

**GODFREY OKOYE UNIVERSITY
ENUGU, ENUGU STATE, NIGERIA**

www.gouni.edu.ng



B.A HISTORY AND INTERNATIONAL STUDIES

**The Core Curriculum Minimum Academic
Standards (CCMAS)**

September, 2023.

Overview

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

Philosophy

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

Objectives

The objectives of the History programme are to:

1. educate students on historical movements of national and global significance in order to promote world peace;
2. make students comprehend the historical forces and developments which have shaped and are still shaping the lives of the peoples of Nigeria, Africa and the world;
3. advocate for the crucial role of historical thinking in public life, and;
4. provide students with advantages usually associated with historical training: critical and analytical faculty and balanced judgment needed mainly in administrative and managerial responsibilities.

Unique Features of the programme

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

Employability Skills

Based on the type of training received, a graduate of the programme would possess the following employability skills: Communication and Collaboration; Analysis/Solution Mindset; Numeracy and Digital Fluency; Resilience and Adaptability; Entrepreneurial Mindset; Social/Diversity Awareness and Self-Awareness and Empathy. With these they

can find employment in a plethora of sectors and industries; such as Education (primary, secondary and tertiary levels), general consulting services, heritage studies, events and programme management (anniversary services), consultants to movie and documentary producers, security services, DNA Services, and publishing and editing,

21st Century Skills

The 21st Century skills emphasized include:

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

Admission and Graduation Requirements

Admissions Requirements

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

Direct Entry

For Direct Entry students, Five SSC (or its equivalent) credit passes two of which must be in Advanced Level, Ordinary Diploma with upper credit, or NCE obtained with merit level pass.

Graduation Requirements

A student must register, take and pass a minimum of 120 credit units courses made up of core, compulsory and elective courses to graduate with a BA. Hons Degree. The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme. The CGPA shall be used in the determination of the class of degree.

COURSE STRUCTURE

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 112	Nigerian People and Culture	2	C	30	-
HIS 101	Introduction to History	3	C	45	-
HIS 103	History of Human Evolution	2	C	30	-

HIS 105	Major World Civilizations	2	C	30	-
GST 112	Nigerian Peoples and Culture	2	C	30	-
HIS 102	History of West Africa from 1000 A.D. 1500	3	C	45	-
HIS 104	Introduction to Economic History	2	C	30	-
HIS 106	Archaeology of Nigeria	2	C	30	-
HIS 108	Africans in the Diaspora from Antiquity	2	C	30	-
GOU-HIS 109	Histopreneurship	2	Compulsory	15	45
GOU-HIS 111	History of Igbo Apprenticeship System	2	Compulsory	30	0
GOU-HIS 131	Introduction to International Studies	2	Compulsory	30	0
GOU-HIS 132	Theories of International Relations	2	Compulsory	30	0
	TOTAL	30			

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	
FAC 201	Digital Humanities: Application of Computer to the Arts	2	C	30	
HIS 201	Nigeria from 1000 – 1900	3	C	45	
HIS 203	Global History of Slavery and the Slave Trade	3	C	30	
GST 222	Peace and Conflict Resolution	2	C	30	-

FAC 202	The Arts and Other Disciplines	2	C	30	
HIS 202	Economic History of Nigeria in the 19 th Century	3	C	45	-
HIS 204	History of Islam and Christianity in West Africa from 1500 to 1900	3	C	45	-
GOU-HIS 211	Issues in Strategic Studies	2	Compulsory	30	0
GOU-HIS 212	History of Christianity in Igboland	2	Compulsory	30	0
GOU-HIS 231	History of Europe I: 1300 – 1648	2	Compulsory	30	0
GOU-HIS 232	History of Europe II: 1918 - Present	2	Compulsory	30	0
GOU-HIS 233	African and European Imperialism	2	Compulsory	30	0
	TOTAL	32			

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
FAC 301	Research Methodology in the Arts	2	C	30	-
FAC 302	Theories in the Arts	2	C	30	-
HIS 301	Nigeria from 1900 – 1970	3	C	45	-
HIS 303	The Practice of History/Internship	3	C	45	-
HIS 302	History Research Methods, Script Writing and Digital History Workshop (Entrepreneurship Specific Course)	4	C	60	-

HIS 304	Women in History up to the 21 st Century	2	C	30	-
HIS 306	History of the Industrial Revolutions from 1750 to 2010	2	C	30	-
GOU-HIS 311	Church – State Relations in Education in Eastern Nigeria, 1900 – 1975	2	Compulsory	30	0
GOU-HIS 312	The History of Coal Mining in Enugu	2	Compulsory	30	0
GOU-HIS 332	East – West Relations since 1945	2	Compulsory	30	0
GOU-HIS 333	International Economic Relations	2	Compulsory	30	0
GOU-HIS 335	Third World International Relations	2	Compulsory	30	0
GOU-HIS 336	The International Political System	2	Elective	30	0
	TOTAL	34			

**400
Level**

Course Code	Course Title	Units	Status	LH	PH
HIS 401	Nigeria from 1970 to the present	3	C	45	-
HIS 403	Learning from the Past: Applied History, Critical Thinking and Decision Making	3	C	45	-
HIS 405	Special Paper (Local History)	3	C	45	-
HIS 407	Long Essay	6	C	90	-
HIS 402	Economic History of Nigeria in the 20 th Century	3	C	45	-
HIS 404	Philosophy of History	2	C	30	-
HIS 406	Nation Building in Nigeria Since 1945	2	C	30	-

GOU-HIS 431	Foreign Humanitarian Intervention in the Nigerian Civil War	2	Compulsory	15	45
GOU- HIS 432	Igboland From the Earliest Times to the Present	2	Compulsory	30	0
GOU- HIS 433	History & Evolution of Liberal Democracy	2	Elective	30	0
	TOTAL	28			

Course Contents and Learning Outcomes

100 Level

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcome

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

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

Cours Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making etc. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcome

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

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

Course Content

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of selfreliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria peoples; trade, skills acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Reorientation 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.

HIS 101: Introduction to History

(3 Units C: LH 45)

Learning Outcomes

At the end of this course, students able to:

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

Course Contents

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

HIS 102: History of West Africa From 1000 to 1500 AD

(3 Units C: LH 45)

Learning Outcomes

At the end of this course, students able to:

1. articulate the major historical developments that occasioned the empires of ghana, mali, songhai and kanem borno;
2. discuss the evolution of the forest kingdoms of the akan, aja, yoruba and benin;
3. comprehend the role of trade in the development of the major kingdoms; and,
4. interpret the role of arabs and europeans in the historical development of some West African States.

Course Contents

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

HIS 103: Introduction to Human Evolution

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students able to:

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

Course Contents

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

HIS 104: Introduction to Economic History

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students able to:

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

Course Contents

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

HIS 105: Major World Civilisations

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students able to:

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

Course Contents

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

HIS 106: Archaeology of Nigeria:

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students able to:

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

Course Contents

Defines Archaeology, its meaning, techniques, and methods. An exploration of the general principles and techniques of the discipline, the relevance of inter-disciplinary approaches to the study of history, reconnaissance, excavation, artefact study and

museums. Major archaeological sites such as Nok, Iwo-Eleru, Ife, Daima, Igbo-Ukwu, Dala will be surveyed.

HIS 108: Africans in the Diaspora Since Antiquity

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students able to:

1. articulate the concept of the “out of african movement”.
2. demonstrate the connections between pre-historic population movement of peoples of african origin and their contemporary locations.
3. discuss the various myths, misconceptions and outright falsehood regarding the peopling of parts of the world by Africans.

Course Contents

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

GOU-HIS 109: Histopreneurship (2 Units; Compulsory; LH = 15; PH = 45)

Senate-Approved Relevance

The 2015 Sustainable Development Goals (SDGs 1&2) strongly advocate for a world of no poverty and zero hunger among others. They recognize that ending poverty must go hand-in-hand with strategies that reduce inequality and spur economic growth. Godfrey Okoye University considers entrepreneurship as an effective means for poverty alleviation in Nigeria and other developing countries because it contributes to economic development. The university continues to promote the entrepreneurial side of every course for the purpose of turning students from job seekers to job creators.

Overview

This course is designed to equip students with the requisite knowledge, skills and confidence to spot gaps in the field of history. A student will be able to combine resources in the study of history such as, sources of history, historical skills, personal talent, physical resources, interdisciplinary and multidisciplinary approaches to create business and career opportunities in this course.

Students on this course will acquire knowledge skills and confidence to pursue an entrepreneurial career in history. Using available resources in the study of history, students will be able to identify and exploit opportunities for the purpose of founding new ventures in the field of history.

Objectives

The objectives of the course are to:

1. Define histopreneurship.
2. Outline the resources inherent in history for venture creation.
3. Expose the history of contemporary culture.
4. Discuss digitalization in history.
5. Explain marketing strategies in History.
6. Demonstrate the entrepreneurial component of history.

7. Identify business opportunities in history.
8. Discuss solutions to societal problems with a view to solving them.
9. Discuss job opportunities available for history graduates.

Learning outcomes:

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

1. Explain the entrepreneurial component of history.
2. Appraise the study of history in a digitalized world.
3. List and explain personal strength, hobbies and talents in relation to the study of history.
4. Describe four key resources available in history to pursue an entrepreneurial career.
5. Illustrate how resources can be combined to create business opportunities in history.
6. List at least five opportunities for venture creation in history.
7. Create a job.

Course content

History of entrepreneurship. Developing the entrepreneurial mindset in history. Historical skills. Creativity in history. Innovation in history. Digitalization in history. Contemporary culture. Online museum. History digital tools. Online archives. Online journalism. Online documentary. Personal history. Company history. Writing business proposal. Business model canvas in history. Marketing strategy. Turning ideas into successful business opportunities. Career opportunities.

Minimum academic requirement:

A laptop, multimedia/interactive board, internet, Visit to ICT/business hubs, visit to museums and archives.

GOU-HIS 111: History of Igbo Apprenticeship System (2 Units; Compulsory; LH = 30; PH = 0)

Senate Approved Relevance

The Igbo apprenticeship is a highly successful method of training young people for high-skilled jobs. This course will equip students with practical skills for self-employment. This is in synch with Godfrey Okoye University's mission of producing graduates with the skills and knowledge to pursue an entrepreneurial career.

Overview

The Igbo apprenticeship system is based on the acquisition of skilled competence and knowledge in the different areas of trade and business enterprise. The full implementation of this training system through the program curriculum will culminate in the acquisition of learning attitudes, skills, and acquisition of sound knowledge for trade and business principles, techniques, applications and implications as well as theories, of trade knowledge in the field of practice. The implementation of the full program curriculum will be by a combination of different teaching and learning techniques including problem-based learning techniques.

The Igbo apprenticeship system is designed to introduce students to the study which show an inherently interdisciplinary area which draw their attention to the techniques of business from its history to the diplomatic intra and international relations that exist within the business environment bringing them to bear on problems in individual identification and relatedness to other individuals. Students will be exposed to the methods of dialoguing and negotiating, management of conflict and conflict resolution in the business environment, as well as adaptability to changes spurred by political events and change in regime.

Objectives

The objectives of the course are to:

1. Discuss the Igbo apprenticeship system with special emphasis on the historical background and the diplomatic relations that exists in the system.
2. Present the interdisciplinary link between the past and the present.
3. Identify the basics in trade and business relations, negotiation and dialogue in the business environment.
4. Discuss the importance of the system.
5. Explain the theory and practice of doing business.
6. Discuss the psychological human framework and methods of approach.
7. Highlight the attendant challenges and limitations of the system.

. Learning Outcomes

At the end of the lesson, students will be able to:

1. Discuss the Igbo Apprenticeship system.
2. Explain the importance of the system for the society.
3. Link the present global system with the apprenticeship system.
4. Relate the Igbo Apprenticeship system to business methods and fundamentals of doing business.

5. Explain four limitations of the Igbo apprenticeship system.
6. Explain how institutions can promote and regulate the system.
7. Proffer solutions on human rights abuse and breach of agreements in the system.

Course Content

The history of the Igbo apprenticeship system. Reasons for the establishment of the system. Importance of the system. Strategies and methodological approach in the system. The practice of negotiation. Managing conflicts. Deviant behaviours. Treaties and agreements. Case of human right abuse. Family influence. Inter-ethnic advantages. Communal influences. Empowerment. International effect. Contributions to global wealth creation. Psychological impacts. Limitations.

Minimum Academic Standard

Same as in the 70% CCMAS.

GOU-HIS 131: Introduction to International Studies (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

Introduction to International Studies seeks to expose the students to the whole gamut of issues surrounding the subject matter of International Studies. It seeks to acquaint the student with the basics in the theory and practice of International studies. Knowledge of this kind will adequately prepare the students for a possible career in the Foreign Ministry, in the international civil society and diplomatic service. This is in line with Godfrey Okoye University's mission of producing graduates who would be outstanding in learning, research and epistemological dialogue.

Overview

This course provides a comprehensive introduction to international studies, focusing in particular on its origins and historical evolution, its key concepts, major theoretical frameworks, main actors and institutions, the global architecture of power and its dynamic nature in the process of globalization.

More specifically, the course introduces concepts of power, statecraft, diplomacy, foreign policy, political economy and international security, and examines the evolution of international relations in the 20th and 21st centuries.

Objectives

The objectives of the course are to:

1. Explain the evolution of International Studies.
2. State the difference between International Studies and International Relations.
3. Explain the application of the theories of International Relations.
4. Explain the basic concepts in International Studies.
5. Explore the complex nature of the international political economy.
6. Identify the sources of international law and the methods of settlement of international disputes.
7. Appraise the administration and the workings of international organizations.

Learning Outcomes

On completion of this course, students will be able to:

1. Appraise the broad history of international relations.
2. Review six key concepts and theories of international relations
3. Identify and discuss the major actors and processes of international relations.
4. Discuss three fundamental dimensions of international relations.

5. Become researchers in International studies.
9. Explain the rise of International Organization and International Law.

Course Content

The historical development of international studies. The distinction between international relations. International politics and international political systems. The meaning and scope of international relations. Sources and types of international law. Origins of International Law. Functions and limitations of diplomacy. Diplomatic procedures. Types of diplomacy. Methods of settlement of international disputes. Arbitration clauses. Systems of government. The global community. Global ethics. Foreign policy. Distinction between foreign policy and diplomacy. National interest. Sovereignty.

Minimum Academic Standards

Same as in the 70% CCMAS.

GOU-HIS 132: Theories of International Relations (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

Theories of International Relations is an introduction to the general understanding of the traditional scientific and the post behavioral schools in International Relations. It provides students with a general introduction to the major theories of international relations. In each case, it will locate the historical context of these theories, show where and how they contribute to an understanding of what international relations is and how it works, and identify their weaknesses and blind spots. By the end of the course, students should expect to have an informed and critical grasp of the way international politics has been, and is being understood which would thereby, foster Godfrey Okoye University's philosophy of education as a dialogical process of acquisition and dissemination of knowledge.

Overview

The study of international relations takes a wide range of theoretical approaches. Some emerge from within the discipline itself; others have been imported, in whole or in part, from disciplines such as economics or sociology. Indeed, few social scientific theories have not been applied to the study of relations amongst nations.

Many theories of international relations are internally and externally contested, and few scholars believe only in one or another. In spite of this diversity, several major schools of thought are discernable, differentiated principally by the variables they emphasize. The course includes the origins of the theoretical study of international relations, the traditional scientific and post behavioral schools in international relations and then move on to the various theories, for example systems theory, functional theory, realist theory, idealist, dependency theory and games theory; application and utility of these theories.

Objectives

The objectives of the course are to:

1. Explain the main theories and models applied in the study of international relations, their ambitions, achievements and limitations.
2. Present a critical approach to current debates and issues in world politics and the discipline of international relations.
3. Identify transferable skills, including critical evaluation, analytical investigation, written presentation and communication.
4. Interpret and describe international relations.
5. Present the various approaches to the study of International Relations.
6. Analyse a variety of explanations for various events and non-events.

Learning Outcomes

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

1. Appraise seven theories and models applied in the study of international relations, their ambitions, achievements and limitation.
2. Analyze seven aspects of the cases covered by the course.
3. Appraise current debates and issues in world politics and the discipline of international relations.
4. Enumerate transferable skills, including critical evaluation, analytical investigation, written presentation and communication.
5. Explain at least three theories of international relations.

Course Content

The origins of the theoretical study of international relations. The traditional scientific and post behavioral schools in international relations. Functions of Theories in International Relations. Various theories in International Relations. Systems theory. Functionalism theory. Realist theory. Idealist. Dependency theory. Power theory. World systems theory. Conflict theory. Frustration aggression theory. Strategic theory. Balance of power theory. Games theory. Current Debates on Theories in International Politics.

Minimum Academic Standards

Same as in the 70%

200 LEVEL

GST 212 Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

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

Course Contents

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

ENT 211 : Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcome

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

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking
2. state the characteristics of an entrepreneur;

3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

FAC 202: The Arts and Other Disciplines

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

HIS 201: Nigeria from 1000 – 1900

(3 Units C: LH 45)

Learning Outcomes

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

Course Contents

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

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

Learning Outcomes

At the end of this course, students able to:

1. analyse the forces and factors of production, distribution and marketing of products in the various Nigerian communities in the period under review;
2. discuss various forms of labour relations;
3. track and present perspectives on local trade, regional trade and long distance trade and how this shaped the political life of communities; and,

4. identify various historical heroes that defined trade and politics in their communities and across inter-group lines.

Course Contents

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

HIS 203: Global History of Slavery and the Slave Trade

(3 Units C: LH 45)

Learning Outcomes

At the end of this course, students able to:

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

Course Contents

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

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

Learning Outcomes

At the end of this course, students able to:

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

Course Contents

A general survey of the introduction and spread of Islam and Christianity in West African highlighting the motivating factors, major actors and the impact of both religions on the social, economic and political lives of its peoples.

GOU-HIS 211: Issues in Strategic Studies (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

Strategic Studies provides students with the opportunity to gain a mastery and an in-depth understanding of strategy as seen through the lens of classic writers on the topic, and through theories of modern strategists. In line with Godfrey Okoye University's mission of producing graduates who would be outstanding in learning, research and epistemological dialogue, this course provides an opportunity for students to acquire a detailed knowledge and understanding of theories in strategic studies and their significance to the study of conflict and conflict resolution.

Overview

This course introduces students to some of the arguments over the historical origins of strategy, analysis of the economic, psychological and military dimensions of strategy. Students will also be exposed to some of the major economic, political, environmental and military theories of strategy as propounded by such early thinkers in the field such as, Carl von Clausewitz, Otto Von Bismarck, Von Moke, etc.

The relevance of this course lies in producing students who would be able to apply different approaches in Strategic Studies to wide and diverse areas of conflict, including the nature and development of warfare, geopolitics and historical context of deterrence.

Objectives

The objectives of the course are to:

1. Explain the concept of strategic theory.
2. Describe the processes of strategy formulation.
3. Present an overview of theories of war, conflict, and conflict resolution.
4. Discuss the contributions of various thinkers to strategic studies.
5. Apply different approaches to Strategic Studies to a wide and diverse area of conflict and interactions at the international level.

Learning Outcomes

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

1. Define strategic studies and its scope.
2. Identify four classical thinkers and their contribution to modern day strategy.
3. Explain ten various concepts in strategic studies.
4. Identify five modern strategic thinkers and their contributions to 20th century strategy.
5. Describe three theories applied in strategic studies.
6. Apply three strategic theories to real life events.

Course Content

The State of Strategic Studies. Features in the definitions of strategy. Understanding Strategy. Types of strategy. The importance of strategy. The policy of deterrence. Containment. Overwhelming force. Brinkmanship. Mutual assured destruction. Guerilla warfare. Limited War. Massive Retaliation. Pre-Emptive Strike. Disarmament. The concept of power (tangible and intangible). Power politics (Great powers). Contributions of Classical and Grand Strategists to Strategic Studies. Contribution of Modern Strategists to 20th Century Strategy.

Minimum Academic Standard:

Relevant text books, Internet/wifi access.

GOU-HIS: 212 History of Christianity in Igboland (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

History, in all its ramifications, shapes cultural and national identities. It enables individuals and societies to understand and appreciate their cultural backgrounds of which religion is most prominent. Graduates with the knowledge of the history, value and significance of their religious affiliation, will be in a better position to understand and respect the religious affiliation of other cultures. This is in line with Godfrey Okoye University's mission to impact quality education aimed at inculcating in students strong personality that will ensure the promotion of religious, cultural and epistemological dialogue.

Overview

No other event in Igbo history has perhaps provided more profound and extensive cultural and social adjustments in the region than the encounter with Christianity. The educational opportunities the Christian missions it provided was wholesomely embraced by the Igbo and this acted as a springboard for their phenomenal rise to social, economic, and political power in Nigeria.

This course is designed mainly to focus attention on the socio-cultural changes which the encounter with Christianity brought about in Igboland. It will act as an appraisal of the level of conversion in the region in the past and an evaluation of the complexities of the religious practices of the people at the present.

Objectives

The objectives of the course are to:

1. Outline the history of Christianity in Igboland.
2. Illustrate the role played by local agents in the evangelization of Igboland.
3. Highlight the prominence of education in the proselytization process.
4. Underline the relationship between the different denominations.
5. Illustrate the contribution of the Christian missions to the development vernacular literature.
6. Appraise the place of religion in the daily lives of the people.
7. Appraise the struggle between Christianity and native culture.
8. Discuss the necessity of inculturation.
10. Explain the resurgence of submerged cultural imperatives in the region.

Learning Outcomes

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

1. Discuss four major phases of the Christian missionary enterprise in Igboland.

2. Evaluate the success of the new religious movements and their proliferation in Igboland.
3. Examine three models of the foundation and running of local churches.
4. Discuss the rising cultural nationalism among the Igbo.
5. Identify the mistakes of foreign missionaries with respect to native customs and practices.
6. Identify the cultural imperatives that impinge upon conversion and true religious allegiance in Igboland.
7. Evaluate the ongoing inculturation crusade in the region.

Course Content

Advent of Christianity in Nigeria. The Missionary outcomes of the Niger Expeditions of 1841 and 1852. The contributions of the Sierra Leonian Immigrants. The pioneer work of the Church Missionary Society. Catholic Missions in Igboland. Protestant Denominations in Igboland. Coal and Christianity. Mission education at the primary and post-primary levels. The development of the Igbo orthography. Translation of the bible into Igbo dialects. The development of Igbo literature. The education of women. Mission medical services. Heroes of Igbo Christianity (Samuel Ajayi Crowther, Bishop Joseph Shanahan, Arch Deacon Denis, etc.). The church and the Nigerian civil war. Religion in the Biafran enclave. The challenges of the New Religious Movements. Christianity and Igbo culture.

Minimum Academic Standard:

Same as in the 70% CCMAS.

GOU-HIS 231: History of Europe I: 1300-1648 (2 Units; Compulsory; LH = 30; PH = 0) Senate-Approved Relevance

With a broad vision to be a citadel of learning poised to engender excellence in reading, learning and research, The History of Europe as a course prepares students of Godfrey Okoye University to become highly skilled historians prepared to advance the voice of the developing world as it affects representation and entrepreneurship in all fields of history and international studies.

Overview

The course examines the history of Europe from the end of the Early Middle Ages and takes a cursory look at the events in European history that impacted African continent's cultural, religious, economic, social and political development. The plethora of structural changes that changed not only the European world, but also of the world are outlined in the course contents.

The course is designed to lead students to review the history of Europe and its impacts on the European society, in order to draw lessons for the African continent and overall implications for international relations among states in the international system as a whole.

Objectives

The objectives of the course are to:

1. Explain the concepts of history and the basic stages of European history.
2. Highlight the importance of the historical development and evolution of Europe.
3. Appraise the intellectual and political development of Europe and global politics.

4. Assess the impacts of Europe's history on the international relations of states in the international system as a whole.
5. Assess the implication of Europe's political history for the African continent.
6. Name at least four discoveries of this period in European history that changed the course of civilization.

Learning Outcomes

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

1. Define the concepts of history and the basic stages of European history.
2. Identify the importance of the historical development and evolution of Europe.
3. Discuss comprehensively the history of Europe in its intellectual and political development.
4. Appraise the impacts of Europe's history on the international relations of states in the international system as a whole.
5. Appraise the place of Europe in modern civilization.
6. List and discuss ten lessons and implication of Europe's history for Nigeria.

Course Content

The end of Early Middle Ages. The Hundred Years War (1337-1453). The bubonic plague ("Black Death"). Feudalism. The rise of nation-states. Growth of National Monarchies. Characteristics and Spread of the Renaissance. Humanism. The Reformation. The Counter Reformation. Secularism. Scientific Discoveries (Copernicus, Galileo). European Exploration and Conquest. The Age of Exploration and Discovery. The African Slavery. Absolutism. The 30 Years' War. The Treaty of Westphalia.

Minimum Academic Standards

Provision of Internet access/ WIFI and relevant text books.

GOU-HIS 232: History of Europe II: 1918-Present (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

With a broad vision to be a citadel of learning poised to engender excellence in reading, learning and research, The History of Europe as a course prepares students of Godfrey Okoye University to become highly skilled historians prepared to advance the voice of the developing world as it affects representation and entrepreneurship in all fields of history and international studies. In congruence with the vision of Godfrey Okoye University, the study of this course will contribute meaningfully in producing graduates who would be outstanding in learning, balanced in character, and ready to pursue epistemic unity in all its ramifications.

Overview

The history of Europe II is a course designed to introduce students to the history of Europe and the place of Europe in the shaping of global politics. It is a continuation of GOU-HIS 231: History of Europe I. The course begins with a brief introductory on the history and social geography of Europe which, among other things, discusses the different notions of Europe.

This course provides an interesting background to the context within which international politics has been framed and thus to the more detailed study of international relations. It is designed to facilitate students' understanding of the centrality of Europe, not so much in geography or even politics as it once was, but in the development of many of the ideas, concepts and perspectives that now drive international relations.

Objectives

The objectives of the course are to:

1. Teach the history of Europe in its intellectual, social and political development.
2. Explain the role of Europe in the evolution and development of contemporary world politics.
3. Review the role and place of Europe in international politics.
4. Appraise the impacts of Europe's history on the international relations of states in the international system.
5. Explore the impacts of the Cold war on modern day inter-state relations.

Learning Outcomes

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

1. Appraise the role of Europe in the evolution and development of contemporary world politics.
2. Identify the role and place of Europe in international politics.
3. Recount the history of Europe and its intellectual and political development.
4. Analyze the impact of Europe's history on the international relations of states in the international system as a whole.
5. Discuss the impact of the Cold war on modern day inter-state relations.
6. Appraise the implications of the Cold War for the intellectual and political development of Europe in particular and global politics in general.

Course Content

Concepts in European History. Social Geography of Europe. World War II. Disarmament treaties. The Immediate Post-war Years. The Cold War Years. The Bi-polar system. Key Players in Europe. Regionalism in Europe. The European Union. An Overview of EU-US Relations.

The global refugee problem. Global Security. Immigration. The Challenge of Multiculturalism. EU Expansion. The Rise of Global Environmentalism. Emergence of the unipolar system. The place of Europe in East-west relations.

Minimum Academic Standards

Internet/Wifi access.

Relevant textbooks on the subject.

GOU-HIS: 233 African and European Imperialism (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

The course African European Imperialism aims to address African development problems by producing graduates who would be outstanding in learning and balanced in character. This is in accord with the vision and mission of Godfrey Okoye University which dedicate itself to import quality education, and inculcating in students strong personality that will ensure the promotion of religious, cultural and epistemological dialogue.

Overview

The history of African and European imperialism is a complex topic that spans several centuries. European imperialism in Africa began in the 15th century with the arrival of Portuguese explorers, and over the next several centuries, other European powers established colonies and claimed territories throughout the continent. The motivations for European imperialism were primarily economic, political, and cultural, and the impact on African societies was profound, leading to displacement, subjugation, and the suppression of local resistance movements.

The course is designed to expose students to negative/positive consequences of imperialism and also how it played major role in shaping modern African identities and political system – many African countries are grappling with the legacy of the result of imperialism which is neocolonialism.

Objectives

The course objectives are to:

1. Discuss the historical context and effects of imperialism in Africa.
2. Explore the impact of Imperialism in African societies including the displacement of indigenous people, the subjugation of local resistance movements and imposition of cultural and political system.
3. Examine the legacy of colonialism and its ongoing impact on modern African identities and political system.
4. Examine the impact of Neocolonialism in the modern African states.
5. Explore the possibilities of a liberation.

Learning outcomes

At the completion of the course, student should be able to:

1. Explain the historical context, five causes and effects of European imperialism in Africa.
2. Analyze and evaluate four motivations and justifications for European imperialism in Africa.
3. Examine the impact of imperialism on African societies, including the displacement of indigenous peoples, the subjugation of local resistance movements, and the imposition of European cultural and political systems.
4. Appraise the legacy of colonialism and its ongoing impact on modern African identities and political systems.
5. Discuss a written paper on imperialism in Africa.
6. Discuss a written paper on imperialism in Europe.

Course content

The early history of European exploration and colonization in Africa. The role of Portuguese, Dutch, British, French, and German explorers and traders. The Scramble for Africa and the partition of the continent among European powers in the late 19th century. The economic, political, and cultural motivations for imperialism in Africa. The role of capitalism, nationalism, and social Darwinism. The impact of imperialism on African societies. The displacement of indigenous peoples. The subjugation of local resistance movements. The imposition of European cultural and political systems. The Mau Mau Uprising in Kenya. The Maji Maji Rebellion in Tanzania. The legacy of colonialism in Africa. Its impact on modern African identities, political systems, and economic development. The role of imperialism in shaping the global political economy. The exploitation of African resources and labor. The impact of imperialism on gender relations and the lives of women in Africa. Comparative analysis of imperialism in Africa with other forms of imperialism in Asia, the Americas, and the Middle East. Contemporary issues related to neocolonialism - in Africa underdevelopment of Africa in relation to Neocolonialism, instability, corruption, and military in African Politics.

Minimum academic standard

A projector and availability of a wireless network with a stable electricity supply.

300 Level

GST 312: Peace and Conflict Resolution

(2 Units C; LH 30)

Learning Outcomes

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

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

Course Contents

Concepts of peace, conflict and security in a multi-ethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts. Structural conflict theory, realist theory of conflict, frustration-aggression conflict theory. Root causes of conflict and violence in Africa: indigene and settlers phenomena; boundary/boarder disputes; political disputes; ethnic disputes and rivalries. Economic inequalities; social dispute. Nationalist movements and agitations. Selected conflict case studies – Tiv-Junkun; Zango Kartaf. Chieftaincy and land disputes, etc. Peace building, management of conflicts and security. Peace and human development. Approaches to eace & conflict management --- (religious, government, community leaders etc.). elements of peace studies and conflict resolution. Conflict dynamics assessment scales. Constructive and destructive, justice and legal framework. Concepts of social justice; the Nigerian legal system. Insurgency and terrorism. Peace mediation and peace keeping. Peace and

Security Council (international, national and local levels). Agents of conflict resolution – conventions, treaties, community policing. evolution and imperatives. Alternative Dispute Resolution (ADR). Dialogue, arbitration, negotiation, collaboration, etc. Roles of international organizations in conflict resolution - (a). the United Nations (UN) and its conflict resolution organs; the African Union and Peace Security Council. ECOWAS in peace keeping. The media and traditional institutions in peace building. Managing post-conflict situations; refugees. Internally Displaced Persons (IDPS). The role of NGOs in post-conflict situations.

ENT 312 : Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

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

Course Content

Opportunity identification: sources of business opportunities in Nigeria, environmental scanning. Demand and supply gap/unmet needs/market gaps/market research. Unutilised resources, social and climate conditions and technology adoption gap. New business development: business planning, market research, etc. Entrepreneurial finance: venture capital, equity finance. Micro finance, personal savings, small business investment organizations and business plan competition. Entrepreneurial marketing and e-commerce. Principles of marketing, customer acquisition and retention. B2B, C2C and B2C models of ecommerce. First mover advantage, e-commerce business models and successful e-commerce companies. Small business management/family business. Leadership & management: basic book keeping, nature of family business and Family Business Growth Model. Negotiations and business communication: strategy and tactics of negotiation/bargaining. Traditional and modern business communication methods. Opportunity Discovery Demonstrations: business idea generation and presentations. Business idea contest, brainstorming sessions, idea pitching, etc. Technological Solutions: the concepts of market/customer solution, customer solution and emerging technologies. Business Applications of new technologies: Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoT), Blockchain, Cloud Computing, Renewable Energy, etc. Digital business and e-commerce strategies).

FAC 301: Research Methods in the Arts

(2 units C: LH 30)

Learning Outcomes

The course will enable the student to:

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

Course Contents

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

FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students able to:

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

Course Contents

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

HIS 301: Nigeria from 1900 – 1970

(3 Units C: LH 45)

Learning Outcomes

At the end of this course, students able to:

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

Course Contents

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

HIS 302: History Research Methods, Script Writing and Digital History Workshop (Entrepreneurship Specific course) (4 Units C: LH 60)

Learning Outcomes

1. Students at the end of this course will be able to demonstrate a firm understanding of how to develop and create historical content in a digital format.
2. Students will be able to develop scripts based on history or historical fiction for feature length films or documentaries.
3. Students will learn how to create business opportunities from historical information.
- 4.

Course Contents

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

HIS 303: The Practice of History/Internship Training (3 Units C: LH: 45)

Learning Outcomes

At the end of this course, students will:

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

Course Contents

Students from the Department will use the period to gain experience in a broad range of public and private agencies, institutions, and programs. These include; historical societies or museums, Non-Governmental Organisation's. Developmental Associations etc. During the period of the Internship, the student will play a role in managing the institution's records or writing its history. They must submit a specific plan for the internship to the Head of Department and after completing the internship, must write a thorough report that will be graded.

HIS 304: Women in History

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students able to:

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

Course Contents

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

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

Learning Outcomes

At the end of this course, students able to:

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

Course Contents

The course will interrogate the four major industrial revolutions viz: The first that saw the emergence of mechanical power driven by steam and water ; the second that was characterized by mass production, electrical and chemical industries; the third which was driven by information technology and automation; the Fourth Industrial Revolution which is also known as the digital revolution, that is characterized by a fusion of disruptive technologies blurring the lines between the physical, digital, and biological spheres.

GOU-HIS 311: Church-State Relations in Education in Eastern Nigeria, 1900-1975 (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

The production of high-quality graduates who are knowledgeable about the important part that education plays in nation-building and governance is in line with Godfrey Okoye University's insistence on epistemic training, ethics and professionalism. The relevance of this course is seen in the production of graduates who are well-informed about the wholesome partnership between church and state that was at the root of the success of mission education.

Overview

The most contentious issue in church-state relations in education from the colonial time to the present revolves around school management and control. Friction arose between the two bodies because of their conflicting objectives. Whereas the government focused on the production of manpower for economic exploitation, the churches concerned themselves primarily with religious change and the socio-cultural transformation of the mission lands.

The course is designed to work the student through the different stages of the partnership between church and state in education. They will be made aware of the efforts of different colonial administrations who sought cooperation between Government and Mission in matters educational. This enduring policy was jettisoned in later years by the state takeover of schools and the exclusion of the missions from the control and management of education with devastating consequences.

Objectives

The objectives of the course are to:

1. Analyze the different stages of church-state relation in education.
2. Delineate the contrasts between colonial and nationalist control of education.
3. Describe the divergent objectives of the two bodies.
4. Evaluate how religion in politics affected the relation between church and state.
5. Appraise the contributions of the Christian missions to social change.
6. Analyze the dependence of the success of mission education on government financial aid.
7. Identify the negative effects of nationalist control of education.
8. Demonstrate how denominational squabbles impacted negatively on church-state relations.
9. Analyze the background of the state takeover of mission schools.
10. Demonstrate the post-war efforts to return the schools to the churches.

Learning outcomes

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

1. Appraise the primary objective of the Christian missions in education in Eastern Nigeria.
2. Explain four reasons behind the colonial government intervention in education.
3. Explain how denominational rivalry affected church-state relations in education.
4. Analyze the role of religion and politics in church-state relation.
4. Appraise the impact of internal and external inspection of schools on mission education.
5. Analyze two approaches to the free universal primary education in the Eastern and western Regions.
6. Give four reasons why the government took over mission schools.
7. Explain the role the nationalist movement played in the control and management of schools.
8. Give four reasons why state control of schools failed and mission control succeeded.
9. Discuss how the state takeover of mission schools in 1970 was an implementation of education plans made in the 1960s.

Course content

The Christian missions and the Aro expedition. Government-initiated school inspectorate. The amalgamation of the Southern and Northern Provinces. Lugard's Education Code of 1916. Grants-in-aid of Voluntary Agency Schools. The creation of State Model Schools. The era of self-rule in education 1954. Free Universal Primary Education. Catholic objection to the provisions of the 1957 UPE. The march of women to Enugu. Church-state Relations under Nnamdi Azikiwe. Church-State Relations under M.I. Okpara. Bishop Godfrey Okoye and the Eastern Nigeria Catholic Council. The Convention of Protestant Citizens. Common Religious Syllabus for primary schools. The 1965 Education Law. State takeover of mission schools. Ecumenical Action by the East Central State Heads of Churches. The Public Education Edict of 1970. Catholic and Protestant reactions to the Public Education Edict. Church involvement in the post-war Reconciliation.

Minimum Academic Standard

Same as in the 70% CCMAS.

GOU-HIS 312: The History of Coal Mining in Enugu (2 Units; Compulsory; LH =15; PH= 45)

Senate-Approved Relevance

Coal defined the history of the city of Enugu in its political, economic, social and environmental ramifications. History graduates well trained in these backgrounds will be in possession of the cognitive skills necessary to engage in honest conversations about the challenges of the environment and energy supply among others. This is in congruence with Godfrey Okoye University's mission of producing graduates with the knowledge and confidence to pursue an entrepreneurial career and in synch with the Millennium Development goal of environmental sustainability.

Overview

Unlike crude oil which was discovered on the eve of the end of colonial rule, coal was discovered in Enugu fairly early in the colonial economic exploitation in Nigeria. It played a leading role in the motivation for amalgamation in 1914, fueled British war machine during the First and Second World Wars, accounted for the massive infrastructural development of Nigeria, and served as a strategic source of fuel for railways for the Nigerian government, several West African countries and England.

The course is designed to expose the students to these and more ground-breaking developments. Above all, it will highlight the leading role the Enugu Coal Mining played in the struggle for Nigerian independence. After the brutal massacre of twenty-two miners at Iva Valley in 1949, the ravaging ethnic, regional and class divisions in Nigerian society were set aside and replaced with a unified front to end British rule. Enugu became the rallying point for political action by all the major cities in Nigeria. The relevance of the course lies primarily in the area of self-employment where history graduates can take advantage of the growing importance of the moribund coal mines as tourist sites and became tour guides with indebt knowledge of the history of the city.

Objectives

The objectives of the course are to:

1. Recount the history of coal mining in Enugu.
2. Illustrate what the city was and can become again.
3. Discuss the history of labour movements under colonial rule.
4. Describe the environmental degradation caused by coal mining.
5. Describe tourist sites associated with coal mining.
6. Illustrate the impact coal mining had on surrounding villages.
7. Discuss the place of coal as a source of energy in an under-developed country.
8. A tour of former mining settlements.

Learning outcomes

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

1. List and discuss areas of viable self-employment.
2. Discuss the pros and cons of reopening the abandoned mines.
3. Produce documentaries on the coal city.
4. Discuss environmental degradation with respect to erosion and water supply in Enugu.
5. Discuss new perspectives on national cohesion.
6. Name at least four surrounding villages that benefitted from the coal mine.

Course Content

Nigerian Labour Movement and British Post-war labour policy. The discovery of coal and the aftermath of its exploitation. The political implications of the discovery of coal in Nigeria (the amalgamation of 1914). The social conditions of the coal mining villages. The position of the local chiefs in labour relations with the British. The place of coal in the infrastructural development of colonial Nigeria (rail lines etc.). Coal and urban development in Enugu. Enugu national and international migrant community. The place of coal/rail development in the spread of Christianity in Nigeria. The Iva Valley massacre of 1949 and the National agitation for independence. The strategic importance of coal during the two world wars. The Nigerian Coal Corporation and the employment of labour. The effects on coal production by the discovery of crude oil. Abandoned Sites and Environmental Degradation. The coal mines as revenue-generating tourist sites. The rise and fall of the Nigerian Coal Corporation. The place of coal in government economic planning.

Minimum Academic Standard

A multimedia Projector, a screen, a Laptop computer.

GOU-HIS 332: East-West Relations since 1945 (2 Units; Compulsory; LH = 30; PH = 0)
Senate-Approved Relevance

East/West Relations since 1945 is essentially a history of the Cold War. This study reviews the major characteristics of the international system that emerged following the end of the Second World War, and looks at the onset of the Cold War and the resulting world order, the attempt by the two Super Powers to extend their spheres of influence, and the nuclear arms race and détente. It examines the main causes and effects of the emergence of the 'Third World,' the collapse of communism, the 'end' of the Cold War, the rise of new states, and the growth of militant nationalism and religious extremism in international relations. Graduates of this program who have undertaken this course would in line of the philosophy of Godfrey Okoye University, understand education as a dialogical process of acquisition and dissemination of knowledge.

Overview

The course introduces you to the development of international relations since 1945. It discusses the deep polarization in the political indices at the end of World War II based on the ideological cleaves of capitalism and socialism. The emergence of the Cold War and Bipolarity.

It also examines the new poles of international power and influence; rise of China as a major power; the emergence of Japan and Germany as economic powers; rise of the Asia-Pacific region.

Objectives

The objectives of the course are to:

1. Explain the causes for the disintegration of the Soviet Union.
2. Explain the Impact of World War II on global politics.
3. Analyze the evolution of world politics since the end of World War II.
4. Identify a variety of perspectives about global issues including war and poverty, migration, role of nationalism and religion, and the impact of modern technology.
5. Appraise the complexities of power politics in historical context.
6. Provide an in-depth analysis of international problems in the realm of global politics.

Learning Outcomes

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

1. Explain five causes of the emergence of the Cold War.
2. Evaluate the role of international institutions and other factors which are responsible to shape the world politics.
3. Name at least four main effects and consequences of more recent international developments and events.
4. Discuss the political dynamics of recent developments in international relations.
5. Relate recent world conflicts to their historical foundations.

Course Content

Impact of World War II on global politics. The emergence of the Cold War and bipolarity. The policy of containment and related events. The response of the Soviet Union towards Containment. The Korean war. The Vietnam war. The Cuban Missile Crises. Foundation and deployment of NATO and WARSAW military machines. The threat of nuclear disaster in the 21st century. The growth of militant nationalism. Religious extremism in international relations. New poles of international power and influence. The rise of China as a major power. The emergence of Japan and Germany as economic powers. The rise of the Asia-Pacific region. Disintegration of Soviet Union. Russia in the Post-Soviet setting.

Minimum Academic Standards

Same as in the 70% CCMAS.

GOU-HIS 333: International Economic Relations (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

The course International Economic Relations is aimed at acquainting students with the diverse economic interactions that are driving the world economy. Graduates of this course will be knowledgeable about the factors that behind the economic and socio-political developments of nations and gain valuable skills in self-economic empowerment. This is in line with Godfrey Okoye University's mission of producing graduates who possess the talents and skills needed to pursue an entrepreneurial career.

Overview

This course seeks to provide a comprehensive analysis of economic interaction among developed, developing and underdeveloped nations and the consequential effects of this interaction on the growth of their economies. These interactions include trade in goods, services, assets, ideas, and macroeconomic spillover effects, as well as the effects of rules, regulations and policies like tariffs, trade quotas, controls on the international flow of capital and the exchange rate regime.

It is hoped that at the end of the study, the student will have a better grasp of how the interplay of political, socio-economic and strategic forces influence policies that shape the economies of nations around the world.

Objectives

The objectives of the course are to:

1. Identify the economic groups around the world and how they have shaped the economies of their micro groups within the global economic space.
2. Evaluate the extent to which modernization theory of development, technology and environment are able to drive development among the developing and underdeveloped nations.
3. Examine the relationship between culture, environment, local politics and economy, and how they drive or retard development globally.
4. Analyze the model of development among the Asian Tiger nations and how they can be replicated among underdeveloped nations.
5. Appraise both the negative and the positive impact of regional associations and cartels and their place in driving the economies of member states.

Learning Outcomes

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

1. Identify at least three economic groups within the global economic space.
2. Appraise the roles that economic groups play in the economic development across the regions of the world.
3. Assess the roles Asian Tiger nations play in driving development in Under-developed economies.
4. Evaluate the impact of regional organizations on the economic development of micro societies, especially in Eastern Nigeria where Enugu is located.
5. Identify how development theories shape the economic policies of different nations in the global market place.

Course Content

Concept of Global North and South. Use of the term 'Global South'. The Concept of Development. Modernization theory of Development. Modernization theory and Economic Development. Modernization theory and Globalization. Modernization theory and Democracy. Modernization theory and Technology. Critics of Modernization Theory. Dependency theory of Development. Dependency theory and Culture. Dependency theory and Traditional Economy. Dependency theory and Rural Politics. Critics of Dependency Theory. Development models of the Asian Tigers. Association of South East Asian Nations and Development. New International Economic Order. North Atlantic Free Trade Agreement.

Minimum Academic Standards

Same as in the 70% CCMAS

GOU-HIS 335: Third World International Relations (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

This course discusses the struggles and challenges faced, and roles played, by the Third World in the international system and their relationship with other states. The relevance of this course lies in the fact that it serves as a source of inspiration to the students that, with determination, it is possible to make progress in any aspect of life as did Malaysia, Singapore, Indonesia and India etc. This is in line with the vision of Godfrey Okoye University to produce graduates who would be outstanding in learning, balanced in character, personality and ready to pursue epistemic unity in all its ramifications.

Overview

This course discusses the situation of Third World countries and their impact in international relations. It also interrogates how some of these have handled the situation to begin to extricate themselves from the negative attributes associated with the Third World like poverty, unemployment, poor economic planning, illiteracy, neocolonialism and poor health care.

The course is designed to expose students to the huge possibilities that abound in unity of purpose and determination.

Objectives

The objectives of the course are to:

1. Teach the concept of international relations.
2. Explain the factors that influence a state's relations with others.
3. Trace the historical origin of the concept of the Third World.
4. Identify and discuss the characteristics of the Third World.
5. Discuss the formation of Non-Aligned Movement and its principles.
6. Appraise the impact of the Third World in international relations.
7. Analyze the challenges of the Third World in international relations.
8. Discuss the philosophy that strength of unity can be achieved even in the face of seeming weakness.

Learning Outcomes

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

1. Describe the circumstances that led to the rise of the Third World.
2. Account for six causes of underdevelopment'
3. Proffer six solutions to developmental problems.
4. Discuss five causes and solutions to the challenges of the Third World.
5. Discuss three opportunities of employment in the Foreign Affairs Ministry of his/her country.

Course Content

The concept of International Relations. Factors that influence International Relations. Third World-origin/etymology. Modern characterizations of the Third World. Nature of the Third

World. Goals of the Third World. Theories on the Third World. Non-Aligned Movement. The Third World and the principle of non-alignment. Role of Third World in international relations. Impact of the Third World in the international system. The third world and new economic order. Challenges of Third World international relations. Prominent leaders of the Third World. The Third World and the Sustainable Development Goals. The Third World and international peacekeeping operations. The Third World in the United Nations. The Third World and Apartheid.

Minimum Academic Standards

Same as those in the 70% CCMAS

GOU-HIS 336: The International Political System (2 Units; Elective; LH = 30; PH = 0) Senate-Approved Relevance

The production of graduates who are knowledgeable in international political system is in line with the mission of Godfrey Okoye University to train students who will be highly skilled, outstanding in learning, balanced in character and prepared to advance the voice of the developing world as it affects representation and entrepreneurship.

Overview

This course is designed to increase students' knowledge on vital issues on international political system. It begins with a brief introduction which will help give a good understanding of what international political system entails, and a better understanding of the evolution of international politics and how the global system changes.

Furthermore, this course will open students' minds towards comprehending the significance of international political system and the key actors involved in world politics. The course contents are structured into modules to provide students of international relations with comprehensive knowledge on the international political system and how power play among different actors

Objectives

The objectives of the course are to:

1. Explain the concept and evolution of international political system.
2. Identify the actors (state and non- state) of international politics.
3. Analyze the various significant events that shape international political system.
4. Explain the emergence of super powers within the international politics.
5. Assess the contemporary issues and dynamics of international political system.
6. Analyze the emerging issues within the international political system such as politics of mass destruction and terrorism.

Learning Outcomes

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

1. Define the concept and evolution of international political system.
2. Identify and discuss the actors (state and non- state) of international politics.
3. Critically assess significant events within the international political system.
4. Discuss the emergence of super powers within the international politics.
5. Distinguish between contemporary issues and dynamics of international political system.
6. Identify the emerging issues within the international political system, ranging from politics of mass destruction, terrorism, polarity among others.

Course Content

Introduction to International Political System. The concept and evolution of International Political System. Capabilities of actors in the International Political System. The Importance and Nature of International Political System. The Actors and Characteristics of the International Political System. Peace of the Westphalia (1648). Shifting Balance of Power (1600-1800). Balance of Power. The Emergence of nationalism. The Bipolar System. Capitalism. Communism and the Present International Political System. The Unipolar System.

International Trade and its Effects on the International Political System. The League of Nations. The United Nations Organization. The International Regional Organizations. The International Non-Governmental Organizations. War on Terror.

Minimum Academic Standards

Atlas, World Map, Library holding. Country Flags.

HIS 401: Nigeria from 1970 to the present

(3 Units C: LH 45)

Learning Outcomes

At the end of this course, students able to:

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

Course Contents

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

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

Learning Outcomes

At the end of this course, students able to:

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

Course Contents

The course examines the factors of change and continuity in the patterns of economic activities in Nigeria: The political and economic antecedents, the colonial setting, the new pattern of demand, the infrastructural facilities and the exploitation of agricultural

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

HIS 403: Learning From the Past: Applied History, Critical Thinking and Decision Making. (4 Units C: LH 60)

Learning Outcomes

At the end of this course, students able to:

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

Course Contents

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

HIS 404: Philosophy of History (2 Units C: LH 30)

Learning Outcomes

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

Course Contents

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

HIS 405: Special Paper (3 Units C: LH 45)

Learning Outcomes

1. students will be able to demonstrate the concept of “history everywhere”

2. students at the end of this course will be able to identify, analyse and primary source materials on selected and specialised subject matter.
3. students will be able to work with other students to develop local history initiatives and involve local communities.
4. students will be able to comprehend and discuss the various development plans that have been implemented in Nigeria.

Course Contents

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

HIS 406: Nation Building in Nigeria Since 1945

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students able to:

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

Course Contents

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

HIS 407: Long Essay

(6 Units C: PH 270)

Learning Outcomes

At the end of this course, students able to:

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

Course Contents

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

Minimum Academic Standards

Equipments

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

Equipments for Teaching Purposes

The equipments needed for teaching purposes include;

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

Office Equipment

H.O.D's Office

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

Each Lecturer's Office

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

c) Equipment for Staff Common Room

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

Equipment for Administrative Work

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

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

Staffing

Academic Staff

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

Non-Academic Staff

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

Library

There is need for a departmental library where current and up-to-date textbooks should be available for all the courses in the Department. Professional journals, periodicals, representative materials and other library resource materials should be acquired. The library should be fully equipped and computerized with internet facilities to enable the users access e-materials.

Space

There should be adequate spacing to cater for the needs of the Department which should include at least the following; an office for the H.O.D, one office per lecturer, a Departmental conference room and a staff common room, offices for the non-academic staff depending upon their number and responsibilities

There should be adequate classroom spaces for the departmental courses and at least one large lecture theatre to fit 500 students. The NUC guidelines are as follows:

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

GOU-HIS 431: Foreign Humanitarian Intervention in the Nigerian Civil War (2 Units; Compulsory; LH = 30; PH = 0)
Senate-Approved Relevance

The Nigerian civil War (1967–1970) was arguably the most horrendous armed conflict of the twentieth century in Africa in terms of the number of deaths and human suffering. In the spirit of the biblical injunction to be our brothers' keepers, various international humanitarian agencies intervened to save lives and ameliorate human suffering. The relevance of the course lies in the production of graduates who are knowledgeable in relief work and who would be able to respond nationally and internationally to the huge number of war victims and internally displaced persons. This reflects Godfrey Okoye University's mission of producing graduates that would engage in the promotion of religious, cultural and epistemic dialogue.

Overview

The airlift to Biafra was organized and sustained by the Joint Church Aid, an international consortium of more than 33 relief agencies from around the world. It was by all accounts one of the most complex and most daring measures against famine and starvation the world has ever known, second only to the Berlin airlift. The relief experience of the Nigerian civil war has been recognized as formative and totemic for contemporary humanitarianism. There is hardly any of the NGO relief agencies that does not owe something to Biafra. Africa Concern was founded for Biafra and today it is one of the leading disaster relief agencies. The name and the ethos of Sans-Frontièrism are directly linked to the Joint Church Aid. The relief work of the consortium itself is recognized as the greatest ecumenical venture in history.

The course is designed to produce history graduates, all of whom were born after the Nigerian civil war, with an in-depth knowledge of a very phenomenal aspect of the war which has remained un-researched and unpublicized.

Objectives

The objectives of the course are to:

1. Recount the story of one of the Nigerian – Biafran war.
2. Explain how the intervention of the foreign humanitarian agencies averted a catastrophe.
3. Discuss how far politics should be allowed to undermine the ethos of humanitarianism.
4. Appraise the magnificent social dynamics of a youthful generation, whereby the support base of the relief agencies was anchored in students.

5. Demonstrate that confessional and national barriers can be dismantled in favour of saving human lives.
6. Critique the dismal politics of world leaders and organizations.
7. Appraise the moral imperatives that propelled the humanitarian intervention.
9. State why politics should be put at the service of humanity and not vice versa.

Learning Outcomes

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

1. Explain the background of the Nigerian civil war.
2. Appraise the importance of ecumenical ventures.
3. Name at least four principles of humanitarianism.
4. Describe five of the complex challenges of the airlift.
5. Analyze three motivations behind the humanitarian intervention.
6. Appraise the social dynamism of youth action.
7. Stress the place of Biafra in modern humanitarianism.
8. Work as social workers.

Course Content

Background to the conflict. The outbreak of the Nigerian civil war. Famine and famine deaths. The intervention of the German Relief agencies. The feeding centres. The beginning of the airlift. The Uli air Striep. The relief pilots. The formation of the Joint Church Aid. Pope Paul VI and Caritas Internationalis. The Wold Council of Churches. The International Council of the Red Cross. The evacuation of Biafran Children to Gabon and Sao Thomé. The Okporo paediatric hospital. Post-war reconstruction in Nigeria. The Hopeville centre at Uturu. The repatriation of Biafran children. The place of Biafra in modern humanitarianism.

Minimum Academic Standard:

Same as in the 70% CCMAS

GOU-HIS 432: Igboland from the Earliest Times to the Present (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

This course examines the contributions and challenges of the Igbo people from the earliest times to the present in the historical development of Nigeria. The production of graduates who are knowledgeable in this historical background in line with the mission of Godfrey Okoye University to impact quality education and inculcate in students strong personality that will ensure the promotion of religious, cultural and epistemic dialogue.

Overview

Igboland is a region in South Eastern Nigeria that is primarily inhabited by the Igbo people. The history of the Igbo people can be traced back to pre-colonial times when various Igbo kingdoms and city-states existed in the region. They were largely independent and engaged in trade, inter-state relations, agriculture, and various occupations. During the 19th century, the region was impacted by the transatlantic slave trade and legitimate trade which replaced it.

The arrival of European traders and missionaries brought significant changes to the region's political, social, cultural, and religious life. There were several conflicts and wars of resistance, and by the end of the 19th century, Igboland was firmly under British rule. The Igbo played significant roles as torchbearers in the Nigerian Nationalist Movement. The problems of Nigerian Independence culminated in a civil war in which the Igbo were the victims. By the end of the 20th century, the Igbo had played significant roles in the economic, social, and political development of Nigeria.

Course Objectives

The course objectives are to:

1. Outline the history of Igboland from the earliest times to the present.
2. Examine the political, religious, social, cultural, and economic systems of Igboland and their evolution over time.
3. Evaluate the interactions between Igbo people and other groups in Nigeria and her West African neighbours.
4. Explore the role of Igbo societies in resisting British colonial rule and imposition of Western values.
5. Examine the role of Christian missionary activities and their impact in Igboland.
6. Underline the role of the Igbo in the nationalist struggle, nation-building process, the Nigerian Civil War, and the post-war reconstruction efforts.
7. Examine the Igbo in the military, civil service, and political economy of contemporary Nigeria.

Learning Outcomes

At the completion of the course students should be able to:

1. Analyze three theories regarding the origin of the Igbo.
2. Articulate and write the history of their local villages.
3. Appraise Igbo culture, tradition, social and political system.
4. Explain the Igbo concept of self-determination and entrepreneurship.
5. Appraise at least five historical events and developments that shaped the history of Nigeria.
6. Describe the role of the Igbo in Nationalism and Independence in Nigeria.

7. Examine critically the role of the Igbo in Nigeria civil war.
8. Appraise the role of the Igbo in economic and technologically development in contemporary Nigeria.

Course Content

Pre-Colonial Igboland. Origin and Migration of Igbo people. Igbo social and political organization. Economic activities. Cultural and religious activities. The role of Nri, Aro, Awka Igbo. Igbo Ukwu in Igbo history. Slavery and slave trade. Legitimate trade. European invasion of Igboland. Missionary activities. The Igbo and Mission education. Conquest of Igboland. The Aro expedition. The Aba Women's Riot. The Igbo in Nationalism in Nigeria. The formation of political parties in the first republic. The Igbo in independent Nigeria. Igbo contribution to nation-building. The Nigerian Civil War and its impact. The Igbo in the Nigerian military and the civil service. The political economy of contemporary Nigeria.

Minimum academic standard

A minimum lecture hall capacity of 30 students with a projector and availability of a wireless network with a stable electricity supply.

GOU-HIS 433: History and Evolution of Liberal Democracy (2 Units; Elective; LH = 30; PH = 0)

Senate-Approved Relevance

The course Liberal democracy exposes students to a form of government in which individual liberties and rights are protected by a system of laws, and citizens participate in the decision-making process through free and fair elections. This is in line with the mission of Godfrey Okoye University that dedicates itself to impact in students a strong personality that will ensure the promotion of religious, cultural and epistemological dialogue.

Overview

Liberal democracy is a form of government in which individual liberties and rights are protected by a system of laws, and citizens participate in the decision-making process through free and fair elections. The principles of liberalism and democracy emerged during the Enlightenment period in the 18th century, and were influenced by thinkers such as John Locke, Montesquieu, and Jean-Jacques Rousseau.

The course is designed to work students through the history of Liberal democracy which spread throughout Europe in the 19th century and the challenges it faced in the face of authoritarianism and socialism in the 20th century. After World War II, liberal democracy became more widespread and entrenched, but the 21st century has seen new challenges to its principles from the rise of populism, nationalism, and authoritarianism. Despite these challenges, liberal democracy remains one of the most widely accepted forms of government in the world, and its principles continue to inspire people around the world.

Course Objectives

The course objectives are to:

1. Analyze historical and philosophical roots of liberal democracy, and the major political, social, and economic developments that contributed to its emergence and evolution over time.
2. Examine the key concepts and principles of liberal democracy, and their importance in the functioning of democratic systems.
3. Explore the challenges and limitations of liberal democracy.
4. Analyze case studies of the establishment and consolidation of liberal democratic systems in different regions of the world, including Europe, North America, Latin America, and Asia, and to compare and contrast their experiences and outcomes with Nigeria.
5. Explain the practice of Liberal Democracy in Nigeria.
6. Examine the problems and prospects of Liberal Democracy in Nigeria.

Learning Outcomes

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

1. Appraise the historical and historical and philosophical origins of liberal democracy.
2. Identify at least four key thinkers and concepts that contributed to its development.
3. Analyze and evaluate three principles and values of liberal democracy and apply them to contemporary political issues.

4. Critically assess ten challenges and limitations of liberal democracy, and propose solutions or alternatives to address them especially in Nigeria.

5. Examine and evaluate liberal democracy in Nigeria and suggest key areas for improvement. compare and contrast the experiences or

Course Content

Historical roots of liberal democracy. Ancient Greece and Rome. The Enlightenment. American and French Revolutions. Key concepts and principles of liberal democracy. Individual rights. Rule of law. Separation of powers. Representation. Accountability. Civil society. Multiculturalism. Challenges and limitations of liberal democracy. Populism Nationalism. Authoritarianism. Inequality. Polarization. Corruption. Media freedom. Case studies of liberal democracy in practice in the United States, Europe and Asia. Contemporary issues and debates in liberal democracy. Immigration. Climate change. Social Justice. Digital media. Globalization. Future prospects and challenges for liberal democracy. The practice of liberal democracy in Nigeria.

Minimum academic standards

A projector and availability of a wireless network with a stable electricity supply.