psychology</b> Survey of the origins of modern psychology with emphasis on the African influence on modern experimental psychology.	30	-	Compulsory
3.	<b>Quantitative Methods in Psychology</b> Application of quantitative methods of Psychological research.	15	45	Required
4.	<b>Learning Processes</b> An introduction to the experimental analysis of learning processes in both man and animals.	15	45	Required
5.	<b>200 Level</b> <b>General Experimental Psychology</b> Designed to train students to do experimental Psychological research.	15	45	Compulsory
6.	<b>Physiological Psychology</b> The internal environment, the cell as the unit of life, the endocrine system, basic neuro-anatomy.	15	45	Compulsory
7.	<b>Industrial Psychology</b> Psychology applied to business and industry.	30	-	Compulsory
8.	<b>Introduction to Social Psychology</b> Survey of social psychological concepts. Analyses of the socio-psychological fabric which unites African societies together.	15	45	Required
9.	<b>Development Psychology</b> Survey of theory and research on the developing child through life span.	15	45	Required
10.	<b>Psychology of Ethnicity and Ethnic Groups</b> Methods, problems and empirical data on Psychology in the area of ethnicity, race and Culture and their relation to personality.	15	45	Required

11.	<b>300 Level Statistical Methods in Psychology</b> Inferential statistical techniques, hypotheses testing. The application of computer to data analysis.	30	-	Compulsory
12.	<b>Clinical Psychology</b> Foundations of Clinical Psychology, Differential diagnosis and treatment. The role of the clinical psychologist in community mental health delivery.	30	-	Compulsory
13.	<b>Personality Assessment</b> Specific psychological look used by clinicians in their practice. Projective techniques and personality inventories and assessment approaches.	15	45	Compulsory
14.	<b>Research in Social Interaction</b> Main approaches to social psychological research. Practical field experience.	15	45	Required
15.	<b>Psychology of Substance Abuse</b> Diagnoses of drug and alcoholic abuse Treatment and rehabilitation. Psychological problems associated with substance.	30	-	Required
16.	<b>Sensory Processes</b> Laboratory in sensory process, signal Detection, etc.	15	45	Required
17.	<b>The use of the Computer in Social Science</b> Application of the Computer in data collection and analysis.	15	45	Compulsory FSS Course

### List of Electives

1. **Theories Of Economic Development**  
Distinction between development and growth, development and underdevelopment, theories of development, classical Marxian, schumpeterian and Harrod-Domar; characteristics of a developing country, obstacles to development and strategy to remove them, dualism balanced and unbalanced growth, resource mobilization, investment criteria and the role of transfer of technology, international trade and aid, policy issues and case studies.
2. **Cross-Cultural Psychology**  
Scope, methods and limitations of cross-cultural studies of behaviour. Cross-cultural studies of behaviour with special emphasis on studies in Africa and Asia.
3. **Environmental Psychology**  
Man's interaction with his physical environment and its impact on human behaviour; perception of man-made habits. Methods of environmental assessment, man as a part of ecological-behavioural; critical assessment of Roger Barber's contributions to environmental psychology.

4. **Psychology Of Substance Abuse**  
Diagnoses of drug and alcoholic abuse. Treatment and rehabilitation. Psychological problems associated with substance abuse.
5. **Cognitive Psychology**  
Cognitive approach: different models for organization of knowledge; visual and ancillary cognitions; problem solving; language and thought; concept and concept formation.
6. **Personnel Management**  
Introducing students to personnel management regarding the history and development of the personnel function of management; job analysis; quality of personnel; human resource planning; work forces analysis. Recruitment and selection; performance appraisal; training policies and administration; personnel development; job evaluation; salary and wage policies and working conditions. Cases drawn from the Nigerian environment will be used to reinforce learning and understanding of the subject matter.
7. **Demography**  
The course is designed to equip students with the principles of demography and population studies. Areas to be covered include: demographic data, basic concepts and techniques as tools of demography and population studies as well as the relationship between them. The controversial debates on theory and policy concerning the nature of the interaction between population and socio-economic development will be examined.
8. **Urban Sociology**  
Theories of urbanism and the impact of city life on social relationships and social institutions. Urban life style variations related to social, ethnic, and central city-sub-urban differences. The problems of urbanization (overcrowding, stumming, deviance, etc), and implications for public policy will be examined in the light of the Nigerian experience.

#### 400 Level

<b>Title and Short Description</b>	<b>Hours of Theoretical Instruction</b>	<b>Hours of Practical Tutorials</b>	<b>Remarks</b>
18. <b>Psychological Testing and Test Construction</b> Nature of psychological Tests. Criteria of achievement, ability and other tests; and how to construct them.	15	45	Compulsory
19. <b>Psychological Study of Behaviour</b> Advanced Analysis of neutral behaviour; heavily practical.	15	45	Compulsory
20. <b>Honours Project</b> Independent study of a topic approved by the supervisor. May be empirical or	-	90	Compulsory

field systematic research.			
21. <b>Social Perception</b> The person in social perception. The nature of cognition. perception of casualty.	15	45	Required
22. <b>Practicals in Psychotherapy</b> Practical instructions in Psychotherapeutic intervention techniques. Supervised experience.	15	45	Required
23. <b>Psychology of Union Management Relations</b> Basic issues in industrial and labour conflicts and the role of social and industrial psychology in the development and maintenance of industrial and labour harmony.	30	-	Required
24. <b>Clinical Psychology</b> Integrative study of the nature and methods of clinical psychology; psychological dysfunction and their management.	15	45	Required

#### 400 Level Continues

1. **Forensic Psychology**  
Introduction to forensic psychology; definition and scope; art of identification of incidence; integrations and confessions using psychological skills; interviewing techniques. Crime and delinquency; psychopathic behaviours and society; juvenile offender and the law; mental status of the offender; social and psychological implications of legal judgments; crime culture and prevention; mental health legislation.
2. **Psychology Of Social Change**  
Social psychological analysis of the concept of social change; innovations and resistance; tradition vs modernity; dynamics of peasant cultures; studies of pre-literate societies; adjustment problems to social change; value conflicts and crises of identity.
3. **Current Issues In Psychology**  
The contents of this course may change from year to year depending on changing focus of research and conceptualization in psychology. The course will be based on a survey of psychological literature as depicted in the Annual Review of psychology. The areas proposed to be covered include: clinical psychology, organizational psychology, personality and developmental psychology.

## 2.10 SOCIOLOGY

### 2.10.1 Philosophy, Aims and Objectives Programme

The philosophy underlying the Sociology degree programme is to produce a crop of graduates equipped with appropriate knowledge to make their contribution to the development of Nigeria, Africa and the global community, having been exposed to a broad foundation of knowledge in the field of Social Sciences in general and in the various sub-fields of Sociology in particular.

#### **Aims & Objectives**

**The major aims and objectives of a degree in Sociology are to:**

- (i) Instil in students a sound knowledge of Sociology, an appreciation of its applications in different socio-cultural contexts and to involve the students in an intellectually stimulating and satisfying experience of learning and studying the workings of society.
- (ii) Provide students with broad and well balanced knowledge of sociological theories and methods.
- (iii) Cultivate in students the ability to apply their sociological knowledge and skills to the understanding and solution of societal problems in Nigeria and elsewhere.
- (iv) Provide students with relevant knowledge and skill base from which they can proceed to further studies in special areas of Sociology or multi-disciplinary areas involving Sociology.
- (v) Instil in students an appreciation of the importance of Sociology in socio-cultural, legal, economic, political, industrial and environmental contexts.
- (vi) Develop in students a range of useful competencies for public, private or self-employment.

### 2.10.2 Admission and Graduation Requirements

#### a) Admission

##### **UME**

Candidates who wish to study Sociology must have obtained a credit in mathematics and English Language plus credit pass in either economics, geography or Government and other two subjects at the SSC, NECO, GCE or their equivalent not more than two sitting. An acceptable U.M.E. score is required.

##### **Direct Entry**

Candidates for Direct Entry admission shall possess five credit passes in the SSE, NECO, GCE or equivalents of which at least two shall be at advanced level, or four credits passes of which at least three shall be at advanced level provided that such passes are not

counted at both levels of the examinations. For emphasis credit passes in English Language, Mathematics and any of Economic, Geography or Government is compulsory.

**b) Graduation**

To graduate, a student must have:

- a. Completed and passed the following no of units at each level
  - 100 – 36
  - 200 – 39
  - 300 – 34
  - 400 – 36Total 145 including all compulsory courses specified by the University/Department
- b. Completed and met the standards for all required and optional Courses
- c. Obtain a minimum CGPA of 1.5 and
- d. Met other requirement that may be prescribed by the department, faculty and senate.

**2.10.3 Learning Outcomes**

**a) Regime Of Subject Knowledge**

While each University's Bachelors Honours degree programme in Sociology is free to decide on the content, nature and organization of its courses or modules, it is expected that all programmes will ensure that students become conversant with the following main aspects of Sociology

- (i) Major aspects of the history of sociological thought, the development of Sociology as a science of society, the development of various branches of Sociology including Social Psychology, Social Anthropology, Sociology of Mass Communication, Sociology of Crime and Delinquency, Political Sociology, Rural Sociology, Sociology of Law, Urban Sociology, Industrial Sociology, Sociology of Religion, Sociology of Development, Sociology of Medicine, Sociology of Deviant Behaviour, Sociology of Education, Gender Studies, Social Linguistics and Demography.
- (ii) Core theories and concepts in all branches of Sociology.
- (iii) Sociological methods of data collection and processing, both qualitative and quantitative.
- (iv) Models in sociological analysis.
- (v) Statistical methods in sociological analysis .

- (vi) Appropriate information technology that is adequate for functioning in the digital age.

**b) Competencies and Skills**

A graduate of Sociology at the bachelors honours level should have the following competencies and skills:

- (i) Ability to demonstrate adequate knowledge and understanding of the essentials in all the subject knowledge / areas identified.
- (ii) Ability to apply such knowledge and understanding to the solution of social problems.
- (iii) Ability to recognize and analyze new problems and plan strategies for their solution.
- (iv) Communication skills in presenting sociological scientific research materials and arguments clearly and correctly, both orally and in writing to a range of audiences .
- (v) Competence in statistical and qualitative data, processing skills relating to sociological data using the computer.
- (vi) Competence in the use of information technology such as word processing, Internet communication, information retrieval through on-line computer searches etc.
- (vii) Subject-specific and transferable skills which allow for the pursuit of a wide range of careers after graduation.

**c) Behavioural Attributes**

A graduate in Sociology should be able to demonstrate adequate

- (i) Knowledge of sociological concepts, theories and models.
- (ii) Knowledge of a wide-range of sociological research methods.
- (iii) General knowledge in the various branches of Sociology.
- (iv) Computing skills.
- (v) Ability to function entrepreneurially in a wide range of choices
- (vi) Study skills needed for further studies and.
- (vii) Ability apply critical sociological reasoning to problem solving.

#### 2.10.4 Attainment Levels

Since our B. SC degrees are graded from first class to third class Degree Levels; it is crucial that procedures for the attainment of these Classes of degrees are clearly spelt out for all concerned.

Accordingly, procedures used in all Sociology departments for fixing students' attainment levels or for the assessment of students' achievements in Sociology should correspond to the Knowledge, abilities and skills that are to be developed through the 4 year degree programme. It is therefore expected that evidence is provided on which the assessment of students' achievement [and class of degree awarded] should be based, by using the following criteria, among others.

- Continuous Assessments, seen and "unseen" examination
- Tutorial performances
- Laboratory Reports
- Problem solving and experiential exercises
- Oral presentation, as in seminars and conferences
- Planning, conduct and reporting on project works
- Essay assignments should be given on regular basis
- Literature surveys and evaluation in examination
- Demonstration of skills in relation to conceptual analysis, problem identification and solving, numeracy, computer and social skills.
- Ability to transfer skills to appropriate practical situations.

Extent to which the knowledge base of students is extensive and extends beyond the work covered in the degree programme

#### 2.10.5 Resource Requirements for Teaching and Learning

A key to achieving success in the programme is adequate resource allocation and appropriate utilisation. The following areas are important and should be supported in such a way as to make effective, any resources allocated to the Department.

##### (i) Academic and Non Academic Staff

- The established staff students ratio of 1:30 for the Social Sciences should be met.
- Training and retraining of academic staff and students should be pursued vigorously.
- All academic staff should have computing skills.
- 75% of the academic staff should possess Ph.Ds.
- At least 20% of the academic staff should be Professors /Readers and 35 % Senior Lecturers.
- A new department should be headed by a Professor to have a good and solid foundation, such a Professor could be on sabbatical.
- promotion should be strictly on merit, and no promotion beyond Lecturer I for those without Ph.Ds.
- The department should aim at an equitable gender balance.



The Academic Non-Academic staff ratio in the University should be 1:2 maximum.

All administrative secretarial and clerical staff should have computing skills.

**(b) Academic Non Academic Physical Spaces**

Adequate classrooms and adequate class room sizes should be provided to avoid overcrowding.

- Adequate sitting arrangements should be provided.
- More effective chalk board and other facilities such as public address systems, flipcharts, dusters and lighting, should be provided.
- A computer room should be provided.

**(c) Academic and Administrative Equipment**

For Sociology programmes, the following are required.

- At least 4 PCs for the departmental office.
- At least 10 Pcs for teaching students in a computer room with Internet facilities and laptops.
- Each academic staff should have a PC in his/her office with internet facilities.
- Overhead and multimedia projectors .
- Audio-tape recorders (at least 4).
- Video recorder.  
A video player.
- A Television.
- Senior Lecturers and above should have telephone and GSM as part of working tools.

**(d) Library and Information Resources**

- There is need for a departmental library for each Sociology Department.
- Current and up-to-date Sociology and Sociology related textbooks, professional journals and representative materials from the popular press should be provided and maintained.
- Published government and non-governmental documents and related materials should be provided on regular basis.

**2.10.6 Course Content and Description**

**SOCIOLOGY COURSE OUTLINE**

**100 Level**

**Compulsory Courses**

1. Introduction to Sociology
2. Introduction to Anthropology
3. Introduction to African Societies and Culture
4. Total General Studies

**Required**

5. Introduction to Psychology
6. Elements of Scientific Thought

**Electives**

Two electives from within an outside Faculty in the 1<sup>st</sup> semester and one elective in the 2<sup>nd</sup> semester

**200 Level**

**Compulsory Courses**

1. History of Social Thought
2. Social Statistics
3. Social Change
4. Sociology of the Family
5. Social Psychology
6. Total General Studies

**Required**

7. Structure of the Nigerian Society
8. Sociology of Knowledge and Tech

**Electives**

Any four of the following:

1. Sociology of Mass Communication
2. Language in Society & Culture
3. Social Problems and Social Work
4. Gender and Society
5. Sociology of Education
6. The Military and the State

Two non-departmental electives

	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total</b>
	2	2	4
1. Introduction to Sociology	2	-	2
2. Introduction to Anthropology	-	2	2
3. Introduction to African Societies and Culture	-	2	18
4. Total General Studies	8	10	
<b>Required</b>			
5. Introduction to Psychology	-	2	2
6. Elements of Scientific Thought	2	2	4
<b>Electives</b>			
Two electives from within an outside Faculty in the 1 <sup>st</sup> semester and one elective in the 2 <sup>nd</sup> semester	4	2	8
<b>200 Level</b>			
<b>Compulsory Courses</b>			
1. History of Social Thought	18	20	32
2. Social Statistics	1 <sup>st</sup>	2 <sup>nd</sup>	
3. Social Change	<b>Semester</b>	<b>Semester</b>	<b>Total</b>
4. Sociology of the Family			
5. Social Psychology	2	2	4
6. Total General Studies	2	-	2
<b>Required</b>	2	2	4
7. Structure of the Nigerian Society	-	2	2
8. Sociology of Knowledge and Tech	2	2	4
<b>Electives</b>	4	2	6
Any four of the following:			
1. Sociology of Mass Communication	-	2	2
2. Language in Society & Culture			
3. Social Problems and Social Work			
4. Gender and Society			
5. Sociology of Education	4	4	8
6. The Military and the State			
Two non-departmental electives	2	2	4
	18	18	36

<b>300 Level Compulsory Courses</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total</b>
1. Methods of Social Research & Statistics	2		
2. Social Inequality	2	2	4
3. Sociology of Crime and Delinquency	2	-	2
4. Social Psychology	2	2	4
5. Political Sociology	-	2	4
6. Total General Studies	2	2	2
<b>Required</b>		-	2
7. Rural Sociology	-		
8. Intergroup Relations	2	2	2
9. Formal Organisations	-	-	2
<b>Electives</b> 4 Electives from below:		2	2
1. Social Stratification and Mobility			
2. Sociology of Law			
3. Sociology of the Aged	4	4	8
4. Sociology of Urban Life			
5. Sociology of Non-violent Change			
6. Sociology of Health and Illness Behaviour			
7. Sociology of Religion			
Two electives outside the department	2	2	4
	<b>18</b>	<b>18</b>	<b>36</b>
<b>SOCIOLOGY/ANTHROPOLOGY</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total</b>
<b>400 Level Compulsory Courses</b>		2	4
1. Contemporary Sociological Theories	2	-	2
2. Demography	2	-	2
3. Regional Ethnography	2	2	2
4. Sociology of the Third World	-	2	4
5. Urbanisation and Labour Migration	2	3	6
6. Research Project/Original Essay	2		
<b>Required</b>		-	2
7. Models in Sociological Analysis	2	2	4
8. Sociology of Development	2	-	2
9. Industrial Sociology	2		

	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total</b>
Electives: 4 Electives from below:			
1. Sociology of Medicine			
2. Child Development			
3. Personality and Motivation			
4. Models in Sociological Analysis			
5. Applied Demography	4	4	8
6. Culture and Communication			
7. Sociology of Decolonisation			
8. Sociology of Deviant Behaviour			
<b>Total</b>	18	18	36
Total Units for the four Years:			
Year 1	18	20	38
Year 2	18	18	36
Year 3	18	18	36
Year 4	<b>21</b>	<b>15</b>	<b>36</b>

### **100 Level**

1. **Introduction To Sociology**  
Introductory analysis and description of social structure and dynamics of human society. Field of Sociology; Sociology and other Social Sciences. Basic concepts and principles of Sociology.
2. **Introduction To African Social Anthropology**  
Introduction to and survey of human origins and cultural achievements. Social Anthropology; historical, theoretical and methodological perspectives.
3. **Introduction To African Societies And Cultures**  
The study and criticism of ethnographic descriptions of African societies, people and their cultures, both as scientific reporting and as a literary art form. A survey of African societies and cultures in a contemporary setting; the cultural regions, social organizations, language, polity, economy and world views.
4. **Introduction To Psychology**  
Introduction to the relationship between the functioning of social systems and the behaviour and attitude of individuals.

## **200 Level**

5. **History Of Social Thought**  
An introduction to the main contributors to social thought and to the rise and development of modern sociology, including its historical background (both Western and Islamic), modern classical sociologists and contemporary African theories about society.
6. **Introduction To Mass Communication**  
An introduction to the study of human communication including the understanding of the nature, functions and concepts of the Mass Media and their institutions.
7. **Peoples And Cultures Of Nigeria**  
Survey of the main societies in Nigeria and their associated cultures, with special attention to their geographical distribution, linguistic classification, and traditional religions and world view.
8. **Social Statistics**  
Role of statistics in Social Science inquiry. Nature of measurement. Presentation of data. Central values. Measures of deviation, correlation nature of sampling. Probabilities and normal distribution. Inference hypothesis testing. Test of significance.
9. **Social Change**  
Theoretical perspectives; institutional analysis of the phenomenon of social change; concept of modernization, social change in Africa. Theories of social problems resulting from social change.
10. **Sociology Of The Family**  
Analysis of the principles of kinship classification and of the types and functions of groups formed on those principles. Study of marriage as a social institution.

## **300 Level**

11. **Methods For Social Research**  
Formulation of social issues as research questions; General concepts concerning scientific methods. Strategies of descriptive research and historical research. Tools of research, various types, methods and their advantages and disadvantages.
12. **Rural Sociology**  
The fundamental features of rural societies; their ecological systems and patterns of transformation. The identification, evaluation and utilization of nature and human resources. Social change in rural societies. Rural social institutions and their adaptation to change.

13. **Social Psychology**  
Socialisation; social learning, internationalization, and conscience formation. Values and attitudes; prejudice and discrimination; stereotypes; development and change of attitudes; social movements.
14. **Political Sociology**  
An examination of the social and cultural contexts of political activity and behaviour. Political organizations; trade unions, elite groups, the development of movements for political change.
15. **Intergroup Relations**  
The nature and dynamics of intergroup transactions. An examination of relations between peoples of different cultures, religions, ethnicities, ideologies, etc; with special reference to plural Nigeria.
16. **Social Inequality**  
Analysis of forms and functions of social inequality. Theories concerning the origins, persistence and consequences of social systems of stratification. Types of social mobility and their impact on stratified structures. Social inequality and social probability in Nigeria.
17. **Formal Organisations**  
Structural properties of organizations and their consequences. Bureaucracies and complex formal organizations in various institutional settings and the relationships among organizations in the community. Major theoretical and methodological problems in studying complex organizations. Problems of formal organizations in the new states.
18. **Sociology Of Crime And Delinquency**  
Nature and extent of crime. Theories of crime causation. Traditional control of deviancy in African societies; its application in the contemporary administration of justice. Criminal behaviour in Nigeria and its relation to personal and cultural conditions.

#### **400 Level**

19. **Contemporary Sociological Theories**  
Major theories and schools of thought in the 20<sup>th</sup> and 21<sup>st</sup> Centuries. Contemporary developments of classical sociological theories. The major orientations in contemporary sociological theory; functionalism, symbolic interactionism, conflict theory, ethno-methodology, exchange theory and other perspectives. Application of these theories to contemporary problems.
20. **Research Project**  
A piece of original research in Sociology or Social Anthropology, conducted under the supervision of a member of staff.
21. **Demography**  
The nature and development of population study. Its scope and methods. Some basic concepts of population analysis. International comparisons of population growth. Problems of population in Africa. Issues of population policy.

22. **Urbanization And Labour Migration**  
The phenomenon of urban growth in various parts of the world. Various forms of labour migration. The theories and economics of labour migration. Characteristics of Nigerian cities.
23. **Regional Ethnography: Sub-Saharan Africa**  
Advanced study of sub-Saharan Africa as a major ethnological region. Human origins and early man. Physical anthropology and archaeology: race and racism. The cultural regions of Africa: language and population migration in history. Peoples and cultures of Africa.
24. **Sociology Of Development**  
Theories of development; socio-economic analysis of the concept of development, and of its relation to growth. Sociological implications of development; its effect on society and family structure. The impact of colonial policies, and post-independence international conditions.
25. **Sociology Of The Third World**  
Decolonisation and the emergence of the Third World. The characteristics of Third World peoples; their cultural profiles; North-South interactions and conflicts.
26. **Industrial Sociology**  
The analysis of major management theories. The process of industrialization in developing countries. Industrial work groups and informal organisations. Relations between workers and management.

**Other Sociology Courses And Synopses From Which Students Could Select The Electives**

1. **Sociology Of Religion**  
The functions of religious institutions in societies. The relationship between religion and society in relatively stable, small communities; the approaches to Social Anthropology of African Religions. The place of religion in modern complex societies. Religious groups in Nigerian society.
2. **Sociology Of Law**  
A sociological treatment of the social origins and consequences of law and legal processes. Traditional African legal cultures and their contemporary relevance. The structure and functioning of legal sanctions. Law and society; law and the economy; law and cultural process.
3. **Sociology Of Work And Occupations**  
This course will equip the student with ethical issues in the work environment, it emphasises the human side of organisational routine and enterprise and will promote proper attitudes to work on graduation.

4. **Women In Society**  
An introduction of women studies. A survey of traditional and contemporary attitudes of male-centred societies to women; factors which shape these attitudes. Public policy issues on women.
5. **Sociology Of Education**  
Education as a social institution and a social process. The role of education in social stability and change. A comparison between various educational systems. Education and African social and cultural development; the politics of education.
6. **The Military And The State**  
An introductory study from a social science perspective of the military as rulers – as law makers and law appliers. The role of the military in national and international politics, with special attention to theories of war and peace. Civil-military relations; the military and the political development of Africa. The non-military uses of the military.
7. **Language, Society And Culture**  
An examination of the social and cultural functions of language with particular reference to Nigeria and other West African societies. Language and societal development. Language problems of new states. Language policy.
8. **Sociology Of Knowledge, Science And Technology**  
Social determination of knowledge. Examination of science and technology as social and cultural institutions. Similarities and differences between scientific modes of thinking and those governing other human activities. Technology and development process. Knowledge systems which govern cumulative technology. Science and technology and cultural convergence.
9. **Sociology Of The Aged**  
The social needs of the aged in transitional and modern societies. Comparative study of human maturity, aging and death as they are perceived in different cultures. Western versus African attitudes towards the aged.
10. **Economic Anthropology**  
Contemporary theories and themes in economic anthropology. The production and distribution of material resources in small-scale societies. Concepts and modes of exchange. The relationship between the economy and society. Types of economies; transition from subsistence to market economy. Economic institutions.
11. **Industrial Psychology**  
Psychological assumptions of economic behaviour. Human needs and their satisfaction. Individual, group and industrial conflicts. Cognition and the relevance of learning theory to industry. Ideology and industrial behaviour.
12. **Medical Sociology**  
The sociology of health and illness behaviour as it relates to social structure. Medical organizations and progressions; the professionalization of medicine. The politics of medical care. Traditional and modern forms of health delivery systems in Africa, their respective uses and social effects. Public health



policies in Nigeria. The hospital as a social system, and the mental hospital as a total institution. The poor, the doctor and the society.

13. **Social Problems And Social Work**

The study of social causes and effects of such problems as poverty, delinquency, crime, family discord, industrial, racial and nationality conflicts, mental disorders, theories of social work relevant to social work practices. Contemporary Nigerian Social work. Organisation, function and practice in public and private agencies, including social security systems.

14. **Sociology Of Mass Communication**

The course provides some basic foundation for the study of human communication. It is designed to aid students to better understand the nature, functions and concepts of the Mass Media and their institutions. The theoretical, conceptual, and the evaluative aspects of human communication will be examined. Also to be considered, are the implications of the growth of Mass Media institutions, the way in which they shape views, modify behaviour, and help to fashion society now and in the future.

15. **Sociology Of Non-Violent Change**

An examination of peaceful relationships between groups, classes, races, nations and international blocks, ideologies and religions. Theories of peace and conflict; the development of the notion of the just society and its significance for a peaceful social order; institutional and psychological applications of approaches to conflict resolution. Problems of responsiveness and accountability in complex organizations; the educational imperatives of peaceful change in plural societies; freedom of political choice in plural societies. Economic inequality and its constraints on peaceful changes; forms of resistance to violence. Non violence versus collective political violence e.g. riots, coups and revolutions – their causes and processes seen as failure to accommodate strategies of non-violent change.

16. **Sociology Of Health And Illness Behaviour**

An introduction to concepts and social aspects of health, illness, and curing in different African societies with particular emphasis on Nigerian cultures. Interaction between folk and modern medicine. The delivery of health care as a social problem. Poverty as a factor shaping attitudes towards health care delivery systems. The social structure of traditional versus modern health care delivery systems and their respective impacts.

17. **Sociology Of Religion**

The functions of religious institutions in societies. The relationship between religion and society in relatively stable, small communities; the approaches of social anthropology to African religions. The rise of new religious and reform movements. The place of religion in modern complex societies. Religious leaders and leadership. Religious groups in Nigerian society. Religion and social change.

18. **The Structure Of Nigerian Society**

The structure of Nigerian society is described in terms of core analytical sociological and anthropological concepts; the course starts with an analysis of the patterns of socio-economic elements of continuity and change and

concludes with the examination of the major social problems of African societies.

19. **Social Research Methods**

Introduces students to the various research methods most commonly used in Sociology.

20. **Social Stratification And Mobility**

An examination of the theoretical models of stratification systems; the course attempts a comparative analysis of the stratification processes and social mobility in industrial and developing societies with special reference to Africa.

21. **Child Development**

Methods of child study; the idea of development and patterns of growth and phases of child development; cognitive development in infancy and childhood are examined in depth.

22. **Personality And Motivation**

The course attempts to familiarize students with major issues in personality and motivation including theory and practice of personality measurement; the structure of personality and relationship between personality and psychopathology.

23. **Models In Sociological Analysis**

The course is built around two complementary issues:

- (a) What types of explanations are used in sociology, and
- (b) What types of data are used in constructing explanations in sociology.  
The aim is to provide the student with the ability to evaluate a sociologist's approach to any empirical area from two view points:
  - (i) is the chosen model of explanation adequate, and
  - (ii) is the purported explanation adequate in terms of the chosen model?

24. **Culture And Communication**

An examination of human communication from the perspective of linguistic anthropology; treats social structure and social-structural behaviour as essentially communicative phenomena.

## 2.11 Tourism Studies

### 2.11.1 Philosophy, Major Aims and Objectives of the Degree Programme

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

#### **Aims & Objectives**

The major aims and objectives of the Tourism Studies programme are to:

- (i) Instil in students a sound knowledge of Tourism Studies, an appreciation of its applications in different socio-cultural contexts and to involve the students in intellectually stimulating and satisfying experiences of learning and studying.
- (ii) Provide students with broad and well balanced theories and methods in Tourism Studies.
- (iii) Cultivate in students the ability to apply their knowledge and skills in Tourism Studies to the understanding and solution of societal problems in Nigeria and elsewhere.
- (iv) Provide students with the relevant knowledge and skill base from which they can proceed to further studies in special areas of Tourism Studies or multi-disciplinary areas involving Tourism Studies.
- (v) Instil in students an appreciation of the importance of Tourism Studies in contemporary national and global affairs.
- (iv) Develop in students a range of useful competencies for employment, whether public, private or self-employment.

### 2.11.2 Admission and Graduation Requirements

#### a) **Admission**

##### **UME**

Candidates for admission into the four – year degree in Tourism Studies should possess a Senior Secondary School Certificate, General Certificate of Education, NECO or their equivalents with at least five credit passes, at not more than two sittings including Mathematics, English Language and Geography. In addition, candidates must have acceptable passes in UME.

##### **Direct Entry**

Candidates for Direct Entry admission shall possess five Credits in GCE, SSCE, NECO, or their equivalents, of which at least two shall be at Advanced Level, provided that such passes are not counted

at both levels of the examination. For emphasis, credit passes in English Language, Mathematics and Geography required.

b) **Graduation**

To graduate, a student must have:

- a) Completed and passed the following no of units at each level
  - 100 – 36
  - 200 – 36
  - 300 – 36
  - 400 - 36Total 144 including all compulsory courses specified by the University/Department
- b) Completed and met the standards for all required and optional Courses
- c) Obtain a minimum CGPA of 1.5 and
- d) Met other requirement that may be prescribed by the department, faculty and senate.

2.11.3 **Learning Outcomes**

a) **Regime of Subject Knowledge**

- (i) While each University offering Bachelors (Honours) degree programme in Tourism Studies is free to decide on the nature and organization of its courses or modules, it is expected that all programmes will ensure that students become conversant with all the main aspects of Tourism Studies, the development of Tourism Studies as a course of study and the various branches of Tourism Studies
- (ii) Core theories and concepts in all branches of Tourism Studies.
- (iii) Methods of data collection and processing, both qualitative and quantitative.
- (iv) Tourism mixes.
- (v) Statistical methods in Tourism Studies.
- (vi) Appropriate information technology for adequate functioning in the digital age.

b) **Competencies and Skills**

A graduate of Tourism Studies at the Bachelors Honours level should have the following competencies and skills:

- (i) Ability to demonstrate adequate knowledge and understanding of the essentials in all the subject knowledge/areas identified .
- (ii) Ability to apply such knowledge and understanding to the solution of social problems.
- (iii) Ability to recognize and analyze new problems and plan strategies for their solution.
- (iv) Communication skills in presenting scientific research materials and arguments clearly and correctly, both orally and in writing to a range of audiences.
- (v) Competence in statistical and qualitative data processing skills.
- (vi) Competence in the use of information technology such as word processing, Internet communication, information retrieval through on-line computer searches etc.
- (vii) Subject-specific and transferable skills which allow for the pursuit of a wide range of careers after graduation.

**c) Behavioural Attributes**

A graduate in Tourism Studies should be able to demonstrate adequate:

- (i) Knowledge of a wide-range of research methods in Tourism Studies .
- (ii) General knowledge in the various branches of Tourism Studies.
- (iii) Computing skills.
- (iv) Study skills needed for further studies.
- (v) Ability to function entrepreneurially in a wide range of career choices and
- (vi) Ability to apply critical scientific reasoning to problem solving.

**2.11.4 Attainment Levels**

Since our B. SC degrees are graded from first class to third class Degree Levels; it is crucial that procedures for the attainment of these Classes of degrees are clearly spelt out for all concerned.

Accordingly, procedures used in all Tourism Studies departments for fixing students' attainment levels or for the assessment of students' achievements in Tourism Studies should correspond to the Knowledge, abilities and skills that are to be developed through the 4 year degree programme. It is therefore expected that evidence is provided on which the assessment of students' achievement [and class of degree awarded] should be based , by using the following criteria, among others.

- Continuous Assessments and “unseen” examination
- Tutorial performances

- Laboratory Reports
  - Problem solving and experiential exercises
  - Oral presentation, as in seminars and conferences
  - Planning, conduct and reporting on project works
  - Essay assignments should be given on regular basis
  - Literature surveys and evaluation in examination
  - Demonstration of skills in relation to conceptual analysis, problem identification and solving, numeracy, computer and social skills.
  - Ability to transfer skills to appropriate practical situations.
- Extent to which the knowledge base of students is extensive and extends beyond the work covered in the degree programme

### 2.11.5 Resource Requirements for Teaching and Learning

A key to achieving success in the programme, is adequate resource allocation and appropriate utilisation. The following areas are particularly important.

#### (a) Academic and Non Academic Staff

The established staff students ratio of 1:30 for the Social Sciences should be met.

- Training and retaining of academic staff should be pursued vigorously.
- All academic staff should have computing skills.
- 75% of the academic staff should possess Ph.Ds.
- At least 20% of the academic staff should be Professors /Readers and 35 % Senior Lecturers.
- A new Department should be headed by a Professor to have a good and solid foundation, such a Professor could be on sabbatical.
- Promotion should be strictly on merit , and that no promotion beyond Lecturer I for those with out Ph.Ds.
- The Department should aim at an equitable gender balance.

The Academic –Non-Academic staff ratio in the University should be 4.1 maximum.

All administrative, secretarial and clerical staff should have computing skills.

#### (b) Academic Non Academic Physical Spaces

Adequate classrooms and classroom sizes should be provided to avoid overcrowding.

- Adequate sitting arrangements should be provided.
- More effective chalk boards and other facilities such as public address systems, flipcharts, dusters and lighting, should be provided.
- A computer room should be provided.

(c) **Academic and Administrative Equipment.**

The following are required.

- At least 10 PCs for the departmental office.
- At least 10 Pcs for teaching students in a computer room with Internet facilities and laptops.
- Each academic staff should have a PC in his / her office with Internet facilities.
- Ordinary and power point projectors.
- Audio-tape recorders (at least 4).
- Video recorder.
- A video player.
- A Television.
- Overhead power-point, multi-media facilities
- Senior Lecturers and above should have telephones and GSM as part of working tools.

(d) **Library and Information Resources**

- There is a need for a departmental library for each Tourism Studies Department.
- Current and up-to-date Tourism Studies related textbooks, professional journals and representative materials from the popular press should be provided and maintained.

Published government and non-governmental documents and related materials should be provided on regular basis.

## 2.11.6 Course Content and Description

### 100 Level

<b>100 Level Compulsory Courses</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total</b>
1. Fundamentals of Tourism I & II	2	2	4
2. Peoples and Culture Nigeria	2	2	2
3. The Earth Surface	-	2	2
4 Theories of Human Movements	-	2	2
5 Historical Evaluation and Dev.	2	-	2
6 Environment and Ecology	-	2	2
<b>7. Total General Studies</b>	<b>8</b>	<b>10</b>	<b>18</b>
<b>Electives</b> Two Electives from other Departments in the Faculty in the 1 <sup>st</sup> semester and one in the 2 <sup>nd</sup>	4	2	6
	<b>18</b>	<b>20</b>	<b>38</b>
	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total</b>
<b>200 Level Compulsory Courses</b>			
1. Tourism Dev. Case studies I & II	2	2	4
2. World Natural Resources and Trade I & II	2	2	4
3 Field Tours (local) I & II	2	2	4
4 Demography	-	2	2
5 Spatial Organisation of Society	-	2	2
6 Social and Environmental Statistics	2	-	2
<b>Total General Studies</b>	<b>6</b>	<b>4</b>	<b>10</b>
<b>Electives</b> Two electives per semester: One from within the Faculty and one outside the Faculty.	4	4	8
	<b>18</b>	<b>18</b>	<b>36</b>



<b>TOURISM STUDIES 300 Level Compulsory Courses</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total</b>
1 World Time Zones and Seasons I &II	2	2	4
2.Map Reading and Interpretation I &II	2	2	4
3 Research Methods and Field Tours (National and International) I & II	4	4	8
4 Transport Modes and Logistics Planning	2	-	2
5 Accommodation Studies	2	-	2
6 Tourism Organisations and Regulations	2	-	2
7 Computer Fundamentals, Information Technology and Tourism	-	2	2
8. General Studies	4	4	8
<b>At least two electives from below:</b>			
1. Worlds Major Religions and Mores			
2. Geographical Information Systems			
3. Economic Theory/Principles			
4. Organisation of Governments	2	2	4
5 Wildlife/Zoo Management			
6 Coastal Zone Management.			
7 Landscape Planning			
	<b>20</b>	<b>16</b>	<b>36</b>

**TOURISM STUDIES  
400 Level**

**Compulsory Courses**

1. Tourism Policies and Planning I&II
- 2 Global Contemporary Issues
- 3 World Cultural/ Sports Festivals and Holidays
- 4 Site Surveying and Site Selection
- 5 Tourism Information Management and Marketing
- 6 Original Research Project

**ELECTIVES**

Up to four electives could be taken per semester

- 1 Tour and Guide operations
- 2 Parks, Gardens and Monuments Management
- 3 Hotel Management
- 4 Recreational/Hospitality Planning and Operations
- 5 Religion Tourism
- 6 Public Relations
- 7 Food & Catering Studies
- 8 Safety Issues and World Conflict Centres/Situations

Total Units for the 4 Years:

- Year I
- Year II
- Year III
- Year IV

	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Total</b>
1. Tourism Policies and Planning I&II	2	2	4
2 Global Contemporary Issues	2	-	2
3 World Cultural/ Sports Festivals and Holidays	-	2	2
4 Site Surveying and Site Selection	-	2	2
5 Tourism Information Management and Marketing	2	-	2
6 Original Research Project	3	3	6
<b>ELECTIVES</b>			
Up to four electives could be taken per semester	8	8	16
1 Tour and Guide operations			
2 Parks, Gardens and Monuments Management			
3 Hotel Management			
4 Recreational/Hospitality Planning and Operations			
5 Religion Tourism			
6 Public Relations			
7 Food & Catering Studies			
8 Safety Issues and World Conflict Centres/Situations			
	<b>17</b>	<b>17</b>	<b>34</b>
Total Units for the 4 Years:			
Year I	18	20	38
Year II	18	18	36
Year III	18	18	36
Year IV	17	17	34
	<b>71</b>	<b>73</b>	<b>144</b>

## **100 Level**

### **Compulsory Courses**

#### **Fundamentals Of Tourism**

Components of Tourism and Types of Tourism. Economic, political and social roles of Tourism; Disadvantages, Dangers and Problems of tourism. Comparative analysis of local and global trends in the Industry. Problems of the Industry in developing economies. Future of Tourism and the Tourism of the future.

#### **Peoples And Cultures**

Survey of the world's major races and their associated cultures, with special attention to their distribution, linguistic classification, and traditional religions and world view.

#### **The Earth Surface**

The planet earth as part of the solar system. The types of landforms: Valleys, Mountains, Plateau, Capes, Undulating lands etc. Types of Water Bodies: Oceans, Seas, Lakes, Ponds, Rivers etc and the Atmosphere. Earth Motions and their effects.

#### **Theories Of Human Movements**

Push-Pull theory, Pullmans Theory of Bases of human movements: Complimentarity, Lack of intervening variables and Transferability; Migration waves and patterns. Factors influencing human movements. Population concentration and dispersing factors.

#### **Historical Evaluation And Development**

Tracing the early history of tourism: local and global; The early navigators and their objectives: economic, military, religious, adventure etc. The modern concept of tourism and its development.

#### **Environment And Ecology**

Elements of the physical environment: climate, landforms, atmosphere, hydrosphere, biosphere, lithosphere etc ; Social environment : religion, race, economy, governments, education, culture and their various influences on man's decision making.

## **200-Level**

### **Compulsory Courses**

#### **Tourism Development: Case Studies I & II**

Constructing the profiles of selected tourists destinations, local, national or international, evolution, growth and modes of operation.

#### **World Natural Resources And Trade I & II**

Meaning, nature and types of resources; Natural regions of the world: Equatorial, Tropical, Temperate, Polar; economic systems of the world, distribution of world's major mineral resources; World trade and Globalisation.

### **Field Tours-Local I & II**

Organising a field tour of selected tourist destinations, data collection on its evolution and operations. Feasibility reports of similar outfits to be prepared by the students.

### **Demography**

Definition of terms and sources of data. Sources of demographic data: the field canvass, censuses and surveys, the record system, population register, vital registration systems, administrative records. Reliability of demographic data and the associated concepts of de facto, de jure population enumeration, the post enumeration survey (PES), types of census questionnaires and types of census errors. Fertility measures, trends and family planning. Mortality measures, trends, life table, migration, measures, internal and international migration. Population composition, age, sex, and economic composition. Population growth; measurement, trends, and projections, population growth and economic development, positive and negative effects.

### **Spatial Organisation Of Society**

Some basic concepts of spatial organization: principles of classification of geographical phenomena; growth and spatial distribution of population. Production systems; typology and distribution; location, spacing and growth of settlements; movements over space and transport networks. Land-use; typology, patterns and interactions.

### **Social And Environmental Statistics**

Role of statistics in Social and Environmental Science inquiry and nature of measurement. Presentation of data. Central values, Measures of deviation, Correlation. Nature of sampling, probabilities and normal distribution. Inference, Hypothesis testing; test of significance, etc.

### **300 Level**

#### **Compulsory Courses**

#### **World Time Zones And Seasons I & II**

Locating places on the earth surface, the grid system; Longitudes and time calculation; Local Time and Greenwich Meridian time differentials, the worlds' hour belts; International Dateline. The earth's movements and the seasons across the globe annually.

#### **Map Reading And Interpretation I & II**

Kinds of maps, characteristics and uses; Location on maps, bearings and directions; Types of scales and scale conversions; physical distance measurements; marginal information on maps; relief representation methods; map enlargement and reduction; identification of physical and cultural features on maps.

### **Research Methods And Field Tours (National And International) I & II**

Research processes, proposal writing; data collection, analysis and interpretation methods; Questionnaires designs; Research Designs: all this is done within practical field tours of selected tourist centres.

### **Transport Modes And Logistics Planning**

Modes of transport; characteristics of each mode; Inter -modal Coordination and freighting; Transport logistics and structures; Distribution logistics; Transportation modelling; Traffic Costing, tariffs and rates; traffic signal control.

### **Accommodation Studies**

Management of Hotels, Guest Houses, Inns; Resorts; Beaches, Drive -ins, Camps; Farm/Yards etc.

### **Tourism Organisations And Regulations**

Profiles of identified tourism organisations both public, private and non-governmental associations; their rules and regulations; modes of operation and target clients.

### **Computer Fundamentals, Information Technology And Tourism**

Computer literacy at least in word processing and e-mailing and Internet browsing.

### **World Major Religions And Mores**

Understanding the basic tenets of the major world religions as they relate to tourist's degree of freedom.

### **Geographical Information System**

Remote Sensing systems, Image Acquisition, Image Restoration and Enhancement, Image Processing and Interpretations, Image Storage and Retrieval Formats. Applications in Environmental Resources Management and Tourism.

### **Economic Theory/Principles**

An introduction to the various issues, the nature of economic science, the methodology of economics, major areas of specialization in economics, stressing their relevance to tourism.

### **Governments And The Economy**

The course attempts to examine the role of government in the Management of modern economy with special reference to relationship between government and private enterprise in tourism.

### **Wildlife/Zoo Management**

This course will introduce students to the keeping and management of animals and plants in captivity and their natural habitat.

### **Coastal Zone Management**

Definitions of the coastal zone; determinants of the morphology of the coastal regions; coastal region dynamics; coastal erosion prevention and control; uses of coastal zones; landscaping the zone for recreational purposes

## **400 Level**

### **Compulsory Courses**

#### **Tourism Policies And Planning I & II**

Evaluation of tourism policies of selected countries across the globe; their philosophies; objectives; designs and emphasis.

#### **Global Contemporary Issues**

Exposes the students to contemporary topics that have direct impact on the tourism industry like HIV/AIDS; terrorism; globalisation; 9/11;

#### **World Cultural/ Sports Festivals And Holidays**

Calendar of major world cultural and sport events like world cup, Olympics; All-African games; Black Arts festival; Argungu fishing festival, Kano Durbar etc.

#### **Site Surveying And Site Selection**

Site investigation analysis, analysis of geographical and technical factors; Land use planning; Simple compass traverse; levelling and plotting.

#### **Tourism Information Management And Marketing**

This introduces the students to the Collection of relevant data, hotels, sites, national flyers, tourist destinations, trends, websites; publications and their disseminations.

#### **Tour And Guide Operations**

Ethics, basic sign language, recruitment considerations, schedules, planning, site and event mixing, safety considerations.

#### **Park, Gardens And Monuments Management**

History and designs of selected parks and gardens like the Ancient and Current Egyptian/Greek/French/ Chinese/English/Hausa/Yoruba/Igbo/Ijaw designs and their management.

#### **Hotel Management**

Location, designs, classification, operations, staffing, security ; infrastructures and management.

#### **Recreational/Hospitality Planning And Operations**

Designs; location considerations, operational strategies.

#### **Religion Tourism**

Origins and destinations of Pilgrimages; Calendar, modality, transport modes, accommodation; duration.

#### **Public Relations**

Modes of marketing; Modal splits; information and image packaging and management; staff orientation and motivation.

**Food & Catering Studies**

Foods laboratory; equipment and tools; introduction to the kitchen; personal and kitchen hygiene, attire; modern kitchen architecture; weight and measures; principles of foods and nutrition; beverages, culinary herbs, condiments and flavourings.

**Safety Issues And World Conflict Centres/Situations**

Identification of conflict epicentres of the world, the main issues/history and possible chain effects in some tourists destinations, required precautions and early warning system.

**Original Research Project**

### 3.0 APPENDICES

#### 3.1 APPENDIX I

##### Minimum Equipment Requirements for Geography

##### (a) Equipment for Practicals

1. A practical geography laboratory of at least 120 sqm.
2. 30 tables with drawing lights
3. 30 stereoscopes for air photo interpretation
4. 30 surveyor's chains and/or tapes
5. 30 prismatic compasses
6. 30 Abney levels
7. 15 plane-tables
8. 30 ranging poles
9. 60 surveyor's arrows.

##### (b) Cartography Room

1. Drawing office for the cartographer and/or draughtsman
2. Large tables with tracing lights
3. 3 sets of assorted drawing pens
4. 3 sets of assorted stencils
5. One map enlarger/reducer
6. One dyeline machine for printing of maps.

##### (c) Map Library

1. 10 map chests.
2. Assorted teaching sets of topographical maps of at least 30 copies each.
3. Other sets of topographical maps.
4. Assorted teaching sets of aerial photographs of at least 30 copies each.
5. Other sets of aerial photographs and/or satellite imageries.
6. Assorted wall maps of the world.
7. Assorted wall maps of the continents.
8. Assorted wall maps of individual countries.
9. Assorted wall maps of Nigeria.



10. Four large tables fitted with drawing lights.
11. Two globes of the world.
  1. One Land Rover or equivalent for field research
  2. One overhead projector
  3. One slide projector

## APPENDIX II

### Minimum Equipment Requirements for Mass Communication

The following are the minimum equipment requirements for a functional and approvable Department of Communication:

(a) **Print Sequence**

1. A printing workshop 21' x 24'
2. A darkroom attached to the workshop
3. A printing machine (cord 16)
4. Processing Camera
5. Enlarger
6. Glazing machine
7. Headliner
8. IBM/Singer/Brother typewriting machine
9. Stitcher
10. Dryer
11. Six enlargers
12. Darkroom (photography)
13. Cameras (six in number)
14. Printing paper
15. Films (35mm)
16. Chemicals (for processing photographs)

(b) **Public Relations and Advertising**

1. Art and layout studio (laboratory)
2. Radio and TV equipment
3. Radio and TV studios
4. Printing shop
5. Campus/student newspaper
6. Consumables

(c) **Photo Journalism**

1. 5 35mm cameras (canex, maniya, yashica or Olympus with standard 50 mm lens.)
2. 5 zoom lenses (35mm-150mm or equivalents )
3. Enlargers (6cm x 6cm) with 75mm standard lens
4. Mashing frames (10" x 12")

5. Sapolights (5)
6. 1 Measuring glass (plastic)
7. 1 Siphon washer
8. 1 Film drying cabinet
9. 1 Rotary glazer (16" drum or longer)
10. 1 Print dryer (flatbed)
11. 1 Rotary print cutter (24" blade)
12. 1 Trimmer (12")
13. 1 darkroom timer
14. 1 darkroom clock
15. 5 Paterson developing tanks
16. 15 Plastic trays (10" x 12")
17. 15 Plastic trays (12" x 15")
18. 15 Plastic trays (16" x 20")
19. 1 Plastic rod for mixing chemicals
20. Films, papers and chemicals

(d) **Radio**

1. Mixing console
2. 2 banks of turntables
3. 2 Tape recorders
4. Patch bay
5. 2 table mix
6. 2 standing mix
7. Editing block
8. Records
9. Reel to reel tapes, cassette/cartridge tapes
10. FM transmitter

a. FM Receiver

b. FM Crystal Frequency – Government Through ITV

(e) Minimum Training Facilities for Television

1. A television studio complex with control room, VTR/television room and editing room

2. Central air-conditioner for TV studio
3. Electric generator for TV studio
4. Two studio cameras with intercom system
5. Two standard (non-portable) video tape recorders
6. Studio lamps, microphones and accessories
7. Five sets of ENG (portable) equipment (cameras, video tape recorders, audio-cassette recorders microphones, tripods, lamps and accessories).
8. Control room equipment, including vision mixer, record player lighting mixer, audio cassette player, audio mixer, etc.
9. One telecine with a 16mm film projector and a slide projector
10. Two sets of editing equipment, each with sound dubbing facilities and other accessories.
11. Time-based corrector
12. Mini-computer caption generator
13. Video Eraser
14. Three large TV monitors (triple system)
15. Three videotape recorders (triple system) mainly for reproduction and playback.
16. Facilities for sets, props, costumes, graphics and artwork.

**(f) Minimum Training Facilities for Film**

1. Three 16mm colour cameras and accessories (lamps, microphones, etc.) with synch-pulse generator for double system production.
2. Three 16mm projectors with sound recording facilities screens and accessories
3. Three sets of editing facilities.
4. One mini-colour laboratory with processing and reproduction facilities.
5. Three Nagra audiotape recorders
6. One record player
7. One sound mixer
8. One animation camera and accessories
9. Facilities for producing graphics.

## APPENDIX III

### Minimum Equipment Requirements for a Department of Psychology

- (a) **Office Equipment**
  - (i) **General Office**
    - 1 refrigerator
    - 3 typewriters
    - 3 typists' chairs
    - 10 office chairs
    - 2 air-conditioners
    - 1 Gestetner duplicator
    - 1 Xerox (photocopy) machine
    - 2 overhead projectors
    - 4 filing cabinets
    - Bookshelves
    - 1 set of chairs for HOD's Office
    - 2 notice boards
    - Blackboard
    - 1 car
  - (ii) **Each Lecturer's Office**
    - 1 table
    - 3 Chairs
    - 1 air-conditioner
    - 2 filing cabinets
    - 1 blackboard
    - 2 bookshelves
- (b) **Laboratory Equipment for a Maximum of about 150 Students, in a Four-Year Degree Programme: Name, Type and Quantity**
  - (i) 1 telemetry receiver
  - (ii) 1 video cassette record/player VO 18/10
  - (iii) 1 monitor/receiver TV CVM 1810
  - (iv) 1 portable video camera D & C 1600P
  - (v) 1 portable video cassette tapes recorder V 03800
  - (vi) 50 blank video cassette tapes RCA 10 x 20 ex20
  - (vii) 2 rodent test chambers model 410/P
  - (viii) 2 cumulative recorders 654
  - (ix) 1 one-way mirror
  - (x) 2 skinner boxes with "logic" – a memory
  - (xi) 20 rat cages (**RSB3**) with water bottles, nozzles and nubber burys
  - (xii) 1 office computer for personnel and clinical screening psychological recorder Model 76102 Model 76107
  - (xiii) 1 skindfold or hand Dynacaliper Mometer Model 01127
  - (xiv) 1 Analyzer projector Model CC-430
  - (xv) 1 tachistoscope Model 41010
  - (xvi) 10 large rat cages (for multiple housing of subjects)
  - (xvii) Individual cages (for feeding and metabolism experiments).

Drugs (for psychological studies, physiological psychology)

- (xviii) 1 T-maze
- (xix) 1 L-maze
- (xx) 3 step clocks
- (xxi) 2 packs of playing cards
- (xxii) 2 refrigerators (for laboratories)
- (xxiii) 1 rodent test chamber Model 410/P
- (xxiv) 1 Kohs Block Design Test
- (xxv) 1 optical illusion tester
- (xxvi) 1 pursuit rotor apparatus (with accompanying stylus)
- (xxvii) 1 Telemory transmitter
- (xxviii) 2 cassette tape recorders with condenser micro
- (xxix) 1 reel to reel tape recorder
- (xxx) 2 reaction timer
- (xxxi) 1 pack drummer cards
- (xxxii) 1 phenomena apparatus
- (xxxiii) 1 Rorschach test
- (xxxiv) 1 Minnesota multiphastic personality test
- (xxxv) 1 Wechsler adult intelligence scale
- (xxxvi) 1 Sechen children's intelligence test
- (xxxvii) 1 Stanford-binet intelligence test
- (xxxviii) 1 Rack for 20 RSB 3 rat cages
- (xxxix) 1 Road & Frame Equipment testing cognitive development.
- (xl) 1 culture-free intelligence test
- (xli) 20 sets of industrial psychology tests.