

CURRICULUM OF THE DEPARTMENT OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

B.Sc. International Relations

Overview

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

Philosophy

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

Objectives

The objectives of the International Relations degree programme are to:

1. stimulate in students an appreciation of international relations theories and other tools of analysis, and their applications in different contexts at the national and international levels;
2. provide students with a broad and balanced knowledge and practical skills in international relations;
3. develop in students the ability to apply their international relations theories, analytical

tools, knowledge and skills to the solution of international problems;

4. produce students who have the competences in fieldwork, data collection as well as ability to analyse and present these in coherent form;

5. provide students with relevant knowledge and skills for further studies in international relations as a multi-disciplinary field of study; and

6. generate in students an appreciation of the importance of international relations in national- political, economic, and social development on the one hand and in the maintenance of global peace and security on the other.

Employability skills

A graduate of the programme should possess the following aptitude:

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

21st Century Skills

The 21st century skills of the programme are:

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

Unique Features

The following are the unique features of the programme:

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

Admission and Graduation Requirements

Admission requirements

For a four year-course:

In addition to UTME score, the candidate must have obtained five credit passes in SSC to include Mathematics, English Language, Government or History and other two subjects at not more than two sittings.

For the three- year programme:

candidates shall possess five credit passes in the SSC, two of which must be at advanced level, provided that such passes are not counted at both levels of the examinations.

For emphasis credit passes in English Language, Mathematics and any of Government or History is compulsory.

Graduation requirements

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

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
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GST 111	Communication Skills in English 2	C 15	45		
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GST 112 Nigerian Peoples and Culture 2 C 30
 IRS 102 Evolution of the Contemporary International System 2 C 30
 IRS 104 The Rise of Nation States 2 C 60
 IRS 101 Ancestors of the Contemporary International System 2 C 60
 IRS 103 Introduction to African Politics 2 C 30
 IRS 105 History of Nigeria 2 C 30
 Total 14

200 Level

Course Code Course Title Units Status LH PH

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

300 Level

Course Code Course Title Units Status LH PH

GST 312 Peace and Conflict Resolution 2 C 30
 ENT 312 Venture Creation 2 C 15 45
 IRS 301 International Economic Relations 2 C 30
 IRS 303 The International Political System 2 C 30
 IRS 305 Law of Nations (International Law) 2 C 30
 IRS 307 Intentional Politics in the Post-Cold War Era 2 C 30

IRS 311 Theory and Practice of Administration 2 C 30

IRS 304 Diplomacy 2 C 30

IRS 306 Logic and Methods of Political Inquiry 2 C 30

IRS 308 International Politics of Africa 2 C 30

IRS 310 Theories of International Relations 2 C 30

IRS 312 Integration Theories and Regionalism 2 C 30

SSC 301 Innovation in the Social Sciences 2 C 30

SSC 302 Research Method I 2 C 30

Total 28

400 Level

Course Code Course Title Units Status LH PH

IRS 402 Nigerian Foreign Policy 2 C 30

IRS 404 Contemporary Strategic Studies 3 C 45

IRS 406 International Institutions 2 C 30

IRS 401 Foreign Policy Analysis 3 C 45

IRS 403 Human Rights 3 C 45

IRS 405 Foreign Policies of the Powers 2 C 30

IRS 407 Research Project 6 C 270

SSC 401 Research Method II 2 C 30

Total 20

Course Contents and Learning Outcomes

100 Level

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

Learning Outcomes

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

1. identify possible sound patterns in English language;

2. list notable language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

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

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

Learning Outcomes

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

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of trade, economic and self-reliance status of the Nigerian peoples

towards national development;

5. enumerate the challenges of the Nigerian state towards nation building
6. analyse the role of the judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

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

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

Learning Outcomes

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

1. identify the ancient ancestors of the contemporary international systems;
2. list the chain of events and monumental changes that culminated in the emergence of the contemporary international system;
3. trace and link the collapse of ancient political system in Europe, Asia, and Africa to the

emergence of the contemporary international political system;

4. analyse the structure of the contemporary international system; and

5. provide examples of miniature political arrangements put in place for peaceful coexistence among different political units before the emergence of the contemporary

international system.

Course Contents

A brief survey of the fore-runners of the contemporary international system. Answers to the problem of co-existence, order and peace; focus on previous examples of arrangements for organizing relations between diverse peoples from which the modern system sprang. The Chou system; the Greek City States; the Egyptian; Assyrian, Persian world, Renaissance Italy. The collapse of the ancient and medieval political systems of Europe, Asia, and Africa and the rise of different political entities. The Treaty of Westphalia in 1648; and the end of the 30-year war between catholic states and protestant states in western and central Europe. The congress in Vienna in 1815. The establishment of the modern international system.

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

Learning Outcomes

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

1. explain how the fragmentation of powerful ancient empires, notably the roman empire and the byzantine empires paved way for the evolution of contemporary international system;

2. analyse how the treaty of Westphalia in 1648 and the defeat of napoleon in 1815 facilitated the evolution of the contemporary international system;

3. state how the industrial revolution changed the structure of the world economy and created capitalism and later imperialism;

4. explain the diffusion of power among different states and non-state actors as a consequence of the evolution of contemporary international system;

5. discuss the shift in the balance of regional and global powers;

6. explain the emergence of new centres of power; and

7. state the increasing importance of regional integration and the rise of interdependence and globalization.

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

The origins, nature and problems of African Politics. Problems of colonialism, neo-colonialism and apartheid. Succession to power, military rule and many others. Africa's lingering dependence on the former metropolis, and Africa in International Politics. The formation of the Organization of African Unity (OAU) to liberate Africa from colonial subjugation, and later the formation of the African Union (AU) to help fast track economic development. Efforts towards sub-regional political, and economic integration through the instrumentality of sub-regional international organizations such as the Economic Community of West African States (ECOWAS), Southern African Development Community (SADC) and the defunct East African Common Market.

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

1. trace the history of Nigeria from 100bc;
2. state how the initial settlers were traders from the middle east and parts of Africa;
3. state how the name Nigeria was derived;
4. explain the creation of the colony of Lagos, and the northern protectorate and the southern protectorate by the British; and

5. outline the series of constitutional development that led to the granting of independence in 1960.

Course Contents

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

200 Level

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

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

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

Learning Outcomes

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

1. state the basis for the classification of the world into the first world, second world, and third world;
2. discuss the advent of technological revolution and the spread of nationalism;
3. analyse the breakup of the European empires and the rise of the super powers; and
4. examine the collapse of the Soviet Union and its implications for the eastern bloc.

Course Contents

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

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

Learning Outcomes

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

1. state the role of leadership in governance;
2. identify different forms of government;
3. examine the reasons for military intervention in politics; and

4. explain the concepts of bipolarity, bipolarity and multipolarity.

Course Contents

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

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

Learning Outcomes

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

1. examine the influence of ancient political thought on power, justice and human rights;
2. discuss the influence of ancient political thought on law and governance;
3. discuss the dominance of ancient Greek and roman political thought in the fifth century BC up to the end of the Roman Empire; and
4. specifically explain the contributions of the Plato Machiavelli, Socrates and Aristotle to ancient political thought.

Course Contents

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

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

Learning Outcomes

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

1. explain the extent to which relatively modern political thought relates to sovereignty and democracy;
2. explain the extent to which modern political thought relates to politics and religion;
3. explain the extent to which modern political thought relates to terrorism and political identity; and
4. explain the contributions of Hobbes, Locke, Kant, Marx, Nkrumah, Azikiwe to modern

political thought.

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

1. explain how the collapse of imperial rule in Asia and African Countries paved way for the emergence of new states;
2. identify the forms of government in the New States;

3. explain the formulation of development plans in the new states;
4. state the demand for a New International Economic Order that will be favourable to the Third World Countries; and
5. analyse the reasons why the New States go for foreign loans and Aids.

Course Contents

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

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

Learning Outcomes

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

1. explain the history of computing sciences;
2. discuss in detail the different computing programs and their characteristics;
3. evaluate different computer applications; and
4. apply search engines to source on-line resources.

Course Contents

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

300 Level

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

Learning Outcomes

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

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon. Boundaries/boarder disputes. Political disputes. Ethnic disputes and rivalries. Economic Inequalities. Social disputes. Nationalist Movements and Agitations. Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes and many others. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and many others). Elements

of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice. The Nigeria Legal

System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution –Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR such as: Dialogue, Arbitration, Negotiation, Collaboration and many others. The roles of International Organizations in Conflict Resolution such as: The United Nations, UN and its Conflict Resolution Organs; The African Union & Peace Security Council; and ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post Conflict Situations/Crisis.

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

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;

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

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies.). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, 126 Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and many others. Digital Business and E-Commerce Strategies).

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

Learning Outcomes

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

1. explain the liberal, nationalists and Marxist theories of international economic relations;
2. discuss the regulatory role of the World Trade Organization (WTO) in the conduct of trade between nations;
3. highlight the advantages of International trade;
4. analyse the role of the Bretton Woods Institutions in terms of assisting depressed

nations to achieve economic recovery;

5. identify the impact of the General Agreement on Tariffs and Trade (GATT) on fostering liberal trade; and

6. explain the hegemony of the American dollar in international economic relations.

Course Contents

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

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

Learning Outcomes

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

1. analyse political processes in the international community;
2. highlight how the signing of the Treaty of Westphalia in 1648 gave birth to the international political system;
3. explain how international organizations, international law, international trade, and global diplomacy are integral parts of the international political system; and
4. discuss how interdependence among nations and the phenomenon of globalization have become visible features of the international political system.

Course Contents

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

International Order. The emergence of the international political system traceable to the Treaty of Westphalia in 1648, accompanied by the evolution of state system, international organizations, international law, international trade and diplomacy. The growing interdependence among nations and globalization.

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

1. state clearly the sources of international law;
2. explain actual practices of state which according to Hugo Grotius constitute a major source of international law in the modern time;
3. discuss adjudication process and enforcement under international law;

4. explain the roles of the International Court of Justice as the custodian and interpreter of the rules of international law; and
5. enumerate the weaknesses of international law when compared with municipal law.

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

The end of the Cold War and its effects on the international system. The collapse of communism and disintegration of alliance systems. The democratic fever in the Third World

and Eastern Europe. The UN and the challenges of peace-keeping and peace-making'. Options and tendencies in the emerging world. Africa and the problems of marginality.

Reproachment between the former western bloc and the Eastern bloc, UN reviewed interest in peacekeeping across the world. Disarmament talk.

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

1. analyse the theory of federalism;
2. discuss the functionalist and neo-functionalist theories;
3. explain the internationalist theory;
4. define the theory of intergovernmentalism;
5. enumerate the organisational approach;
6. analyse the conflict approach; and
7. explain the five-driver approach.

Course Contents

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

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

Learning Outcomes

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

1. enumerate innovative ideas that borders on societal problems;
2. apply social science knowledge to research on public and private sectors;
3. design techniques for proposal writing;
4. appreciate social and human welfare services, and

5. analyse models for establishing family and community development.

Course Contents

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

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

Learning Outcomes

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

1. explain the concept and scope of research methods;
2. analyse in detail procedures for conducting a research;
3. discuss the principles guiding research; and
4. identify and discuss types of research – experimental non-experimental and quasi-experimental research.

Course Contents

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

400 Level

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

Basic principles underlying Nigeria’s foreign policy. Nigeria’s role in Africa, her relations with the Great Powers, and her role in the UN. And the Commonwealth, ECOWAS and many others. Major factors, internal and external, shaping the foreign policy of Nigeria. The role of political

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

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

Learning Outcomes

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

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

Course Contents

The nature of human rights. An evaluation of contemporary experience and institutions in protecting and reinforcing such rights both nationally and internationally. The roles of Amnesty International, Human Rights Watch Federation of Women Lawyers in championing human rights all over the world. A survey of human rights under civilian regimes and military regimes across the world.

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

Learning Outcomes

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

1. define the concept of containment and massive retaliation;
2. discuss the concept of flexible and gradual response;
3. explain the concept of deterrence and graduated retaliation;
4. analyse the concept of balance of power and arms race; and
5. evaluate the notion of super powers.

Course Contents

The contemporary strategic concepts such as Brinkmanship, Containment, Massive Retaliation, Flexible and Gradual Response, Deterrence, Saturation and many others. The evolution of strategic and military policy since 1945 with special reference to the U.S., the Soviet Union, Western Europe and China. The developments in weapons technology since the Second World War and their impact on the U.S.A., U.S.S.R, and Western Europe. Perestroika, Glasnost. Strategic thinking in the post-Cold War period in addition to a consideration of the Arms race and the balance of power.

IRS 405: Foreign Policies of the Powers (2 Units C: LH 30)

Learning Outcomes

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

1. explain America's insistence on non-nuclear proliferation;
2. highlight America's containment measure to stop the spread of socialism;
3. enumerate the Rapprochement between the US and Russia at the end of the Cold War;
4. discuss the foreign policy of France; and
5. analyse the foreign policy of Communist China.

Course Contents

Theories of international relations. Foreign policies of different power blocks, foreign policies during the cold war, foreign policies in the post-war period. Foreign policies of key countries such as USA, Britain, Japan since the end of the cold war. Foreign policies of Nigeria, Ghana, South Africa and other African countries. American containment measure America's insistence on non-nuclear proliferation.

IRS 406 : International Institutions (2 Units C: LH 30)

Learning Outcomes

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

1. trace the origins and development of international organizations;
2. explain that the Concert of Europe, and the Universal Postal Union were stepping stones for the establishment of full-fledged international organizations;
3. discuss the establishment of the League of Nations and its failure to prevent World War II;
4. identify the three main schools of thought on the essence of international institutions;

5. analyse the establishment of the UN as an embryonic World order;
6. state the classification of International Organization; and
7. identify the advantages and disadvantages of membership of International institutions.

Course Contents

The origins of international institutions. Writings on international institutions. Failure of the League of Nations. The various peace conferences before the establishment of the United Nations. The origins of the U.N. Charter. The various organs and its agencies. The changing emphasis of its role in the 60s to the present time. Regional Institutions. OAU, ECOWAS and many others. Classification of international institutions. The concert of Europe, The Hague Conferences: Schools of Thought on the essence of International institutions.

SSC 401: Research Project (6 Units C: PH 270)

Learning Outcomes

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

1. collect data for research;
2. acquire the techniques involved in sampling data;
3. carry out independent research;
4. write a good literature review and discover gaps in literature;
5. carry out data presentation and Data Analysis; and
6. write the project and submit to supervisor.

Course Contents

An investigation and report on a topic in International Relations selected with the approval of Head of the Department and supervised by an appointed member of staff. The student should demonstrate the ability to choose a topic, producing table of contents and organization in chapters.

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

Learning Outcomes

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

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

Course Contents

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

B.Sc. Political Science

Overview

Political science basically deals with the scientific study of politics. Organised into five broad areas of specialisations, namely Political Theory, Comparative Politics, Political Economy, Public Administration and International Relations, it is essentially concerned with the study of state and non-states institutions and the interconnections between them. As an interdisciplinary field of study, political science shares a lot with other programmes in the social sciences, humanities and the natural sciences, including concepts, theories, and methodological orientations. The course, therefore, seeks to produce graduates that are adequately equipped in the knowledge, understanding and application of notable concepts, theories, methodologies and analytical tools in political science to solve core societal problems, notably political stability, economic development and governance issues.

Graduates of Political Science are well-equipped for job opportunities in the Public Service at all levels (Federal, State and Local Governments), Foreign Service (Diplomats/Ambassadors), International Organisations (United Nations, African Union, ECOWAS and many others), Educational Institutions, Security Agencies, Industries, Civil Society Organisations (CSOs)/Non-Governmental Organisations (NGOs), and Self-employment.

Philosophy

Political science is primarily concerned with the scientific study of the state and its institutions. It also covers non-state actors and their relationships with formal institutions of

the state. The philosophy and mission of the B.Sc. (Political Science) programme is to produce graduates with a critical mind, fully equipped with requisite theoretical, methodological and analytical ability and skills to analyse, comprehend, predict and appreciate the factors that shape and mould power relationships in an ever-changing sociopolitical environment in a globalizing world.

Objectives

The objectives of a degree in Political Science are to:

1. provide students with adequate training in the concepts, theories, methodologies and analytical skills in political science;
2. expose students to foundational knowledge in the various areas of specialisation in political science: political theory, comparative politics, political economy, public administration and international relations;
3. equip students with requisite skills for the application of concepts, theories and methods in political science to solving core societal problems;
4. train the students to understand the workings of formal and informal institutions of government and the relationships between them;
5. stimulate the students intellectually through the programme, in such a way that they appreciate political and social problems, as well as be able to generate ideas for solving them;
6. provide a solid foundation of knowledge about the workings of the state and society, their institutions and the relationships between state and society, including the skills for the constructive use of such knowledge;
7. develop in students, the ability to apply the knowledge to the resolution of societal problems and conflicts;
8. develop in students, such skills and competences that would allow them to be self-reliant and entrepreneurial;
9. provide the students with the skill-base from which they can proceed to higher studies in political science;
10. produce students who can carry out fieldwork, collect data and analyse these in a coherent manner, as well as engage in comparative analysis of one political system with others;
11. imbue in the students a deep appreciation of the political dynamics of society and the

impact of this on wider socio-economic development and societal well-being; and

12. produce students who can deploy skill and competences acquired in the discipline to establish consultancy outfits to serve government agencies and NGOs.

Employability Skills

A graduate of political science has the following employability skills, notably:

1. adequate skills and abilities for political analysis;
2. sufficient knowledge for various types of political science research;
3. deep knowledge of the workings of the public/civil service;
4. adequate knowledge and skills for election administration;
5. sufficient knowledge of foreign policy/affairs and consular services;
6. engage in consultancy services for international organizations such as the UN, AU, ECOWAS, EU and many others;
7. establishments and management of NGOs;
8. develop private sector's administrative and managerial skills; and
9. analytical skills to work in the country's security services; among others.

21st Century Skills

Graduates of political science should possess certain important skills that will enable them to function and compete well in the 21st century. These include:

1. appreciation and application of various analytical methods/tools in political science to real life situations;
2. appreciation and application of relevant statistical and computational tools and skills to political analysis;
3. critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information;
4. creativity, artistry, curiosity, imagination, innovation, personal expression;
5. perseverance, self-direction, planning, self-discipline, adaptability, initiative;
6. oral and written communication, public speaking and presenting, listening;

7. leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces;
8. information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming;
9. civic, ethical, and social-justice literacy;
10. economic and financial literacy, entrepreneurialism;
11. global awareness, multicultural literacy, humanitarianism; and
12. scientific literacy and reasoning, the scientific method.

Unique features of the programme

The unique features of the programme are outlined below:

1. equipping students with knowledge and understanding of the workings of the modern state and society;
2. building knowledge about major national questions such as ethnicity, religion, power sharing and rotational presidency, resource control and many others;

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3. educating students on approaches for nation-building/national integration;
4. promoting skills for innovative, novel and applied (problem-solving) research;
5. developing knowledge and skills for stable intergroup relations; and
6. exposing students to key issues in international relations;

Admission and Graduation Requirements

Admission requirements

For a four-year course:

In addition to UTME the candidate should possess a Senior Secondary Certificate at least five credit passes obtained in not more than two sittings of which three must be

Government or History plus English Language and Mathematics.

For the three-year programme: candidates should possess five credit passes in the Senior Secondary Certificate, three of which shall include Government or History, English Language and Mathematics. In addition, candidates must possess credit passes in three relevant

subjects at the advanced level in the General Certificate of Education or its equivalent.

Graduation requirements

To obtain B.Sc. in Political Science, the candidate must satisfy all the requirements spelt out in the CCMAS for Social Science discipline.

Global Course Structure

100 Level

Course code	Course Title	Units	Status	LH	PH
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GST 111	Communication in English	2	C	15	45
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GST 112	Nigerian Peoples and Culture	2	C	30	
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POL 101	Introduction to Political Science	2	C	30	
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POL 103	Organisation of Government	2	C	30	
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POL 105	Nigerian Constitutional Development	2	C	30	
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POL 102	Introduction to African Politics	2	C	30	
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POL 104	Nigerian Legal Systems	2	C	30	
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Total 14

200 Level

Course code	Course title	Units	Status	LH	PH
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GST 212	Philosophy, Logic and Human Existence	2	C	30	
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ENT 211	Entrepreneurship and Innovation	2	C	30	
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SSC 202	Introduction to Computer and its Application	3	C	45	
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POL 201	Nigerian Government and Politics	2	C	30	
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POL 203	Political Ideas	2	C	30	
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POL 205	Introduction to International Relations	2	C	30	
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POL 202	Introduction to Political Analysis	2	C	30	
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POL 204	Foundations of Political Economy	2	C	30	
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POL 206	Introduction to Public Administration	2	C	30	
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Total 19

300 Level

Course code	Course title	Units	Status	LH	PH
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GST 312	Peace and Conflict Resolution	2	C	30	
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ENT 312	Venture Creation	2	C	15	45
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SSC 301	Innovation in the Social Sciences	2	C	30	
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SSC 302	Research Method I	2	C	30	
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POL 301	History of Political thought	2	C	30	
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POL 303	Contemporary Political Analysis	2	C	30	
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POL 305	Public Policy analysis	2	C	30	
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POL 307	Statistics for Political Science	2	C	30	
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POL 309	Theories of International Relations	2	C	30	
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POL 312	Theory and Practice of Marxism	2	C	30	
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POL 302	Logic and Methods of Political Science Research	2	C	30	
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POL 304	Political Behaviour	2	C	30	
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POL 306	Comparative Federalism	2	C	30	
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POL 308	Politics of development and Underdevelopment	2	C	30	
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POL 310	Democratisation Studies	2	C	30	
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Total 30

400 Level

Course code	Course title	Units	Status	LH	PH
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SSC 401	Research Method II	2	C	30	
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POL 401	Civil-Military Relations	2	C	30	
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POL 403	Contemporary Defence and Strategic Studies	2	C	30	
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POL 405	Nigerian Foreign Policy	2	C	30	
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POL 407	Research Project	4	C	180	
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POL 408	Political Sociology	2	C	30	
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POL 402	State and Economy	2	C	30	
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POL 404 Nigerian Local Government System 2 C 30

POL 406 International Law and Organization 2 C 30

POL 410 Political Parties and Pressure Groups 2 C 30

Total 22

Course Contents and Learning Outcomes

100 Level

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

Learning Outcomes

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

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

Course Contents

Sound patterns in the English language (vowels and consonants, phonetics and phonology).

English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex).

Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism,

Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and

Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities:

(Pre-writing, Writing, Post-writing, Editing and Proofreading; Brainstorming, Outlining,

Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report Writing,

Note Making and many others. Mechanics of Writing). Comprehension Strategies: (Reading and Types of Reading, Comprehension Skills, SQ3R). Information and Communication Technology in Modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

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

Learning Outcomes

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

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

Course Contents

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

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

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

Learning Outcomes

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

1. discuss key conception political science such as politics, power, authority, influence, state, nation and many others);
2. appreciate the nature, form and character of politics;
3. identify the contributions of the founding/leading scholars of political science;
4. differentiate between political science as a field of study and politics as an art or practise;
5. explain the relationship among the various concepts in political science and many others; and
6. define the relationship between political science and other fields of study (other social sciences, humanities and the natural sciences).

Course Contents

The nature of politics and how it is played. It emphasizes the issues of political discourse and practice. It also introduces students to the language and basic concepts of Politics.

The student is later introduced to the methods of Political Science. Key themes here include approaches to the study of politics. The 'science' or 'art' of the discipline. Nation, state and society. Power, authority and influence, constitution and constitutionalism, political culture and political socialisation and many others.

POL 102: Introduction to African Politics (2 Units C: LH 30)

Learning Outcomes

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

1. examine systems of political organisation before the advent of colonialism in Africa;
2. discuss contending arguments for the colonial invasion of Africa;
3. explain the manifestation, form and character of colonialism in Africa;
4. appreciate the impact/consequences of colonialism on state, economy and society in Africa;
5. evaluate nationalist agitations and liberation movement in Africa;
6. explain the nature and forms of African states after independence; and
7. discuss some major theories to the study of African politics.

Course Contents

The nature of African society before colonialism. Establishment of colonial rule in Africa. As well as different systems of colonial administration and economic policies. The problem of neo-colonialism and dependency. Contemporary problems in Africa-Political crises, poverty, illicit financial flows, structural adjustment and debt crisis in Africa.

POL 103: Organization of Government (2 Units C: LH 30)

Learning Outcomes

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

1. discuss the nature and functions of the three organs of government;
2. explain the reasons for the adoption of the different administrative systems;
3. explain the nature of the administrative systems and the differences between them;
4. state the differences between the Presidential and Parliamentary forms of government;
5. identify the guiding principles of political systems such as separation of powers and rule of law; and
6. explain the need for instruments of political interactions including political parties, pressure groups, interest groups and public opinion.

Course Contents

The various ways of organizing governments into Legislature, Executive and Judiciary. The

theory of the separation of powers. Forms of political Administrative systems, i.e. Unitarism, Federalism, Confederalism. Forms of government like Presidentialism and Parliamentarianism. Instrumentalities of political interaction like political parties, pressure groups, interest groups and many others.

POL 104: Nigerian Legal System (2 Units C: LH 30)

Learning Outcomes

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

1. examine the nature of legal administration in Nigeria;
2. discuss the need for judicial processes;
3. state and explain the sources of Nigerian laws;
4. identify the powers and hierarchical arrangements of courts in Nigeria; and
5. explain differences in the administration of justice between autocratic and democratic governments.

Course Contents

The nature of legal administration and judicial processes in Nigeria. The sources of the Nigerian laws comprising English Law, English Received Laws, Customary Laws, Judicial Precedents and many others. The hierarchy and powers of the courts; Administration of Justice (military and democracy).

POL 105: Nigerian Constitutional Development (2 Units: LH 30)

Learning Outcomes

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

1. explain the reasons for and processes of creating the Nigerian state in 1914;
2. discuss the reasons for enacting the 1922, 1946, 1951, 1954, 1960, 1979 and 1999 constitutions; and
3. identify the features, strengths and weaknesses of the constitutions.

Course Contents

Process of Nigerian Constitutional Development in a chronological and sequential order.

Colonization. The Clifford Constitution. The Richards constitution. The McPherson Constitution. The Lyttleton Constitution. The Independence, the Republican Constitutions. The 1979 Constitution and the 1999 Constitution.

200 Level

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

Learning Outcomes

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

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

Course Contents

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

Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character moulding and many others.

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

1. explain the history of computing sciences;
2. discuss in detail the different computing programs and their characteristics;
3. evaluate different computer applications; and
4. apply search engines to source on-line resources.

Course Contents

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

POL 201: Nigerian Government and Politics (2 Units C: LH30)

Learning Outcomes

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

1. discuss the need for the adoption of federalism in Nigeria;
2. differentiate juridical division of powers between the tiers of government;
3. discuss the fiscal relations between the levels of government; and
4. explain the impact/consequences of the politicization of critical issues such as census, ethnicity and elections on nation building, national unity and development in Nigeria.

Course Contents

Theoretical perspectives, the Federal arrangement and Division of Powers, Critical Issues in Nigerian Politics i.e. Census, Elections, Education, Representation and Representativeness, Power sharing, Ethnic Relations and many others.

POL 202: Introduction to Political Analysis (2 Units C: LH 30)

Learning Outcomes

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

1. identify the theories/approaches to the study/analysis of politics;

2. explain reasons for contending orientations in political analysis;
3. analyse the efficacy of the comparative method in political analysis;
4. evaluate the impact of regime types on political efficiency;
5. discuss the levels of political participation; and
6. explain the factors and types of political culture.

Course Contents

The basic theoretical approaches in the study/analysis of politics, contending orientations in political analysis, the place of paradigms and theories, the comparative method, political representation institutions of different regimes. The relationship between regime types and political efficiency, citizen's participation and political culture.

POL 203: Political Ideas (2 Units C: LH 30)

Learning Outcomes

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

1. discuss the origins and main premises of major political ideas;
2. appreciate the contributions of the founding/leading scholars to these ideas; and
3. explain the impact of these ideas on the forms, systems, processes and structures of government.

Course Contents

Introduction to major political ideas in their historical context; emphasis should be placed on concepts like Monarchism, Liberalism, Democracy, Socialism, Fascism, Anarchism and many others.

POL 204: Foundations of Political Economy (2 Units C: LH 30)

Learning Outcomes

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

1. discuss the nexus between economics and politics;
2. explain the determinants of class formations; and

3. define class relations;
4. discuss the premises of contending theories on production, distribution and exchange;
and
5. explain the impact of such theories on the state, economy and society.

Course Contents

Relationship between politics and economics. Economics as determinants of politics. Class analysis and political power relations. Production and politics with emphasis on the material basis of political action and many others.

POL 205: Introduction to International Relations (2 Units C: LH 30)

Learning Outcomes

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

1. appreciate the need for interactions between states and other actors in the international system;
2. explain the importance of national interest as major determinants of global interactions and politics;
3. establish the linkage between domestic and foreign policies;
4. highlight the theories explaining various forms of interactions in the international system;
5. explain reasons for and types of coalitions and alliances in the international system;
6. appreciate the quest by states to maintain equilibrium in global power politics; and
7. evaluate the reasons for different classifications of states such as developed, developing, less developed and Third World countries.

Course Contents

The organization of the International Society. Theories of International Relations. Linkage politics, theories of Coalitions and Alliances, Balance of power Theory, Impact of the emergence of the Third World, foreign policy analysis, national interest and many others.

POL 206: Introduction to Public Administration (2 Units C: LH 30)

Learning Outcomes

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

1. discuss the need for public administration;
2. explain the models/theories of administration;
3. identify and explain the roles of administrators;
4. appreciate elements of administrative law and administrative principles including decentralisation and delegation; and
5. discuss the forms and functions of local government.

Course Contents

The rationale of public administration, the Ecology of Public Administration. The Politics of Administration. The Administrative Actor, Delegation of power, Administrative Audit and Control Elements of Administrative Law. Theory, Principles and forms of local government, decentralization, delegation, decentralisation principles. Local government mechanisms for community mobilization and development at the grassroots.

300 Level

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

Learning Outcomes

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

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organizations, the media, and traditional institutions in peace building.

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts. Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict

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

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

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

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

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental

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

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

Learning Outcomes

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

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

Course Contents

Identifying Innovative ideas in dealing with Societal Problems and Environmental Issues.

Establishing and mobilising resources for establishing enterprises through which social

science knowledge can be applied to social research for public and private sectors; social and human welfare services such as care for children and the elderly, training consulting services; Proposal writing techniques for grants, Managing grants. Models for establishing Family Social Health Centres, Community Gender Balancing Units, and Community Development Management Units. Social Sciences and innovation in technology and Patenting new ideas.

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

Learning Outcomes

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

1. explain the concept and scope of research methods;
2. discuss in detail procedures for conducting a research;
3. discuss the principles guiding research; and
4. discuss types of research – experimental non-experimental and quasi-experimental research.

Course Contents

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

POL 301: History of Political Thought (2 Units C: LH 30)

Learning Outcomes

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

1. discuss the contributions of leading scholars to the study of politics; and
2. apply the impact of their thoughts on structures, systems and forms of government, society and state.

Course Contents

Examination of selected classical and modern political thinkers such as Plato, Aristotle,

Machiavelli. Locke, Marx, Fanon, Senghor, Nkrumah and many others. Special emphasis on the development and impacts of their ideas.

POL 302: Logic and Methods of Political Science Research (2 Units C: LH 30)

Learning Outcomes

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

1. explain the rationale behind the scientific study of politics;
2. discuss the methods of conducting scientific research in Political Science; and
3. apply appropriate methods and techniques in various areas of political research.

Course Contents

Political Science and the Scientific Method. Introduction to Research Methods in Political Science. The Logic of Political Inquiry and the Language of Variables. Introduction to Problem Formulation. Basic methods of conducting scientific research, framing research questions and objectives, hypothesis formulation, design of research instruments, data collection, data analysis.

POL 303: Contemporary Political Analysis (2 Units C: LH 30)

Learning Outcomes

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

1. identify the nature of political analysis;
2. discuss the relevance of competing paradigms in political analysis;
3. use the theories/models of political analysis; and
4. apply relevant paradigms/theories/models to analysis of political phenomena.

Course Contents

Contending paradigms in contemporary political analysis, their philosophical and ideological roots, as well as evaluation: elite approach, group theory, functional systems and communications theory, basic concepts and elements of game theory and political gaming, structural analysis, theories of political development; the new political economy.

POL 304: Political Behaviour (2 Units C: LH 30)

Learning Outcomes

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

1. discuss the importance of political behaviour to the scientific study of politics;
2. enumerate the principles of behaviourism;
3. identify and explain the determinants of political behaviour;
4. discuss the analytical patterns of political socialisation;
5. assess the levels of political participation and reasons for apathy; and
6. explain differences in political culture and behaviour across systems.

Course Contents

The study and measurements of various determinants of political behaviour. Political socialization, political culture, political participation and apathy. Electoral behaviour, public opinion, and political communication will also be discussed.

POL 305: Public Policy Analysis (2 Units C: LH 30)

Learning Outcomes

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

1. evaluate the nature of public policy;
2. discuss the need for planning for policy efficiency;
3. identify and explain the actors and processes involved in policy circle;
4. use the methods/techniques essential for policy analysis; and
5. apply scientific methods/techniques to analyse public policy.

Course Contents

Concepts and strategies of planning, programming and budgeting systems (PPBS). Basic techniques of network construction and analysis examined descriptively and from the perspective of administrative systems. Cost-effectiveness analysis and critique.

POL 306: Comparative Federalism (2 Units C: LH 30)

Learning Outcomes

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

1. discuss the nature of federalism;
2. explain the reasons why some states adopt the federal structure of government;
3. identify and explain some of the challenges of federal systems; and
4. discuss the differences in the practice of federalism across the world.

Course Contents

The genesis of the political dynamics of Comparative Federal Systems, with particular reference to such countries as U.S.A. U.S.S.R., Canada, West Germany, India and Nigeria.

POL 307: Introduction to Statistics for Political Science (2 Units C: LH 30)

Learning Outcomes

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

1. discuss the importance of statistics to the study of political science;
2. identify the application areas of statistics in political science; and
3. demonstrate the practical application of statistics to the analysis of political phenomena.

Course Contents

The procedures of statistical summarization of political information with specific emphasis on frequency distribution, tables, graphs. Measure of central tendency: mean, basic inferential statistics.

POL 308: Politics of Development and Under-Development (2 Units C: LH 30)

Learning Outcomes

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

1. explain the rationale for classifications of states into developed and developing/underdeveloped countries;
2. discuss contending theories on development and underdevelopment;
3. explain the impact of colonialism and neo-colonialism on Africa, Latin America and Asia; and
4. identify noted differences in development between Africa, Asia and Latin American countries.

Course Contents

A systematic and theoretical study of the political and socio-economic context of the problems of development and under-development. Dependency and international and internal economic structure. Analysis of profound change. Agents of change and constraints and problems contingent on rapid socio-economic change, with specific reference to postcolonial African states but also in comparison with Latin American and Asian countries, among others.

POL 309: Theories of International Relations (2 Units C: LH 30)

Learning Outcomes

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

1. identify and explain basic concepts in International Relations;
2. discuss contending theories of International Relations; and
3. apply these theories to issues in international politics.

Course Contents

An examination of the basic concepts and theories in the study of International Relations, Topics to be covered will include Power, Conflict and Accommodation, Systems Theories, Linkage Politics, the Theories of Coalitions and Alliances, Models, Games and Simulation.

POL 310: Democratisation Studies (2 Units C: LH 30)

Learning Outcomes

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

1. discuss Conceptual and Theoretical issues in democratisation studies;
2. examine the conditions for democratic consolidation;
3. discuss historicise democratisation and elections in Nigeria;
4. explain the various models of electoral administration;
5. identify the major actors and processes in the democratisation process;
6. discuss the nature and dynamics of Nigeria's elections;
7. explain the relevance of elections to political development in Nigeria;

8. identify and explain the challenges of electoral administration in Nigeria;
9. discuss electoral reforms in Nigeria;
10. discuss the place of election in the democratisation process; and
11. establish the links among elections, democratisation and democratic consolidation.

Course Contents

The history of democratisation, underscoring the conditions for successful democratisation and the factors militating against democratisation in Nigeria. Assesses the place of elections and other core institutions in democratisation, including the roles of electoral umpires, their powers, resources and limitations. Identify factors that lie beyond the limits of electoral bodies that tend to constrain their independence and efficient handlings of elections: politicians and elections. The government and election. The judiciary and elections. Election and the power of incumbency: historical perspectives to electoral administration in Nigeria,

POL 311: Theory and Practice of Marxism (2 Units C: LH 30)

Learning Outcomes

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

1. utilise the principles of Marxism such as dialectical materialism, historical materialism, class struggle and many others.
2. analyse the impact of Marxism on revolutions in USSR, China, Cuba and many others; and
3. discuss the premises for neo-Marxism.

Course Contents

The examination of dialectical materialism, class analysis, means and sources of production in society. An overview of revolutionary changes brought about by utilising the Marxist-Leninist ideology, using the examples of USSR, China, Cuba, Vietnam and many others.

400 Level

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

Learning Outcomes

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

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

Course Contents

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

POL 401 : Civil- Military Relations (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students are expected to be able to:

1. analyse the nature and functions of the military organisation;
2. explain the interconnectedness between civil and military types;
3. discuss the impact of social structures, ethnic and class conflicts on the military organisation;
4. discuss the challenges of civilian control of the military organisation;
5. critique theories explaining military intervention in politics; and
6. identify and explain major themes in civil-military relations.

Course Contents

Interdependence of civil and military types. The military in the foundation of states. Impact of social structures and ethnic or class conflicts upon military organizational procedures and behaviours. The problem of civilian control of the military. The role of armies in revolution. The phenomenon and definition of the “military-industrial-complex”, ubiquity of military extractive tendency. Explaining the stability or instability of civil-military relations in a comparative setting.

POL 402: State and Economy (2 Units C: LH 30)

Learning Outcomes

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

1. explain the nature of the Nigerian economy;
2. discuss the relationships between government and private enterprises;
3. critique the role of foreign aid and technology in developing Nigeria's economy;
4. identify and discuss challenges of development planning in Nigeria; and
5. discuss the roles of indigenisation and self-reliance as solutions to Nigeria's dependency in the international economic system.

Course Contents

The role of government in the management of the modern economy with special reference to Nigerian and other African countries: The relationships between government and private enterprise and examines some political issues as the role of foreign capital in the domestic economy, the questions of foreign aid, technology and expertise. The problem of development planning and administration of planning as well as the issue of balanced regional planning. The questions of indigenisation of the economy and self-reliance. The problem of dependency on the international economic system.

POL 403: Contemporary Defence and Strategic Studies (2 Units C: LH 30)

Learning Outcomes

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

1. explain the nature of defence and strategic studies;
2. familiarise themselves with actors and processes of strategic decision making;
3. identify the strategic paradigms in defence and security studies;
4. summarise the relevance of strategic decision making and analysis in national defence and security;
5. identify and discuss challenges of strategic affairs; and
6. apply the relevant skills for strategic decision making.

Course Contents

Strategic policy formulation and implementation, levels of strategic analysis, strategic

paradigms, war and peace, theories of victory, war peace keeping and humanitarian ethics in international politics, refugee studies, arms race and arms control, deterrence, containment and many others.

POL 404: Nigerian Local Government System (2 Units C: LH 30)

Learning Outcomes

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

1. discuss the key concepts in the study of local government;
2. explain the relationships between local administration and local government;
3. assess the operations of local governments in Nigeria before 1976;
4. discuss the provisions of the 1976 local government reforms;
5. highlight the challenges of local government's funding and management of resources;
6. explain the major ways of controlling local government in Nigeria; and
7. identify and explain major limitations in local government administration in Nigeria.

Course Contents

Background to local governments in Nigeria, traditional institutions and local governments, 1976 local government reforms and after, local administration and local government reforms, funding and managements of resources in the local governments.

POL 405: Nigerian Foreign Policy (2 Units C: LH 30)

Learning Outcomes

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

1. discuss the dynamics of Nigeria's national interests since independence;
2. explain the actors and processes involved in Nigeria's foreign policy formulation;
3. identify the different dimensions of Nigeria's relationships with other members of the international community;
4. discuss challenges and prospects of Nigeria's external relations;
5. find out the place of international organisations, both governmental and nongovernmental, in Nigeria's foreign policy; and

6. interrogate Nigeria's foreign policy.

Course Contents

A study of dominant trends in Nigerian foreign policy since independence, showing both the domestic setting, the international environment. The impact of the civil war, Nigeria's relative economic status and commitments as a regional power in Africa. Problems of relations with immediate neighbours are also examined. Topics include: The internal setting of Nigeria's foreign policy – pressure groups. Domestic schisms. Consensus building process and many others. Nigeria's neighbours and the wider African setting. And international environmental policy processes and issues during civilian and military regimes. The effects of the civil war on Nigeria's foreign policy. The changing pattern of Nigeria's non-aligned policy. Nigeria's foreign policy. Issues and problem of foreign policy making since 1976 and Nigeria's pan-African role.

POL 406: International Law and Organization (2 Units C: LH 30)

Learning Outcomes

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

1. discuss the nature and objectives of international law;
2. explain the development of international law;
3. apply the principles of international law;
4. identify the procedure involved in international adjudication and dispute settlement;
5. explain limitations of international law in international politics.
6. discuss the institutions and processes of various international organisations; and
7. discuss the prospects and limitations of international organisations as important actors in the international system.

Course Contents

Dynamics of international system and the regulatory mechanisms of legal norms and principles. The meaning of international law, objectives of international law. self-Defence. Diplomatic immunity. Use of force in international relations, self-determination. International

law and international relations.

POL 407: Research Project (4 Units C: PH 180)

Learning Outcomes

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

1. develop research proposals that seek to resolve scientific research questions or problems;
2. apply methods learnt to evaluate the project as well as interpret and critique data to resolve the identified research question; and
3. write report.

Course Contents

Developing student's skill in analysis and writing reports based on an empirical or library search of a special subject matter or topic in the area of interest. Student would present a research-based report at the end of the session.

POL 408: Political Sociology (2 Units C: LH 30)

Learning Outcomes

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

1. examine the nexus between politics and the social order;
2. discuss identity politics and social order; and
3. analyse the place of various analytical categories such as gender, ethnicity, religion, ideology and many others and how these categories shape and reshape political behaviours.

Course Contents

Social theories about the relationship between political and social order. Race, gender, ethnicity, religion, national liberation and ideology.

POL 410: Political Parties and Pressure Groups (2 Units C: LH 30)

Learning Outcomes

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

1. discuss the nature and types of political parties and pressure groups;
2. identify the functions of political parties and pressure groups;
3. define the challenges of political parties and pressure groups;
4. investigate the relevance of political parties and pressure groups in political development;
5. examine similarities and differences in the structure, activities and effectiveness of political parties and pressure groups across various political systems; and
6. participate in party politics and civil mobilisation.

Course Contents

The concept of political parties and pressure groups. Types and character of political parties. Relationship between political parties and forms of government. Relationship between pressure groups and political parties. Illustrations from plural societies such as the USA and Nigeria. The role of pressure group in social and economic affairs.